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Student Learning Goals

A basic education is an evolving program of instruction that is intended to provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives and to enjoy productive and satisfying lives. With the involvement of parent and community members, the goal of the district is to provide the opportunities for every student to develop the knowledge and skills essential to:

A. Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings with a variety of audiences;

B. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;

C. Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and

D. Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

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

Legal References:	RCW 28A.150.210	Basic education — Goals of school districts
	RCW 28A.655.010	Washington commission on student learning — Definitions
Management Resources Policy & Legal News:	December 2011	Technical Edits
	October 2007	Basic Education Act Revisions

Adoption Date: 10.05
Hockinson School District
Revised: 11.11; 01.13; 03.18

Performance Improvement Goals

Adopting Performance Improvement Goals

Annually, the board will do the following:

1. Adopt district-wide performance improvement goals for the measures included in the Washington school improvement framework.
2. Direct each school in the District that enrolls students in grades three through eight and/or high school to establish goals to increase the measures included in the Washington school improvement framework consistent with state and district goals.

The District and each school in the District will establish English language arts and mathematics improvement goals using the federal requirements to determine the increase in requirements described above for all students and for each of the groups required under the federal requirements.

The District and each school will establish annual performance improvement goals in accordance with the following:

1. As a starting point for determining annual performance improvement goals, the District and each school will use the most recently available results of the school improvement framework.
2. The performance improvement goals for assessments administered in the spring of 2027 must be consistent with the goals outlined in the state consolidated plan. At a minimum, the District and each school must adopt the following goals:
    a. Ninety percent of students eligible to be assessed will meet standard on the required state assessments.
    b. The graduation rate for all students and each of the groups referenced in WAC 180-105-020(2) will not be less than ninety percent.
    c. Performance improvement goals using the federal requirements to determine the increase in the percentage of students making progress toward English language proficiency included in the Washington school improvement framework. [The language in 2.c. is only necessary if the district administers the English language proficiency assessment described in the Washington accountability plan approved by the U.S. Department of Education.]
3. The district and each school must establish goals for each of the Washington School Improvement Framework Indicators for all students and for each of the groups referenced in WAC 180-105-020(2).

Reporting Progress

Annually, the board will report the following information at a public meeting and in writing:

1. The District's performance improvement goals;
2. Student performance relative to the goals; and
3. District and building plans to achieve the goals, including curriculum and instruction, parent and guardian involvement, and resources available to parents and guardians to assist students in meeting the state standards.

Annually, the District will report the District's progress toward meeting the District and building goals in a news release to local media.

In each school's annual performance report, the District will include school-level goals, student performance relative to the goals, and a summary of school-level plans to achieve the goals.

Cross References:	Board Policy	
	Board Policy	
Legal References:	RCW 28A.655.100	Performance goals – Reporting requirements
	RCW 28A.655.110	Annual school performance report—Model report form
	WAC 180-105-020	Performance improvement goals
	WAC 180-105-040	Definitions
	WAC 180-105-060	Establishing Goals
Management Resources Policy & Legal News:	May 2020	
	June 2010	High School Proficiency Examination
	December 2005	Requirements Revised
	October 2003	A+ Commission's Revised Performance Improvement Goals
	June 1999	Accountability Bill Includes Policy Implications
	June 1998	Boards must set reading goals
	August 1998	CORRECTION: Reading goals policy

Adoption Date: 12.03
Hockinson School District
Revised: 11.11; 07.20; 01.24

School Improvement Plans

Each school will develop and adopt a school improvement plan or process, with annual review for progress and necessary changes. Each school will submit its plan to the board of directors each year for annual approval.

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

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

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

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

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

Legal References:	WAC 180-220	Supplemental basic education program approval requirements
Management Resources:	Policy News – October 2002	State Board Requires Annual School Plan

Adoption Date: 01.03
Hockinson School District
Revised: 10.05; 11.11

Course Design, Selection and Adoption of Instructional Materials

The board recognizes its responsibility for the improvement and growth of the educational program of the schools. To this end, the course designs shall be evaluated, adapted and developed on a continuing basis. Instructional materials shall be selected to ensure alignment with state learning standards and enable all students to master foundational skills and knowledge to achieve college and career readiness.

Definitions

For the purpose of policy and procedure 2020, the following definitions will apply:

Course Design is the process that includes identifying and sequencing essential content supporting students' skill development towards state learning standards. Course design involves providing appropriate instructional materials, professional development, and support systems for teachers as they implement the course.

Instructional Materials are all materials designed for use by students and their teachers as learning resources to help students acquire facts, skills, and/or to develop cognitive processes. These instructional materials, used to help students meet state learning standards, may be printed or digital, and may include textbooks, technology-based materials, other educational media, and assessments. They may carry different licensing types from open to all rights reserved. For the purposes of this policy, there are five categories of instructional materials:

- **Core Instructional Materials** are the primary instructional resources for a given course. They are district-approved and provided to all students to help meet learning standards and provide instruction towards course requirements.

- **Alternative Core Materials** are the primary instructional materials for a given course that are used with a subset of students. These materials are intended to replace approved core materials and may be used for specialized course offerings or flexible learning environments.

- **Intervention Materials** are designed to support strategic or intensive intervention for students who are at risk of not meeting established learning standards. Intervention materials are used with students to accelerate progress toward particular learning goals based on systematic assessment, decision-making, and progress monitoring.

- **Supplemental Materials** are used in conjunction with the core instructional materials of a course. These items extend and support instruction. They include, but are not limited to, books, periodicals, visual aids, video, sound recordings, computer software and other digital content.

- **Temporary Supplemental Materials** are those items used in conjunction with the core instructional materials of a course that are of interest or value for a short period of time and are chosen within district-established guidelines. They are not intended to supplant the adopted curriculum nor be used on a regular instructional basis. Examples might include timely articles from relevant, reliable sources, websites, or news broadcasts. The use of temporary supplemental materials for time periods of over one year requires consideration of the material as either part of the core instructional material for a course or supplemental material for the course depending on the nature and scope of the material.

Instructional Materials Committee is the body that makes core instructional materials adoption recommendations to the School Board based on superintendent-established procedures.

Course Design

The superintendent or designee will establish procedures for course design that:

- **A.** Provide for the regular review of selected content areas and implementation of any suggested changes.
- **B.** Provide for involvement of community representatives and staff members at appropriate times.

Selection and Adoption of Instructional Materials

The primary objective in selecting instructional materials is to implement, enrich and support the educational program of the schools. All instructional materials will be selected in conformance with:

- **A.** Applicable state and federal laws;
- **B.** Goals and/or learning standards of the district and state; and
- **C.** Procedures established by the instructional materials committee which address the criteria detailed in the corresponding procedure 2020P.

The board is responsible for the adoption of all core materials used in the district.

The superintendent or designee will establish procedures for core material, alternate core and intervention material selection and adoption using criteria around evidence-based practices.

The superintendent will ensure that a listing of all core instructional materials used within the school curriculum is maintained in the district and is available for public review either in person or online.

The intent of the board is that the superintendent delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the professional staff of the district. This includes preparing all student reading lists. Staff will rely on reason and professional judgment in the selection of high quality supplemental materials that align to state learning standards and are appropriate for the instructional program and developmental level and interests of their students.

Cross References:	Board Policy 2027	District Ownership of Staff Created Work
Legal References:	RCW 28A.320 170	Tribal history and culture[as amended by SSB 5433]
	RCW 28A.150.230	District school directors' responsibilities
	RCW 28A.320.230	Instructional materials-Instructional Materials Committee
	RCW 28A.405.060	Course of Study and Regulations – Enforcement – Withholding salary warrant for failure

	RCW 28A.640	Sexual Equality
	RCW 28A.642	Discrimination prohibition
	WAC 180-44-010	Responsibilities related to instruction
	WAC 392-190-055	Textbooks and Instructional Materials – Scope – Elimination of bias

Management Resources	Policy & Legal News	April 2015
	Policy & Legal News	December 2015

Adoption Date: 02.03
Hockinson School District
Revised: 01.06; 11.11; 05.15; 02.16

Course Design, Selection and Adoption of Instructional Materials

For the purposes of this procedure, the definitions from Policy 2020 will apply.

District course design and core instructional materials should be regularly reviewed to ensure their ongoing alignment with state law, teaching and learning standards, and research-based best practices.

Course Design

Existing Courses

The superintendent or designee will establish a process of course design review and development that includes examination by review committees composed of district subject area coordinators and, as appropriate, external content area experts. This review process should be based on student need, changing demographics and funding. The process should cover each content area to ensure current course relevance. The course design process should review:

A. Relevance, rigor, and alignment to state learning standards;

B. Efficacy of core, alternative core, and intervention instructional materials that support student learning; and

C. Processes and resources used to assess student progress and address teacher professional learning.

Recommendations of this review may lead to:

A. Affirmation of continued use of current processes and instructional materials;

B. Establishment of a timeline for completion of recommended tasks;

C. Creation and assignment of tasks to subcommittees as required to select, write, or revise the course design;

D. Recommendation of new instructional materials selection to the Instructional Materials Committee;

E. Design of course implementation and staff development plans;

F. Identification of projected budget needs in accordance with established timelines; and/or

G. Maintained communications with impacted stakeholders.

New Courses or Major Modifications to Existing Courses

New course offerings or major course modifications that propose significant changes to course objectives or scope will be reviewed by the Superintendent prior to being scheduled to ensure that the course is rigorous, utilizes appropriate instructional materials, and is a carefully considered part of the school's college and career pathways.

When the implementation of new or modified courses require the adoption of new instructional resources, those resource recommendations will be forwarded to the Instructional Materials Committee for consideration by the process outlined below.

Selection and Adoption of Instructional Materials

For the purposes of this procedure, instructional materials used in the school district will be classified as core, alternative core, intervention, supplemental, and temporary supplemental and shall be selected according to the procedures that follow. The principal is responsible for ensuring the continuing familiarity of his/her certificated staff with the requirement of this policy and procedure. The district office will provide such technical assistance as may be necessary to accomplish this.

Roles and Responsibilities in the Selection and Adoption of Instructional Materials

Instructional Material Type	Role				
	Certificated Teaching Staff	Principal	Superintendent	Instructional Materials Committee (IMC)	School Board
Core material	identify		establish adoption procedure	recommend	adopt
Alternative Core	identify		designate selector		
Intervention	Identify		designate selector		
Supplemental	identify	designate selector			
Temporary Supplemental	select – within district guidelines				

Instructional Material Delivery Formats

Instructional materials may be delivered in many formats, and may include textbooks, technology-based materials, APPS or other educational media.

Open Educational Resources

Open Educational Resources (OER) are teaching and learning resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. A wide variety of free, high quality instructional content is available from supplemental to core instructional materials. District staff are encouraged to consider OER when selecting instructional materials. OER are subject to the same selection and adoption procedures as other instructional materials outlined in this document.

Technology-based Resources

When instructional materials are technology based, district educational technology staff should be consulted regarding the technological impacts of the suggested program. Equity of access for students and teachers must be considered for all core materials delivered in digital formats.

Core Instructional Material Selection

Instructional Materials Committee

The Instructional Materials Committee (IMC) is formed to establish and monitor such procedures as may be necessary for the evaluation and recommendation of core materials used by the district in conformance to stated criteria. The committee will act upon requests for core material approval and will evaluate and act upon citizens' requests for reconsideration of core materials.

Committee meetings will be held on a schedule determined by the district. Special meetings may be called by the committee chairman if necessary. The committee secretary will provide department heads, principals, and program developers with copies of the committee meeting schedule.

The committee will consist of: the Superintendent, Assistant Superintendent or designee, Principal's representative, Media Specialist's representative, Teacher representatives and community members. Instructional Materials Committees may include parents, but state law provides that parents must make up less than one-half the committee.

Members will be appointed by the superintendent or designee through the district's committee process. Membership must be approved by the Board of Directors. The chairman and the secretary will be permanent members of the committee. Temporary appointments of one year or less may be made to fill vacancies.

Criteria for Selection of Core Instructional Materials

Core instructional materials shall be selected based upon the degree to which they:

A. Demonstrate likelihood of impact as shown by scientific or evidence-based research;

B. Enable implementation of the district's developed curriculum and meet state standards and College Readiness requirements;

C. Provide sufficient flexibility to meet the varied needs and abilities of the students served;

D. Provide clear and appropriate differentiation components for English Language Learners, special education students, students with academic opportunity gaps, and highly capable students;

E. Where appropriate, present balanced but differing views of issues, controversial or otherwise, in order that students may develop critical analysis and informed decision-making skills;

F. Demonstrate consideration of appropriate format(s) (including technological, visual, and/or auditory components);

G. Support an equitable access to learning and learning materials for all students; including the provision of appropriate, high-quality accessible instructional materials to all students with disabilities who require them; and

H. Are free of stereotyping and gender, race, class, and other forms of bias, recognizing that under certain circumstances biased materials may serve as appropriate resources to present contrasting and differing points of view, and biased materials may be employed in order to teach students about bias, stereotyping, and propaganda in historical or contemporary contexts. The *Washington Models for the Evaluation of Bias Content in Instructional Materials*, published by the Office of Superintendent of Public Instruction (OSPI) should be consulted in the selection process to further to the goal of eliminating content bias: https://www.k12.wa.us/CurriculumInstruct/InstructionalMaterialsReview.aspx.

Identification of Core Instructional Materials

Core materials shall be initially selected by such certificated staff as the superintendent or designee may assign. Materials must meet the Criteria for the Selection of Core Materials above.

Recommendation of Core Instructional Materials

The IMC will receive recommended district material proposals through superintendent-assigned staff. Core material will be reviewed according to superintendent-established procedures to ensure compliance with the above selection criteria and by using instructional material evaluation tools listed on the OSPI website:
https://www.k12.wa.us/CurriculumInstruct/InstructionalMaterialsReview.aspx

Based on their evaluation, the IMC will recommend instructional materials to the board for adoption.

Adoption of Core Instructional Materials

Core material will be approved by the board prior to their use in classrooms. Texts selected previously are exempt from this requirement.

Regularly Scheduled Core Material Updates

Any courses using OER as their core material shall annually convene a representative group of district teachers of the course to revise and improve the core material. Adaptations shall be based on teacher and student suggestions and data from state or district assessments

identifying areas of lower student performance. Revised versions of the core material will be implemented for the following school year.

If the adaptations to the core material results in significant changes to course objectives or scope, the revised resource shall be forwarded to the Instructional Materials Committee for consideration and, formal recommendation for board adoption.

Exceptional Needs or Rapidly Changing Circumstances

The superintendent or designee may authorize the acquisition of alternative core instructional materials to meet exceptional needs or rapidly changing circumstances. However, expanded use of core instructional materials selected for exceptional needs will require adoption through the formal process.

College in the High School, Advanced Placement (AP), and/or International Baccalaureate (IB)

College in the High School, AP, and/or IB courses may have varying course designs as necessitated by their course credit transfer requirements.

Field Testing

The Superintendent or designee may consider the use of field testing as part of the adoption process. Field testing can provide a flexible opportunity to investigate the effectiveness of curricular approaches, instructional materials, and/or assessment resources through careful experimentation for an identified purpose based on student needs.

Trial-use core instructional material of an experimental, field-test nature may be authorized for use by the superintendent for a period of no more than one school year prior to adoption through the formal process.

Citizen Access to View Core Materials

Members of the community are invited to review any core instructional materials in current or proposed use. Such review may be accomplished at the school (i.e. Curriculum Night), in the district office, or online. The review and examination process should be arranged in a way to avoid disrupting the educational program. The review of core materials should be undertaken with the knowledge of district objectives in mind.

Intervention Instructional Material Selection

Instructional materials designed to support strategic or intensive intervention for students who are at risk of not meeting established learning standards will be approved by the superintendent or designee based upon evidence from reputable sources (e.g., National Center on Response to Intervention, Johns Hopkins Best Evidence Encyclopedia).

Alternative Core Instructional Material Selection

The superintendent, or designee, will establish procedures through which schools may be approved to use alternative core materials for specialized course offerings or flexible learning environments. In many cases, the superintendent may decide that selection of these alternative core materials be made by certificated staff designated by the building principal.

Supplemental Material Selection

Supplemental materials will not require IMC approval or board adoption.

The superintendent shall delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the principal or professional staff of the district. This includes preparing all student reading lists using state standards-aligned resources/repositories. Staff will rely on reason and professional judgment in the selection of high quality supplemental materials that align to state learning standards and are appropriate for the instructional program and developmental level and interests of their students. While supplemental materials do not require item-by-item approval of the IMC, staff are expected to thoroughly preview such materials and to give due consideration to the text complexity,

developmental level of students; appropriateness of language or images; bias against racial, gender, ethnic, or other social groups; and other sensitive issues.

Temporary Supplemental Material Selection
Professional staff of the district will rely on reason and professional judgment in the selection of high quality temporary supplemental materials that are appropriate for the instructional program and developmental level and interests of their students.

Protest Procedure for Instructional Materials

When a parent/guardian or employee challenges any instructional materials used or restricted from use in the schools, the following steps should be taken:

A. Concerns should first be discussed with the certificated teacher and/or the school principal. All parties are urged to resolve the concern at this level.

B. If the concerns cannot be resolved through discussion at the school level, the following steps will be taken and the challenged instructional material will continue to be used until a decision is rendered:

1. If the challenged instructional material is supplemental in nature, at a parent's written request to the principal, the supplemental material may be asked to be withdrawn from their student. The principal shall facilitate a meeting of the complainant(s) and appropriate school staff. Following the meeting, the principal shall respond with a written decision. If warranted by the scope of the supplemental material, an appeal may be submitted to the Superintendent, or designee requesting review by the Instructional Materials Committee and a written decision.
2. If the instructional material is core, alternative core, or intervention material, the parent/guardian or employee may register a request for reconsideration with the Superintendent or designee. This request will be forwarded to the Instructional Materials Review committee. The IMC will review the complaint and establish a timely process for public consideration of the complaint, if appropriate.

All instructional material reconsideration decisions will be by majority vote of the IMC and are final. Decisions of the committee will be delivered in writing to the Superintendent, complainant, and affected staff within ten (10) school business days.

Date: 07.13; 04.15; 12.16; 06.19; 03.23

Library Information and Technology Programs

The purpose of the Hockinson School District library information and technology programs is to support student mastery of the essential academic learning requirements and state standards in all subject areas. The programs will provide a broad, flexible array of services, resources and instruction.

Curriculum and Instruction Leaders, through the library information and technology programs, may collaborate as an instructional partner and information specialist to help all students and staff understand the content goals in all subject areas and provide information on technology literacy.

Additionally, the Curriculum and Instruction leaders and teachers will share responsibility relating to: but are not limited to, integrating information and technology into curriculum and instruction; providing instruction to students and staff regarding use of emerging learning technology; providing instruction to students as to appropriate use of computers and mobile devices at school; helping teachers and staff access and use information ethically; instructing students in digital citizenship; promoting a culture of reading within the school community; and providing individual support and guidance for students.

The superintendent will establish procedures for the selection of materials. Citizens who wish to express a concern about specific material included in the collection may do so according to the procedures outlined in Procedure 2021P, with the understanding that the criteria and rationale for reconsideration of library resources differs from the criteria and rationale for reconsideration of classroom/curricular instructional materials.

Cross Reference:	Board Policy 2020	Course Design, Selection and Adoption of Instructional Materials
Legal References:	RCW 28A.320.230	Instructional Materials – Instructional Materials Committee
	RCW 28A.320.240	School Library Media Programs – Stocking of Libraries – Teacher - Librarians
	WAC 392-204	Library Media Centers
Management Resources:	Policy News-December 2015	
	Policy News-April 2011	Library Media Programs Support Student Learning
	Policy News- October 2007	Elimination of Outdated and Obsolete Policies
	Policy News-April 2005	State Board of Education Revises Library Media Rules

Adoption Date: 02.03
Hockinson School District
Revised: 01.06; 11.11; 03.16; 04.24

Library Information and Technology Programs

A. Library Collection Development
This procedure guides Curriculum & Instruction leaders and library staff and informs the community about the process for selecting, acquiring, evaluating and maintaining library information and technology program materials. The objective of each program is to implement, support and enrich the educational program of the district.

To best meet the unique needs of each school, the district will strive to create a library collection based upon an assessment of student and staff needs. This will be accomplished by:

1. Providing resource materials, both curricular and personal for students and faculty;
2. Providing materials that meet the interest, vocabulary, maturity and ability levels of all students;
3. Fostering reading as a lifelong activity through pleasurable exposure to printed and digital materials; and
4. Including materials in the collection because of their academic, literary and/or artistic value and merit.

B. Library Materials and Electronic Resources
Library materials or digital services are those items accessible through the library information and technology program that provide support for an area of the curriculum, information for independent study, or resources for enrichment and recreational interest. Electronic resources include access to electronic documents, databases and websites.

C. Suggestions for Acquisition
Suggestions for acquisition or electronic resources may originate from students, parents, community members and teachers. Library information and technology staff will weigh requests, evaluate materials and select those which fulfill the needs of the instructional program.

D. Selection

1. Sources for the selection of materials include but are not limited to:

a. Vendor catalogs, American Historical Fiction, Basic Book Collection for Elementary Grades, the Best in Children's books, Children and Books, Children's Catalog, Elementary School Library Collection, European Historical Fiction and Biography, Guide to Sources in Educational Media, Junior High School Catalog Reference Books For School Libraries, Subject Guide To Children's Books in Print, Subject Index to Books for Intermediate Grades, Subject Index to Books for Primary Grades, and Westinghouse Learning Directory.

b. Current review journals:

- AASA Science Books and Films
- American Film & Video Association Evaluations
- Kirkus Reviews
- Media and Methods
- School Library Journal
- Bulletin of the Center for Children's Books
- Horn Book
- KLIATT
- VOYA
- Booklist

2. All items selected for placement in the school library will:
   a. Support and be consistent with the general educational goals of the State of Washington and Hockinson School District and the aims and objectives of individual schools and specific courses.
   b. Support and be consistent with school library media and information literacy standards established by the American Association of School Librarians as well as content area standards established by the Office of the Superintendent of Public Instruction of the State of Washington.
   c. Meet high standards of quality in factual content and presentation.
   d. Contain appropriate subject matter for the age, emotional development, ability level, learning styles, and social development of the students for whom they are selected.
   e. Serve the intended purpose, in both physical format and appearance for library materials.
   f. Help students gain an awareness of our pluralistic society.
   g. Motivate students and staff to examine their own duties, responsibilities, rights, and privileges as participating citizens in our society, and to make informed judgments in their daily lives.
   h. Withstand scrutiny based on their strengths rather than be rejected for their weakness.
   i. Clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems.

E. Gifts/Donations
Materials donated to the school library will be accepted or declined in accordance with the criteria applied to the purchase of materials.

F. Collection Assessment
De-selection (weeding) of outdated and damaged materials is a natural part of the library's life cycle and maintenance of the quality and integrity of the collection. Library staff will evaluate the library collection on a continuing basis in order to assure that the collection meets the mission statement and goals of the Hockinson School District.

G. Considerations for De-selection

1. Currency – The subject matter is out of date or no longer relevant to the instructional program;
2. Physical Condition – Item is worn, soiled, missing pages, antiquated in appearance or unattractive;
3. Not circulating for a reasonable amount of time;
4. Superseded by newer editions;
5. Perpetuates cultural, ethnic, or sexual stereotypes;
6. Inappropriate reading level; or
7. Unneeded duplication of materials.

H. Request for Reconsideration of Library Media Materials
When a concern is expressed about library resources, the school and district leaders will consider both the citizen's right to express an opinion and the principles of intellectual freedom.

1. Informal Reconsideration
   Persons wishing to make a complaint regarding library resources will be asked to direct their complaint to the library staff. The library staff will attempt to resolve the issue informally by:
   - **a.** Discussing the request with the complainant and listening carefully to the concerns expressed;
   - **b.** Explaining why the material was selected, and how its inclusion in the collection was guided by the district collection development policy/procedure; and
   - **c.** Share review sources for the item in question;
   - **d.** If the informal process does not resolve the matter, the complainant may submit a formal request for reconsideration of Library resources. Library materials in question will remain in the collection until the process is completed and a final decision is made.
2. Formal Reconsideration: The building principal will be informed whenever a citizen asks for a *Request for Reconsideration of Library/Media Materials* form.

   The Request for Reconsideration of Materials form, together with a copy of the challenged materials process will be furnished to the complainant by the principal.

   The formal process will approximate the process required by board procedure 2020P for a written challenge, with the understanding that the criteria and rationale for reconsideration of library materials differs from classroom/district adopted materials. When reviewing a challenge to library materials the instructional review committee will:
   - **a.** Examine the Request for Reconsideration form.
   - **b.** Read and evaluate the book/material in question.
   - **c.** Study thoroughly all materials referred and read available reviews. The general acceptance of the materials should be checked by consulting standard evaluation aids and holdings in other schools.
   - **d.** Discuss the book/material in the context of the educational program and the audience for which it was selected.
   - **e.** Consider the entire work, rather than extracting passages or parts. Weighing the values and faults against each other and weighing the conflicting opinions based on the materials as a whole.
   - **f.** Base the final decision upon the appropriateness of the material for its intended educational use.

The decision of the instructional review committee may be appealed by a concerned party to the Board of Directors, by submitting a written request to the office of the superintendent. The purpose of the Board of Director's review will be to determine whether the committee applied the appropriate criteria and followed the proper process.

The superintendent will notify the concerned parties of the findings of the board's review.

If the correct criteria and process were followed by the instructional review committee, the decision of the committee stands. If it is determined they were not followed, the Board of Directors will determine the outcome of the challenge.

The decision regarding challenged materials will not be subject to reconsideration for a minimum of three years, unless there is a substantive change of circumstances as determined by the superintendent.

Hockinson School District
Date: 07.13, 12.16; 04.24

Electronic Resources and Internet Safety

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

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

Expectations

Electronic resources shall not be used in any way that disrupts or detracts from the education and work environment. The Board permits the use of electronic resources for educational and operational purposes. The Board further permits the limited non-disruptive use of electronic resources during non-instructional and non-operational times in locations designated by teachers and administration. Limited personal use of the District's electronic resources shall be permitted if the use:

- Imposes no tangible cost to the district;
- Does not unduly burden the District's computer, device, or network resources;
- Has no adverse effect on an employee's job performance or on a student's academic performance.

The use of electronic resources during school-related activities may be permitted in accordance with guidelines established by the district. Classroom teachers have the authority to permit, limit, or prohibit the use of electronic resources in their class.

To help ensure student safety and citizenship with electronic resources, all students will be educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. Students and staff may not utilize any technology to harass, threaten, demean, humiliate, intimidate, embarrass, or annoy their classmates or others in their community. This is unacceptable behavior known as cyber-bullying and will not be tolerated. Any cyber-bullying that is determined to disrupt the safety and/or well-bring of the school, students, or staff is subject to disciplinary action.

Access to the District's network is a privilege, not a right. All users shall be required to comply with administrative regulations and guidelines governing the use of the system with both district and personal resources. Noncompliance with acceptable regulations may result in suspension or termination of privileges and other disciplinary action consistent with District policies.

The Hockinson School Board directs the superintendent or designee to create strong electronic resources and develop related educational systems that support innovative teaching and learning, to provide appropriate staff development opportunities regarding this policy and to develop procedures to support this policy. The Superintendent or designee is authorized to develop procedures and acceptable use guidelines for staff and students as to use of district

electronic resources, including those that access the Internet and social media, and/ or utilize artificial intelligence to regulate use of personal electronic resources on district property and related to district activities. The district will strive to minimize exposure or access to questionable content through the use of electronic filters and content selection.

Internet Safety

The question of Internet safety includes issues regarding the use of the Internet, Internet-ready, and other electronic devices in a manner that promotes safe online activity for children, protects children from cybercrimes, including crimes by online predators and cyberbullying, and helps parents shield their children from materials that are inappropriate for minors.

A student will be allowed to utilize the District's network to access the Internet for educational purposes unless the student's parent or guardian denies the student access by proactively notifying the school/district. If a student does not have parental permission to use the Internet, or such access has been revoked by the school, teachers will make a reasonable effort to provide an alternative assignment covering the same learning standards contained in the Internet-based instruction. In the event that equivalent instruction cannot be reasonably provided, an alternative assignment will be given to the student. However, if the parent revokes permission for the student to access the Internet, they will assume responsibility for the student's mastery of those standards which cannot be addressed in the alternative assignment.

To promote Internet safety and appropriate online behavior of students and staff as they use electronic resources and access material from the Internet, the Superintendent or designee is authorized to develop or adopt Internet safety procedures, acceptable use guidelines, and, for students, related instructional materials for every grade level. The Superintendent or designee in evaluating such procedures and instructional materials should take into account district electronic resources, community norms, privacy rights, responsible use, and issues of concern with student or staff use or electronic resources.

1. Filter

As a component of district Internet safety measures, all district-owned electronic resources, including computer networks, Wi-Fi and all devices in all district facilities capable of accessing the Internet must use a filtering system to prevent access to obscene, racist, hateful or violent material. However, given the ever-changing nature of the Internet, the district cannot guarantee that a student will never be able to access objectionable material.

Students are permitted to access only the district's network using electronic devices, both district-owned and personal. Access to private networks on school property is not permitted. These private networks include, but are not limited to, personal cellular data plans, hot spots or proxy services which bypass the district filtering system.

2. Supervision

Staff members are responsible for providing guidelines for Internet use by students. Staff is responsible for supervising student access to the Internet and ensuring that access is being used for educational purposes and in accordance with the Acceptable Use and Rules and Regulation detailed in Procedure 2022P and the Network Use Agreement.

If electronic resources are used inappropriately, users are subject to disciplinary action, including suspension or expulsion, and losing the privilege of accessing electronic resources in the future conistent with District policies. In addition staff may confiscate or with reasonable articulable suspicion search students' district and student-owned

devices. Content or images that violate criminal law will be forwarded to law enforcement.

3. Instruction

All users will be educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

4. Responsibilities

1. Users are expected to act responsibly and thoughtfully when using technology resources. Students and teachers bear the responsibility to inquire with school teachers and/or administrators when they are unsure of the permissibility of a particular use of technology prior to engaging in the use.
2. Loss of access to electronic resources including mobile learning devices can occur if the school becomes concerned about its appropriate use. Concerns may include but are not limited to: safety, potential for disruption to the educational process, and security issues related to connecting a device to a private network.
3. Students and his/her parent(s)/guardian(s) should be aware that Hockinson School District does not have control of the information on the Internet, but takes all measures possible to protect our students through internet filtering and education of appropriate use.
4. Use of electonic devices, including district-owned and personal devices, is prohibited in locker rooms, restrooms, nurses' offices and other locations that are private in nature.
5. Phone calls, texting, and instant messaging are not allowed in classrooms unless directed by a teacher.
6. When using an electronic resource students must access the Internet through the District's content filtered wireless network and not a private network. Students using unauthorized networks without staff permission will be subject to disciplinary action.
7. Unauthorized streaming of audio or video is not allowed at any time.
8. Users are not permitted to use any electronic device to record audio or video media or take pictures of any student or staff member without their permission. The distribution of any unauthorized media may result in discipline including, but not limited to suspension, criminal charges, and expulsion in accordance with District policies.
9. Users must be aware of appropriateness of communications when using district or personally owned devices on the district network. Inappropriate communication is prohibited in any public messages, private messages, and material posted online by students including that which is prejudicial or discriminatory, promotes the destruction of property or illegal activity, and/or knowingly or recklessly posting false or defamatory information about a person or organization.

The District reserves the right to monitor, inspect, copy, and review a student's district or personally-owned electronic device or file when administration has a reasonable suspicion that a violation has occurred.

Cross References:	Board Policy 2020	Curriculum Development and Adoption of Instructional Materials
	Board Policy 2025	Copyright Compliance
	Board Policy 3207	Prohibition of Harassment, Intimidation and Bullying

	Board Policy 3207	Prohibition of Harassment, Intimidation, and Bullying of Students
	Board Policy 2025	Copyright Compliance
	Board Policy 2020	Course Design, Selection, and Adoption of Instructional Materials
	Board Policy 2023	Digital Citizenship and Media Literacy
	Board Policy 3231	Student Records
	Board Policy 3241	Classroom Management, Corrective Actions or Punishment
	Board Policy 4040	Public Access to District Records
	Board Policy 4400	Election Activities
	Board Policy 5281	Disciplinary Action and Discharge
Legal References:	18 USC 2510-2522	Electronic Communications and Privacy Act
	Pub. L. No. 110-385	Protecting Children in the 21st Century Act
Management Resources:	Policy News & Legal News	March 2024
	Policy News & Legal News	June 2015
	Policy News-Updates & Corrections	October 2012
	Policy News-Federal Guidance Requires Changes to Electronic Resources Policy	February 2012
	Policy News-Congress Requires Internet Blocking at School	June 2001
	Policy News –Permission required to review e-mail	August 1998

Adoption Date: 04.06
Hockinson School District
Revised: 11.11; 06.12; 12.12; 09.13; 08.15; 07.24. 10.26

Electronic Resources and Internet Safety

Acceptable Use Guidelines/Internet Safety Requirements

These procedures are written to support the Electronic Resources and Internet Safety Policy of the board of directors and to promote positive and effective digital citizenship among students and staff. Digital citizenship includes the norms of appropriate, responsible, and healthy behavior related to current technology use.

Successful, technologically-fluent digital citizens recognize and value the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world. They recognize that information posted on the Internet can have a long-term impact on an individual's life and career. They cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. Expectations for student and staff behavior online are no different from face-to-face interactions.

Use of Personal Electronic Devices

Students and staff are furnished technology equipment by the district, based on their role and the appropriate level of access to these tools. In general, these are the extent to which technology equipment should be used for district-related school/work. School staff will retain the authority to decide when and how students may use personal electronic devices on school grounds during the school day. Staff use of personal devices on the district network is limited as follows:

- Staff are restricted from accessing district resources such as printers, network folders, and district-hosted servers on their personal devices. Other uses, such as access to the district's internet connection from personal devices is subject to available resources and may be limited.
- Staff will use district-issued devices, not personal devices for accessing district and student data.
- Personal electronic devices will be connected to the district network only by Wi-Fi, not by cable. All personal electronic devices must have up-to-date virus prevention software and current operating systems patches. Browsers must also be updated to the most current version.

Network

The district network includes wired and wireless devices and peripheral equipment, files and storage, e-mail and Internet content (blogs, websites, collaboration software, social networking sites, wikis, etc.). The district reserves the right to prioritize the use of, and access to, the network.

All use of the network, as well as any materials stored, transmitted, or published on the system, must be in conformity to state and federal law-including FERPA and CIPA, network provider policies and district policy. All use of the network must support education and research and be consistent with the mission of the district.

From time to time, the district may determine whether specific uses of the network are consistent with the regulations stated in this procedure. Under prescribed circumstances, non-student or staff use may be permitted, provided such individuals demonstrate that their use furthers the purpose and goals of the district.

For security and administrative purposes, the district reserves the right for authorized personnel to review system use and file content including, without limitation, the contents of district-provided personal and shared file storage, web browsing history on a district device and/or the district network, and district email. Email is archived as per Public Disclosure Laws.

Acceptable network use by district students and staff include:

A. Creation of files, digital projects, videos, web pages and podcasts using network resources in support of education and research;

B. Participation in blogs, wikis, bulletin boards, social networking sites and groups as permitted under district filtering limitations, and the creation of content for podcasts, e-mail and webpages that support education and research;

C. With parental permission, the online publication of original educational material, curriculum related materials and student work. Sources outside the classroom or school must be cited appropriately;

D. Staff use of the network for incidental personal use in accordance with all district policies and procedures; or

E. Connection of personal electronic devices (wired or wireless), when authorized, including portable devices with network capabilities to the district network after checking with the IT Director to confirm that the device is equipped with up-to-date virus software, compatible network card, and is configured properly. Connection of any personal electronic device is subject to all procedures in this document and district policy.

Unacceptable network use by district students and staff includes but is not limited to:

A. Personal gain, commercial solicitation and compensation of any kind;

B. Actions that result in liability or cost incurred by the district;

C. Downloading, installing and use of games, audio files, video files, games or other applications (including shareware or freeware) without permission or approval from the Ed Tech Director.

D. Support for or opposition to ballot measures, candidates and any other political activity;

E. Hacking, cracking, vandalizing, the introduction of malware, including viruses, worms, Trojan horses, time bombs and changes to hardware, software and monitoring tools;

F. Making use of the electronic resources in a manner that serves to disrupt the operation of the system by others, including modifying, abusing, or destroying system hardware, software, or other components.

G. Attempt to gain or achieving unauthorized access to other district computers, networks and information systems;

H. Action constituting or contributing to harassment, intimidation or bullying, including cyberbullying, hate mail, defamation, discriminatory jokes and remarks. This may also include the manufacture, distribution, or possession of inappropriate digital images;

I. Information posted, sent or stored online that could endanger others (e.g., bomb construction, drug manufacturing);

J. Accessing, uploading, downloading, storage and distribution of obscene, pornographic or sexually explicit material; or

K. Attaching unauthorized devices to the district network. Any such device will be confiscated and additional disciplinary action may be taken.

L. Any unlawful use of the district network, including but not limited to stalking, blackmail, violation of copyright laws, and fraud.

The district will not be responsible for any damages suffered by any user, including but not limited to, loss of data resulting from delays, non-deliveries, miss-deliveries or service interruptions caused by his/her own negligence or any other errors or omissions. The district will not be responsible for unauthorized financial obligations resulting from the use of, or access to, the district's computer network or the Internet.

Internet Safety

Internet Safety Instructions

Lessons on online safety issues and cyberbullying awareness/response will be provided and updated regularly. All students will receive a short, age-differentiated lesson on the meaning of the contents of the Acceptable Use Agreement before being asked to sign the agreement. The purpose of obtaining student signatures is to indicate (1) their understanding of and (2) agreement to the provisions therein. Students will be educated regarding appropriate digital citizenship according to Policy 2023 – Digital Citizenship.
Staff will be educated regarding cybersecurity, including regular cybersecurity training ans well as ongoing phishing simulations.

Personal Information and Inappropriate Content:

A. Students and staff should not reveal personal information, including a home address and phone number on web sites, blogs, podcasts, videos, social networking sites, wikis, e-mail or as content on any other electronic medium;

B. Students and staff should not reveal personal information about another individual on any electronic medium without first obtaining permission;

C. No student pictures or names can be published on any public class, school or district website unless the appropriate permission has been obtained according to district policy; and

D. If students encounter dangerous or inappropriate information or messages, they should notify the appropriate school authority.

E. No user may use, disclose, or disseminate personally identifiable information of a minor without explicit parent/guardian permission;

F. Staff must follow district data-handling procedures, including Policy 3231 – Student records, when handling any student's personally identifiable information and;

G. Students should be aware of the persistence of their digital information, including images and social media activity, which may remain on the Internet indefinitely.

Filtering and Monitoring

Filtering software is used to block or filter access to visual depictions that are obscene and all child pornography in accordance with the Children's Internet Protection Act (CIPA). Other objectionable material could be filtered. The determination of what constitutes "other objectionable" material is a local decision.

A. Filtering software is not 100 percent effective. While filters make it more difficult for objectionable material to be received or accessed, filters are not a solution in themselves. Every user must take responsibility for his/her use of the network and Internet and avoid objectionable sites;

B. Any attempts to defeat or bypass the district's Internet filter or conceal Internet activity are prohibited (e.g., proxies, https, special ports, modifications to district browser settings and any other techniques designed to evade filtering or enable the publication of inappropriate content);

C. E-mail inconsistent with the educational and research mission of the district will be considered SPAM and blocked from entering district e-mail boxes;

D. The district will provide appropriate adult supervision of Internet use. The first line of defense in controlling access by minors to inappropriate material on the Internet is deliberate and consistent monitoring of student access to district devices;

E. Staff members who supervise students, control electronic equipment or have occasion to observe student use of said equipment online, must make a reasonable effort to monitor the use of this equipment to assure that student use conforms to the mission and goals of the district; and

F. Staff must make a reasonable effort to become familiar with the Internet and to monitor, instruct and assist effectively.

G. The district may monitor student use of the district network, including when accessed on students' personal electronic devices and devices provided by the district, such as laptops, netbooks, and tablets.

H. The district may block or delete any malicious content detected, and

I. The district will provide a procedure for staff members to request access to Internet websites blocked by the district's filtering software. The procedure will indicate a timeframe for a designated school official to respond to the request. The requirements of the Children's Internet Protection Act (CIPA) will be considered in evaluation of the request. The district will provide an appeal process for requests that are denied.

Internet Safety Instruction

All students will be educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

A. All students will receive a short, age-differentiated lesson on the meaning of the contents of the Acceptable Use Agreement before being asked to sign the agreement. The purpose of obtaining student signatures is to indicate (1) their understanding of and (2) agreement to the provisions therein. Students will be educated regarding appropriate digital citizenship according to Policy 2023 – Digital Citizenship.

B. Staff will be educated and trained as appropriate for their roles regarding cybersecurity; and

C. Information on online safety issues will be made available for families.

Copyright

Downloading, copying, duplicating and distributing software, music, sound files, movies, images or other copyrighted materials without the specific written permission of the copyright owner is generally prohibited. However, the duplication and distribution of materials for educational purposes is permitted when such duplication and distribution falls within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC) and content is cited appropriately.

Ownership of Work

All work completed by employees as part of their employment will be considered property of the district. The District will own any and all rights to such work including any and all derivative works, unless there is a written agreement to the contrary.
All work completed by students as part of the regular instructional program is owned by the student as soon as it is created, unless such work is created while the student is acting as an employee of the school system or unless such work has been paid for under a written agreement with the school system. If under an agreement with the district, the work will be considered the property of the District. Staff members must obtain a student's permission prior to distributing his/her work to parties outside the school.

Network Security

Network Security

Passwords are the first level of security for a user account. System logins and accounts are to be used only by the authorized owner of the account for authorized district purposes. No user will share their district account password or write it down/store it in a manner accessible to others. Students and staff are responsible for all activity on their account and will:

A. Lock the screen or log off if leaving the computer;

B. Change passwords according to district policy/rules;

C. Not use another user's account;

D. Keep account passwords confidential and safe, including not inserting passwords into e-mail or other communications;

E. Not storing passwords in a file without encryption; and

F. Not using the "remember password" feature of Internet browsers (use of Google Password Manager is acceptable); and

Privacy

Student Data is Confidential

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

No Expectation of Privacy

The district provides the network system, e-mail, and Internet access as a tool for education and research in support of the district's mission. The district reserves the right to monitor, inspect, copy, review and store without prior notice, information about the content and usage of:

A. The district network, regardless of how accessed;

B. User files and disk space utilization;

C. User applications and bandwidth utilization;

D. User document files, folders and electronic communications;

E. E-mail;

F. Internet access; and

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

No student or staff user should have any expectation of privacy when using the district's network. The district reserves the right to disclose any electronic messages to law enforcement officials or third parties as appropriate. All documents are subject to the public records disclosure laws of the State of Washington.

Hardware, Educational Applications and Programs

Hardware, and all applications, including software, and operating systems must be approved for use prior to purchase and installation according to current technology purchase procedures. Additionally, hardware and all applications, software, and operating systems must be;

A. Currently supported by the manufacturer.
B. Periodically reviewed to ensure they are still in use, supported by the manufacturer, and patched for vulnerabilities.

The district will remove and hardware, application, software, and operating systems that does not meet these criteria.

Archive and Backup

Backup is made of all district e-mail correspondence for purposes of public disclosure and disaster recovery. Barring power outage or intermittent technical issues, staff and student files are backed up on district servers regularly. Refer to the district retention policy for specific records retention requirements.

Artificial Intelligence

Artificial Intelligence is a rapidly advancing set of technologies for capturing data to detect patterns and automate decisions. Artificial Intelligence (AI) has become an increasingly important part of our lives, and it is essential for students to understand when and how to use it effectively and ethically. AI tools can enhance classroom learning, and their implementation should be guided with proper training, ethical considerations, and responsible oversight. When utilizing generative AI tools to create or support the creation of texts or creative works, students are expected to adhere to these guidelines, the Student AI Code of Conduct, and any additional guidance provided by their classroom teacher.

A. Purpose

The district will seek to maintain staff and student access to generative Artificial Intelligence tools for the following purposes:

- Ensuring all students have equitable access to leverage these technologies, regardless of what learning technology devices may be available to them.
- Providing all students with an opportunity to engage in current technologies in a learning environment, to better prepare them for the world they live and work in.
- Extending the benefits of these tools to the workplace, where appropriate, to leverage efficiencies and productivity.

B. Appropriate Use

Student and staff use of generative Artificial Intelligence technologies should be used to support and extend student learning and workplace productivity. Student and staff use of AI will be in accordance with the expectations outline in Policy 2022, this document (2022P), and the AI Code of Conduct.

C. Inappropriate Use

In addition to those uses that violate this procedure the following are prohibited uses of Artificial Intelligence:

- Any use of Artificial Intelligence that does not align with expectations outlined by a classroom instructor or building administer. It is primarily the teacher's responsibility and ultimately the administrator's responsibility to determine the appropriate use of Artificial Intelligence in each classroom, and for each assignment or project.
- Use of Artificial Intelligence to complete an assignment in a way that represents the assignment as one's own work.
- Use of Artificial Intelligence to purposefully create misinformation or to misrepresent others for the purpose of harming or bullying groups or individuals.
- Use of Artificial Intelligence with confidential student or staff personal information.

Disciplinary Action

All users of the district's electronic resources are required to comply with the district's policy and procedures (and agree to abide by the provisions set forth in the district's user agreement as well as associated documents such as the AI Code of Conduct). Violation of any of the conditions of use explained in any of these documents could be cause for suspension or revocation of network, computer access, or other electronic resources privileges. Additionally, violations of these documents could result in disciplinary action, including suspension from school, termination of employment, and/or civil or criminal actions as warranted.

Accessibility of Electronic Resources

In compliance with federal and state law, all District-sponsored programs, activities, meetings, and services will be accessible to individuals with disabilities, including persons with hearing, vision, and/or speech disabilities. To ensure such the content and functionality of websites associated with the district should be accessible. Such websites may include, but are not limited to, the district's homepage, teacher websites, district-operated social media pages, and online class lectures.

District staff with authority to create or modify website content or functionality associated with the district will take reasonable measures to ensure that such content or functionality is accessible to individuals with disabilities. Any such staff member with questions about how to comply with this requirement should consult with the Assistant Superintendent

Date: 06.01; 06.08; 06.11; 02.12; 10.12; 07.13; 06.15; 04.17; 01.18; 02.24; 12.24

Digital Citizenship and Media Literacy

A. PURPOSE

In recognition of the fact that students use technology to play, learn, and communicate while at home and at school, it is important that they learn how to use that technology responsibly. The District is committed to educating every student on how to use technology in ways that augment their learning experience, leading to analysis, evaluation, reflection, and enhanced skills of expression. As the District's educators guide exploration of the digital landscape, they will encourage students to be critical and creative thinkers. Students, in turn, are expected to actively engage with and express their voices in the digital landscape.

B. DEFINITIONS

The District is dedicated to promoting and instilling principles of digital citizenship and media literacy in each of its students.

Digital Citizenship

Digital citizenship includes the norms of appropriate, responsible, and healthy behavior related to current technology use, including artificial intelligence, digital and media literacy, ethics, etiquette, and security. Digital citizenship includes the ability to access, analyze, evaluate, develop, produce, and interpret media, as well as Internet safety and cyberbullying prevention and response.

Digital citizens recognize and value the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they engage in safe, legal, and ethical behaviors. Digital citizens cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world. They advocate for themselves and others in their behavior, action, and choices.

Media Literacy

Media literacy is the ability to access, analyze, evaluate, create, and act using a variety of forms of communication, including communications developed with artificial intelligence. Media literacy includes the ability to understand how and why media messages and images are constructed and for what purposes they are used.

Media literate citizens examine how individuals interpret messages differently based on their skills, beliefs, backgrounds, and experiences. They also consider how values and points of view are included or excluded in various media. Media literate citizens remain continually aware of the ways in which media can influence beliefs and behavior. In addition, media literate citizens are effective communicators, able to demonstrate critical and creative thinking as they utilize appropriate media creation tools. Further, they understand the conventions and characteristics of the tools they have selected.

Media literate citizens are able to adapt to changing technologies and develop the new skills required as they continue to engage in life-long learning. Media literacy empowers individuals to participate as informed and active citizens in a democracy.

C. ELEMENTS OF SUCCESSFUL IMPLEMENTATION

The District aspires to implement the following practices to promote digital citizenship and media literacy for all students.

Student instruction

All students will be educated regarding appropriate digital citizenship, including appropriate use of artificial intelligence, interacting with other individuals online. Students will receive digital citizenship training throughout the school year.

In recognition of the fact that students are consumers and creators of information and ideas, the District promotes cross-curricular integration of digital citizenship and media literacy and leadership instruction at all levels. The District recognizes the importance of students as active participants, role models, and peer mentors in addressing the following topics:

Online safety, responsibility, and security
Students will learn how to be safe and responsible digital citizens, and they will be encouraged to teach others about issues such as cyberbullying, social networking, online predators, and risky communications.

Lessons on online safety issues, including cyberbullying awareness/response will be provided according to 2022/2022P – Electronic Resources and Internet Safety

Media literacy
Students will learn how to produce their own media; how to examine the ways in which people experience or interact with media differently; how to identify embedded values and stereotypes; how to analyze words and images critically; and how to evaluate the various sources of information with which they are presented.

Law, fair use, copyright, and intellectual property
Students will learn about the importance of navigating the digital landscape in ways that are legal, including access to and use of copyrighted materials. Students will also learn how to access and create intellectual property legally.

Online identify and personal brand
Students will learn about their “digital footprint” and the persistence of their digital information, including on social media. Students will also learn about the creation and maintenance of their self-image, reputation, and online identity.

Ethics, digital communications, and collaboration
Students will learn about fairness and civil discourse in the digital environment, including the appropriate uses of artificial intelligence and the importance of collaborating and ethically interacting with others online.

Professional Development
The District endeavors to support teachers and instructional leaders in developing leadership skills and proficiency in the principles of digital citizenship and media literacy, both as an instructional imperative and as dynamic District policy and practice.

Policy and Practices
The District acknowledges the need for digital and online policies that are dynamic and responsive to diverse community standards and student learning outcomes. The District annually reviews its policies and procedures on electronic resources, Internet safety, digital citizenship, and media literacy. The District authorizes the Superintendent to develop further procedures and guidelines if appropriate.

Communications and Engagement
The District acknowledges that parents and community stakeholders are partners in developing students as digital citizens and life-long learners. The District encourages

parents' active engagement in the process of educating students to become media-literate digital citizens.

Cross References:	2022	Electronic Resources and Internet Safety
	Board Policy 4217	Effective Communication
	Board Policy 5281	Disciplinary Action and Discharge
	Board Policy 4400	Election Activities
	Board Policy 4040	Public Access to District Records
	Board Policy 3241	Classroom Management, Discipline and Corrective Action
	Board Policy 3231	Student Records
	Board Policy 3207	Prohibition of Harassment, Intimidation and Bullying
	Board Policy 2025	Copyright Compliance
	Board Policy 2020	Course Design, Selection and Adoption of Instructional Materials
	Board Policy 4217	Effective Communication
Legal References:	RCW 28A.650.010	Definitions
	RCW 28A.650.045	Digital citizenship, internet safety, and media literacy
Management Resources Policy & Legal News:	December 2017	
	2024 March Issue	Human-Centered AI Guidance for K-12 Public Schools

Online Learning

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

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

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

Cross Reference:	Board Policy 2022	Electronic Resources
	Board Policy 2255	Alternative Learning Experience Programs
	Board Policy 2410	High School Graduation Requirements
Legal References:	RCW 281.150.220	Basic Education- Minimum Instructional Requirements- Program Assessiblity Rules
	Chapter 28A.225 RCW	Compulsory School Attendance and Admission
	RCW 28A.230.090	High School Graduation Requirements or Equivalencies – Reevaluation of Graduation Requirements – Review and Authorization of Proposed changes – Credit for Courses taken before attending high school – Postsecondary credit equivalencies
	Chapter 28A.250 RCW	Online Learning
	RCW 28A.320.035	Contracting out- Board's powers and duties – Goods and services
	Chapter 180-51 WAC	High School Graduation Requirements
	WAC 392-121-182	Alternative learning experience requirements
	WAC 392-121-188	Instruction Provided under Contract
	WAC 392.410.310	Equivalency course of study – Credit for correspondence courses, electronically mediated courses and college courses

	Chapter 392.502 WAC	Online Learning – Approval of multidistrict online providers
Management Resources:	Policy & Legal News – Other updates & corrections	February 2014
	Policy News – Online Learning Policy Required	December 2009

Online Learning

Definitions

Online Courses: An “online course”, or “grade level coursework” means a course in which more than half of the content is delivered online and more than half of the instruction is delivered online by a teacher from a different location than that of the student. A certificated teacher has the primary responsibility for the student’s instructional interaction and students have access to the teacher synchronously and/or asynchronously.

Online School Program: “Online school program” is delivered by a school district or cooperative of school districts, and offers a sequential set of online courses or grade-level coursework throughout the school year in a manner that could provide a full-time basic education program if so desired by the student. The student may enroll as a part-time or full-time student.

Online Learning Support Team: Sid Slom, Coordinator and Joshua Robertson, Director

Student Access to Online Courses and Online School Program

Hockinson Virtual Academy is Hockinson School Districts online program

Types of Online Courses Available

The district will facilitate access to the following types of online courses:

1. Credit recovery courses allowing students to make up failed credits needed for graduation;

2. A course that meets the criteria for district use of a non-approved course.

Student Eligibility Criteria

The district will facilitate access to online learning courses and programs for students enrolled in 9-12 grades. Students taking an online course or participating in a district-created online school program must adhere to the following criteria:

1. Comply with existing district policies for registering/enrolling in a course or district program; and

2. Students interested in attending an online school program in another district must secure a boundary exemption.

Supporting Student Success

The district will provide the following support to students to help ensure a successful online learning experience:

1. The registrar/counselors will advise students in selecting and registering for online learning options;

Costs/Fees

1. Courses offered to students for which the district claims no state education funding and that are not included as part of the regular school day will be paid for by students/families.

Granting of High School Credit for Online Courses

1. School districts will award credit and grades for online high school courses successfully completed by a student that meet the school district's graduation requirements and are provided by an approved online provider. Credit for online courses will be granted in the same manner as other course offerings in the district;

2. Currently enrolled students should notify the district prior to enrolling in an online course provided outside of the district. The student and/or parent will be informed, in writing, whether or not the course is eligible for academic credit from the district;

3. For students transferring credit from online courses or programs taken while enrolled outside of the district, credit will be granted according to the district transfer credit policy; and

4. For eligible courses, if course credit is earned, the course will be recorded on the transcript using the standardized identifier for online courses provided in the Comprehensive Education Data Research System (CEDARS).

5. Prior to enrollment, students and/or parents will be informed in writing whether a course is eligible for academic credit

Information to Students and Parents or Guardians

Information will be provided through counseling office, the student handbook and other appropriate district communication resources.

Criteria for District Use of Non-OSPI Approved Online Courses

1. The district may offer courses to students from providers not on the OSPI approved list only after ensuring that they meet the criteria for district use of non-approved providers as posted on the OSPI website.

2. The district will ensure proper documentation when using non-approved online providers.

Student Responsibilities

1. Adhere to the district’s code of conduct for academic integrity;

2. Comply with course/program participation and completion requirements;

3. Maintain high academic involvement;

4. Notify the district if participation in an online course/program ceases or changes;

5. Maintain agreed-upon levels and kinds of communication with the local advisor throughout the term of the online course.

Parent or Guardian Responsibilities

1. Parents or guardians are responsible for costs/fees as outlined above in the Costs/Fees Section; and

2. Parents or guardians are responsible for seeking appropriate technology – per district recommendations – for student participation in coursework outside of the school day or designated online learning period.

District Responsibilities:

1. Inform staff, parents/guardians and students of the online courses and programs that are available to them;

2. Inform staff, parents/guardians and students of how to seek and access technology resources and technological requirements beyond the school day;

3. Ensure online courses are appropriately identified with CEDARS coding; and

4. The district will inform students and their parent/guardian of rescheduling options or grade impacts in the event a student withdraws from an online course or online school program prior to completion.

Date: 12.09; 04.10; 02.12; 07.13; 02.14; 03.23; 3.24

Copyright Compliance

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

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

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

A. THE PURPOSE AND CHARACTER OF THE USE. The use must be for such purposes as teaching or scholarship.

B. THE NATURE OF THE COPYRIGHTED WORK. Staff may make single copies of: book chapters for use in research; instruction or preparation for teaching; articles from periodicals or newspapers; short stories, essays or poems; and charts, graphs, diagrams, drawings, cartoons or pictures from books, periodicals, or newspapers in accordance with these guidelines.

C. THE AMOUNT AND SUBSTANTIALITY OF THE PORTION USED. Copying the whole of a work cannot be considered fair use; copying a small portion may be if these guidelines are followed.

D. THE EFFECT OF THE USE UPON THE POTENTIAL MARKET FOR OR VALUE OF THE COPYRIGHTED WORK. If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials may be an infringement, and making multiple copies presents the danger of greater penalties.

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

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

The superintendent or designee will notify the Federal Copyright Office of the district’s agent for receiving notifications that users of the district’s Internet network have infringed copyright.

Cross Reference	Board Policy 2022	Electronic Resources
Legal References:	P.L. 94-553	Federal Copyright Law of 1976 (US Code, Title 17)
	P.L. 105-305	Digital Millennium Copyright Act of 1998
Management Resources:	Policy News, Copyright Information Update	October 2001

Adoption Date: 02.02
Hockinson School District
Revised: 11.11

Copyright Compliance

Staff may make copies of copyrighted school district materials that fall within the following guidelines. Where there is reason to believe that the material to be copied does not fall within these guidelines, prior permission shall be obtained from the principal. Staff members who fail to follow this procedure may be held personally liable for copyright infringement.

Authorized Reproduction and Use of Copyrighted Material in Print Reminders:

A. Materials on the Internet should be used with caution since they may be copyrighted.

B. Proper attribution (author, title, publisher, place and date of publication) should always be given.

C. Notice should be taken of any alternations to copyrighted works, and such alternations should only be made for specific instructional objectives.

D. Care should be taken in circumventing any technological protection measures. While materials copied pursuant to fair use may be copied after circumventing technological protections against unauthorized copying, technological protection measures to block access to materials may not be circumvented.

In preparing for instruction, a teacher may make or have made a **single** copy of:

A. A chapter from a book;

B. An article from a newspaper or periodical;

C. A short story, short essay or short poem; or

D. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.

A teacher may make multiple copies of certain texts for classroom use or discussion if the copying meets the tests of “brevity, spontaneity and cumulative effect” set by the following guidelines. Copies may not exceed more than one per pupil, Each copy must include a notice of copyright.

A. <u>Brevity</u>

1. A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words;
2. Complete articles, stories or essays of more than 500 words and less than 2500 words may be copied or
3. Excerpts from prose works that are more than 500 words and less than 1000 words or 10% of the work, whichever is less, may be copied;
4. Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph;
5. One chart, graph, diagram, drawing, cartoon or picture per book or periodical issue may be copied.
6. “Special” works cannot be reproduced in full; this includes children's books combining poetry, prose or poetic prose. Short special works may be copied up to two published pages containing not more than 10 percent of the work.

B. **Spontaneity** – The copying should be at the “instance and inspiration” of the individual teacher when there is not a reasonable length of time to request and receive permission to copy.

C. **Cumulative Effect** – Teachers are limited to using copied material for only one course in the school in which copies are made. No more than one short poem, article, story or two excerpts from the same author may be copied, and no more than three works can be copied from a collective work or periodical column during one class term. Teachers are limited to nine instances of multiple copying for one course during one class term. Limitations do not apply to current news periodicals, newspapers and current news sections of other periodicals.

Performances by teachers or students of copyrighted dramatic works without authorization from the copyright owner are permitted as part of a teaching activity in a classroom or instructional setting. All other performances require permission from the copyright owner.

The copyright law prohibits using copies to replace or substitute for anthologies, consumable works, compilations or collective works. “Consumable works” include workbooks, exercises, standardized tests, test booklets and answer sheets. Teachers cannot substitute copies for the purchase of books, publishers' reprints or periodicals, nor can they repeatedly copy the same item from term-to-term. Copying cannot be directed by a “higher authority “, and students cannot be charged more than the actual cost of photocopying.

Teachers may use copyrighted material in overhead or opaque projectors for instructional purposes.

Authorized reproduction and use of copyrighted materials in the library:

A library may make a **single** copy or three digital copies of:

A. An unpublished work which is in its collection;

B. A published work in order to replace it because it is damaged, deteriorated, lost, or stolen, provided that an unused replacement cannot be obtained at a fair price.

C. A work that is being considered for acquisition, although use is strictly limited the purpose of making an acquisition decision. Technological protection measures may be circumvented for purposes of copying materials in order to make an acquisition decision.

A library may provide a single copy of copyrighted material to a student or staff member at no more than the actual cost of photocopying. The copy must be limited to one article of a periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. If the item cannot be found at a fair price, the entire work may be copied. In any case, the copy shall contain the notice of copyright and the student or staff member shall be notified that the copy is to be used only for private study, scholarship or research. Any other use may subject the person to liability for copyright infringement.

At the request of a teacher, copies may be made for reserve use. The same limits apply as for single or multiple copies described in “Authorized Reproduction and Use of Copyrighted Material in Print.”

Authorized Reproduction and Use of Copyrighted Music

A teacher may make a single copy of a song, movement, or short section from a printed musical work that is unavailable except in a larger work for purposes of preparing for instruction.

A teacher may make multiple copies for classroom use of an excerpt of not more than 10% of a printed musical work if it is to be used for academic purposes other than performance, provided that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit, such as a complete section, movement, or song. In an emergency, a teacher may make and use replacement copies of printed music for an imminent musical performance when the purchased copies have been lost, destroyed or are otherwise not available.

A teacher may make and retain a single recording of student performances of copyrighted material when it is made for purposes of evaluation or rehearsal.

A teacher may make and retain a single copy of excerpts from recordings of copyrighted musical works for use as aural exercises or examination questions.

A teacher may edit or simplify purchased copies of music provided that the fundamental character of the music is not distorted. Lyrics shall not be altered or added if none exist.

Performance by teachers or students of copyrighted musical works is permitted without the authorization of the copyright owner as part of a teaching activity in a classroom or instructional setting. The purpose shall be instructional rather than for entertainment.

Performances of nondramatic musical works which are copyrighted are permitted without the authorization of the copyright owner, provided that:

A. The performance is not for a commercial purpose;

B. None of the performers, promoters or organizers are compensated; and

C. Admission fees are used for educational or charitable purposes only.

All other musical performances require permission from the copyright owner.

Off-Air Recording of Copyrighted Programs

Television programs, excluding news programs, transmitted by commercial and non-commercial television stations for reception by the general public without charge may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained by a school for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon conclusion of this retention period, all off-air recordings must be erased or destroyed immediately.

Off-air recording may be used once by individual teachers in the course of instructional activities, and repeated once only when reinforcement is necessary within a building, during the first ten (10) consecutive school days, excluding scheduled interruptions, in the forty-five (45) calendar day retention period.

Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.

A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers. Each additional copy shall be subject to all provisions governing the original recording.

After the first ten (10) consecutive school days, off-air recordings may be used up to the end of the forty-five (45) calendar day retention period only for evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum. Permission must be secured from the publisher before the recording can be used for instructional purposes after the ten (10) day period.

Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

Authorized Reproduction and Use of Copyrighted Computer Software

Schools have a valid need for high-quality software at reasonable prices. To assure a fair return to the authors of software programs, the school district shall support the legal and ethical issues involved in copyright laws and any usage agreements that are incorporated into the acquisition of software programs.

To this end, the following guidelines shall be in effect:

A. All copyright laws and publisher license agreements between the vendor and the district shall be observed;

B. Staff members shall take reasonable precautions to prevent copying or the use of unauthorized copies on school equipment;

C. A back-up copy shall be purchased, for use as a replacement when a program is lost or damaged. If the vendor is not able to supply a back-up the district, in accordance with P.L. 96-517, Section 7(b), shall make a back-up program and attest that the program will be used for replacement purposes only;

D. The principal is authorized to sign a software license agreement on behalf of the school. A copy of this agreement shall be retained by the principal.

E. A computer program may be adapted by adding to the content or changing the language. The adapted program may not be distributed.

Fair Use Guidelines for Education Multimedia

A. Fair use does not include posting a student or teacher's work on the Internet if it includes portions of copyrighted materials. Permission to copy shall be obtained from the original copyright holder(s) before such projects are placed online.

B. Projects posted online will include a notice that they were prepared under the fair use exemption of the US copyright law and are restricted from further use.

C. Students may incorporate portions of copyrighted materials in producing educational multimedia projects for a specific course, and may perform, display or retain the projects.

D. Educators may perform or display their own multimedia projects to students in support of curriculum-based instructional activities. These projects may be used:

1. In face-to-face instruction;
2. In demonstrations and presentations, including conferences;
3. In assignments to students;
4. For remote instruction if distribution of the signal is limited;
5. Over a network that cannot prevent duplication for fifteen days; after fifteen days a copy may be saved on-site only; or
6. In their personal portfolios.

Educators may use copyrighted materials in a multimedia project for two years, after that permission must be requested and received.

A. The following limitations restrict the portion of any given work that may be used pursuant to fair use in an educational multimedia project:

B. Motion media: ten percent or three minutes, whichever is less

C. Text materials: ten percent or 1,000 words, whichever is less

D. Poetry: an entire poem of fewer than 250 words, but no more than three poems from one author or five poems from an anthology. For poems of greater than 250 words, excerpts of up to 250 words may be used, but no more than three excerpts from one poet or five excerpts from an anthology

E. Music, lyrics and music video: Up to ten percent, but no more than thirty seconds. No alterations are allowed that change the basic melody or fundamental character of the work.

F. Illustrations, cartoons and photographs: No more than five images by an artist, and no more than ten percent or fifteen images whichever is less, from a collective work.

G. Numerical data sets: Up to ten percent or 2,500 field or cell entries, whichever is less.

Copying Limitations

Circumstances will arise when staff are uncertain whether or not copying is prohibited. In those circumstances, the superintendent or designated copyright compliance officer should be contacted. The following prohibitions have been expressly stated in federal guidelines:

A. Reproduction of copyrighted material shall not be used to create or substitute for anthologies, compilations or collective works.

B. Unless expressly permitted by agreement with the publisher and authorized by district action, there shall be no copying from copyrighted consumable materials such as workbooks, exercises, test booklets, answer sheets and the like.

C. Staff shall not:

1. Use copies to substitute for the purchase of books, periodicals, music recordings, computer software or other copyrighted material except as permitted by district procedure;
2. Copy or use the same item from term to term without the copyright owner's permission;
3. Copy or use more than nine instances of multiple copying of protected material in any one term;
4. Copy or use more than one short work or two excerpts from works of the same author in any one term; or
5. Copy or use protected material without including a notice of copyright. The following is a satisfactory notice: NOTICE: THIS MATERIAL MAY BE PROTECTED BY COPYRIGHT LAW.

Staff shall not reproduce or use copyrighted material at the direction of someone in higher authority or copy or use such material in emulation of some other teacher's use of copyrighted material without permission of the copyright owner.

District Ownership of Staff-Created Work

Consistent with federal law, the board affirms that original works of authorship created by staff members within the scope of employment for use in the District's schools and programs is generally "work made for hire" and owned by the District. Work created by District employees that is "work made for hire" is also a public record and publicly accessible under Chapter 42.56 RCW and District Policy 4040.

The Superintendent will establish implementing procedures to determine whether work created by District employees for use in the District's schools and programs is, in fact, "work made for hire." District procedures will also provide a mechanism for employees to request permission to retain ownership of original works of authorship that were created within the scope of their employment, and for grieving a decision by the District if that request is denied.

Cross Reference:	Board Policy 2020	Course Design, Selection, and Adoption of Instructional Materials
	Board Policy 2022	Electronic Resources
	Board Policy 2025	Copyright Compliance
	Board Policy 4040	Public Access to School District Records
Legal References:	17 U.S.C. 101 et. Seq.	Copyright Act of 1976
Management Resources:	Policy News	April 2015

Adoption Date: 05.15
Hockinson School District
Revised:

District Ownership of Staff-Created Work

Purpose of these Procedures

The following procedures have been established by the superintendent pursuant to Board Policy 2027 to determine whether original works of authorship created by district employees for use in the district's schools and programs is "work made for hire" owned by the district. These procedures will also provide a process for employees to request permission to retain ownership of such work created within the scope of their employment, and for appealing a decision by the district if that request is denied.

Original Works of Authorship

Policy 2027 and this procedure apply to original works of authorship entitled to copyright protection under 17 U.S.C. § 102 that are fixed in any tangible medium of expression, now known or later developed, from which they can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device.
"Works of authorship" as used in Policy 2027 and this procedure includes, but is not limited to, any of the following:

- Literary works;
- Musical works, including lyrics;
- Dramatic works, including any accompanying music;
- Pantomimes and choreographic works;
- Pictorial, graphic, and sculptural works;
- Motion pictures and other audiovisual works;
- Sound recordings;
- Architectural works;
- Certain work specially ordered or commissioned from a contractor for use as a contribution to a collective work that is identified in a written agreement between the parties as work made for hire;
- Lesson plans; and
- Instructional materials (including Core, Alternative Core, Intervention, Supplemental, and Temporary Supplemental Materials as defined in Policy 2020, Course Design, Selection and Adoption of Instructional Materials).

Work Made for Hire

Under the federal Copyright Act of 1976, 17 U.S.C. § 101 et seq., an employee's original works of authorship that are "work made for hire" are owned by the employer, who by law is the "author" of such works. The "academic exception" or "teacher exception" to "work made for hire" recognized by the common law for scholarly academic writing in the colleges or universities does not extend to the K-12 setting.

In determining whether original work created by district staff is "work made for hire" created within the scope of a staff member's employment, the district will consider the following:

A. whether the work is of the kind the employee is employed to perform;

B. whether the work occurred substantially within authorized time and space limits;

C. whether the work was motivated, at least in part, by a purpose to serve the district; and

D. Whether the employee prepared the materials on his/her own initiative without any prompting, direction, or supervision by superiors.

However, original works of authorship created by an employee that are not "work made for hire" created within the scope of employment and that do not violate copyright laws or the provisions of Policy 2025 are owned by the employee.

Original work created by an employee that would otherwise be "work made for hire" created within the scope of employment may still be owned by the employee if the materials do not violate copyright laws or the provisions of Policy 2025, Copyright Compliance, and if the employee and the district expressly agree in a signed, written statement that the employee may retain ownership in the original work of authorship.

Open Educational Resources

Open Educational Resources (OER) are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. The purpose of OER participation is to positively impact both the teaching and learning process by providing teachers and administrators with cost-effective materials that are available for sharing, accessing, and collaborating for personalized learning.

Should the Board of Directors by policy or resolution agree to contribute materials to OER repositories or libraries in cooperation with other school districts, the State of Washington, and/or educational organizations, the Board may authorize that any such materials owned by the District be licensed or shared in the public domain to promote OER efforts. Staff will also be encouraged to contribute materials to OER repositories or libraries that they have created and which fall outside the "work made for hire" doctrine.

Requests to Retain Ownership in Original Works and Appealing a Denial

An employee may file a request in writing with the superintendent or the Superintendent's designee to retain ownership in an original work of authorship created within the scope of employment that does not otherwise violate copyright laws or the provisions of Policy 2025. The superintendent or the superintendent's designee will consider all the facts and circumstances, as well as the District's past practices and the best interests of the District, in determining whether to grant the employee's request.

If the superintendent or the superintendent's designee grants the employee's request, the District and the employee shall enter into a signed written agreement that grants the employee ownership in an original work of authorship that would otherwise be "work made for hire."

If the superintendent or the superintendent's designee denies the employee's request, the Superintendent or the superintendent's designee shall notify the employee in writing that the request has been denied.

If the employee is notified by the superintendent or the superintendent's designee that such a request has been denied, the employee may request within five (5) days of receiving the written denial to have an informal meeting with the superintendent or the superintendent's designee regarding the decision.

Following the informal meeting with the employee, the Superintendent or the superintendent's designee will provide the employee written notice of the results of the meeting.

If, following the informal meeting, the employee's request is again denied, the employee may file a written request with the Board of Directors to reconsider the decision of the superintendent or the superintendent's designee.

Within ten (10) school business days of receiving the employee's written request, the Board of Directors will consider the matter in closed session, vote on the matter in an open public meeting, and notify the employee in writing whether the employee's request is granted or denied. If the request is denied, the Board's decision will include information regarding the employee's right to file an appeal with the Superior Court pursuant to Chapter 28A.645 RCW to determine strictly whether the decision was arbitrary or capricious.

Date: 05.15

Animals as Part of the Instructional Program

Requests to include animals in the instructional program of the classroom or school will be approved by the principal. Health issues (allergies, vaccinated status of the animal) involving students and staff will be addressed before permission is given to allow the animal in the school.

If the instructional program involving the animal is ongoing and the animal will remain at school when school is not in session, appropriate arrangements for the animal's care must be made.

Animals will not be transported in a school vehicle.

Animals that are part of the instructional program will be under the control of their adult-owner, the teacher or designated students at all times.

This policy does not apply to service animals for the disabled.

Cross References:	Board Policy 2030	Service Animals
Management Resources:	*Policy News*, February 2002	Animals as Part of the Instructional Program

Adoption Date: 05.02
Hockinson School District
Revised: 10.11

Animals as Part of the Instructional Program

Prior to granting or denying requests to include animals in the school's instructional program the principal will evaluate the following issues:

- Whether there is an educational benefit to be gained by the inclusion of the animal in the instructional program.
- Whether there is an appropriate plan for the control of the animal, especially for wild or poisonous animals.
- That any health concerns involving students, staff or other animals have been thoroughly addressed, for instance allergies, the vaccination status of the animal, if relevant, or the transmission of disease from the animal.
- The animal's health, safety and well-being have been appropriately evaluated.
- Sanitary issues have been addressed, including the treatment of animal wastes and the personal hygiene of students or staff who will come in contact with the animals.

Date: 07.13

Service Animals in Schools

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

A “service animal” means any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. The work or tasks performed by the service animal must be directly related to the individual’s disability.

Examples of work or tasks include, but are not limited to the following:

- Assisting individuals who are blind or have low vision with navigation and other tasks,
- Alerting individuals who are deaf or hard of hearing to the presence of people or sounds,
- Providing nonviolent protection or rescue work,
- Pulling a wheelchair,
- Assisting an individual during a seizure,
- Alerting an individual to the presence of allergens,
- Retrieving items, such as medicine or the telephone,
- Providing physical support and assistance with balance and stability to individuals with mobility disabilities, and
- Helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks.

It is a civil infraction to misrepresent an animal as a service animal. A student’s parent/guardian who believes their student needs to bring a service animal to school or an employee who wishes to bring a service animal to school, must submit a written request to the building principal. The building principal, in consultation with the Section 504 coordinator or director of special services, as appropriate, will determine whether or not to permit the service animal in school. The principal shall not ask about the nature or extent of a person’s disability, but may make two inquires to determine whether an animal qualifies as a service animal. The principal may ask if the animal is required because of a disability and what work or task the animal has been trained to perform. The principal shall not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal, or require that the service animal demonstrate its task. The principal may not make these inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for a person with a disability.

Cross References:	Board Policy 5010	Nondiscrimination and Affirmative Action
	Board Policy 3210	Nondiscrimination
	Board Policy 2162	Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973

	Board Policy 2161	Special Education and Related Services for Eligible Students
	Board Policy 2029	Animals as Part of the Instructional Program
Legal References:		American Disabilities Act (ADA), Revised Title II Regulations, §35 Service animals
		Section 504 of the Rehabilitation Act of 1973
	RCW 28A.642	Discrimination Prohibition
	RCW 49.60.040	Discrimination – human rights commission - Definitions
	WAC 162-26	Public accommodations, disability discrimination
	WAC 392-145-021(3)	General Operating Requirements
	WAC 392-172A-01035	Child with a disability or student eligible for special education
	392-172A-01155(3)	Related Services
	WAC 392-190	Equal Educational Opportunity – unlawful discrimination prohibited
Management Resources Policy & Legal News:	December 2018	

Service Animals in Schools

A. Service Animal Uses

Service animals are any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of an individual with a disability including a physical, sensory, psychiatric, intellectual, or other mental disability. The work or tasks performed by the service animal must be directly related to the individual's disability.

Examples of work or tasks include, but are not limited to:

- Assisting individuals who are blind or have low vision with navigation and other tasks.
- Alerting individuals who are deaf or hard of hearing to the presence of people or sounds.
- Providing nonviolent protection or rescue work.
- Pulling a wheelchair.
- Assisting an individual during a seizure.
- Alerting an individual to the presence of allergens.
- Retrieving items, such as medicine or the telephone.
- Providing physical support and assistance with balance and stability to individuals with mobility disabilities.
- Helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks.

It is a civil infraction to misrepresent an animal as a service animal. Use of a service animal by a student with a disability will be allowed in school when it is determined that the student's disability requires such use in order to assist or accommodate access to the instructional program, school services and/or school activities.

Use of a service animal by an employee with a disability will be allowed when such use is necessary as a reasonable accommodation to enable the employee to perform the essential functions of their job or to access benefits of employment provided to all employees in the same job classification.

The use of a service animal by an individual with a disability will not be conditioned on the payment of a fee, security deposit, or surcharge.

The principal shall not ask about the nature or extent of a person's disability, but may make two inquires to determine whether an animal qualifies as a service animal. The principal may ask if the animal is required because of a disability and what work or task the animal has been trained to perform. The principal shall not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal, or require that the service animal demonstrate its task. The principal may not make these inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for a person with a disability.

B. Requirements for Service Animal Access

Before a service animal will be permitted in school, on school property or at school sponsored events, the student's parent or the employee must provide a description of the task(s) the service animal is expected to perform in assisting the person with a disability.

The district will provide access to a person with a disability who needs a service animal provided that the tasks performed by the service animal are directly related to the disability; and the animal has been individually trained to perform a task, is housebroken; is free of disease and parasites, has a harness, leash or tether so it cannot run free and is under the control of the person with a disability.

A service animal must also be licensed and immunized in accordance with the laws, regulations and ordinances of Clark County, and the state of Washington.

C. Parents or Animal Handlers

Parents or animal handlers who will be present in school for the purpose of assisting a student with his/her service animal are required to submit to a sex offender registry and criminal background check. In addition, parents and handlers must comply with all standards of conduct that apply to school employees and volunteers.

D. Removal or Exclusion of a Service Animal from School or School Property

The building principal or district administrator may request an individual with a disability to remove a service animal from school, a school sponsored activity, or school property if the animal is out of control and the animal's handler does not take effective action to control the animal. Examples of the animal being out of control include, but are not limited to the following:

1. The presence of the animal poses a direct threat to the health and/or safety of others;
2. The animal significantly disrupts or interferes with the instruction program, school activities or student learning. However, annoyance on the part of the others is not an unreasonable risk to property or others to justify the removal of the service animal;
3. The presence of the animal would result in a fundamental alteration of any school program;
4. The individual in control of the animal fails to appropriately care for the animal, including feeding, exercising, taking outside for performance of excretory functions and cleaning up after the animal;
5. The animal fails to consistently perform the function(s)/service(s) to assist or accommodate the individual with the disability;
6. The animal is ill; or
7. The animal is not housebroken.

If the district excludes a service animal, it will provide the individual with a disability the opportunity to participate in the service, program or activity without having the service animal on the premises.

E. Service Animals at School-Sponsored Events

Individuals with disabilities may be accompanied by their service animals to events or activities open to the public that are held in schools or on school property.

The building administrator may revoke or exclude the service animals for the reasons set forth in paragraph "D" above.

F. Responsibility/Liability

1. Neither the district, nor its employees, are responsible for the cost, care or supervision of the service animal. (*See Policies 2161, Education of Students with Disabilities, and 2162, Education of Students with Disabilities Under Section 504, for responsibility for related services.*)
2. A service animal must be under the control of its handler. A service animal must also have a harness, leash or other tether, unless either the handler is unable because of a disability to use a harness, leash or other tether, or the use of the harness, leash or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control *(e.g.,* voice control, signals or other effective means).

3. The owner/handler of the service animal is responsible for any and all damage caused by the service animal at school, on school premises or at school activities.

G. Appeals

A parent or employee whose service animal has been excluded or removed may appeal the decision to the superintendent. If dissatisfied with the superintendent's decision, the parent or employee may appeal to the board.

H. Resources

1. **District Contact**

Superintendent

2. **State Contacts**

Superintendent of Public Instruction
Equity and Civil Rights Office
P.O. Box 47200
Olympia, WA 98504-7200
360.725.6162

Office of Civil Rights
U.S. Department of Education
915 Second Avenue, Room 3310
Seattle, WA 98174
206.607.1600

Washington State Human Rights Commission
711 South Capitol Way, Ste. 402
P.O. Box 42490
Olympia, WA 98504-2490
360.753.6770

Date: 07.13; 03.19

Program Evaluation

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

The board requires efficiency and effectiveness in all facets of the district's instructional programs. In order to achieve this goal, the board will provide:

A. A clear statement of expectations and/or standards for the district's instructional programs;

B. Staff, resources and support to achieve these stated expectations and/or standards; and

C. A plan for evaluating instructional programs and services to determine how well expectations and/or standards are being met.

The district will utilize a variety of assessment processes to:

A. Determine the effectiveness of the instructional programs,

B. Assess the progress of individual students in attaining student learning goals or standards,

C. Identify the needs of individual students who are not progressing at their expected rates, and

D. Identify students who are in need of specialized programs.

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

Legal References:	WAC 392-500-020	Pupil tests and records – Tests – School district policy in writing
	WAC 392-500-030	Pupil tests and records – Certain tests, questionnaires, etc. Limitations
	WAC 392-500-035	Pupil tests and records – Diagnostic personality tests – Parental permission required
Management Resource:	Policy News, December 2023	
	Policy News, December 2012	Remove incorrect citation
	Policy News, December 2000	Portions of HB 1209 Take Effect

Adoption Date: 02.03
Hockinson School District
Revised: 12.99; 12.00; 10.11; 01.13; 03.24

Program Evaluation

Testing Program

The District will develop a schedule for all assessment activities to be conducted during the year. In its review, the district will consider whether to include such factors as:

A. **Validity**. Do the proposed assessment materials measure the district's objectives? Are the items compatible with the district scope and sequence?

B. **Administration**. Are directions clear for the teacher and for the students? Is the format appropriate?

C. **Interpretation of Results**. Are results reported in a form that is meaningful to the teacher, the student, the district, and parent**s**?

The schedule should be distributed to individual schools by September 15. The district office will be responsible for ordering tests, distributing materials and scoring sheets, and distributing administration instructions. After tests have been scored, the district office will be responsible for:

A. Preparing reports on test results for board, instructional staff, parents/guardians and the general public.

B. Disseminating individual scores to staff responsible for counseling, screening and special placement of individuals.

C. Evaluate curriculum and assist staff in implementing changes and improvements in curriculum.

Date: 07.13; 11.24

Educational Opportunities for Students with a Parent in the Military

The board recognizes that the children of military families encounter unique educational and emotional challenges related to enrollment, course placement and graduation because of frequent moves and deployment of their parents. To facilitate the placement, enrollment, graduation and provision of special services for students transferring into or out of the district because of their parents being on full-time active duty in the uniformed services of the United States, including members of the National Guard and Reserve on active duty orders, the district supports and will implement its responsibilities outlined in the *Interstate Compact on Educational Opportunity for Military Children (Compact),* as adopted by the state of Washington. Uniformed services includes the Army, Navy, Air Force, Marine Corps and Coast Guard, as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration and public health services.

Eligible students are those enrolled in kindergarten through 12th grade who are children of active duty personnel, active duty personnel or veterans who have been severely injured and medically discharged and active duty personnel who die on active duty or as a result of injuries sustained on active duty for a period of one year after death. Students are not eligible for the provisions of the *Compact* if they are children of inactive National Guard or military reserves, retired personnel and veterans not included above, or U.S. Department of Defense personnel and other Federal civilian service employees and contract employees.

The superintendent will establish procedures to ensure full compliance with the law and to facilitate communication and coordination between sending/receiving schools in Washington and other *Compact*-member states.

In addition to the Compact, Washington's Compulsory School Attendance and Admission law specifically addresses residency requirements for students with a parent in the military. The District will conditionally accept applications for enrollment and course registration, including electronic applications, when a family serving in the military is transferred to, or is pending transfer to, a military installation within the state while on active duty pursuant to official military orders.

Within fourteen days of the arrival date stated on official military documentation, the parent must provide the District with proof of residence in the District. Any of the following constitutes proof of residence in the school district: A temporary on-base billeting facility; A purchased or leased residence, or a signed purchase and sale agreement or lease agreement for a residence; or any federal government housing or off-base military housing, including off-base military housing provided through a public-private venture.

Legal References:	Chapter 28A.705 RCW	Interstate compact on educational opportunity for military children
	Chapter 28A.225 RCW	Compulsory School Attendance and Admission
Management Resources Policy & Legal News:	July 2019	

Adoption Date: 11.11
Hockinson School District
Revised: 11.19

Educational Opportunities for Students with a Parent in the Military

This procedure applies to eligible school-aged children enrolled in kindergarten through 12th grade. A sending school/district is the school from which the child of a military family is sent or brought or caused to be sent or brought; the receiving school/district is the school to which the student with a parent in the military is sent, brought or caused to be sent or brought.

Enrollment and Educational Records

A. For every child of a parent in the military in transition, the custodian of records in the sending school will provide on request unofficial or "hand-carried" education records to the parents so the student may transfer to another school. Sending schools may charge parents for the reasonable cost of reproduction of these records. The receiving school will, upon receipt of the hand-carried records, enroll and appropriately place the student based on this information, pending validation by official records.

B. Simultaneous with enrollment and conditional placement of the student, the receiving school will request from the sending school the student's official education records. Upon receipt of this request, the sending school will provide these official records to the receiving school within ten business days, excluding school breaks (spring, summer and holidays).

C. The parent or guardian of an eligible child in transition must obtain and provide documentation on a health department approved Certificate of Immunization Status (CIS) form regarding all immunizations required by the Washington State Department of Health on or before the child's first day of school. Students must obtain all immunizations required by the state of Washington within 30 calendar days from the date of enrollment. For vaccines administered in a series, the first of the series must be obtained within the first 30 calendar days from enrollment.

D. In order to be enrolled in the district under the special rules of the *Interstate Compact on Educational Opportunity for Military Children* (*Compact*), students must provide, in addition to immunization records, official military orders showing that the child's parent is a qualified member in the sending state. If a child formerly resided with a legal guardian other than the parent in the military, the student may provide proof of guardianship or other documentation to satisfy eligibility under the *Compact*. The student must also provide documentation from the sending school indicating the student's record of attendance, academic information and grade placement, in addition to evidence of the student's date of birth.

E. A child of a parent in the military in transition will be allowed to continue his/her enrollment in the receiving school at the same grade level in which he/she was enrolled in the sending school, regardless of age. A student who has satisfactorily completed the prerequisite grade level in the sending school is eligible for enrollment in the next highest grade level in the receiving school, regardless of age. A student transferring after the start of the school year in the receiving school will enter the school on his/her validated level from an accredited sending school.

F. A child of a parent in the military in transition who is placed in the care of a non-custodial parent or other person standing in *loco parentis* living in a jurisdiction other than that of the custodial parent may continue to attend the school in which he/she was enrolled while residing with the *custodial* parent. The school may not charge tuition in order to attend, but may charge tuition for optional programs for which tuition is normally required. Trans-portation to and from the school is the responsibility of the non-custodial parent, unless otherwise required by law.

G. A custody order, special power of attorney or other applicable document relative to the guardianship of a child of a military family and executed under the applicable law of each member state will be sufficient for the purposes of enrollment and other actions requiring parental participation and consent.

Graduation

A. The district will waive specific course requirements for graduation if similar course work has been satisfactorily completed in the sending school. If not waived, the district will provide reasonable justification for the denial and provide alternative means of satisfying the requirement so that graduation may occur on time. Receiving schools may also waive additional requirements (volunteer work, graduation project) in order to facilitate on-time graduation.

B. For students entering high school in the 11th and 12th grades the Office of Superintendent of Public Instruction, in accordance with state law, will determine completion of graduation testing requirements by considering current Washington student transfer options. These options will be considered as an alternative to graduation testing requirements in the receiving school. If such options cannot be accommodated for a student in his/her senior year, the following *Section C* will apply.

C. If a student transfers during his/her senior year and cannot graduate on time from the receiving school after all options have been considered, the receiving school will coordinate with the sending school to ensure that the student receives a diploma from the sending school if the student meets all the sending school's requirements. If the sending school is not a member of the *Compact*, the receiving school shall use best efforts to facilitate the student's on-time graduation.

Attendance, Placement and Co-curricular Activities

A. The district shall initially place a child of a parent in the military in transition who transfers before or during the school year in educational courses based on the student's enrollment in the sending state school and/or education assessments conducted at the sending school, to the extent that such courses are provided for by the receiving school. This includes but is not limited to: highly capable programs, honors, international baccalaureate, advanced placement, English as a second language and technical/career courses. The receiving school may perform subsequent evaluations to ensure the appropriate placement and continued enrollment of the student. The receiving school may allow the student to attend similar education courses in other schools within the district if the receiving school does not offer such courses.

B. In compliance with the federal requirements of the Individuals with Disabilities Education Act (IDEA), the receiving district will initially provide comparable services to a student with disabilities based on his/her current Individualized Education Program (IEP) developed at the sending school. The receiving school will also make reasonable accommodations and modifications to address the needs of incoming students with disabilities subject to a Section 504 plan. The district will also continue a student's program under Title II of the Americans with Disabilities Act. The receiving school may perform subsequent evaluations to ensure the appropriate placement and continued eligibility of the student.

C. The district will facilitate the opportunity for the transitioning student's inclusion in extracurricular activities, regardless of application deadlines, with consultation from the Washington Interscholastic Activities Association, and to the extent the student is qualified and space is available. Application deadlines include tryouts, summer conditioning and other coach or district prerequisites.

Absence Related to Deployment Activities

A student whose parent or legal guardian is a full-time, active member of the uniformed services and has been called to duty for, is on leave from or immediately returned from deployment to a combat zone or combat support posting shall be granted excused absences at the discretion of the superintendent to visit with his/her parent or legal guardian relative to such leave or deployment.

Assistance for Families

Families needing assistance concerning rights under the *Compact* should contact:

District Contact:

Superintendent
360.448.6400

State Contact:

Program Supervisor
Office of Superintendent of Public Instruction

Military Contacts:

Director of Youth Education Support Services
Child Youth and School Services
Joint Base Lewis McChord

School Liaison Officer
Naval Station Everett
425.304.3688

Federal and/or State Funded Special Instructional Programs

The district will participate in those special programs that are funded by state and/or federal government for which a local need can be defined, and for which a local program would be developed, if funds were available. Board approval will be required before submission of an application for such a program. Applications may include, but are not limited to, programs for highly capable, remedial, and minority students.

Pursuant to federal law, school districts receiving Title I funds to provide educational services to students must do so in accordance with Title I. It is the board's intent that Title I funds will be used efficiently and effectively to benefit the academic opportunities and progress of students in school-wide or Targeted Assistance Programs.

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

The superintendent or designee will adopt procedures to ensure that planning, implementation, and evaluation phases of a special program comply with the rules and regulations of the funding agency.

Cross References:	Board Policy 2190	Highly Capable Programs
	Board Policy 2108	Learning Assistance Programs
Legal References:	RCW 28A.300.070	Receipt of federal funds for school purposes — Superintendent of public instruction to administer
	20 U.S.C. 6321(c)	Comparability of services
Management Resources Policy & Legal News:	February 2018	

Adoption Date: 02.03
Hockinson School District
Revised: 11.11; 04.18

Federal and/or State Funded Special Instructional Programs

Applications for special funds and/or categorical grants will be based upon the needs of the students, staff, or facilities within the district. Such applications may be related to the program needs of a particular building or the district as a whole. Each proposal for special funding and/or categorical grant should address the following points:

A. **Needs**. The proposal should supply hard data, and succinctly identify and/or document the specific needs that are to be addressed;

B. **Objectives**. The stated needs should be converted into objectives answering what the project hopes to accomplish;

C. **Procedures**. The action plan should be presented answering how the objectives will be accomplished; and

D. **Evaluation**. The evaluation plan should identify the kind of data to be collected along with identifying who should collect the data.

The proposal should also include a tentative budget that identifies proposed expenditures and revenues. A timeline should also be included which shows the submission date deadline, funding agency approval date, and the project status report dates. The proposal writer must identify any obligations that the district will incur as a result of securing a grant award.

The principal or designee must approve the proposal before submission to the district office. Proposals should be submitted to the superintendent or designee at least two weeks prior to submission to the board.

When a project is approved, the business office will be given a copy of the grant award notice and will establish the appropriate accounting procedures for operating the special program.

Date: 07.13; 04.18

Program Compliance

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

A. Appropriate measures are taken to safeguard all student and school district permanent records against loss or damage;

B. Provision is made for the supervision of instructional practices and procedures;

C. Current basic instructional materials are available for required courses of study;

D. A program of guidance, counseling and testing services is maintained for students in all grades offered by the school district;

E. A learning resources program is maintained;

F. The physical facilities of each building are adequate and appropriate for the educational program offered;

G. There is adequate provision for the health and safety of all students within the custody of the school district;

H. A current policy statement pertaining to the administration and operation of the school district is available online or in each building's administrative office including, but not limited to, policies governing the school building and classroom visitation rights of non-students;

I. The district is in compliance with the statutes which prohibit unequal treatment of individuals on the basis of race, sex, creed, color, honorably discharged veteran, sexual orientation, presence of any sensory, mental or physical disability or the use of a trained guide dog or service animal by a person with a disability and national origin in activities supported by common schools; and which require equal access to Boy Scouts of America and other designated youth groups;

J. Within each school, the school principal has determined that appropriate student discipline is established and enforced. The school principal has conferred with the certificated employees in the school building in order to develop and/or review building disciplinary standards and the uniform enforcement of those standards;

K. Written high school graduation requirements and rules have been adopted by the school district board of directors; and

L. Equivalence among schools in teachers, administrators and auxiliary personnel and equivalence in the provision of curriculum materials and supplies among schools who receive Title 1 funds.

Cross References:	Board Policy 1310	Policy Adoption, Manuals and Administrative Procedures
	Board Policy 2090	Program Evaluation
	Board Policy 2140	Guidance & Counseling
	Board Policy 2020	Curriculum Development and Adoption of Instructional Materials
	Board Policy 2104	Federal and/or State Funded Special Instructional Programs
	Board Policy 2410	High School Graduation Requirements

	Board Policy 3200	Rights and Responsibilities
	Board Policy 3210	Nondiscrimination
	Board Policy 3410	Student Health
	Board Policy 3231	Student Records
	Board Policy 4000	Public Information Program
	Board Policy 4040	Public Access to District Records
	Board Policy 5420	Evaluation of Staff
	Board Policy 6800	Operation & Maintenance of District Facilities
Management Resources	Policy News, December 2011	Changes in WSSDA's Policy Reference Manual

Comprehensive Early Literacy Plan

The district will provide reading and early literacy services to kindergarten through fourth grade students based on student need for additional support so that every student has the opportunity to build a strong foundation for academic success.

General Requirements

The plan will include:

1. Use of annual screening assessments and other tools (e.g., Washington kindergarten inventory of developing skills, Washington state early learning and development guidelines for birth through third grade, the second grade reading assessment under RCW 28A.300.310, local assessments) to identify at-risk readers; and
2. Research-based family involvement and engagement strategies, including those that help families and guardians learn to assist student reading and early literacy skills at home.

In order to keep parents informed and engaged in their student's reading progress, the district will require that report cards for students in kindergarten through fourth grade include information on the student's progress toward reading skill acquisition and whether the student is reading at grade level.

Requirements specific to third grade students

Prior to the return of results of the statewide student assessment in English language arts, teachers and parents of students in third grade who are reading below grade-level or who, based on formative or diagnostic assessment and other indicators are likely to score in the below basic level (level one in a four-level scoring system on the statewide student assessment) on the third grade statewide student assessment in English language arts, will meet to discuss the student's progress. Teachers may use a regularly scheduled parent-teacher conference to satisfy this meeting requirement.

At the meeting, the teacher will inform the parents/guardians of:

- The requirements of this policy;
- The intensive reading improvement strategies that will be available to their student before fourth grade; and
- The school district's grade placement policy for the following year.

If a third grade student scores below grade level on the third grade statewide student assessment in English language arts and no meeting took place prior to the return of the results as indicated above, the principal or designee will notify the student's parents/guardians of:

- The fact that their student scored below basic;
- The requirements of this policy with regard to such a score;
- The intensive improvement strategy options available;
- The school district's grade placement policy;
- Contact information for a school district employee who can respond to questions and provide additional information; and

- A reasonable deadline for obtaining the parent's consent regarding the student's improvement strategies that will be implemented and the student's grade placement.

The district must obtain parent/guardian consent regarding appropriate grade placement and the intensive improvement strategy to be implemented. For students to be placed in fourth grade, the strategies discussed must include a strategy that is supported or contracted by the school district and includes a summer program (or other options) developed to meet the needs of students to prepare for fourth grade. The strategy must be implemented in consultation with the parents/guardians.

If the district does not receive a response from a parent/guardian by the deadline, or within a reasonable time thereafter, the principal or designee will make a decision on the student's grade placement for the following year and the intensive improvement strategies that will be implemented during the following school year. If the principal and parent cannot agree on the appropriate grade placement and improvement strategies from the list of available options, the district will honor the parent's request.

If a student does not have a score in English Language Arts on the third grade statewide assessment but the district determines or is able to anticipate (using district or classroom-based formative or diagnostic assessments or another standardized assessment) that the student is below basic, the district will follow the same process for third grade students listed in this policy.

Students in the transitional bilingual instruction program are exempt from this process, unless the student has participated in the program for three school years and receives a score of below basic on the third grade statewide student assessment in English language arts. Students with disabilities whose individualized education program (IEP) includes specially designed instruction in reading or English language arts are exempt from this process.

Intensive Reading and Literacy Improvement Strategies

The district will choose and implement intensive reading and literacy improvement strategies from a state menu of best practices established by the Office of the Superintendent of Public Instruction (OSPI).

The district may use a practice or strategy not present on the state menu of best practices for two years initially. If the district is able to demonstrate that it has achieved improved outcomes for students over the previous two school years at a level commensurate with best practices on the state menu, OSPI must approve use of the strategy for one additional school year. Subsequent approval is dependent on continuing improvement.

Students with disabilities whose individualized education program (IEP) includes specially designed instruction in reading or English language arts will be provided reading and literacy improvement strategies as provided in the IEP.

In any school where more than forty percent of tested students received a score of basic (level two on a four-level scoring system) or below basic on the third grade statewide student assessment in English language arts in the previous school year, the school district will implement an intensive reading and literacy improvement strategy from the state menu or an alternative strategy as referenced above for all students in grades kindergarten through four at the school.

Reporting requirement

The district will require each school to report the number of students in kindergarten through fourth grade who are reading below grade level and the interventions being provided to those students to improve their reading. The information will be disaggregated by subgroups of students. The district will aggregate the information and provide reports to the office of the superintendent of public instruction for delivery to the education committees of the legislature and the educational opportunity gap oversight and accountability committee.

Cross References:	Board Policy 2421	Promotion and Retention
Legal References:	RCW 28A.320.202	Comprehensive System of Instruction and Services in Reading and Early Literacy
	RCW 28A.320.203	Reading Skills – Report Cards
	RCW 28A.655.235	Reading Skills – Intensive Reading and Literacy Improvement Strategy – Calculation of Tested Students at or Below Basic on Third Grade Student Assessment – State Menu of Best Practices
Management Resources	Policy and Legal News	December 2014
	OSPI's Comprehensive Literacy Plan (Draft)	

Adoption Date: 02.15
Hockinson School District
Revised: 12.15

Learning Assistance Program

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

Washington Integrated Student Supports Protocol

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

Coordination with Other Programs

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

Annual Report to OSPI

The district will submit an annual report on September 30 to the Office of Superintendent of Public Instruction detailing the following:

A. The amount of academic growth gained by students participating in the learning assistance program;

B. The number of students who gain at least one year of academic growth;

C. The specific practices, activities, and programs used by each school building that received learning assistance funds; and

D. The percentage of learning assistance program funding used to engage community partners, the number of students receiving direct supports and services from those community partners, and the types of supports and services that are being provided.

E. The number of students served by the learning assistance program during the school year who were able to exit the program because student academic growth resulted in meeting the academic standard for grade level.

Cross References:	Board Policy 6100	Revenues from Local, State and Federal Sources
	Board Policy 4130	Title 1, Parent and Family Engagement
	Board Policy 2161	Special Education and Related Services for Eligible Students
	Board Policy 2104	Federal and/or State Funded Special Instructional Programs
Legal References:	Chapter 28A.165 RCW	Learning Assistance Program
	Chapter 392-162	WAC Special Service Program - Learning Assistance

		SHB 1208, Chapter 111, Laws of 2021 Learning Assistance Program-Various Provisions
Management Resources Policy & Legal News:	June 2005	
	February 2018 June 2021	

Adoption Date: 02.03
Hockinson School District
Revised: 11.11; 03.18; 10.21; 09.26

Transitional Bilingual Instruction Program

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

The district and its staff will:

A. Communicate with parents/family members of students who are English language learners in a language they can understand in accordance with 4218 – Language Access;

B. Assess and determine, by means of a state-approved placement test, student eligibility within 10 days of enrollment and attendance;

C. Annually assess, by means of the state-approved test, improvement in English language proficiency for each eligible English language learner;

D. Provide professional development training for administrators, teachers, counselors and other staff on the district's bilingual instruction program, appropriate use of instructional strategies and assessment results, and curriculum and instructional materials for use with culturally and linguistically diverse students; and

E. Provide for continuous improvement and evaluation of the district's Program to determine its effectiveness.

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

Cross References:	Policy 3210	Nondiscrimination
	Policy 4129	Family Involvement
	Policy 4217	Effective Communication
	Policy 4218	Language Access
Legal References:	Chapter 28A.180 RCW	Transitional Bilingual Instruction Program
	WAC 162-28-040	English language limitations and national origin discrimination
	Chapter 392-160 WAC	Special Service Program-Transitional Bilingual

Adoption Date: 02.10
Hockinson School District
Revised: 11.11; 12.22

Transitional Bilingual Instruction Program

The following procedures are instituted for purposes of implementing a Transitional Bilingual Instruction Program.

Transitional Bilingual Instruction Program, as defined by state law, means a system of instruction which uses two languages, one of which is English, to build upon and expand language skills to enable the student to achieve competency in English. In those cases where the use of two languages is not practicable, appropriate instruction for English learners may be provided primarily in English.

The district will provide English learners appropriate core academic instruction in addition to language instruction. The district's Transitional Bilingual Instruction Program is intended to supplement core academic instruction.

Program Application and Description

Annually, and prior to August 1 of each year, the district will submit an application to the Office of Superintendent of Public Instruction requesting funding to support its Transitional Bilingual Instruction Program. In its application, the district will provide a description of its research-based program models including staffing and implementation strategies.

Eligibility

At the time of registration, the parents/guardians of each student will be asked to complete a home language survey which identifies the child's primary language. Students that indicate on the home language survey a primary language other than English will be assessed within ten school days of enrollment and attendance using the Washington Language Proficiency Placement Test to determine eligibility for the Transitional Bilingual Instruction Program. Any student who scores a level one (beginning/advanced beginning), two (intermediate) or three (advanced) will be eligible for the program. Students who score at level four (transitional) are not eligible for the program. Staff will determine the appropriate instructional program for each eligible student.

If a transfer student has previously been identified as an English learner in Washington and has not yet scored at a "proficient" level, the student will be served in the receiving district's Transitional Bilingual Instruction Program based on the last score the student received in the sending district.

Parent/Guardian Notification

Parents/guardians will be notified, in writing, of their child's initial eligibility and notified annually of their child's continuing eligibility for the Transitional Bilingual Instruction Program. At a minimum the parent/guardian notification will contain:

A. How the child's eligibility was determined and the child's current level of English proficiency;

B. A description of the district's program and how it will meet the child's educational needs;

C. The method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language instruction;

D. How the program in which their child is, or will be participating, will meet the educational strengths and needs of their child;

E. The specific exit requirements for the program, the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; and

F. Information on the parent's right to decline to enroll their child in such program or to choose another program or method of instruction, if available; and assisting parents in

selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

Communication with parents/guardians should be provided, when feasible, in the parent's primary language.

Continued Eligibility/Annual Assessment

Each eligible English language learner, including English learners under a parent waiver, must be assessed annually, using the state-approved language proficiency test to determine continued eligibility. Students remain eligible until they reach level four (transitional) on the annual state-approved language proficiency test. After students have exited an EL program, school districts must monitor the academic progress of former English learners for at least two years to ensure that: the students have not been prematurely exited; any academic deficits they incurred as a result of participation in the ELL program have been remedied; and that the students are meaningfully participating in the standard instructional program comparable to their never-EL peers.

Expected Graduation Year

For eligible students, including English learners, who require extended time to meet high school graduation requirements, the district may set an expected graduation year beyond the typical four years of high school or through the school year in which a student turns 21. For an EL program to be reasonably calculated to ensure that EL students attain equal participation in the standard instructional program within a reasonable length of time, if an EL student enters the ninth grade with beginner-level English proficiency, the school district should offer EL services that would enable her to earn a regular high-school diploma in four years.

Record Keeping and Documentation

The district will maintain records of eligible students and comply with state reporting requirements. Original documents will be kept in the student's cumulative folder and copies will be kept in the program folder, if applicable. These documents include the home language survey, parent notification letters, parental waiver (if applicable), and language proficiency test assessment data.

Communication Plan

The district will develop and provide to parents/guardians, district staff and interested stakeholders a user friendly description of the Transitional Bilingual Instruction Program offered in the district in the stakeholder's home/primary language. The description will include the process for identifying and serving English learners and provide contact information for the district's transitional bilingual instruction program manager.

Professional Development

Provide in-service training for teachers, counselors, and other staff, who are involved in the district's transitional bilingual program. Such training shall include appropriate instructional strategies for children of culturally different backgrounds, use of curriculum materials, and program models.

Report to the Board

Annually, and prior to the board of directors' program approval, the superintendent or designee will report on the status of the district's Transitional Bilingual Instruction Program.

Date: 07.13; 01.18

Substance Abuse Program

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

The board recognizes the effects on the school, home and community resulting from the abuse of alcohol and the use and abuse of controlled illegal, addictive or harmful substances including anabolic steroids. While the primary obligation to seek assistance rests with the student and his/her parent(s)/guardian(s), school staff shall work with the home and community to develop and implement a comprehensive prevention and intervention program. The board shall seek support, cooperation and coordination of public and private agencies.

To keep students, families, and community members informed about drug abuse issues, the district will make information from the Department of Health that addresses substance use trends, overdose symptoms, and response and the secure storage of prescription drugs and over the counter medications available in accordance with Policy 4000 (Public Information Program).

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

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

Cross References:	Board Policy 5203	Staff Assistance Program
	Board Policy 3241	Student Discipline
	Board Policy 4000	Public Information Program
Legal References:	RCW 28A.170.075	Substance Abuse Awareness Program-Intent
	RCW 28A.210.310	Prohibition on use of Tobacco Products on School Property
	HB 1230 (2023)	School-Public Health Information
	RCW 69.50.101	Definitions

	RCW 69.51A.060	Crimes – Limitations of chapter
	20 U.S.C. 7101 et seq.	Safe and Drug-Free Schools and Communities Act
	Title 21 Section 811	Controlled Substance
Management Resources:	2023	July Issue
	2013	February Issue

Substance Abuse Program

Actions taken by staff in dealing with student use and abuse of alcohol and controlled illegal, addictive or harmful substances, including anabolic steroids, will have as their first concern the welfare of the student involved and the other students in the school. Although a helping relationship rather than an investigative and punitive approach will be emphasized, necessary and appropriate disciplinary action will be taken when laws or school regulations are violated. Law enforcement agencies will be called upon for investigative and consultative assistance where illegal drug or alcohol activity has occurred.

Prevention

The prevention program will focus on classroom instruction, guidance services, and creating a positive school climate.

Instruction

This dimension of the prevention program will focus on:

A. The effects of addictive substances such as alcohol, drugs and nicotine upon the body.

B. Skill development related to self-esteem, goal-setting, decision-making, conflict management, problem-solving, refusal and communication.

Guidance Services

Staff will meet with students, individually and in small groups, to supplement addictive substance prevention, instruction and skill development. Staff will also assist parents in maximizing the prevention efforts of the school.

School Climate

A facilitative school environment can help students to achieve academically, socially and emotionally. The school will strive to be a place where:

A. Students, staff, and parents respect themselves and others.

B. Individuals can be trusted to do what they say they will do.

C. High morale is evident.

D. Each person feels that he/she has a voice in the decisions that affect him/her.

E. All feel that they are continuing to learn and grow.

F. All value diversity and accept it as an opportunity for growth and development.

G. All possess a "sense of belonging".

H. All feel that they can make a difference to someone else.

To this end, the school will encourage the formation of "natural helper", Core Team and any education and/or prevention promotions that increase awareness of the effects of substance abuse. Student support groups will assist students concerned about their own substance abuse, students living in families suffering from substance abuse, and students concerned about the substance abuse of someone else.

Intervention

The goal of the intervention program will be to eliminate the use of alcohol and the use and abuse of controlled, illegal, addictive or harmful substances, including anabolic steroids abuse, by students.

Ongoing in-service will be provided for faculty and staff. Important aspects of in-service training will include dimensions of the family illness and dynamics of the addiction process; enabling behaviors; intervention techniques; children in chemically dependent families; student experimentation, abuse and dependency; parental involvement and community resources;

prevention issues and strategies; treatment and aftercare support; and implementation of the program into the classroom/building.

Staff roles for the intervention program are as follows:

A. Administrators, counselors, selected staff and nurses will meet regularly for the purpose of identifying any student(s) who may be in need of assistance. Such staff will be sensitive to identifying symptoms of substance abuse.

Suspected student(s) will be referred to the Core Team, consisting of staff members who have exhibited a strong interest in attending to the needs of such students and have received specialized training in substance abuse dependency.

B. The Core Team will meet regularly to review referrals; confer with students and, if warranted, counselors, administrators and/or parents; collect data; make recommendations for services; and maintain a confidential system of record keeping. Parents will be involved before any action is taken.

C. Students returning to school from a community inpatient or outpatient treatment program will be given aftercare support by the Core Team. Such students will receive support from "natural helpers" to develop a strong bond with other students and the school. Primary aftercare responsibility for students returning from a community treatment program rests with the student, parent and community treatment program personnel. School staff, the student, parent(s) and community treatment personnel will work cooperatively to facilitate the aftercare plan.

Corrective Action

If a student appears at school or a school-sponsored function demonstrating behavior that indicates that he/she may be under the influence of an addictive substances and/or admits to an administrator that he/she is under the influence of an addictive substances, the school will take the following action:

A. The parents will be notified to arrange for appropriate treatment.

B. If the student's illegal use of addictive substances is confirmed, the school administration may request the assistance of a law enforcement official in investigating the source of the addictive substance.

C. Appropriate school disciplinary action will be taken.

If school authorities find a student possessingf addictive substances at school, the addictive substances will be confiscated and turned over to law enforcement officials for disposal. Appropriate school disciplinary action will be taken by a school administrator regardless of law enforcement action.

If a school administrator receives information concerning the sales and use of addictive substances outside of school, the information may be reported to law enforcement officials for their investigation, and appropriate school disciplinary action will be taken.

Date: 07.13; 02.24

Physical Education and Health Class

The board recognizes that a healthy school environment prepares students for college, careers, and successful futures. Additionally, Physical Education and Health Instruction are mandated in Washington state. The board is committed to providing students with quality physical education and health classes.

Physical Education and Health Program

The district's K-12 physical education programs will be aligned with the Washington State Health and Physical Education K-12 Learning Standards and will include, but not be limited to, the development of knowledge and skills to be physically active, eat nutritiously, access reliable health information and services, communicate effectively, and set health-enhancing goals. Physical education class is not to be used or withheld as punishment for any reason.

The district will ensure that the following requirements are met:

- All students in grades one through eight receive an average of one hundred instructional minutes per week of physical education per year.
- All high school students are required to complete a minimum of three semesters (1.5 credits) of physical education and one semester (.5 credit) of health education.
- Any student who is excused from participation on account of physical disability, employment, religious belief, participation in directed athletics or military science and tactics, or for other good cause will be required to demonstrate mastery of the knowledge portion of the fitness requirement, in accordance with district policy.
- The district will offer a one-credit course or its equivalent in physical education for each grade in the high school program (grades 9-12).
- All students have equal and equitable opportunities for health and physical education.
- All students, from kindergarten through grade 12, will participate in a quality, standards-based health and physical education program.
- OSPI developed assessments or other strategies will be used in health and physical education, formerly known as classroom-based assessments.

Additionally, school districts must conduct an annual review of their physical education (PE) programs. The review must consist of numerous provisions, including:

- The number of individual students completing a PE class during the school year;
- The average number of minutes per week of PE received by students in grades 1 through 8, expressed in appropriate reporting ranges;
- The number of students granted waivers (excused from participation) from PE requirements;
- An indication of whether all PE classes are taught by instructors who possess a valid health and fitness endorsement;
- The PE class sizes, expressed in appropriate reporting ranges;
- An indication of whether, as a matter of policy or procedure, the district routinely modifies and adapts its PE curriculum for students with disabilities; and
- An indication of whether the district routinely excludes students from PE classes for disciplinary reasons.

As a best practice and subject to available funding, the district will strive to ensure that the following occur:

- Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.
- All schools will have certificated physical education teachers providing instruction.

- All schools will have appropriate class sizes, facilities, equipment, and supplies needed to deliver quality health and physical education consistent with state standards.
- All physical education teachers will be encouraged to participate in professional development in physical education at least once a year.

Cross Reference:	Board Policy 2161	Special Education and Related Services for Eligible Students
	Policy 2162	Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973
	Policy 2410	High School Graduation Requirements
	Policy 3422	Student Sports – Concussion – Head Injury and Sudden Cardiac Arrest
	Policy 6700	Nutrition
Legal References:	RCW 28A.230.040	Physcial Education Grades 1-8
	RCW 28A.230.050	Physcial Education in High Schools
	RCW 28A.230.055	Physical Education Programs – Annual Review
	RCW 28A.230.095	Essential Academic Learning Requirements and Assessments – Verification Reports
	WAC 180-51-068	State subject and credit requirements for high school graduation – Students entering the ninth grade on or after July 1, 2015
	WAC 392-410-135	Physcial Education – Grade school and high school requirements
	WAC 392-410-136	Physical Education Requirement - Excuse
Management Resources:	Policy News	March 2024

Adoption Date: 06.24
Hockinson School District

Procedure - Physical Education and Health Class

Physical Education and Health Class

The superintendent or designee will adopt and implement a comprehensive physical education curriculum aligned with the Washington State Health and Physical Education K-12 Learning Standards. The district will provide students with physical education, using an age-appropriate, sequential physical education curriculum. The physical education program will promote the benefits of a physically active lifestyle and help students develop skills to engage in lifelong healthy habits.

Physical Education Requirements and Waiver Policy

All high school students are required to complete a minimum of three semesters (1.5 credits) of physical education. The district may excuse a student from this fitness requirement under RCW 28A.230.050. Such excused students will be required to demonstrate mastery of the knowledge portion of the fitness requirement, in accordance with written district policy.

Although physical disability can be used as a rationale for excusing a student from participation in Physical Education, the district will provide Adapted Physical Education that is aligned to Washington state K-12 Physical Education Learning Standards if physical education is set out in that student's IEP and is specially designed to meet the unique needs of a student with a disability.

Professional Learning

The district will, subject to available resources, offer ongoing in-service and professional learning opportunities for staff in health education, physical education, and physical activity. Professional learning will help district staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans and efforts. Professional learning opportunities related to health and fitness are available at: https://www.k12.wa.us/student-success/resources-subject-area/health-and-physical-education/training-and-staff-development.

Physical Activity in Schools

Schools are encouraged to communicate concepts consistent with a Comprehensive School Physical Activity Program. A Comprehensive School Physical Activity Program (CSPAP) is a multi-component approach by which school districts and schools use all opportunities for students to be physically active, meet the nationally-recommended 60 minutes of physical activity each day, and develop the knowledge, skills, and confidence to be physically active for a lifetime. A CSPAP reflects strong coordination and synergy across all the components: quality physical education as the foundation, physical activity before, during, and after school, staff involvement, and family and community engagement.

Quality Physical Education

Schools will implement a physical education program that includes instruction and practice in a variety of motor skills and movement patterns; knowledge of concepts, principles, strategies, and tactics related to movement and performance; knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness; responsible personal and social behavior that respects self and others; and values physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Family and Community Engagement

The district will endeavor to offer opportunities to promote family and community involvement in supporting and reinforcing physical education and physical activity in the schools. Examples could include:

- Physical education activity ideas are sent home with students;
- Families are invited to attend and participate in physical education activity programs and health fairs;
- School staff are encouraged to cooperate with other agencies and community groups to provide opportunities for students to participate in physical activity programs.
- Families are actively notified of opportunities and invited to participate in school-sponsored physical activities and receive information about health promotion efforts.

Date: 11.24

Sexual Health Education

The Hockinson Board of Directors has determined that students be provided instruction in comprehensive sexual health education, consistent with state law.

In grades K-3 Instruction will be social and emotional learning that is consistent with the social and emotional standards and benchmarks adopted by the Office of Superintendent of Public Instruction (OSPI).

Comprehensive sexual health education instruction provided by the district to students in grades 4-12 will be medically and scientifically accurate, age appropriate, and inclusive of students regardless of their protected class status under Chapter 49.60 RCW. Abstinence will not be taught to the exclusion of other instruction on contraceptives and disease prevention. The district's comprehensive sexual health education program will be consistent with the *Guidelines for Sexual Health Information and Disease Prevention* developed by the Department of Health and the Office of Superintendent of Public Instruction, the Health Education K-12 Learning Standards adopted by OSPI, and other provisions of RCW 28A.300.475.

Instructional materials will be chosen from a list provided by OSPI or will be identified or developed by the district and reviewed using comprehensive sexual health education curriculum analysis tools provided by OSPI.

The superintendent or designee will provide parents/guardians an opportunity to review the materials to be used and provide information on excluding their child from sexual health education instruction, and will grant all such requests.

The superintendent or their designee will annually identify to OSPI any curricula used to provide comprehensive sexual health education and how the provided classroom instruction aligns with legislative requirements.

Cross Reference:	Board Policy 2020	Curriculum Development & Adoption of Instructional Materials
	Policy 2126	AIDS Prevention Education
Legal References:	RCW 28A.300.475	Comprehensive Sexual Health Education
	RCW 28A.600.480(2)	Reporting of Harassment, Intimidation, or bullying – Retaliation prohibited - Immunity
	WAC 392-410-140	Sexual Health Education – Definition – Optional course of subject matter – Excusal of students
Management Resources:	Policy News	February 2021
	Policy News	February 2009 – Healthy Youth Act
	Policy News	August 2007 – Sex Education Curriculum & Instruction

Adoption Date: 02.03
Hockinson School District
Revised: 11.11; 12.21

Procedure – Comprehensive Sexual Health Education

All instruction and materials for the district's sexual health education program, will meet the following criteria:

A. Medically and scientifically accurate;

B. Age appropriate;

C. Inclusive of all students regardless of their protected class status;

D. Consistent with the Health Education K-12 Learning Standards adopted by the Office of Superintendent of Public Instruction (OSPI);

E. Consistent with the *Guidelines for Sexual Health Information and Disease Prevention.*

In grades K-3 instruction will be in social and emotional learning, provided at least once, that is consistent with the social and emotional standards and benchmarks adopted by OSPI.

Comprehensive sexual health education will be provided at least once in grades 4-5, at least twice in grades 6-8, at least twice in grades 9-12, and will include information about:

- The physiological, psychological, and sociological developmental processes experienced by an individual;
- Abstinence and other methods of preventing unintended pregnancy and sexually transmitted diseases; abstinence may not be taught to the exclusion of other materials and instruction on contraceptives and disease prevention;
- Health care and prevention resources;
- The development of intrapersonal and interpersonal skills to communicate, respectfully and effectively, to reduce health risks and choose healthy behaviors and relationships abased on mutual respect and affection, and free from violence, coercion, and intimidation;
- The development of meaningful relationships and avoidance of exploitative relationships;
- Understanding the influences of family, peers, community and the media throughout life on healthy sexual relationships;
- Affirmative consent and recognizing and responding safely and effectively when violence or a risk of violence is or may be present, with strategies that include bystander training.

Definitions:
The district's program will provide comprehensive sexual health education as defined by RCW 28A.300.475

A. Comprehensive Sexual health education:

RCW 28A.300.475 defines comprehensive sexual health education as recurring instruction in human development and reproduction that is:

1. Medically and scientifically accurate;
2. Age appropriate
3. Inclusive of all students, regardless of their protected class status; and
4. Uses language and strategies that recognize all members of protected classes under Chapter 49.60 RCW.

B. Comprehensive sexual health education for students in grades K-3 defined as:

Instruction in social-emotional learning that is consistent with learning standards and benchmarks adopted by the Office of the Superintendent of Public Instruction under RCW 28A.300.478.

C. Affirmative consent is defined as: A conscious and voluntary agreement to engage in sexual activity as a requirement before sexual activity.

D. Medically and scientifically accurate:

RCW 28A.300.475 defines medically and scientifically accurate as information that is verified or supported by research in compliance with scientific methods, is published in peer review journals, where appropriate, and is recognized as accurate and objective by professional organizations and agencies with expertise in the field of sexual health including but not limited to, the American College of Obstetricians and Gynecologists, the Washington State Department of Health (DOH) and the Federal Centers for Disease Control and Prevention.

E. *2005 Guidelines for Sexual Health Information and Disease Prevention*:

This publication, prepared by the DOH and the Office of Superintendent of Public Instruction (OSPI), provides the fundamental framework for establishing a medically and scientifically accurate comprehensive sexual health education program for students. A copy of the *Guidelines for Sexual Health Information and Disease Prevention* is located on the DOH and OSPI Web sites.

Adoption of a Sexual Health Education Program
School districts will inform parents regarding the instruction in comprehensive sexual health education offered as a part of the school program, it will share the curriculum and the timeline for when it will be taught to students.

The district must ensure that all instructional materials are medically and scientifically accurate. The DOH is available to provide technical assistance in determining medical and scientific accuracy. When choosing curriculum, district staff may examine the list of materials reviewed for medical and scientific accuracy that are located on the OSPI website at www.k12.wa.us.

In determining curriculum, the district staff are encouraged to review OSPI's list of sexual health education curricula that were reviewed for their alignment with the guidelines, standards and other state requirements. Although the list is not exhaustive, the list is updated regularly and is posted on the OSPI website at www.k12.wa.us. If the district chooses or develops a curriculum that is not from OSPI's list, the district must conduct a review of the selected or developed curriculum using the comprehensive sexual health curriculum analysis tools provided by OSPI. Ultimately, the district's comprehensive sexual health education program will ensure that in the K-12 life of a child, the comprehensive sexual health education program is consistent with the *2005 Guidelines for Sexual Health Information and Disease Prevention,* the Health Education K-12 Learning Standards and the provisions of RCW 28A.300.475.

For technical assistance, staff may contact the Health and Sexuality Education Program supervisor at OSPI.

Guest Speakers
Guest speakers may deliver comprehensive sexual health education as long as they and all instruction materials used are consistent with state law.

Parental/Guardian Notification Process
At lease one month prior to teaching a program in sexual health education, each school will provide written notice to parents of the planned instruction.

Parent/Guardian Material Review Process
The notices must include, or provide a means for electronic access to, all course materials, by grade, that will be used at the school during the instruction. The opportunity for inspection will be provided at a time and place convenient for parent/guardian participation such as evenings.

Excluding Student from a Program/Opt-Out
A parent/guardian who wishes to have a student excused from planned instruction in comprehensive sexual health education must file a written request, at least five (5) days prior to the planned instruction. The district will make the appropriate opt-out form available and will grant all such requests. Excused students will be provided with appropriate alternative educational opportunities. Sample notification and opt out letters are available from OSPI.

Identification of Curricula Used
The district will annual identify to OSPI, using OSPI's reporting tool, any curricula used to provide comprehensive sexual health education and how the provided classroom instruction aligns with requirements of RCW 28A.300.475

HIV/AIDS Prevention Education

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

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

At least one month before teaching HIV/AIDS prevention education in any classroom, the district will conduct at least one presentation concerning the curricula and materials that will be used for such education. The opportunity for parents to review materials will be held during convenient hours for the benefit of the parents and guardians of students. Parents and guardians will be given an opportunity to review curricula and materials for HIV/AIDS prevention education and if they wish, may exclude their student from participation in HIV/AIDS prevention education at that time.

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

A. The dangers of drug abuse, especially the use of hypodermic needles; and

B. The dangers of sexual intercourse, with or without condoms.

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

Cross References:	Board Policy 3414	Infectious Diseases
	Board Policy 2125	Sexual Health Education
Legal References:	RCW 28A.230.070	AIDS Education in Public Schools – Limitations – Program Adoption – Model Curricula – Student's Exclusion from Participation
	RCW 28A.300.475	Medically Accurate Sexual Health Education – Curricula – Participation Excused-Parental Review

	RCW 70.24.250	Office on AIDS – Repository and Clearing House for AIDS Education and Training Materials-University of Washington Duties
Management Resources:	Policy News, December 2008	HIV/AIDS Prevention Education

Guidance and Counseling

The Hockinson Board of Directors recognizes that comprehensive school counseling program based on current national and state standards of best practice is an important part of the district's total program of instruction and support for all students.

The district will create a written plan to develop comprehensive school counseling program of tiered services in accordance with state laws and regulations, school improvement plans, ethical standards, and district policies and procedures. The district will revise its plans as necessary based on relevant data. The district will also create a transition plan that supports the long-term goal of full implementation of the written plan over time.

A school counselor is a professional educator who holds a valid school counselor certification as defined by the professional educator standards board. School counselors serve a vital role in the comprehensive school counseling program. The school counselor plan s, develops, organizes, and leads delivery of a comprehensive school counseling program that focuses on the academic, career, and social-emotional needs of all students, based on the national standards for school counseling programs of the American School Counselor Association and state standards. School counselors align supports with the district's vision, mission, and school improvement goals. In addition to school counselors, all Educational Staff Associate (ESA) staff, in collaboration, serve to support the implementation of a comprehensive, multi-tiered system of student supports.

School counselors and other ISA staff implementing the comprehensive school counseling program will spend no less than 80% of their contracted time on direct and indirect supports to students and no more than 20% of their contracted time on program planning and school support activities.

It is the goal of the Hockinson Board of Directors that the district's comprehensive school counseling program will assist every student in acquiring the knowledge, skills and attitudes needed to become an effective student, responsible citizen, productive worker and a lifelong learner. To that end, the district will develop and use materials, orientation programs, professional learning, and evidence-based counseling techniques that encourage participation in all available guidance and support opportunities, school programs and courses of study, including career and vocational technical programs and employment opportunities.

The District will not deny any student the ability to participate in or benefit from any of its student support system based on sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression or identity, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal whether they take place on or off school grounds or are offered as part of the district's online or alternative learning programs.

The board will provide resources to support the foundation, content, and continuous improvement of a comprehensive K-12 school counseling program, consistent with best practices described in state and national models. As feasible within existing resources, all school counseling programs will include the following elements: classroom counseling curriculum, individual student planning, responsive services, and systems support for the counseling program.

Cross References:	Board Policy 2170	Career and Technical Education
	Board Policy 3112	Social Emotional Climate
	Board Policy 3123	Withdrawal Prior to Graduation
	Board Policy 3210	Nondiscrimination
Legal References:	RCW 28A.320.280	School counselors, social workers, and psychologists—Priorities
	RCW 28A.320.290	School counselors, social workers, and psychologists—Professional collaboration RCW 28A.320.600 - 620
	RCW 28A.410.043	School counselor certification
	WAC 392-190-010	Counseling and guidance services – Course and program enrollment
Management Resources Policy & Legal News:	March 2022	
	July 2019	
	December 2014	
	December 2008	

Adoption Date: 02.03
Hockinson School District
Revised: 11.11; 02.15; 12.19; 10.22

Procedure – Comprehensive School Counseling Program

The district's comprehensive school counseling program (program) will be based on the national model for school counseling and be regularly updated.

At all K-12 levels, the program will support the three domains of school counseling, which are (1) social/emotional development, (2) academic development, and (3) career readiness.

The program will align with the related state and national frameworks, such as the WA MTSS Framework. The program will be systematically aligned to state learning standards, such as the WA SEL standards. The program will utilize a data driven process to identify students' needs. Data sources will include, use of time, data, program results data, and data from communications with administrators, parents, students, or other stakeholders.

The program will explain how the district will deliver direct and indirect services. Direct services are in-person interactions between comprehensive school counseling program staff and students that help students improve achievement, attendance, and discipline. Examples of direct services include instruction, appraisal, advisement, and counseling. Indirect services are provided on behalf of students to enhance student achievement and promote equity and access for all students. Examples of indirect services include collaboration, consultation, student advocacy, and referral. Al least 80% of the school counselor's time will be for proving direct and indirect services. No more than 20% of the school counselors' time will be spent on program planning and school support activities.

The program will establish an annual program review and program assessment process that is implemented by certified school counselors or other qualified Education Staff Associates.

Date: 07.13; 03.23

Suicide Prevention

The Hockinson Board of Directors recognizes that suicide is a leading cause of death among youth and that suicidal indicators such as substance abuse and violence are complex issues and should be taken seriously. While district staff may recognize potentially suicidal youth and the district can make an initial risk assessment, the district cannot provide in-depth mental health counseling. Instead, the board directs district staff to refer students who exhibit suicidal behaviors to an appropriate service for further assessment and counseling.

District staff who have knowledge of a suicide threat must take the proper steps to support the student and to report this information to the building principal or designee who will, in turn, notify the appropriate school officials, the student's family and appropriate resource services.

The board also recognizes the need for youth suicide prevention procedures. The district will adopt and, at the beginning of each school year, provide to all district staff, including substitute and regular bus drivers, a plan for recognizing, screening, referring and responding to students in emotional or behavioral distress. At a minimum, the plan will:

- Identify training opportunities for staff on recognizing, screening, and referral of students in emotional or behavioral distress, including those who exhibit indicators of substance or sexual abuse, violence or suicide;
- Describe how to utilize the expertise of district staff trained in recognition, screening and referral;
- Provide guidelines, based on staff expertise, for responding to suspicions, concerns or warning signs of emotional or behavioral distress;
- Address development of partnerships with community organizations and agencies for referral of students to support services, to include development of at least one memorandum of understanding between the district and one such entity;
- Contain procedures for communication with parents and guardians, including notification requirements in accordance with RCW 28A.320.160;
- Describe how staff should respond to a crisis situation where a student is in imminent danger to himself, herself, or others;
- Describe how the district will provide support to students and staff after an incident of violence, student suicide, or allegations of sexual abuse of a student;
- Describe how staff should respond when allegations of sexual contact or abuse are made against a staff member, volunteer, parent, guardian or family member of the student, including how staff should interact with parents, law enforcement and child protective services;
- Describe how the district will provide certificated and classified staff training on the obligation to report physical abuse or sexual misconduct required under RCW 28A.400.317.

The superintendent will develop and implement procedures and a staff training schedule to achieve the board's goals and objectives.

Cross References:	Board Policy 3211	Transgender Students
	Board Policy 3207	Prohibition of Harassment, Intimidation and Bullying
	Board Policy 2140	Guidance and Counseling
Legal References:	RCW 28A.410.226	Washington professional educator standards board — Training program on youth suicide screening — Certificates for school nurses, social workers, psychologists, and counselors — Adoption of standards.
	RCW 28A.410.043	School Counselor Certification
	RCW 28A.320.1271	Model school district plan for recognition, initial screening, and response to emotional or behavioral distress in students.
	RCW 28A.320.127	Plan for recognition, screening, and response to emotional or behavioral distress in students.
Management Resources Policy & Legal News:	July 2016	Youth Suicide Awareness and Prevention Plans
	December 2014	
	April 2011	

Suicide Prevention

Prevention

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

A. Student Health Education Program

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

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

B. Student Responsibility

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

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

C. Staff Training

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

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

D. Principal/Designee Prevention Planning

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

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

Intervention

Whenever a staff member suspects or has knowledge of a student's suicidal intentions he/she will take proper steps to support the student, promptly notify the principal or school counselor and request that appropriate school staff conduct an initial risk interview.
The principal or counselor will then notify the student's parents/guardians as soon as possible, unless notification of the parents will jeopardize the student's safety. The district may also refer the student to mental health resources in the community.

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

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

Parent Responsibility

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

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

Post–Event

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

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

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

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

Communications

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

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

Resources

The district will utilize school counselors, the crisis telephone hotline, physician/health care providers, mental health specialists, coaches and youth leaders, parents and clergy as resources for prevention and intervention. The district will also develop partnerships with community organizations and agencies and a memorandum of understanding with at least one of these programs for referral of students to support services. Community resources include:

1. Prevention Resources:
    a. Prevent Together Website Link Phone: 360-624-6816
    b. Clark County Teen Talk Website Link Phone: 360-397-2428
    c. Prevention Apps Link
    d. Washington State Resource Guide Website Link
    e. 211 System – This is an information referral service, it assists with providing resources in your community.
2. School Counselors
    a. Crisis Response Resources:
    b. Emergency Response: 911
    c. National Life Line: 1-800-273 and Talk (8255)
    d. Clark County Crisis Line: 1-800-626-8137 Website Link
    e. Lifeline Crisis Chat Text HEAL to 741741 Website Link

Date: 07.13; 12.14; 10.22

Interscholastic Activities

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

A. All interscholastic activities and events will be in compliance with the rules and regulations of the Washington Interscholastic Activities Association (WIAA). The schools of the district will not participate in any out-of-season athletics that are not sanctioned by the WIAA. The district will not be responsible or liable for non-school-sponsored programs or for programs that are organized, promoted or participated in by staff members without school approval. The district will not be responsible for or control and incur liability for summer and/or out-of-season activities unless specifically sponsored by the school district. The superintendent will establish rules defining the circumstances under which school facilities may be used and under which announcements of summer sports leagues and/or clinics may be channeled to students.

B. An athletic coach must be properly trained and qualified for an assignment as described in the coach's job description.

C. A syllabus that outlines the skills, techniques and safety measures associated with a coaching assignment will be distributed to each coach. A coach must secure permission in advance if he/she wishes to deviate from the syllabus.

D. Coaching stipends and all gifts to a coach that exceed five hundred dollars ($500.00) in a season will be approved by the board of directors.

E. In-service training opportunities will be afforded each coach so that he/she is trained to attend to the health care needs of participants. Prior to a sports season, the coach will prepare a plan for handling medical emergencies at practice sessions and games (home and away).

F. Participants will be issued equipment that has been properly maintained and fitted.

G. All facilities and equipment utilized in the interscholastic activity program, whether or not the property of the district, will be inspected on a regular basis.

H. Non-prescribed medications, including such items as analgesic balms, vitamins and salt tablets, must be approved by the superintendent before they may be available for use by coaches and/or athletic trainers. After athletic training medications have been approved, the coach and/or trainer must secure authorization from the parent and the student's doctor before the medications may be used during the athletic season. If such release is not on file, the non-prescribed medications may not be used. This provision does not preclude the coach and/or trainer from using approved first aid items.

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

The board recognizes that certain risks are associated with participation in interscholastic sports. While the district will strive to prevent injuries and accidents to students, each participant and his/her parent(s) or guardian(s) will be required to sign a statement which indicates that the parent(s) and the student acknowledge the risks of injuries resulting from such participation and give assurance that the student will follow the instructions of the coach.

Each participant will be required to furnish evidence of physical fitness prior to becoming a member of an interscholastic team. A written report will be completed when a student is injured while participating in a school-supervised activity. A participant will be free of injury and will have fully recovered from illness before participating in any activity.

Each student participating in interscholastic athletic activities is required to have or obtain medical insurance for expenses incurred as a result of injuries sustained while participating in the extracurricular activity. Students will provide evidence of coverage with a minimum limit of (insert amount) in medical expenses or will obtain such coverage through the insurance plan offered to all students participating in activities in the district. No student will be denied the ability to participate solely because the student's family, by reason of low income, is unable to pay the entire amount of the premium for such insurance. The superintendent or his or her designee may approve partial or full waiver of premiums to permit all students to obtain the required medical insurance.

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

Nondiscrimination

The district will not exclude any person from participation in the interscholastic program, deny any person the benefits of such a program or otherwise discriminate against any person in any interscholastic program on the basis of the categories identified in the district's nondiscrimination policy.

The district will provide the necessary funds for recreational and athletic activities for both sexes, although the aggregate expenditures are not required to be equal for members of each sex and expenditures for separate male and female teams are not required to be equal.

When individual students with disabilities are unable to participate in existing activities even when offered reasonable modifications and necessary accommodations, aids or services, the district may offer opportunities for students with disabilities to participate in separate or different recreational or athletic activities.

The district may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport. However, when the district operates or sponsors a team in a particular sport for members of one sex but not the other, and athletic opportunities for members of the other sex have previously been limited, members of the excluded sex will be allowed to try out for the team offered. For the purposes of this policy, contact sports include boxing, wrestling, rugby, ice hockey, football, basketball and other sports in which the major activity involves bodily contact.

The district will provide equal athletic opportunities for both sexes within each school for interscholastic, club or intramural athletics. In determining whether equal athletic opportunities for both sexes are being provided, the district will consider the following factors:

1. Whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes;

2. Provision of equipment and supplies;

3. Scheduling of games and practice time, including the use of playfields, courts, gyms and pools;

4. Travel and per diem allowances, if any;

5. Opportunity to receive coaching and academic tutoring;

6. Assignment and compensation of coaches, tutors, and game officials;

7. Provision of locker rooms and practice and competitive facilities;

8. Provision of medical and training facilities and services, including the availability of insurance;

9. Provision of housing and dining facilities and services, if any; and

10. Publicity and awards.

Annual athletic evaluation

The district will evaluate its intramural and interscholastic program in each school at least once each year to ensure that equal opportunities are available to members of both sexes with respect to participation in interscholastic and/or intramural programs. The evaluation will include consideration for the factors listed in the above paragraph, Nondiscrimination.

Student athletic interest survey

Every three years, the district will administer to each school that operates interscholastic, intramural and other athletics the survey developed by the office of the superintendent of public instruction to determine male and female student interest in participation in specific sports. The district will consider the survey results when planning and developing recreational and athletic activities offered by the district and when determining whether equal opportunities are available to members of both sexes.

Facilities

The district will provide separate facilities (e.g., showers, toilets, and training rooms) for male and female students or schedule the facilities equitably for separate use.

Cross References:	Board Policy 2121	Substance Abuse Program
	Policy 3210	Nondiscrimination
	Policy 3413	Student Immunization and Life Threatening Conditions
	Policy 3414	Infectious Diseases
	Policy 3416	Medication at School
	Policy 3418	Emergency Treatment
	Policy 4260	Use of School Facilities
	Policy 6512	Infection Control Program
Legal References:	RCW 28A.400.350	Liability, Life, Health, Health Care, Accident, Disability, and Salary Insurance Authorized – Health Savings Accounts – Premiums - Noncompliance
	RCW 28A.600.200	Interschool Athletic and Other Extracurricular Activities for Students- Authority to Regulate and

		Impose Penalties – Delegation of Authority - Conditions
	RCW 69.41.330	Public Warnings – School Districts
	RCW 69.41.340	Student Athletes – Violations - Penalty
	WAC 392-190-025	Recreational and Athletic Activities
Management Resources:	Policy & Legal News	December 2014
	Policy & Legal News	April 2013, Clarification
	Policy News	October 2007, Outdated & Obsolete Policies
	WIAA	Handbook

Interscholastic Athletics

Coach's Duties
In accordance with district policy and the coach's job description, the coach has the duty to:

Instruct Participants
The coach should employ the latest methods and proper instruction when working with students to develop motor skills. If an injury occurs while using an improper instructional method, the district and its employees may be liable for negligence.

Warn Participants
The coach should inform all athletes and their parents of the inherent risks involved in participation in the particular sport, including the very small risk of infection with a blood-borne pathogen. The coach must describe, using a variety of methods, the catastrophic and common non-catastrophic injuries unique to the sport.

Supervise Participants
The coach will create a daily plan, showing how the coach plans to conduct general supervision of the sport, and how he/she will supervise specific drills and other components of the daily practice. Adequacy of supervision should be reviewed in terms of quality and quantity and should include factors such as: the age of the students, the size of the students, the equipment involved, the maturity level of the students, the first aid equipment and training available, the appropriate certification of supervisors where required, and the safety training of the personnel involved.

Provide Safe Equipment and Facilities
Equipment should be properly fitted and maintained. Athletes should be instructed on how to conduct a daily inspection. Facilities should be free of hazards and inspected regularly.

Maintain Records of Injuries
A report should be completed for each accident. Injury reports should be maintained for a period of five years after the student's 21st birthday.

Assess Fitness of Participants
The coach will assess the physical fitness, the medical condition, and the skill level of athletes prior to participation in sporting activities.

Provide Equal Protection and Due Process
While participation in co-curricular activities is a privilege, a student whose participation will be terminated based on an alleged violation of the conduct code must be afforded the opportunity of a fair hearing.

Transport Athletes Safely
A coach has a duty to see that athletes are safely transported to and from contests and to and from practices if practices are held at sites other than the immediate school grounds.

Group Participants
The coach has the duty to employ a recognized system of grouping for participants in a particular sport that will avoid unequal and unsafe participation. The system of grouping will be based upon skill level, age, maturity, sex, size and experience.

Foresee Danger
A coach should be able to reasonably anticipate foreseeable dangers that may occur if the, and take precautions protecting the children in his/her custody from such dangers.

Protect From Loss

A participant is required to present evidence that he/she is covered by an accident policy. A blanket catastrophic ("no fault") insurance provides coverage for serious injuries.

The duties listed above are not meant to be comprehensive. In carrying out the duties of the assignment, a staff member is expected to act as a reasonable professional would act under similar circumstances. A staff member who supervises a sports activity is expected to know the intricacies of the activity that he/she is leading.

Summer Sports Activities/Clinics

Rules governing out-of-school and/or out-of-season student sports participation are as follows:

A. A practice is defined as the teaching phase of a sport to any present, past or future squad member while as the student is in grade 7-12. Practices can take place during the school year or during the summer. The school may not sponsor, promote or direct activities which resemble out-of-season practices or contests during the school year or summer.

A school staff member who sponsors, promotes or directs such activities during the summer vacation will clearly indicate that he/she is operating independent of the school district. As such, the school district will be free of liability associated with the activity.

B. Students will be advised that participation in a commercial summer camp or clinic or other similar type of activity will not begin until the conclusion of the final WIAA state tournament of the school year. Participants in a fall school sports program may not attend any summer camp/clinic in that sport after August 1 until the first fall sports turnout. The school should announce by school bulletin that summer sports camp/clinic is neither endorsed nor sponsored by the district.

C. A coach (contracted or volunteer) may not sponsor, promote, coach or direct activities which resemble out-of-season practices or contests in the sport they coach to any of their squad members or future squad members (grades 7-12) until after the school year's final WIAA state tournament.

D. The use of the school bulletin board, public address system or school newspaper for promotional purposes to announce sports clinics/camps will fall within the same guidelines as applied to other commercial endeavors.

E. School facilities to be used for summer activity and/or sports camps may be rented consistent with the rates, rules and regulations applicable for other commercial uses.

A user will hold the district free and without harm from any loss or damage, liability or expense that may arise during or be caused in any way such use of school facilities. Authorization for use of school facilities will not be considered as endorsement of or approval of the activity group or organization, or the purposes it represents.

Athletic Code

The opportunity to participate in the interscholastic athletic program is a privilege granted to all students of the district. Participants in this voluntary program are expected to conform to specific conduct standards established by the principals and athletic coaches.

A student who is found by a certificated staff member of the student's school to be in violation of any rules is subject to removal from the team. A student who has allegedly violated one or more of the conduct rules may appeal a disciplinary action as specified in this code.

The following rules will be applicable for a sports season:

Use and/or Possession of Alcoholic Beverages, Tobacco
An athlete who is found to be in possession of alcohol or tobacco products may be removed from the athletic team for three weeks (first offense). If the student violates the rule twice during the sports season, he/she will be dropped from the team for the season.

Use and/or Possession of Illegal Chemical Substances or Opiates
An athlete who is found to be in possession of illegal chemical substances (including marijuana/cannabis) or opiates will be removed from the team for the balance of the sports season.

Physical Appearance
An athlete will maintain the dress and grooming standards of the team. The first offense will result in a verbal warning. Repeated offenses will result in removal from the activity for five (5) school days.

Unsportsmanlike Conduct
An athlete will exhibit appropriate conduct in practices and/or contests.

The first offense will result in a verbal warning. Repeated offenses will result in removal from the activity for five (5) school days.

Attendance at School
An athlete will attend school for at least one half day on the day of an athletic contest. If an athlete receives an unexcused absence for any portion of the day, the athlete will be ineligible to participate in the activity/contest on that day. If excused, the athlete may participate if he/she was in attendance for one half day or more.

Absence from Practice
An athlete is expected to be in attendance at all team practices unless excused for illness or by prior approval. If an athelete is absent from practice and not excused, the athelte will be ineligible to participate in the next contest.

Violation of Law on School Grounds
When a student is found guilty of an offense committed while on school grounds or at a school activity, the corrective action will depend upon the nature of the violation.

Repeated Offenses
If a student repeatedly violates one of the above rules, he/she may be removed from the team for the remainder of the sports season.

Appeal Process for Disciplinary Action
When infractions occur within the athletic program, the following process may be followed:

A. A Building Hearing Committee composed of the building principal and/or designee, activities director, and coach will be constituted to hear any appeals of disciplinary action taken against student athletes. Upon the imposition of penalty for infraction(s) of any rules or regulations related to interscholastic athletics, any aggrieved student and parents of said student will have the right to an informal conference with the Building Hearing Committee to request that they refrain from enforcing the decision of the coach or ask the coach to reconsider. If the students and parents do not make a written request for this informal conference within five (5) school days of the imposition of the penalty, they will have waived their right to the conference and appeal procedure. The informal conference is to be held within three (3) school days of the request.

B. If the parties are unable to agree at the informal conference, the aggrieved party may appeal to the Building Eligibility Committee. The Building Eligibility Committee consists of the activities director and three student peers and three building staff members named by the building administrator. The Building Eligibility Committee must meet within three

(3) school days of the appeals request. The aggrieved party and the coach(es) will be available as a resource.

C. The Building Eligibility Committee will hear the case in detail and will render a decision within three (3) school days after hearing the case.

D. The aggrieved party may appeal to the superintendent of schools within three (3) school days of the appeals decision. The superintendent of schools, after hearing the case in detail, will render a decision within ten (10) school days of the hearing.

E. The aggrieved party may appeal the superintendent's decision to the Board of Directors within three (3) school days. The Board of Directors, after hearing the case in detail, will render a decision on the case within ten (10) school days of the hearing. This decision will be final.

Date: 04.13

Non-Curriculum-Related Student Groups (Clubs)

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

The principal will approve the non-curriculum-related student meeting or activity provided that:

A. The meeting will be voluntary and initiated by students;

B. The school or its staff will not be a sponsor of the group;

C. The meeting will not materially and substantially interfere with the orderly operation of the school;

D. Students will be responsible for the direction, control and conduct of the meeting. Guests must be registered and must not be regular participants;

E. The use of public funds for other than incidental and/or monitoring costs will not be permitted. Funds acquired by non-curriculum related student groups will be considered nonassociated student body private moneys and will be held in trust in a separate account within an associated student body fund that will be accessible by that student group;

F. A staff member will not be compelled to attend when the meeting is contrary to his/her beliefs; and

G. The constitutional rights of all persons will be respected.

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

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

Adoption Date: 02.03
Hockinson School District
Revised: 02.09; 11.11

Non-Curriculum-Related Student Groups

A group of students who wishes to conduct a meeting on school premises during non-instructional time will submit a request to the school principal at least five school-business days prior to the desired meeting date. The principal will grant or deny the request at least two school-business days prior to the scheduled date.

The application will provide:

A. The name of each student who is making the request,

B. The name of the monitor of the proposed group,

C. A description of the proposed meeting along with its stated purpose,

D. The name(s) and affiliations of non-students (if any) who will be invited,

a. Statements that:

E. Students will be voluntarily attending the meeting;

F. Any non-students will not be directing, conducting, controlling or regularly attending future meetings and/or activities;

G. The time and frequency of meetings of the proposed group.

Special Education and Related Services for Eligible Students

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

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

Not all students with disabilities are eligible for special education services. The needs of students with disabilities will be addressed individually and, if appropriate, students will be provided accommodations, modifications, and/or related aids and services as required under Section 504 of the Rehabilitation Act of 1973 in accordance with district policy and procedures.

Mediation or Resolution Agreements

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

Commencement Exercises/Certificate of Attendance

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

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

Cross References:	2162	Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973
	2163	Response to Intervention
	2410	High School Graduation Requirements
	3231	Student Records
	3241	Student Discipline
	3246	Restraint, Isolation and Other Uses of Reasonable Force
	4217	Effective Communication
Legal References:	Chapter 28A.155 RCW	Special Education

	RCW 28A.600.485	Restraint of students with individualized education programs or plans developed under section 504 of the rehabilitation act of 1973 – Procedures - Definitions
	RCW 28A.600.486	District Policy on the use of isolation and restraint – Notice to parents and guardians of children who have individualized education programs or plans developed under section 504 of the rehabilitation act of 1973
	RCW 28A.605.020	Parents' Access to Classroom or School Sponsored Activities - Limitations
	Chapter 49.60 RCW	Discrimination – Human rights Commission
	Chapter 392-172A WAC	Rules for the provision of special education
	29 U.S.C. 794	Section 504 of the Rehabilitation Act of 1973, as amended by the Rehabilitation Act Amendments of 1974, Pub. L. 93-516, 29 U.S.C. 794
	20 U.S.C. 1400 et seq.	Individuals with Disabilities Education Act of 2004
	42. U.S.C. 12131-12133	Americans with Disabilities Act of 1990
	28 CFR Part 35	Nondiscrimination on the basis of handicap in programs and activities receiving federal financial assistance
	34 CFR Part 99	Family Education Rights and Privacy Act (FERPA)
	34 CFR Part 104	Nondiscrimination on the basis of handicap in programs and activities receiving federal financial assistance.
	34 CFR Part 300	Assistance to States for the Education of Children with Disabilities
	34 CFR Part 303	Early Intervention Program for Infants and Toddlers with Disabilities
Management Resources:	2021	December Issue
	2016	March Issue
	2014	June Issue
	2009	October Issue
Policy News	2007	December, Updated Special Education Policy and Procedure

	2007	June, Graduation Ceremonies for Special Education Students
	1999	December, Rule Adoption Leads to Special Education Policy

Special Education and Related Services for Eligible Students

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

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

Free Appropriate Public Education (FAPE)

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

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

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

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

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

Students Covered by Public or Private Insurance

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

A. Require parents to sign up for or enroll in public benefits or insurance programs in order for their student to receive FAPE under Part B of the IDEA;

B. Require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim;

C. Use a student's benefits under a public insurance program if that use would:

1. Decrease available lifetime coverage or any other insured benefit;
2. Result in the family paying for services required after school hours that would otherwise be covered by the public insurance program;
3. Increase premiums or result in discontinuation of insurance; or
4. Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

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

A. Obtain parent consent in accordance with Chapter 392-172A WAC each time the district wishes to access benefits for a new procedure; and

B. Inform the parents that their refusal to permit the district to access their insurance does not relieve the district of its responsibility to ensure that all required services are provided at no cost to the parents.

Before first accessing a parent's or student's public benefits, for the first time and annually after the first notification, the district will provide written notification using the prior written notice provisions under WAC 392-172A-05010(3) that includes a statement:

A. Of the parental consent provisions;

B. Of the "no cost" provisions;

C. That the parents may withdraw their consent to disclose personally identifiable information to the agency responsible for administering the state's public benefits or insurance; and

D. That a parent's withdrawal or refusal to consent does not relieve the school district of its responsibility to ensure that all required services are provided at no cost to the parents.

After providing the required notification, the district will obtain written informed consent from the parent allowing the district to disclose information from the student's educational records to the agency responsible for administering the state's public benefits or insurance programs. The consent will specify:

1. The personally identifiable information that may be disclosed, such as records or information about the services that may be provided to the student;

2. The purpose of the disclosure;

3. The agency to which the disclosure will be made; and

4. That the parent understands and agrees that the public agency may access the parent's or student's public benefits or insurance to pay for services under the act.

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

The Special Education Case Manager is responsible for providing the required notices and requests for consent to parents under this section.

Parent Participation in Meetings

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

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

When a meeting is scheduled parents will be:

A. Notified of the meeting early enough that they will have an opportunity to attend;

B. Notified of the availability of interpretation and translation services at no cost to the parents;

C. Notified of the purpose, time, and location of the meeting and who will be in attendance;

D. The parent will be notified that the district or the parent may invite others who have knowledge or special expertise of the student, and;

E. The meetings will be scheduled at a mutually agreeable time and place.

The district shall take whatever action is necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter for parents who are deaf or hard of hearing or whose native language is other than English. The district will maintain documentation of the language in which families prefer to communicate and whether a qualified interpreter for the student's family was provided.

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

This documentation will be kept in the student's special education file and maintained by the special education case manager.

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

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

Identification and Referral (Child Find)

A. Identification

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

1. Children residing in the school district boundaries including preschool-aged children;
2. Highly mobile children (such as children experiencing homelessness, in foster care and living in migrant conditions);
3. Children who have a disability and may need special education services even though they are advancing from grade to grade; and
4. Children at home or home-schooled.

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

1. Notification to parents of Child Find activities in its annual calendar;
2. Notification to parents district-wide through local papers or other media;
3. Information regarding Child Find on the district's Web site;
4. District informational mailings;

5. Posting notices regarding screening and referral in school buildings and public locations that give us permission;
6. Notifying and coordinating with the designated Part C lead agencies;
7. Early childhood screenings conducted by the district;
8. Coordination with other public and private agencies and practitioners;
9. Written information provided to district staff on referral procedures;
10. Training teachers and administrators on referral/evaluation/identification procedures;
11. Review of student behavior, discipline and absentee information, and information gathered from district-wide assessment activities.

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

The district will conduct Child Find activities for infants and toddlers, consistent with the Child Find requirements of the lead agency for Part C of IDEA 2004. The district's early childhood special education staff conducts early childhood screenings for ages three to five. These occur regularly during the school year. When parents or others inquire about screenings, the caller will be referred to the special education department.

The screening process involves the following:

1. Parents are asked to provide information to assist in assessing their child; and
2. Children are screened to assess, communication, physical, social-emotional and development. Parents will be notified at the screening of the results and the parents will also be provided written notice of the results within ten days of the screening. If the screening supports evaluation, obtain written consent for evaluation at the exit interview if possible, or include consent forms with the written notice notifying the parents of the results. If the screening results indicate that the child does not need an evaluation, written notice will be sent to the parents within 10 days of the screening explaining the basis for the district's decision not to evaluate. Evaluation occurs in accordance with evaluation procedures.

A. Referral

A student, whether or not enrolled in school, may be referred for a special education evaluation by parents, district staff or other persons knowledgeable about the student. Each building principal will designate a person responsible for ensuring that district staff understands the referral process and maintain the availability of the district's optional referral form. Referrals are required to be in writing unless the person referring is unable to write and/or communicate orally. A person who makes a referral orally shall be provided with the optional district referral form in the requestor's native language and offered assistance in completing the referral with the support of a qualified interpreter when needed.

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

All certificated employees will document referrals immediately upon a referral being made to or by them. All other staff that receive a referral from another person shall notify the school psychologist. The special education department: (a) records the referral; (b) provides written notice of the referral to the parent, including the date the request was received; and (c) advises the special education team to collect and review district data and information provided by the parent to determine whether evaluation is warranted.

During the referral period the special education team (including the school psychologist) will collect and review existing information from all sources, including parents. Examples may include:

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

If the review of data occurs at a meeting, the parent will be invited. The special education department provides written notice of the decision to the parents regarding evaluation, whether or not the parents attend the meeting.

Recommendations regarding evaluation are forwarded to the special education team.

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

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

The District special education team will seek parental consent to conduct the evaluation without any unnecessary delay. The school district is not required to obtain consent from the biological parent if:

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

When the parent provides consent, the district shall select an evaluation group. The evaluation group is to complete the evaluation within 35 school days after the district's receipt of parent consent, unless:

1. The parents and district agree in writing to extend the timeline;
2. The parent fails or refuses to make the student available for the evaluation; or
3. The student enrolls in another school district after the evaluation is begun but before completion, and the parent and new district have an agreement for completion of the evaluation.

If a parent does not provide written informed consent for the evaluation, notify the special education director. District staff will make a determination as to whether it wishes to use mediation to seek agreement to evaluate or file a due process hearing to override the

parent's refusal to consent. The district may not override a parent's refusal to consent for an evaluation if the student is homeschooled or is unilaterally placed in a private school.

If the parent does not provide written informed consent and the district does not use mediation or due process, the special education team will provide the parent with prior written notice informing the parent that the district cannot proceed with the evaluation to determine eligibility and is not responsible for providing special education and related services without an initial evaluation to determine eligibility.

Evaluation and Reevaluation

A. Evaluation of students moving from Part C to Part B and Participation in Transition Planning Conferences

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

1. The Special Education Director will serve as the point of contact with the family resource coordinator for timely execution of transition planning conferences that are arranged at least 90 days before the student's third birthday by the designee of the Part C agency;
2. Within 25 school days following the transition planning conference, a determination whether or not to evaluate the student for Part B services will be made;
3. The district will follow the procedures for obtaining consent and conducting an initial evaluation, and provide prior written notice of the decision, if it determines that the student will be evaluated to determine eligibility for Part B services.

The district will follow the procedures for timelines and evaluation requirements for students moving from Part C to Part B: However, students turning three, who were previously determined eligible for early intervention services under Part C of IDEA, will be evaluated for initial eligibility for special education services under Part B of IDEA. The evaluation must be completed in enough time to develop an initial IEP by the date of the student's third birthday.

B. Evaluation Requirements

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

The evaluation must be an individual assessment designed to determine:

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

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

expense or through the use of public or private insurance if the parent consents to allow the district to use the insurance.

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

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

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

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

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

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

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

C. Specific Learning Disability (SLD)

The district continues to use the severe discrepancy approach for identifying students with a SLD. The evaluation will be comprehensive and address all areas of suspected disability. It will also include whether the child performs adequately to meet the grade-level standards in the general curriculum and determine that the failure to make progress is not the result of:

1. A physical, mental, emotional, cultural or environmental factor or limited English proficiency; or
2. Inadequate instruction in reading or mathematics.

D. Evaluation of Transfer Students

If a student transfers into the school district while an evaluation process is pending from the other district, the school psychologist is responsible for determining the status of evaluations conducted to date and for making a determination whether the evaluation can be completed within the 35 school day timeline from the date the parent provided consent. If the determination is that additional time will be needed, the school psychologist will notify the parent and obtain the parent's agreement to establish a new timeline.

E. Eligibility

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

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

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

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

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

1. The student is determined, through a reevaluation, to no longer be eligible for special education;
2. The student has met the district's high school graduation requirements;
3. The student has reached age 21. A special education student whose 21st birthday occurs after August 31, shall continue to be eligible for special education and any necessary related services for the remainder of the school year
4. When a special education student is expected to graduate prior to age 21, or when graduation is part of the transition plan, the IEP team will document a student's progress towards achieving course credits towards graduation on the transition portion of the IEP. The district will provide prior written notice to parents and adult

students that the student is expected to graduate and will no longer be eligible for special education services. The district will also provide the parents and student with a summary of academic achievement and functional performance and recommendations to assist the student with postsecondary goals.

5. The student no longer receives special education services based upon a parent's written revocation of services.

F. Evaluation Report

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

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

1. Identify the disability that requires special education and related services, if a disability exists;
2. Discuss assessments and review data supporting conclusions regarding eligibility;
3. Include the additional information required for the specific learning disability eligibility category;
4. Describe how the disability (or disabilities) affect the student's involvement and progress in the general curriculum;
5. Make recommendations to the IEP team with respect to special education and related services needed, materials or equipment, instructional and curricular practices, student management strategies, the need for extended school year services beyond 180 school days and location of services;
6. Include other information, as determined through the evaluation process and parent input;
7. Provide any necessary professional judgments and the facts or reasons in support of the judgments; and
8. Confirm documents are signed and dated by the evaluation group members certifying their agreement. Any group member who disagrees with the conclusions of the report shall prepare a separate statement representing their own conclusion.
9. The special education case manager is responsible for notifying parents of the date, time and location of evaluation meetings by following the procedures in the parent participation section for inviting parents to meetings. A letter will be sent home as well as a secondary form of notification such as an email or a phone call.

G. Reevaluations

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

Students who turn six, who met the eligibility requirements for the disability category of "Developmentally Delayed" (DD) under the criteria for ages three to six years, need not be

reevaluated at age six under the criteria for six to nine years until three years after their initial evaluation was completed.

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

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

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

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

1. Whether the student continues to be eligible for special education and any necessary related services;
2. The present levels of performance and educational needs; and
3. Whether any additions or modifications to the student’s program are needed. This review can occur with or without a meeting or through individual review. If the IEP team members and any other persons reviewing the data determine that no further testing is necessary, the district will notify the parents of this determination, using written prior notice and will inform parents that they have the right to request assessments if they disagree with the determination that additional testing is not necessary. Parent consent is not required if the reevaluation does not require additional testing.
4. If additional testing is needed;
    - The school psychologist will request written parental consent for reevaluation and provide written notice identifying the areas of assessment;
    - If the parents do not return the signed consent form, the district shall send another letter explaining the need for reevaluation and parent consent and will enclose another consent form and a copy of the prior written notice. In addition, the district will document its reasonable attempts to obtain consent such as telephone calls, emails, personal contact and other efforts to obtain consent;
    - If the parents do not respond to the request for consent, and the district has documented its reasonable attempts to obtain consent, the district can proceed with the reevaluation;
    - If the parents refuse to consent to the reevaluation, the evaluation group will notify the special education director so that the district can determine whether it will seek mediation in order to obtain consent or request a due process hearing to ask an administrative judge to override the parents refusal to consent.

After the reevaluation is completed, the SPED case manager will invite parents to the eligibility meeting, and provide priorwritten notice after the meeting of the reevaluation results to parents in their primary language, indicating one or more of the following:

1. Whether the student continues to be eligible and in need of special education;

2. Present levels of performance and educational needs of the student; and
3. Whether any additions or modifications to the special education and related services are needed to enable the student to meet IEP annual goals and to participate, as appropriate, in the general curriculum.

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

H. Reevaluation and Graduation

No reevaluation is required when special education eligibility terminates due to graduation from high school with a regular diploma or due to reaching the end of the school year during which the student turned 21. Instead, the district will provide prior written notice one month before the student's anticipated last day of school and the IEP team will provide the student with a summary of academic achievement and functional performance including recommendations on how to assist the student in meeting post-secondary goals. The special education director is responsible for assuring that the IEP team completes the summary of academic achievement and functional performance.

Independent Educational Evaluations (IEE)

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

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

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

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

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

1. A qualified examiner, who is not employed by the school district and is properly licensed/certified in the State of Washington or Oregon to conduct such an evaluation. The qualifications of the examiner must be the same criteria the school district uses when initiating an evaluation; and the evaluator can provide documentation of license/certification upon request;
2. Knowledgeable and experienced in evaluating children with similar disabilities;
3. Conducted by an individual whose practice is located within 60 radial miles of the Hockinson School District Office;
4. A provider that charges fees that are commensurate to the current rates of other local practioners for completion of the evaluation;

5. Willing to provide written reports, complete with dates of direct contact with the child, diagnoses and recommendations. The report must additionally provide scores of tests given (including subtest scores);
6. Use only the revised or most current version of each evaluation instrument;
7. Able to demonstrate that they work primarily with children and adolescents. In the event that any of the provisions of these criteria would prevent a parent from obtaining an independent evaluation, the parent should notify the District in writing to request a waiver of these criteria. Please note that failure to obtain a waiver prior to obtaining an IEE constitutes grounds to deny such a request. Exceptions to the criteria will be granted only when it can be shown that the unique circumstances of the child or the disability:
8. Make it impossible to identify anyone within 60 radial miles of the Hockinson School District office who holds the appropriate credentials of experience necessary to conduct the evaluation; or
9. Require a specialized evaluator whose fee exceeds the prevailing average by more than 25%.

Individualized Education Programs (IEP)

Transitions of Birth-to-Three Students to Preschool

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

The special education administrative assistant is responsible for coordinating with the Regional Family Resource coordinator for time execution of transition planning conferences that are arranged at least ninety (90) days before the student's third birthday.

Participants will review the child's program options for the period from the child's third birthday through the remainder of the school year.

If a student is determined eligible for special educations services, an IEP will be developed and implemented by the student's third birthday. If the third birthday is not during the school year and when appropriate, the IEP may set a start date of the beginning of the school year.

A. IEP Development

The term IEP means a written statement for each student eligible for special education that is developed, reviewed, and revised in a meeting in accordance with WAC 392-172A-03095 through WAC 392-172A-03100. The IEP reflects the implementation of instructional programs and other services for students who are eligible for special education services, based on the evaluation of student needs.

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

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

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

The building principal is responsible for ensuring that staff members are knowledgeable about their responsibilities.

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

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

The district will provide parents/guardians with a copy of the district's Restraint, Isolation and Other Uses of Reasonable Force (policy 3246) with each initial and annual IEP.

B. IEP Team

The IEP team includes:

1. The parent (s) of the student;
2. Not less than one general education teacher (or preschool teacher) of the student if the student is, or will be, participating in the general education environment. The general education teacher will, to the extent appropriate, participate in development of the student's IEP, including determinations of: 1) appropriate positive behavioral interventions and supports for the student; and 2) supplementary aids and services, program modifications, and support for school personnel consistent with WAC 392-172A-01185 and WAC 392-172A-03110(2)(b);;
3. Not less than one special education teacher, or if appropriate, not less than one special education provider of the student;
4. A representative of the district, who is qualified to provide or supervise the provision of special education and related services, is knowledgeable about general education curriculum, and is knowledgeable about the availability of district resources;
5. An individual who can interpret the instructional implications of the evaluation results;
6. Any other individuals who have knowledge or special expertise about the student. These individuals may be invited by both the district and the parents, at the discretion of the person making the invitation;
7. Students must be invited when the purpose of the meeting includes discussion of transition needs or services;
8. A representative of another agency, if the agency is or may be responsible for payment or provision of transition services. An agencies representative will be invited with the parent's consent. If the agency representative cannot attend the meeting, district personnel shall keep the representative informed of the meeting and obtain agency information that will assist in the service provision;
9. Parents will be notified of the participation of the Part C service coordinator or other designated representatives of the Part C system as specified by the state lead educational agency for Part C at the initial IEP meeting for a child previously served under Part C of IDEA.

The parents and district must agree in writing before any of the above team members are excused from all or part of a meeting. If a team member's area of the IEP is being discussed or modified, then the parent and district must consent to their excusal; and that specific team member must provide advance written input for their part of the IEP prior to the meeting. Parents will be contacted prior to the meeting via phone call, email or if time allows a letter.

A member of the IEP team may be excused from attending an IEP team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if:

1. The parent, in writing, and the public agency consent to the excusal; and
2. The member submits written input into the development of the IEP prior to the meeting and provides the input to the parent and other IEP team members.

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

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

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

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

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

C. IEP Preparation and Content:

IEP teams will consider the recommendations in the initial or most recent evaluation to develop the IEP. In developing each IEP, the team must consider:

1. The strengths of the student including the academic, developmental and functional needs of the student and the concerns of the parents for enhancing the education of their child;
2. Whether positive behavioral interventions and supports, including a behavioral intervention plan, as defined by WAC 392-172A-01031 are needed to address the student's behavior;
3. The language needs of the student as those needs relate to the student's IEP, for a student with limited English proficiency;
4. Whether Braille instruction is appropriate for a student who is blind or visually impaired;
5. The communication needs of the student (and in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs), opportunities for direct communications with peers and professional personnel in the student's language and communication mode; academic level; and full range of needs,

including opportunity for direct instruction in the student's language and communication mode; and

6. Whether assistive technology devices or services are needed.

IEP content must include:

1. The student's present levels of academic and functional performance with a description of how the disability(ies) affect the student's involvement and progress in the general curriculum or preschool activities;
2. Measurable academic and functional annual goals for the student (including benchmarks or short term objectives if the student is participating in alternate assessments) that will meet the student's needs resulting from the disability(ies) to enable involvement and progress in the general curriculum or in preschool activities, and will meet the student's other educational needs;
3. A statement of special education services, any necessary related services, and supplementary aids and services based on peer-reviewed research to the extent practicable to be provided to the student and program modifications or supports for personnel so that the student may advance towards annual goals, progress in the general curriculum and be educated and participate with other special education students and non-disabled students and participate in extracurricular and other nonacademic activities;
4. A statement of the extent, if any, that the student will not participate with non-disabled students in general classroom, extra-curricular and non-academic activities;
5. A statement of any individual appropriate accommodations in the administration of state or district-wide assessments of student achievement that are needed to measure academic achievement and functional performance of the child on state assessments. If the team determines that the student will not participate in a particular assessment, the IEP will address why the student cannot participate in the regular assessment(s) and why the particular alternative assessment is appropriate for the child, and document (a) that the parents were informed that their student's academic achievement will be measured on alternate standards, and (b) how participation in an alternate assessment may delay or otherwise affect the student from completing the requirements for a regular high school diploma;
6. The date for the beginning of services and the anticipated frequency, location and duration of services and modifications;
7. A statement of how the student's progress towards goals will be measured, how the student's parents will be regularly informed of their child's progress towards the annual goals and whether the progress is sufficient to enable the student to achieve the goal by the end of the year. Measurement of the student's progress will be based on the data collected as designed on the IEP. The individual responsible for implementing the goal is responsible for maintaining the data used to measure progress. Information to the parents can be provided at the same time the district issues progress reports or report cards or other agreed times as identified in the IEP.
8. The projected beginning date for the special education and related services;
9. With an IEP that is in effect when the child turns 16, or sooner if the IEP team determines it is appropriate, a statement of needed transition services and any interagency responsibilities or needed linkages. The transition component must include appropriate measurable postsecondary goals based on age appropriate transition and assessments related to training, education, employment and independent living skills where appropriate; and transition services (including course of study) needed to assist the child in reaching those goals; and a description of how

the postsecondary goals and transition services align with the high school and beyond plan (HSBP);

10. Emergency response protocols, if determined necessary by the IEP team for the student to receive FAPE and parents provide consent. Emergency response protocols must meet the requirements stated in WAC 392-172A-02105 ;
11. A behavioral intervention plan (BIP), if determined necessary by the IEP team for a student to receive FAPE. The BIP must meet the requirements stated in WAC 392-172A-01301;
12. The procedures by which parents/guardians will be notified of the use of isolation or restraint or a restraint device on their student (see procedure 3247);
13. A statement regarding transfer of rights at the age of majority. The special education case manager will provide prior written notice to the student one year prior to student turning 18 years of age;
14. Extended school year (ESY) services. The consideration for ESY services is a team decision, based on information provided in the evaluation report and based on the individual needs of a student. ESY services are not limited by categories of disability, or limited by type amount or duration of the services. If the need for ESY services is not addressed in the IEP and ESY services may be appropriate for the student, the IEP team will meet by the last day of the school year to address the need for ESY. Factors for the team to consider when determining the need for ESY may include, but are not limited to: 1) Evidence of regression or recoupment time based on documented evidence; or 2) A documented determination based on the professional judgment of the IEP team including consideration of the nature and severity of the student's disability, the rate of progress and emerging skills.

Use of isolation, restraint and restraint devices

A. Definitions

1. **Imminent:** The state or condition of being likely to occur at any moment or near at hand, rather than distant or remote.

2. **Isolation:** Restricting a student alone within a room or any other form of enclosure from which the student may not leave. It does not include a student's voluntary use of a quiet space for self-calming, or temporary removal of a student from his or her regular instructional area to an unlocked area for purposes of carrying out an appropriate positive behavior intervention plan.

3. **Likelihood of serious harm:** A substantial risk that physical harm will be inflicted by a student:
    a. Upon his or her own person, as evidenced by threats or attempts to commit suicide or inflict physical harm on oneself;
    b. Upon another, as evidenced by behavior that has caused such harm or that places another person or persons in reasonable fear of sustaining such harm;
    c. Upon the property of others, as evidenced by behavior that has caused substantial loss or damage to the property of others; or
    d. After the student has threatened the physical safety of another and has history of one or more violent acts.

4. **Positive behavioral intervention:** Strategies and instruction that can be implemented in a strategic manner in order to provide alternatives to challenging behaviors, reinforce desired behaviors, and reduce or eliminate the frequency and severity of challenging behaviors. Positive behavioral interventions include the consideration of environmental

factors that may trigger challenging behaviors and teaching a student the skills to manage his or her own behavior.

5. **Restraint:** Physical intervention or force used to control a student, including the use of a restraint device. It does not include appropriate use of a prescribed medical, orthopedic or therapeutic device when used as intended, such as to achieve proper body position, balance or alignment or to permit a student to safely participate in activities.

6. **Restraint device:** A device used to assist in controlling a student, including, but not limited to, metal handcuffs, plastic ties, ankle restraints, leather cuffs, other hospital-type restraints, pepper spray, tasers, or batons. Restraint device does not mean a seat harness used to safely transport students. This definition is consistent with RCW 28A.600.485(1)(c), and is not intended to endorse or encourage the use of such devices or techniques with district students.

B. Practices presumed to be unreasonable when correcting or restraining any student under the age of 18:

Under RCW 9A.16.100, the following is a non-exclusive list of acts that are presumed unreasonable when correcting or restraining a child:

1. Throwing, kicking, burning, or cutting a child;

2. Striking a child with a closed fist;

3. Shaking a child under the age of three:

4. Interfering with a child's breathing;

5. Threatening a child with a deadly weapon; or

6. Doing any other act that is likely to cause bodily harm to a student greater than transient pain or minor temporary marks.

This non-exclusive list should not be read so as to imply that another, unlisted form of correction or restraint is permissible. Whether or not an unlisted use of force or restraint is presumptively permissible depends upon a balanced consideration of all relevant state laws and regulations, and whether the use is reasonable under the totality of the circumstances.

C. Conditions specific to use of isolation:

1. The isolation must be discontinued as soon as the likelihood of serious harm has dissipated;

2. The enclosure will be ventilated, lighted and temperature controlled from inside or outside for purposes of human occupancy.

3. The isolation enclosure will permit continuous visual monitoring of the student from outside the enclosure.

4. An adult responsible for supervising the student will remain in visual or auditory range of the student at all times.

5. Either the student shall be capable of releasing himself or herself from the enclosure, or the student shall continuously remain within view of an adult responsible for supervising the student.

6. Any staff member or other adults using isolation must be trained and currently certified by a qualified provider in the use of trauma-informed crisis intervention (including de-escalation techniques), and also trained by the district in isolation requirements, unless trained personnel are not immediately available due to the unforeseeable nature of the emergency.

D. Conditions specific to use of restraint and restraint devices:

1. The use of restraint or a restraint device must be discontinued as soon as the likelihood of serious harm has dissipated;
2. The restraint or restraint device will not interfere with the student's breathing;
3. Any staff member or other adults using restraint or restraint devices must be trained and currently certified by a qualified provider in the use of trauma-informed crisis intervention (including de-escalation techniques), and such restraint or restraint devices, or otherwise available in the case of an emergency unless trained personnel are not immediately available due to the unforeseeable nature of the emergency.
4. In the case of a restraint device, either the student will be capable of releasing himself or herself from the restraint device or the student shall continuously remain within view of an adult responsible for supervising the student.

E. Prohibited practices involving restraint, use of force, and discipline:

The following practices are prohibited with students eligible for special education services:

1. District personnel are prohibited from using aversive interventions;
2. District personnel are prohibited from physically restraining or isolating a student, except when the student's behavior poses an imminent likelihood of serious harm as defined above;
3. No student may be stimulated by contact with electric current, including, but not limited to, tasers;
4. A student may not be denied or subjected to an unreasonable delay in the provision of food or liquid as a form of punishment;
5. A student may not be the recipient of force or restraint that is either unreasonable under the circumstances or deemed to be an unreasonable form of corporal punishment as a matter of state law (see above, for example, for a list of practices presumed to be unreasonable when used in correcting or restraining a child);
6. A student must not be denied or subjected to an unreasonable delay in the provision of common hygiene care;
7. A student must not be denied or subjected to an unreasonable delay in the provision of medication;
8. A student may not be excluded from his or her regular instructional or service area and isolated within a room or any other form of enclosure, except under the conditions set forth in WAC 392-172A-02110;
9. A student must not be forced to listen to noise or sound that the student finds painful;

10. A student must not be forced to smell or be sprayed in the face with a noxious or potentially harmful substance.

11. A student must not be forced to taste or ingest a substance which is not commonly consumed or which is not commonly consumed in its existing form or concentration;

12. A student's head must not be partially or wholly submerged in water or any other liquid;

13. A student must not be physically restrained or immobilized by binding or otherwise attaching the student's limbs together or by binding or otherwise attaching any part of the student's body to an object, except under the conditions set forth in WAC 392-172A-02110;

14. A student must not be subjected to the use of prone (lying face-down) and supine (lying face-up) restraint, wall restraint, or any restraint that interferes with the student's breathing.

F. Documentation and Reporting Requirements

Districts must follow the documentation and reporting requirements for any use of isolation, restraint, or a restraint device consistent with RCW 28A.600.485 and the parental notification requirement of RCW 28A.155.210. See Policy and Procedure 3246. Building staff will document the event and report verbally and with a letter to parents. The SPED Director will report to OSPI.

Transfer Students

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

When a student who was identified as eligible for special education transfers from out of state into the district, the building registrar will notify the special education department as soon as possible. The School Psychologist will review the evaluation, eligibility documentation and IEP to determine whether or not the student meets state eligibility criteria.

If the student meets the state eligibility criteria, the district will follow the procedures described in the previous paragraph to provide comparable services until the district develops an IEP for the student.

If the student needs to be evaluated to determine eligibility in this state, the school psychologist will notify the parents, obtain consent and evaluate the student for eligibility within 35 school days of the receipt of the parent's consent. The district, in consultation with the parents, will continue to provide special education services comparable to the services on the student's IEP, pending the results of the initial evaluation.

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

Placement

No student may receive special education and related services without being determined eligible for services, and thus the evaluation process and IEP development precedes the determination of the special education placement. When a student has been evaluated and the evaluation team and parent have determined student eligibility and the need for special education and related services, programming decisions must occur. These decisions are made

on the basis of information generated through the evaluation and IEP processes. The actual program is considered within the context of least restrictive environment (LRE) and the continuum of placement alternatives (reviewed below). When determining initial eligibility for special education, including determination of the appropriate placement, the parent or adult student must provide written consent for services before the student receives special education services.

If the parents do not consent to the provision of special education and related services, the district will not provide special education services to the student. The district will notify the parents that the student is eligible for services and that the district is willing to provide the services when the parent provides written consent. The notification will also inform parents that the district has no FAPE obligation to the student when parents refuse to provide consent.

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

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

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

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

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

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

Within the nonacademic setting, students will be provided nonacademic and extracurricular activities with non-disabled students. Limits on nonparticipation or conditions of participation must be designated in the IEP.

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

Within the district, a continuum of alternative placement options exists spanning within a general education class or regular early childhood program, resource room, self-contained, home-bound, and out-of-district provisions. These options are intended to address the individual needs of students, including preschool students with disabilities, and they are considered according to the following process:

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

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

1. Data-based judgments in IEP development;

2. Judgments (data-based) in determining LRE;
3. The reasonable probability of the placement option(s) assisting the student to attain annual goals and objectives and the quality of services needed; and
4. The consideration of potentially harmful effects upon the student or on the quality of services needed.

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

Procedural Safeguards

A. Notice of Procedural Safeguards

In addition to protections provided to parents of eligible students, parents also have procedural safeguard protections when a student's identification, evaluation or placement is at issue. The student's case manager will provide a copy of the procedural safeguards notice to the parents and adult students one time a year and:

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

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

B. Consent

The district will obtain informed, written parental consent before:

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

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

Informed consent means that the parent or adult student:

1. Has been fully informed of all information that is relevant to the activity for which the district is asking consent, and that the information is provided in his or her native language or other mode of communication;

2. Understands and agrees in writing to the activity for which consent is sought and the consent describes the activity and lists any records which will be released and to whom; and
3. Understands that the granting of consent is voluntary and may be revoked at any time. If consent is revoked, the revocation does not negate an action that has occurred after the consent was given and before the consent was revoked.

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

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

C. Revocation of Consent

Parents may revoke consent for the continued receipt of special education and related services. If parents revoke consent, the staff member receiving the revocation will forward the revocation the school psychologist.

Upon receipt of the parent's written notice of revocation, the school psychologist will provide prior written notice within a reasonable time before the district stops providing services. The notice will include information about the effect of revocation and will inform the parent of the date the district will stop providing special education and related services.

Discontinuation of special education and related services in response to the parent's written revocation will not be in violation of FAPE and eliminates the district's requirement to convene an IEP meeting or develop an IEP. However, the district does have a continuing Child Find duty, and staff will follow referral procedures if they believe the student should be referred for special education. In addition, parents may request that the district conduct an initial evaluation for eligibility for special education services after thy have revoked consent for continued services.

D. Prior Written Notice

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

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

The prior written notice will include:

1. A statement that the parents have procedural safeguard protections and if a copy of the procedural safeguards do not accompany the notice, a statement that describes how a copy of the statement of procedural safeguards may be obtained;
2. A description of the action proposed or refused by the district;
3. An explanation of why the district proposes or refuses to take the action and a description of other options that the district considered and the reasons why the options were rejected;
4. A description of any other factors which are relevant to the district's proposal or refusal;
5. A description of each evaluation procedure, test, record or report the district used as a basis for the proposal or refusal;

6. A description of any evaluation procedures the district proposes to conduct and sources for parents to contact to obtain assistance in understanding the procedural safeguards provision of this chapter.

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

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

The district's special education department will document in writing how this information was provided and that the parent understands the content of the notice. A prior written notice will be completed by the IEP or evaluation case manager and sent to parents.

E. Transfer of Educational Rights to an Adult Student

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

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

Appointment of an Educational Representative

A student over the age of 18 is presumed to be capable of making educational decisions and able to provide informed consent unless he or she is determined to be "incapacitated" through a legal guardianship proceeding. If a parent, another interested party, or the district believes that a student over the age of eighteen is unable to provide informed consent or to make educational decisions, and the student does not have a legal guardian, the parent or other interested party may ask the district to appoint an educational representative. This determination will only be made if two separate professionals, as defined by WAC 392-172A-05135(5)(a),state that they conducted an examination and interviewed the student and concluded the student is incapable of providing informed consent. The district will inform the student of the decision and appoint either the spouse, the student's parents, another adult, or a surrogate educational representative to represent the student. The appointment of the educational representative will continue for one year.

The student or other adult may challenge the certification at any time. If a challenge occurs, the district will not rely on the education representative until the representative is recertified.

Confidentiality and Records Management

The special education director is responsible for maintaining the confidentiality of personally identifiable information pertaining to special education and all other students. The designee will maintain, for public inspection, a current list of the names and positions of district employees who have access to personally identifiable information of special education students. The district

will provide parent and adult students, upon request, a list of the types and locations of educational records collected, maintained or used by the district.

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

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

If parents believe that information in an education record is inaccurate or misleading or violates the privacy or rights of the student, they may request that the district amend the information. Policy and Procedure 3231, Student Records, describes the process and timelines for challenges and hearings regarding student records.

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

Records management is also governed by Policy and Procedure 4040, Public Access to District Records.

A. Surrogate Parents

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

The special education director, along with a building administrator is responsible for determining the need for appointment of a surrogate parent.

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

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

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

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

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

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

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

The person selected as a surrogate:

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

The district will at a minimum, review with the surrogate parent procedural safeguards, parent involvement in the special education process, parent education publications and special education regulations. The district will also cooperate with other districts, the ESD or OSPI in training surrogate parents and in establishing a list of persons willing and able to serve as surrogate parents. Hockinson School District shares a list with ESD 112.

B. Mediation

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

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

The district's special education director is responsible for coordinating requests for mediation. If a parent requests mediation, notify the director and the director will respond to

the parent and coordinate with OSPI's contracted agent. Staff members are reminded that discussions that occur during the mediation process are confidential.

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

Due Process Hearing

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

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

When a parent files a due process hearing, the student remains in the placement at the time of the request for hearing unless the parents and district agree to a different placement. The student's status during the pendency of any proceedings does not preclude the IEP team from meeting, as needed or as required, and updating and implementing the student IEP, unless those changes are in dispute. See the discipline section below for placements when a disciplinary action is challenged.

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

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

Discipline

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

A. Removal Up to Ten Days

Building administration may order the removal of a special education student from a current placement. The district need not provide services to a student removed from the current

placement for ten school days or less in any school year, if services are not provided to a student without disabilities.

B. Removal for More than Ten Days

Once a student has been removed from placement for a total of ten school days in the same school year, and if the district determines that the removal is not a change of placement, the district must, during subsequent days of removal, provide appropriate services to the extent necessary to enable the student to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP SPED Director in consultation with one or more of the student's teachers, shall make the determination of such necessary services.

C. Change in Placement

A change of placement occurs when an eligible student is:

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

Whether a pattern of removal constitutes a change in placement is determined on a case-by-case basis by the building principal and special education director and is subject to review through due process and judicial proceedings. The building administrator or designee will notify the IEP case manager each time a student experiences a disciplinary removal.

D. Manifestation Determination

Within ten school days after the date on which the district makes a decision to change the student's placement, the district will schedule a "manifestation determination" meeting to determine the relationship between the student's disability and the behavior subject to the disciplinary action.

The review of the relationship between a student's disability and the behavior subject to the disciplinary action will occur at a meeting that includes the parent and relevant members of the IEP team who are selected by the parent and the district. The school psychologist will review all relevant information in the student's file, including the IEP, teacher observations and information provided by the parent to determine:

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

If the team determines that the behavior resulted from any of the above, the behavior must be considered a manifestation of the student's disability.

The district will take immediate action to remedy the deficiencies and will:

1. Conduct a functional behavioral assessment (unless already completed) and implement a behavioral intervention plan if one is not already in place; or
2. Review the existing behavioral intervention plan and modify it to address the behavior; and
3. Return the child to the placement from which he or she was removed from unless the parents and the district agree a change is necessary as part of the behavioral

intervention plan, or unless the infraction involves drugs, weapons or serious bodily injury.

E. Special Circumstances

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

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

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

1. Be selected so as to enable the student to participate in the general curriculum, although in another setting and to progress toward meeting the goals set out in the student’s IEP; and
2. Include services and modifications designed to address the behavior or to prevent the behavior from recurring.

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

The district believes that maintaining the student’s current placement is substantially likely to result in injury to the student or others. If the student’s IEP team believes that the student may not be maintained in his or her current placement, the IEP team should work with the district’s special education staff.

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

F. Basis of Knowledge

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

The district is deemed to have knowledge if:

1. The parent expressed concern in writing (or orally if the parent does not know how to write or has a disability the prevents a written statement) to district supervisory or administrative personnel or a teacher that the student is in need of special education and related services;
2. The parent requested that the student be evaluated for special education services; or

3. The teacher or other school personnel has expressed specific concern about a pattern of behavior demonstrated by the student to the director of the special education department or to other supervisory staff.

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

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

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

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

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

Staff Qualifications

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

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

Special education and related services must be provided by appropriately qualified staff. Other staff including general education teachers and paraeducators may assist in the provision of special education and related services, provided that the instruction is designed and supervised by special education certificated staff (or early childhood special education certificated staff, deaf education certificated staff, deaf education with American sign Language proficiency certificated staff, teacher of the visually impaired certificated staff), or for related services by a certificated educational staff associate. Student progress must be monitored and evaluated by special education certificated staff or for related services, a certificated educational staff associate.

In the event a special education teacher does not have a certificate endorsed in special education (or early childhood special education endorsement, deaf education endorsement, deaf education with American Sign Language proficiency endorsement, teacher of the visually impaired endorsement), a district may apply for a pre-endorsement waiver through the special education section of the OSPI. To qualify for the special education pre-endorsement waiver, the teacher must meet PESB criteria outlined in WAC 181-82-110.

If the district must temporarily assign a classroom teacher without a special education endorsement (or early childhood special education endorsement, deaf education endorsement,

deaf education with American Sign Language proficiency endorsement, teacher of the visually impaired endorsement) to a special education position, the district personnel director will document in writing that:

A. The district is unable to recruit a teacher with the proper endorsement who was qualified for the position; and/or

B. The need for a teacher with such an endorsement could not have been reasonably anticipated and the recruitment of such a classroom teacher at the time of assignment was not reasonably practical; and/or

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

If one or more of these criteria can be documented and the district determines that a teacher has the competencies to be an effective special education teacher and the teacher has completed two hundred forty clock hours (or the equivalent of 24 quarter or 16 semester credits) applicable to one or more Washington state special education teaching certificates (early childhood special education endorsement, deaf education endorsement, deaf education with American Sign Language proficiency endorsement, teacher of the visually impaired endorsement), the district can assign the teacher to special education in compliance with the process for making out-of-endorsement assignments and reporting them to the state.

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

Personnel Development

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

1. All personnel who use restraint, restraint devices and/or isolation must be certified and annually trained in the use of such restraint, restraint devices and/or isolation ;
2. In-service training schedules will be developed in support of needs identified;
3. Training activities will be conducted for regular general and special education staff, staff of other agencies and organizations and private school staff providing services for students eligible for special education; and
4. Training for classified staff in the state recommended core competencies will occur through

Public Participation

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

Date: 07.13; 06.14; 04.17; 11.19; 03.23; 11.23

Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973

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

Section 504 is a civil rights law which protects the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. A child is a "qualified disabled person" under Section 504 if he or she:

A. Has a physical or mental impairment that substantially limits one or more major life activities (such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, reading, concentrating, thinking, communicating and working), has a record of such an impairment, or is regarded as having such an impairment; and

B. Is between the ages of 3 to 21 years old.

The superintendent or designee will establish procedures to ensure that students who are disabled within the definition of Section 504 are educated in full compliance with the law.

Cross Reference:	Board Policy 2161	Education of Students with Disabilities
	Board Policy 3210	Nondiscrimination
	Board Policy 3246	Restraint Isolation and Other Uses of Reasonable Force
Legal References:	RCW 28A.600.485	Restraint of students – Use of restraint or isolation specified in individualized education programs or plans developed under section 504 of the rehabilitation act of 1973 – Procedures Summary of incidents of isolation or restraint—Publishing to web site
	28A.600.486	District policy on the use of isolation and restraint – Notice to parents and guardians of children who have individualized education programs or plans developed under section 504 of the rehabilitation act of 1973
	42 USC	12101 et seq. Americans With Disabilities Act of 1990
	34 CFR Part 104	Section 504 of the Rehabilitation Act of 1973

	34 CFR Part 99	Family Educational Rights and Privacy Act
Management Resources Policy and Legal News:	November 2016	
	June 2014	
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Hockinson School District
Revised: 11.11; 08.14; 01.17

Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973

A. Free Appropriate Public Education

The district will provide a free appropriate public education to school-age children with disabilities in the district's jurisdiction.

B. Child Find

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

C. Equal Educational Opportunity

The district will provide students with disabilities an equal opportunity to participate in and benefit from the educational services it provides to non-disabled students. The teachers of disabled students will meet comparable standards for certification that teachers of non-disabled students meet. Facilities will be of comparable quality and appropriate materials and equipment will be available.

D. Confidentiality of Information

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

E. Parent Involvement

1. Initial Evaluation
   The district will obtain the consent of parents or guardians before conducting an initial evaluation of a student. The district will notify parents or guardians of the evaluation results.
2. Initial Placement
   The district will notify parents or guardians before initially placing a disabled student.
3. Significant Change in Placement
   The District will notify parents or guardians before implementing a significant change in the student's placement.
4. Right to Challenge
   The District will notify parents or guardians of their right to review and challenge the district's program and placement decisions if they disagree with them.
5. Meetings
   Section 504 does not give parents or guardians the right to participate in a meeting during which their child's program is designed and placement is determined, as does the IDEA. However, this practice is recommended.

F. Participation in the Least Restrictive Environment

1. Academic setting
   To the maximum extent appropriate, the district will educate disabled students with non-disabled students. In order to remove a child from the regular educational environment, the district must demonstrate that education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily for the disabled student. Whenever the district places a student in a setting other than the regular education environment, it will take into account the proximity of the alternate setting to the student's home.
2. Non-academic setting
   In providing or arranging for the provision of non-academic and extra-curricular services

and activities, including meals, recess periods and the services and activities, the district will ensure that disabled students participate with non-disabled students in such activities and services to the maximum extent appropriate.

G. Referral and Screening

1. Referral
   If a student, parent or guardian, teacher, counselor or administrator believe they are observing substantially limited performance in a student, in one or more major life activities, that is believed to be caused by a physical or mental impairment; the concerned individual should complete a referral form.

2. Screening
   A designated building team will review referrals to determine if an evaluation is appropriate. If an evaluation appears to be necessary, the district will obtain written consent from parents or guardians to perform an evaluation and/or gather additional information and will provide parents with a written statement of their rights under Section 504. If the building team determines that an evaluation is not necessary, it will provide written notice to parents/guardians, and forward the results of the screening to the source of the referral.

H. Evaluations

1. Significant Change in Placement
   If a student is believed to be disabled and needs, or is believed to need, special education or related services, the district will evaluate the student prior to placement and before any subsequent "significant change in that placement." An evaluation need not include formal or written assessments but may involve, in appropriate circumstances, a review and consideration of existing information.

   Examples of significant changes in placement include:

   a. Expulsion;

   b. Suspensions which exceed ten consecutive days in a school year;

   c. Cumulative short-term suspensions which create a pattern of exclusion;

   d. Transferring a student to home instruction; and/or

   e. Graduation from high school;

2. Tests and Evaluation Materials
   The district will establish procedures for evaluation and placement which assure that tests and other evaluation materials:

   a. Have been validated and are administered by trained personnel;

   b. Are tailored to assess educational need and are not merely based on IQ scores; and

   c. Reflect aptitude or achievement or whatever else the tests purport to measure and not reflect the student's impaired sensory, manual or speaking skills (unless the test is designed to measure these particular deficits).

3. Mitigating Measures
   The determination of whether a student is substantially limited in one or more major life activities will be made without regard to any ameliorative effects of mitigating measures which include, but are not limited to: medication, medical supplies, equipment, low-vision devices, prosthetics, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment and supplies, assistive technology, reasonable accommodations, auxiliary aids or services; or learned behavioral or adaptive neurological modifications. However, ameliorative effects of mitigating

measures may be relevant as to whether a student needs any specific accommodation or a 504 accommodation plan.

Low vision devices do not include ordinary eyeglasses or contact lenses. The ameliorative effects of ordinary eyeglasses or contact lenses may be considered in determining whether the impairment substantially limits a major life activity.

4. Temporary Impairments
   A student with a temporary impairment falls within the scope of Section 504 if the temporary impairment is severe enough that it substantially limits one or more of the student's major life activities. A temporary impairment is one with an actual or expected duration of six months or less. For example, pregnancy is not generally regarded as a disability under Section 504; however, if a student was put on bed rest or otherwise limited due to pregnancy complications, this would be a temporary impairment that would qualify the student as disabled under Section 504.

   A student with an episodic impairment or a disease in remission qualifies as disabled under Section 504 if the impairment would substantially limit a major life activity when active (e.g. a student whose cancer is in remission).

I. Placement Procedures

The Section 504 team will convene to review all evaluation results, determine eligibility as a student with a disability under Section 504 and document the meeting in writing. The team composition may vary according to the needs of the student.

In interpreting evaluation data and in making placement decisions, the district will (1) draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior; (2) establish procedures to ensure that information obtained from all such sources is documented and carefully considered; (3) ensure that the placement decision is made by a group of persons, including persons knowledgeable about the student, the meaning of the evaluation data, and the placements options; and (4) ensure that the student is educated with his/her non-disabled peers to the maximum extent appropriate.

Parents and guardians of students who have a plan developed under Section 504 will be provided a copy of the district policy. (*See Policy 3246*) on the use of isolation and restraint at the time that the plan is created.

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

J. Re-evaluations

The district will provide for periodic reevaluation of disabled students. No time frame is specified in Section 504; however, re-evaluating students every three years in accordance with the requirements of the IDEA will satisfy Section 504 requirements as well. A reevaluation is also required before any "significant change of placement," as defined above in Part "H."

K. Programming to Meet Individual Needs

The district recognizes that to be appropriate, educational programs for students with disabilities must be designed to meet their individual needs to the same extent that the needs of non-disabled students are met. A documented procedure, such as the development of an individualized accommodation plan by a knowledgeable team of educational professionals, may be appropriate.

L. Non-Academic Services

The district will provide nonacademic and extracurricular services and activities in such a manner as is necessary to afford disabled students an equal opportunity for participation in such services and activities. Non-academic and extracurricular services and activities may

include counseling services, physical recreation athletics, transportation, health services, recreational activities, interest groups or clubs sponsored by the district, and referrals to agencies which provide assistance to disabled persons and employment of students, including both employment by the district and assistance in making available outside employment. The district will observe reasonable health and safety standards for all students.

1. Counseling Services.
   In providing personal, academic or vocational counseling, guidance or placement services to its students, the district will provide these services without discrimination on the basis of disability. The district will ensure that qualified students with disabilities are not counseled toward more restrictive career objectives than are non-disabled students with similar interests and abilities.
2. Physical Education and Athletics
   In providing physical education courses and athletics and similar programs and activities to any of its students, the district will not discriminate on the basis of disability. If the district offers physical education courses and operates or supports interscholastic, club or intramural athletics, it will provide an equal opportunity for qualified students with disabilities to participate in these activities consistent with their abilities and needs.

M. Preschool and Adult Education Programs

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

N. Disciplinary Exclusion

1. Exclusions
   Students with disabilities are protected from being improperly excluded from school for disciplinary reasons. Certain disciplinary exclusions of disabled students from school constitute a significant change in the student's educational placement. A disciplinary change in the student's educational placement occurs if the student has been suspended for more than ten consecutive days or if the disciplinary exclusions constitute a "pattern of exclusion" (defined below). Such disciplinary exclusions, which are change of placement, cannot be implemented unless the district first determines that the student's misconduct which led to the disciplinary exclusion was not a manifestation of the student's disability.
2. Manifestation Determinations
   If a disciplinary exclusion (suspension or expulsion) which constitutes a change in placement is implemented, the school principal or educational staff person responsible for the imposition of discipline must ensure that a group of qualified professionals (the student's Section 504 team) determine whether or not the misconduct and a manifestation of the student's disability.

   The misconduct is considered a manifestation of the disability if the conduct was caused by, or had a direct and substantial relationship to the student's disability. This manifestation determination will take into account the student's current evaluation and Individualized Accommodation Plan (IAP) under Section 504.

   Under Section 504, there is no obligation to provide educational services during periods of long-term suspension or expulsion when the student's misconduct has been properly determined not to be disability-related.

If a student's misconduct is determined to be a manifestation of his/her disability, procedures in #43 below will be instituted in lieu of either long-term suspension or expulsion.

3. Conduct That is a Manifestation of a Disability
   When a student has engaged in misconduct which is a manifestation of his or her disability, expulsion and/or long term suspension should not be imposed if it would result in a change in educational placement (a disciplinary exclusion from school of over ten consecutive days or exclusions which constitute a pattern of exclusion). Days will be measured cumulatively over the period of the entire school year, with any short term suspensions as counting toward the cumulative total.

   When a student's misconduct is related to a disability, additional evaluations and/or a change of placement should be considered. In this circumstance, the Section 504 team will meet to determine if there is a need for further evaluation or a change of program. If further evaluation is recommended, it will be conducted as soon as reasonably possible.

4. Pattern of Exclusion
   Suspension or emergency removal of a disabled student may occur, without the need to determine if there is a causal connection with the disability, if the suspension or emergency removal is ten consecutive days or less, or if more than ten cumulative days is not a pattern of exclusion. A pattern of exclusion occurs if:

   a. The removal is for more than ten school days in a school year; and
   b. The student's behavior is substantially similar to the behavior that he/she was previously removed for.

   Additional factors to consider are the length of each removal (the total amount of time the student has been removed, and the proximity of the removals to one another), and the school must determine on a case-by-case basis whether a pattern of removals is significant enough to constitute a change in placement

5. Right to Challenge
   Students and their parent/guardian will be notified of the results of the manifestation decision and of their right under the law to challenge this decision.

6. Drugs or Alcohol
   Students who are considered disabled under Section 504 are subject to the same disciplinary processes and results as non-disabled students for misconduct regarding the use, sale or possession of drugs or alcohol at school.

O. Restraint or Isolation

Restraint or isolation of students who have a Section 504 plan will be authorized only under the limited circumstances specified in Policy/Procedure 3247 and each incident will require reporting and parent/guardian notification as specified in that policy and procedure.

P. Transportation

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

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

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

Q. Procedural Requirements

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

1. Assurance
   Provide written assurance of non-discrimination whenever the district receives federal money;
2. Designation of Employee
   Designate an employee to coordinate the district's Section 504 compliance activities. The Section 504 Coordinator for the district is the special education director.
3. Grievance Procedures
   Provide grievance procedures to resolve complaints of discrimination. Students, parents or employees are entitled to file grievances. The grievance procedures for the district are set out in the Procedure for Policy 3210, Nondiscrimination.
4. Notice
   Provide notice to students, parents/guardians, employees, unions and professional organizations of the district's nondiscrimination policy in admission and access to programs and activities, and in treatment and employment. Notice will also specify the Section 504 coordinator for the district.
5. Locate
   Annually undertake to identify and locate all Section 504 qualified disabled children in the district's jurisdiction who are not receiving a public education;
6. Annual Notification
   Annually, take appropriate steps to notify disabled persons and their parents/guardians of the district's responsibilities under Section 504; and
7. Procedural Safeguards
   Establish and implement procedural safeguards to be provided to parents/guardians with respect to actions regarding the identification, evaluation or educational placement of persons who, because of disability, need, or are believed to need, special instruction or related services. Procedural safeguards will include:
   a. Notice of parental/guardian rights;
   b. An opportunity for parents/guardians to examine relevant records;
   c. An impartial hearing, initiated by either the parents/guardian or the school district, with opportunity for participation by the student's parents/guardians and representation by legal counsel; and
   d. A review procedure.

R. Appropriate Funding

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

S. Accessibility

1. Facilities that were constructed prior to June 3, 1977 need not necessarily be made accessible so long as the program or activity, viewed in its entirety, is readily accessible to persons with disabilities.

2. Facility alterations commenced after June 3, 1977, that affect or could affect the facility's usability must be accomplished so that, to the maximum extent feasible, the altered portion of the facility is readily accessible and usable by persons with disabilities.

3. A district can redesign equipment, reassign classes or other services to accessible buildings, assign aides to students, deliver services at alternate accessible sites or alter existing facilities. So long as there are other methods which are as effective in achieving compliance, a district need not undertake structural changes to a building.

4. District recognition of the meaning of the phrase “to the maximum extent feasible.” This provision covers the instance where occasionally the nature of an existing facility is such as to make it impractical or prohibitively expensive to renovate in a manner that results in it being entirely barrier-free. However, in all of these instances, the alteration should provide the maximum amount of physical accessibility feasible.

T. Special Considerations for ADD/ADHD Students

Section 504 obligations apply to all students with disabilities, including students with attention deficit disorder (ADD) or attention-deficit/hyperactivity disorder (ADHD). Under federal guidance, there are three different types of ADHD, which are categorized depending upon which symptoms are the strongest: (1) predominately inattentive type; (2) predominately hyperactive-impulsive type; and (3) combined type (where symptoms of the first two types are equally present). *See* U.S. Department of Education, Office for Civil Rights, *Students with ADHD and Section 504: A Resource Guide* (July 2016) (available on the Office for Civil Rights' website at http://www2.ed.gov/about/offices/list/ocr/frontpage/faq/rr/policyguidance/disability.html).

U. Due Process Hearing or Mediation Requests

Due process hearing or mediation requests must be made directly to the district 504 Compliance Officer.

Response to Intervention

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

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

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

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

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

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

Parent Involvement in the RTI Process

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

Cross References:	Board Policy 3123	Withdrawl Prior to Graduation
Legal References:	Chapter 392.172A WAC	Rules for the Provision of Special Education
Management Resources:	Policy News, December 2007	Response to Intervention (RTI)

Adoption Date: 11.11
Hockinson School District
Revised:

Response to Intervention

Model District General Education Response to Intervention Procedures

When using a process based on a student's response to scientific, research-based intervention that may be used for the identification of students with a specific learning disability, the district will implement the response to intervention (RTI) procedures listed below in all or some of its schools, and at all or some grade levels. The district will continue to increase its RTI efforts to reach district-wide implementation by the 20XX-20XX school year.

The district provides information about its RTI policy and procedures via, which includes a description of parents' rights under a RTI process consistent with WAC 392-172A-03055(4)(b) and WAC 392-172A-03080(1)(g)(ii)(A)-(C) at http://www.k12.wa.us/SpecialEd/regulations.aspx.

Tier I: Core Classroom Instruction

High quality, effective and engaging Tier I instruction is delivered in the general education setting, by a general education teacher and is designed to meet the needs of all students. Tier I includes the research-based core curriculum. Curriculum is implemented and instruction is delivered as planned and intended (i.e., with fidelity), as determined through regularly scheduled monitoring of fidelity by the building principal or designee.

Universal Screening

Universal Tier I instructional screenings in the areas of are conducted at least three times throughout the school year at fixed intervals to identify each student's level of proficiency. Universal screenings are administered and scored by trained and provided to the building principal and the school based team within from the time the screenings are administered.

Tier I: Intervention

If 80 percent or more of children in a classroom score below benchmark on any instructional screening, the school-based team, including the building principal, will meet to consider the need for additional classroom supports and interventions at Tier I.

Students Below Cut Score

The district's established cut scores, based upon accurate and efficient universal screening measures, identify which students are at academic risk. After confirming that Tier I instruction was monitored and implemented with fidelity, students who score below the district's cut scores will receive Tier II strategic interventions. Students who score below benchmark, but above the established cut score will be reviewed by the school based team as described below.

Students Below Benchmark, But Above Cut Scores

Following each universal screening administration during the school year, the special education department will review the program and progress of any student who does not score at benchmark on any instructional screening, but who does score above the district's established cut score, to assure the student is receiving differentiated, needs-based instruction. In addition, the team's review will include the fidelity of program implementation, pacing and appropriateness of instructional groupings.

Tier I: Progress Monitoring

Using curriculum based measures and/or assessments (CBMs or CBAs), monitoring of the student's progress toward end-of-year benchmarks will occur (until progress monitoring data consistently demonstrates the student is on a trajectory to meet end-of-year benchmarks. Student progress monitoring at Tier I is administered and scored by the general education teacher. If, after six weeks of progress monitoring, the student is not on a trajectory to meet end-of-year benchmarks, the student will be provided Tier II strategic interventions, unless the school based team specifically determines and can substantiate, based on the progress monitoring data, that further progress monitoring is required before Tier II strategic interventions are provided.

For students who have “exited” from a higher level of intervention, general education teachers will monitor the progress of those students to ensure they are continuing to make sufficient progress.

Tier II: Strategic Interventions

Tier II strategic interventions will be designed by the special education staff and delivered primarily in the general education setting, by a general education teacher, but may be delivered in other or additional settings or by other trained staff as appropriate to the specific intervention. Tier II interventions are scientifically, research-based, matched to student need and implemented with fidelity and monitored by the principal or his or her designee. Tier II interventions will be described on a student intervention plan using form.

Tier II interventions are provided in addition to regularly scheduled core instruction in the general education curriculum and will be delivered in groups of no more than six students, ideally, at least three times each school week for not less than 30 minutes per session. Tier II interventions will be delivered for at least six weeks, unless progress monitoring data reveals a need for a change in intervention, frequency or duration.

Tier II: Progress Monitoring

Using CBMs and/or CBAs, progress will be monitored at least every two weeks, or more frequently as determined by the school based team, against established benchmarks. Tier II progress monitoring measures are administered, scored and results are charted by the special education staff The student’s parents will be provided results of these repeated assessments of achievement using the correct form.

Responsiveness and Non-Responsiveness to Tier II Intervention

If, after six school weeks of Tier II intervention, the student has made no progress toward benchmarks based on at least three progress monitoring data points below the aim line, or has made progress, but is not on a trajectory to meet end-of-year benchmarks, the special education staff will meet to review the student’s program and progress, to assure the student is receiving differentiated, needs-based instruction. In addition, the team’s review will include fidelity of program implementation, pacing and appropriateness of instructional groupings. Based on its review, the team will determine whether:

A. Additional diagnostic assessments are warranted, and if so, in what areas and by whom;

B. Additional changes to the instructional or behavioral interventions are required;

C. The Tier II intervention should continue because progress monitoring data indicate the intervention is working even though the student has not yet met benchmarks;

D. The student should return to Tier I core instruction with continued progress monitoring because the student has met benchmarks; or

E. The student requires Tier III intensive intervention.

If, after an additional six weeks of Tier II intervention using the same, modified or different strategies (or up to a total of 12 school weeks of Tier II intervention) the student has made no progress toward benchmarks, the student will begin receiving Tier III intensive interventions. If not yet administered, diagnostic assessments will be conducted by the special education staff and results will be utilized in designing the Tier III intensive intervention.

If the student has made progress, but is not on a trajectory to meet end-of-year benchmarks, (A) through (E) above will be revisited by the school based team accordingly.

Tier III: Intensive Interventions

Tier III intensive interventions will be designed by the special education staff and delivered primarily in the general education setting, by a general education teacher and additional staff, but is likely to be delivered in other or additional settings, or by other trained staff as appropriate to the specific intervention. Tier III intensive interventions are scientifically, research-based, matched to student need, and implemented with fidelity, as monitored by the principal or his or

her designee. Tier III interventions will be in addition to regularly scheduled core instruction in the general education curriculum, and will be delivered in group settings smaller than those for intervention delivered in Tier II, and with an increased frequency (i.e., five times per week), duration, but not less than six weeks, and/or intensity (i.e., 60 minutes per session) than provided within Tier II. Tier III intensive interventions will be described in the student's intervention plan.

Tier III: Progress Monitoring

Using CBMs or CBAs, progress will be monitored weekly against established benchmarks. Tier III progress monitoring measures are administered, scored and results are charted by the special education staff. The student's parents will be provided results of these repeated assessments of achievement using the appropriate form.

Non-Responsive to Tier III Intensive Intervention

If, after six school weeks of Tier III interventions (or up to a total of 18 school weeks of combined Tier II or III interventions), the student has made no progress toward benchmarks as indicated by at least three data points below the aim line, the special education staff will consider a referral for an initial evaluation for special education services or other long-term planning, such as an evaluation for services under Section 504 of the Rehabilitation Act. If appropriate, the Tier III intervention will be continued after any necessary modification during the evaluation process, if the student has not received at least two phases of Tier III intensive interventions.

Responsive to Tier III Intensive Intervention

If, after six school weeks of Tier III interventions (or up to a total of 18 school weeks of intervention), the student has made progress toward benchmarks, but is not on a trajectory to meet end-of-year benchmarks, the special education staff will meet to review the student's program and progress, to assure the student is receiving differentiated, needs-based instruction. In addition, the team's review will include fidelity of program implementation, pacing and appropriateness of instructional groupings. Based on its review, the team will determine whether:

A. Additional diagnostic assessments are warranted, and if so, in what areas and by whom;

B. Additional changes to the instructional or behavioral interventions are required;

C. The Tier III intervention should continue because progress monitoring data indicate the intervention is working even though the student has not yet met benchmarks;

D. The student should return to Tier I or Tier II with continued progress monitoring, as prescribed above, because the student has met or is on trajectory to meet end-of-year benchmarks; or

E. A referral for an initial evaluation for special education is required.

If, after an additional six school weeks of Tier III interventions (or up to a total of 24 school weeks of combined Tier II and Tier III interventions), the student has made progress toward benchmarks, but is not on a trajectory to meet end-of-year benchmarks, the special education staff will refer the student for an initial evaluation for special education services.

These procedures are designed to permit students to move between Tiers of intervention based on the student's progress against benchmarks as determined by the special education staff Student intervention plans and progress monitoring and diagnostic data will be provided to the special education evaluation group at the time of referral.

Home or Hospital Instruction

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

Cross Reference:	Board Policy 2161	Education of Students with Disabilities
	Board Policy 2162	Education of Students with Disabilities under Section 504 of the Rehabilitation Act of 1973
Legal References:	RCW 28A.155	Special Education
	WAC 392-122-145	State Special Education Program – Home and/or Hospice Care – Extended Absences
	WAC 393-172A-02100	Home/Hospital Instruction

Adoption Date: 02.03
Hockinson School District
Revised: 10.11

Home or Hospital Instruction

Request

The procedures for instituting home/hospital instruction are as follows:

A. Parent completes application form for home/hospital instruction.

B. The district office and family physician complete the SPI E-310 form.

C. Home/hospital instruction will begin when the family physician signs form SPI E-310.

Role of Instructor

The function of the home/hospital instructor is to provide instructional assistance and serve as a liaison between the student and the school in the following manner:

A. Elementary (emphasizes reading, math and language skills)

1. Contact school principal.
2. Contact classroom teacher initially and on a weekly basis.
3. Obtain current academic standing.
4. Obtain books, materials and assignments from the homeroom teacher.
5. Keep parents/guardians informed as to the progress of the student.
6. Provide a statement to the student's home school for the cumulative record regarding the grades earned by the student while on home/ hospital instruction. Grading shall be the responsibility of the classroom teacher. This statement is due immediately upon termination of the home/hospital instruction.

B. Middle/Senior High (receives instruction in required subjects)

1. Contact school counselor and have counselor set up initial meeting with home/hospital instructor and classroom teacher.
2. Obtain current academic standing.
3. Contact each classroom teacher on a weekly basis and arrange for books, materials and assignments; also include a class schedule, class outlines, etc., of what the student needs to fulfill credit requirements for quarter, semester and year.
4. Provide a statement to the student's home school for the cumulative record regarding the grades earned by the student while on home/ hospital instruction. Grading shall be the responsibility of the classroom teacher. This statement is due immediately upon termination of home/hospital instruction.

If the student is unable to complete regular classroom assignments, the home/ hospital instructor will work with the regular classroom teacher to modify or develop alternative classroom assignments to meet required course work.

Instructor Communication

The instructor will:

A. Contact parents and arrange home/hospital instruction schedule.

B. Discuss with the parent any conditions surrounding the student's disability or educational development that may have a bearing on the program.

C. Discuss the need for a supervising adult to be in the home during the teacher's visit.

D. Discuss the need for an appropriate learning environment.

1. Other youngsters and/or adults should remain out of the room while the lesson is in progress.

2. The student should be awake, properly dressed and ready for lessons at the appropriate time.
3. Adequate study time should be scheduled each day, taking into account the physical limitations of the student.

E. Evaluate the students' work and make a report to the student's home school.

Termination of Home/Hospital Instruction

Instruction will be terminated if the qualified medical practitioner determines the advisability of the student returning to school.

Extension of the original instruction period must be requested by the parent or guardian, and verified by the attending qualified medical practitioner.

The home/hospital instructor will contact the payroll office when the student returns to school.

Instructor Reimbursement Procedures

A. The week before payroll cut-off date, the payroll office will contact home/hospital instructor advising of the payroll cut-off date for that particular month.

B. When the time sheets and mileage sheets are received by the payroll office, the amounts will be computed and submitted for payment.

Career and Technical Education

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

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

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

The superintendent or designee will develop procedures to ensure that the District operates all programs and courses in conformity with the District's plan for Career and Technical Education. Further, the associated procedures will conform to all federal and state laws prohibiting discrimination based on race, creed, color, national origin, sex, sexual orientation, gender expression, or gender identity, disability (including any sensory, mental, physical disability or the use of a trained dog guide, and use of service animal), religion, and honorably discharged veteran or military status. Additionally, the superintendent or designee will seek and utilize all available state and federal sources of revenue for the financial support of Career and Technical Education in the District.

If the District receives funds through the work-integrated learning initiative to provide experiences for its students, it will comply with the conditions of receiving such funds.

Cross References:	Board Policy 2140	Guidance and Counseling
	Board Policy 2413	Equivalency Credit for Career and Technical Educational Courses
Legal References:	RCW 28A.150.500	Educational agencies offering vocational educational programs — Local advisory committees — Advice on current job needs
	RCW 28A.230.130	Program to help students meet minimum entrance requirements at baccalaureate-granting institutions or to pursue career or other opportunities — Exceptions
	Chapter 28A.700 RCW	Secondary Career and Technical Education

	20 U.S.C. 2301 et seq.	Carl D. Perkins Career and Technical Education Improvement Act of 2006
		Laws of 2018, ch. 206, § 1 Work-Integrated Learning Initiative
Management Resources Policy & Legal News:	May 2018	
	June 2011	Additional Policy Updates
	February 2009	Career and Technical Education Programs

Career and Technical Education

The district's plan for its Career and Technical Education program will be approved annually by the board of directors. All components of the plan will meet the Career and Technical Education program standards as established by the Office of State Superintendent of Public Instruction (OSPI).

A. The District's Career and Technical Education (CTE) Plan:

The district's CTE Plan describes how the district will deliver career and technical education to its students. The components of the district's CTE plan will ensure:

1. Application and contextualization of the related state academic learning standards;
2. Responsiveness to state-wide or local high-demand occupations;
3. Compliance with the five-year plan requirements of the federal Carl D. Perkins Career and Technical Education Act;
4. Sufficient equipment and facilities to meet industry standards;
5. Adequate student and teacher opportunities to connect to the business community including, but not limited to, industry job shadowing, mentorships and internships;
6. The integration and application of leadership and employability skills;
7. Instructors connect student learning with work, home and community;
8. Preparatory programs leading to a certificate or credential that is state or nationally recognized;
9. Courses are sequential, rigorous and based on an analysis of technical skill attainment;
10. Performance Measures and Targets established by the state are met or exceeded;
11. No discrimination on the basis of race, color, national origin, gender, sex, sexual orientation, religion or military status in counseling students for Career and Technical Programs;
12. Teachers are CTE certified in the areas in which they instruct; and
13. Courses are structured so that the maximum number of students per class is determined by the number of training stations, safety factors and individual instruction requirements of the specific skills being developed.

B. Performance Measures and Target – Accountability

The district will adopt performance measures and targets in at least the following areas:

1. Sufficiency of courses allowing students to earn dual credit for high school and college;
2. Rates of student participation in and completion of high-demand programs; and
3. Performance measures and targets established by the workforce training and education coordinating board, including but not limited to student academic and technical skill attainment, graduation rates, post-graduation employment or enrollment in post-secondary education and other measures and targets as required by the federal Carl D. Perkins Act.

C. Course Equivalencies

Each of the district's high schools will adopt core academic course equivalencies for high school Career and Technical courses, provided that the Career and Technical Education course has been reviewed and approved for equivalency credit by a district team appointed by the superintendent or a designee, in accordance with district policy 2413, Equivalency Credit for Career and Technical Educational Courses.

D. Career and Technical Education Programs of Study

A program of study is a sequence of courses that identifies the secondary and post-secondary content that students need to take to ensure that they will have the knowledge and skills needed for a seamless transition to post-secondary options.

The district's CTE program(s) of study will:

1. Incorporate secondary CTE academic and elective courses and local graduation requirements as well as post-secondary education elements;
2. Include coherent and rigorous academic content aligned with state learning standards and relevant career and technical content in a coordinated, nonduplicative progression of courses that are aligned with post-secondary education in a related field;
3. Include courses aligned with appropriate state academic, industry, leadership and employability standards; and
4. Lead to industry-recognized credentials, an academic certificate or degree, apprenticeship, employment or certificate at the post-secondary level.

E. Career Guidance and Counseling

Career guidance and counseling programs will include the exploration of options and opportunities for Career and Technical education at the secondary and post-secondary level and exploration of career opportunities in emerging and high-demand programs. (See WSSDA model policy 2140, Guidance and Counseling)

F. Advisory Committees

1. Advisory committees will participate in the determination of program goals, and review and evaluate program curricula, equipment and effectiveness.
2. Advisory committee participants will include representatives of business and labor who reflect the local industry and the community. Members will actively consult with other representatives of business, industry, labor and agriculture.
3. The superintendent, in consultation with the director of CTE programs, will select members of the advisory committees. Advisory committee members will be approved by the board.

Highly Capable Programs

In order to develop the special abilities of each student, the District will offer a Highly Capable program that provides kindergarten through twelfth grade students, who qualify for the program, with access to a basic education program that accelerates learning and enhances instruction. The framework for such program may encompass, but not be limited to, the following objectives:

A. Expansion of academic attainments and intellectual skills;

B. Stimulation of intellectual curiosity, independence and responsibility;

C. Development of a positive attitude toward self and others; and

D. Development of originality and creativity.

The Board will annually approve the district's highly capable Program including: the number of students the district expects to serve by grade level; the district's plan to identify and place students, including universal screening at two grade levels; a description of the highly capable program goals; a description of the services the program will offer; an instructional program description; a description of ongoing professional development for the highly capable program and general education staff; program evaluation and fiscal report; and assurances that the district is legally compliant.

The superintendent will establish procedures consistent with state guidelines for implementing universal referral, screening, assessment, identification, and placement of highly capable students. The procedures will include prioritizing equitable identification of low-income students; use of multiple objective criteria and multiple pathways universal screening for identification and placement decisions; use of local norms, unless more restrictive than national norms; and use of screening and assessment in the student's native language (if available) or nonverbal assessment.

Cross References:	Board Policy	
	Board Policy	
Legal References:	RCW 28A.185.030	RCW Programs — Authority of local school districts — Selection of students
	WAC 392-170	Special service program — Highly capable students
Management Resources Policy & Legal News:	November 2023	
	July 2023	
	August 2018	
	Sept. 2013	

	April 2008	

Highly Capable Programs

Definition

Highly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments. Highly capable students exhibit ooutstanding abilities within their general intellectual aptitudes, specific academic abilities, and/or creative productivities within a specific domain. These students are both present in the general populace and within all protected classes.

Students who are highly capable may possess, but are not limited to, these learning characteristics:

A. Capacity to learn with unusual depth of understanding, to retain what has been learned, and to transfer learning to new situations;

B. Capacity and willingness to deal with increasing levels of abstraction and complexity earlier than their chronological peers;

C. Creative ability to make unusual connections among ideas and concepts;

D. Ability to learn quickly in their area(s) of intellectual strength; and

E. Capacity for intense concentration and/or focus.

The District will employ the following procedures to refer, assess and select students to participate in the program:

Referral

The District will conduct universal screenings at two grade levels to find students who may qualify for potential highly capable program placement. Referrals must be available for all grade levels not being universally screened, and may be submitted by teachers, other staff, parents, students, and members of the community. accepts rreferrals based on data or evidence from teachers, other staff, parents, students, and members of the community.

Screening

The district will select a grade level to implement universal screening procedures for each student. Universal screening must occur once in or before second grade, and again in or before sixth grade. The purpose of universal screening is to include students who traditionally are not referred for highly capable programs and services. Students discovered during universal screening may need further assessment to determine whether the student is eligible for placement in a program for highly capable students. The District will consider at least two student data points during universal screening, which may include previously administered objective standardized, classroom-based performance, cognitive, or achievement assessments, or research-based behavior ratings scales.

Assessment

The District will obtain written or electronic parental permission prior to conducting assessments to determine eligibility for participation in its Highly Capable Program (HCP).

District practices for identifying the most highly capable students must prioritize equitable identification of low-income students.

The District will assess students identified for further consideration through the universal screening process using multiple objective criteria. The District must base the assessment process upon a review of each referred student's capability as shown by multiple criteria, from a wide variety of sources and data, intended to reveal each referred student's unique needs and

capabilities. The assessment criterion consists of both qualitative and quantitative instruments and may include CogAt and/or other assessments.

The District must have identification procedures for their highly capable programs that are clearly stated and implemented by the District using the following criteria:

A. Districts must use multiple objective criteria to identify students who are determined to need services. Multiple pathways for qualifications must be available and no single criterion may disqualify a student from identification;

B. The District must base highly capable selection decisions on consideration of criteria benchmarked on local norms, but the District will not use local norms as a more restrictive criterion than national norms at the same percentile.

C. The District will not use subjective measures, such as teacher recommendations or report card grades to screen out a student from assessment or to disqualify a student from identification. However, the District may use these data points alongside other criteria during selection to support identification; and

D. To the extent practicable, the District must give screening and assessments in the native language of the student. If native language screening and assessments are not available, the District must use a nonverbal screening and assessment.

The District will record test results in the student's cumulative file.

Selection

A multi-disciplinary selection committee composed of a district administrator, psychologist, or other individual who can interpret cognitive and achievement test results, and a teacher will review data that has been collected for each of the referred students. The multi-disciplinary selection committee is composed of: a special teacher (however, if a special teacher is not available, a classroom teacher shall be appointed); a psychologist or other qualified practitioner with the training to interpret cognitive and achievement test results; a certified coordinator or administrator with the responsibility for the supervision of the district's highly capable program; and additional professionals if any, that the district deems desirable.

The multi-disciplinary selection committee will evaluate the results of the universal screening, any further individual student assessment, and any available district data and make the selection decision based on:

1. A preponderance of evidence from the profile data demonstrating that a student requires accelerated learning and enhanced instruction; and

2. Evidence of clear need for highly capable services.

A single assessment score or indicator will not prevent a student's selection for the HCP; however, individual pieces of evidence, if strong enough, can indicate that the student would benefit from these services. If properly validated tests are not available, the professional judgment of the qualified district personnel shall determine eligibility of the student based upon evidence of cognitive and/or academic achievement.

The district will:

1. Notify parents of the students selected. Parents will receive a full explanation of the procedures for identification, an explanation of the process to exit a student from the program, the information on the district's program, and the options that are available to identified students.

2. Obtain parental permission to place identified students in the program before any special services and programs are provided to the student.

Process for Appeal

Parents/legal guardians have the right to appeal the Multi-Disciplinary Selection Committee's decision. Individuals appealing the selection committee's decision must submit a completed appeals form or letter requesting review of selection/placement decision. The written request must include reasons for the appeal and, to support reconsideration, provide additional evidence of significantly advanced cognitive or academic levels and/or outstanding intellectual, academic, or creative abilities.

Parents/ legal guardians must submit the appeal request and supporting evidence to superintendent, or designee, within five (5) school days of the Multi-Disciplinary Selection Committee's decision notification.

The district's superintendent, with input from the Multi-Disciplinary Selection Committee and program coordinator, will review the student's file, assessment profile data, and additional evidence provided in the request for appeal.

The decision of the superintendent may include:

- Upholding the original decision of the Multidisciplinary Selection Committee;
- Reversing the decision of the Multidisciplinary Selection Committee;

The superintendent will make a decision within ten (10) school days after receipt of written request for reconsideration, and will notify the parent/legal guardian of the decision in writing. The decision of the superintendent is the final decision.

Exit Process

Upon the request of a teacher or a highly capable program administrator, the district may initiate the exit process for students who no longer demonstrate a need for highly capable program services. The Multi-Disciplinary Selection Committee will convene a meeting and invite parent/guardian to review the student’s profile to determine if the student qualifies for program services based on assessment data and selection criteria. The multi-disciplinary selection committee may request additional evidence of student capabilities. If the committee determines that the student no longer qualifies for highly capable program services, it may recommend that the student be exited from the program. The district will notify the parent in writing of the committee’s decision and of the appeal’s process.

A parent/legal guardian may request to withdraw the student from the program. A meeting will be convened by the Highly Capable Program Coordinator/Director with the parent/guardian to discuss the request. If the parent/legal guardian desires to withdraw the student from the program, the district will exit the student from the program. The multi-disciplinary selection committee will determine if identification procedures are necessary for students wishing to reenter the program in the future.

Program Design

The district will make a variety of appropriate program services to students who participate in the program. Once services are started, the district will provide a continuum of services to identified students in grades K-12. The district will keep on file a description of the educational programs provided for identified students. The district reviews services annually for each student to ensure that the services are appropriate.

The district will offer highly capable students the following programs: differentiation, flexible grouping, independent study, accelerated learning, supplemental instruction in area of interest, cluster grouping, pull-out program, compacting, and enrichments. Grades 6-12 continuum of services included Honors and AP courses.

Reporting

Identified students will be assigned the appropriate CEDARS Gifted value(s) in the district's student information system for the end-of-year reporting activities.

The superintendent or designee will provide an end-of-the-year report to the Office of Superintendent of Public Instruction (OSPI) that includes:

- Number of students served by grade level K-12;
- Student demographic information;
- Data to determine if students who are highly capable met the goals set and if the programs provided met the academic needs of these students;
- Number and content of professional development activities provided for special teachers and general education staff; and
- Program evaluation data and, if needed, program changes that will be made based upon this information.

Date: 01.13; 09.13; 06.14; 03.19; 01.25

Academic Acceleration

The Board recognizes the need for all high school students to have greater access to rigorous advanced courses, including dual credit programs. To that end, the District will automatically enroll students, who meet or exceed the state standard on the eighth grade or high school English language arts or mathematics statewide student assessment, in the next most rigorous level of advanced courses or program offered by the high school.

The subject matter of courses or program in which students are automatically enrolled will be determined by the areas of the statewide assessment in which the student met state standards. Students who meet or exceed state standard on the English language arts statewide student assessment are eligible for enrollment in English, social studies, humanities, and other related subjects. Students who meet or exceed the state standard on the mathematics statewide student assessment are eligible for enrollment in advanced mathematics courses.

Beginning in 2021–2022 school year, students who meet or exceed the state standard on the Washington comprehensive assessment of science are eligible for enrollment in advanced courses in science.

Students who successfully complete the advanced courses will then be enrolled in the next most rigorous level of advanced courses, with the ultimate goal being the student's automatic enrollment in dual credit courses.

The District will notify students and parents/guardians regarding the academic acceleration policy and the advanced courses available to students. The District will provide the parent/guardian with an opportunity for the student to opt out of participation in the academic acceleration process and enroll in an alternative course or program that aligns with the student's high school and beyond plan goals.

Cross References:	Board Policy 2413	Equivalency Credit for Career and Technical Education Courses
	Board Policy 2000	Student Learning Goals
Legal References:	RCW 28A.300.560	Data on college credit through dual credit courses—Posting on website
	RCW 28A.320.195	Academic acceleration for high school students—Adoption of policy
	RCW 28A.320.196	Academic acceleration incentive program—Dual credit courses—Allocation of funds—Reports

Management Resources Policy & Legal News:	July 2019	
	September 2013	

Adoption Date: 12.19
Hockinson School District
Revised:

Academic Acceleration

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

1. Students who achieve a score of three or higher on an Advanced Placement (AP) examination;
2. Students who achieve a score of four or higher on an examination of the International Baccalaureate (IB) diploma programme;
3. Students who successfully complete a Cambridge Advanced International Certificate of Education examination;
4. Students who successfully complete a course through the college in the high school program under Chapter 28A.600 RCW or Laws of 2021. Ch. 71 & 1 and are awarded credit by the partnering institution of higher education; and
5. Students who satisfy the dual enrollment and class performance requirements to earn college credit through a tech prep course.

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

Reporting Requirement

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

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

Date: 02.22

School Calendar

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

Legal References:	RCW 28A.150.203	Definitions
	RCW 28A.150.220	Basic Education Act – Definitions – Program Requirements – Program Accessibility – Rules & Regulations
	RCW 28A.330.100 (7)	Additional Powers of Board

Adoption Date: 02.03
Hockinson School District
Revised: 10.11; 05.13

Transition to Kindergarten Program

If the Hockinson School District operates a transition to kindergarten program, it will ensure that the program serves eligible students of all abilities who need additional preparation to be successful in kindergarten and who lack access to other early learning group settings.

Before beginning or expanding a transition to kindergarten program, the district must consider the existing availability and affordability of early learning providers, such as early childhood education and assistance programs, head start programs, and licensed childcare centers and family home providers in the region.

If the district plans to implement and administer a transition to kindergarten program, it is required to adhere to the minimum standards and requirements established by the office of the superintendent of public instruction related to:

1. Best practice for site readiness of facilities that are used for the program;
2. Developmentally appropriate curricula designed to assist in maintaining high quality programs in accordance with RCW 28A.320.230; and
3. Professional development opportunities

The district may blend or co-locate a transition to kindergarten with other early learning programs.

Eligibility, Recruitment, and Enrollment

The term “screening process and tools” means using one or more instruments or methods of assessing and measuring the ability and need of an individual student.

Children will be eligible to participate in the district’s transition to kindergarten program as follows:

1. Based on a screening process and tool as defined above, the district has determined that the child would benefit from additional preparation for kindergarten and;
2. The child’s age is at least 4 years old by August 31 of the school year in which they enroll in a transition to kindergarten program.

In determining eligibility and admitting students to a transition to kindergarten program, the district will:

1. Give priority to children most in need of additional preparation to be successful in kindergarten, as demonstrated through a screening process and tool.
2. Give priority to children with the lowest family income, not otherwise eligible and not enrolled in another local program.
3. Not exclude or establish a policy to prohibit participation of an eligible child due only to the presence of a disability.
4. The district is authorized to charge sliding scale fees for enrollment in a transition to kindergarten program, except for students who are eligible for but not yet placed in the early childhood education and assistance program or the head start program, or for children with disabilities entitled to a free appropriate public education in accordance with the special education laws.

All children enrolled in a transition to kindergarten program will be assigned a statewide student identifier.

The district will administer to all children enrolled in a transition to kindergarten program the Washington Kindergarten Inventory of Developing Skills (WaKids) at the beginning of their enrollment and at least one more time during the school year. Children whose parents excuse them from participating in the WaKids do not have to participate.

Cross References	Policy 3110	Qualification of Attendance & Placement
Legal References:	RCW 28A.300.072	Transition to kindergarten program
	Chapter 392.425	WAC Transition to kindergarten
Management Resources:	2025	April Issue
	2023	July Issue
	2023	July Alert

Summer School

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

Legal References:	RCW 28A.320.500	Summer and/or Other Student Vacation Period Programs – Authorized – Tuition & Fees
	RCW 28A.320.510	Night Schools, Summer Schools, Meetings, Use of Facilities

Adoption Date: 02.03
Hockinson School District
Revised: 11.11

Alternative Learning Experience Courses

The board authorizes the creation of alternative learning experience (ALE) courses, as defined in the procedure that accompanies this policy.

The Hockinson School District's Alternative Learning Experience (ALE) program is the Hockinson Virtual Academy (HVA). HVA will adhere to the following guidelines:

The District will make available, to students enrolled in ALE courses, educational opportunities designed to meet their individual needs. The District will comply with all requirements necessary to count an ALE as a course of study and ensure state funding for ALE students.

ALE programs may include the following types of courses as defined in RCW 28A.250.010:

A. On-line courses (see Policy 2024, Online Learning);

B. Remote courses; and

C. Site-based courses.

The board will adopt and annually review written policies authorizing ALE courses, including each ALE course and course provider. The policy must designate, by title, one or more school District official(s) responsible for overseeing the District's ALE courses.

If at any time the District institutes ALE, the District will establish the following alternative course(s) provided on site, remote, or online as defined in WAC 392-550-020.

Sixth through twelve grade courses provided through Edgenuity.

The school District official(s) responsible for this (these) course(s) is/are:

The superintendent or designee

Reporting Requirements

1. **Annual Report to the Board of Directors**

   The school district official responsible for overseeing each ALE course will report at least annually to the board. This annual report will include at least the following:

   A. Documentation of ALE student headcount and full-time equivalent enrollment claimed for basic education funding;

   B. Identification of the overall ratio of certificated instructional staff to full-time equivalent students enrolled in each ALE program;

   C. A description of how the course supports the District's overall goals and objectives for student academic achievement.

2. **Monthly Report to the Superintendent of Public Instruction**
   The District must report monthly to the Superintendent of Public Instruction:

   A. Accurate monthly headcount and full-time equivalent enrollment for students enrolled in alternative learning experiences; and

   B. Information about the resident and serving districts of such students

3. **Regular Submissions to CEDARS**
   The District must report all required information to the Office of Superintendent of Public Instruction's Comprehensive Education Data and Research System under RCW 28A.300.500, including designating alternative learning experience courses as such when reporting course information to the Comprehensive Education Data and Research System.
4. **Annual Report to the Superintendent of Public Instruction**
   The District must report annually to the Superintendent of Public Instruction:

   A. The number of certificated instructional staff full-time equivalent assigned to each alternative learning experience program; and

B. Enrollment of students (separately identified) where ALE instruction is provided entirely under contract pursuant to RCW 28A.150.305 and WAC 392-121-188.

C. The costs and purposes of any expenditures made to purchase or contract for instructional or co-curricular experiences and services that are included in an ALE written student learning plan, along with the substantially similar experiences or services made available to students enrolled in the District's regular instructional program.

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

Part-time students, whose ALE enrollment is claimed as greater than 0.8 FTE in any one month through the January count date, must be included by the District in any required state or federal accountability reporting for that school year. However, part-time students who are either receiving home-based instruction under Chapter 28A.200, RCW or who are enrolled in an approved private school under Chapter 28A.195, RCW are not required to participate in the assessments required under Chapter 28A.655, RCW.

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

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

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

Valid Justification for Missed Contact
Valid justifications why a student may miss the weekly contact requirements of ALE for the purpose of truancy include those outlined in Excused absences WAC 392-401-020 and in policy 3122.

> If the District has additional locally determined valid justifications unique to the ALE setting, list here: none

Students who drop out of ALE courses
A school district offering or contracting to offer an alternative learning experience course to a nonresident student must inform the resident school district if the student un-enrolls from the course or is otherwise no longer enrolled.

Procedures
The superintendent is directed to develop procedures consistent with WAC 392-121-182 to govern the administration of the District’s ALE courses.

Cross References:	Board Policy 2020	Curriculum Development and Adoption of Instructional Materials
	Board Policy 2024	Online Learning
	Board Policy 3122	Excused and Unexcused Absences
	Board Policy 3141	Nonresident Students
Legal References:	RCW 28A.150.305	Alternative educational service providers — Student eligibility.
	RCW 28A.232.010	Alternative learning experience courses– Generally – Rules – Reports
	RCW 28A.250.050	Student access to online courses and online learning programs — Policies and procedures — Course credit Dissemination of information — Development of local or regional online learning programs.
	WAC 392-121-107	Definition — Course of study
	WAC 392-550	Alternative Learning Experience requirements
	WAC 392-121-188	Instruction provided under contract
	WAC 392-137-230	Length of Acceptance
	Chapter 28A.225 RCW	Compulsory school attendance and admission
Management Resources Policy & Legal News:	2020 – August	
	May 2018	
	April 2017	
	February 2014	
	October 2012	
	October 2011	

Adoption date: 02.06
Hockinson School District
Revised: 11.11; 12.12; 05.13; 05.14; 10.20; 05.24

Alternative Learning Experience Programs

Definitions

1. Alternative learning experience (ALE) means a course or, for grades kindergarten through eight, grade-level course work, that is a delivery method of basic education and is:
   - Provided in whole or in part independently from a regular classroom setting or schedule, but may include components of direct instruction;
   - Supervised, monitored, assessed, evaluated and documented by a certificated teacher employed or contracted by the school district.
   - Provided in accordance with a written student learning planthat is implemented pursuant to the district's policy and WAC 392-550.
2. Online Courses are courses or grade-level coursework where:
   - More than half of the course content is delivered electronically using the internet or other computer-based methods;
   - More than half of the teaching is conducted from a remote location through an online course learning management system or other online or electronic tools;
   - A certificated teacher has the primary responsibility for the student's instructional interaction. Instructional interaction between the teacher and the student includes, but is not limited to, direct instruction, review of assignments, assessment, testing, progress monitoring, and educational facilitation; and
   - Students have access to the teacher synchronously, asynchronously, or both.
3. Remote course means an alternative learning experience course or course work that is not an online course where the written student-learning plan for the course does not include a requirement for in-person instructional contact time.
4. Site-based course means an alternative learning experience course or course work that is not an online course where the written student-learning plan for the course includes a requirement for in-person instructional contact time.

Student Eligibility and Enrollment

1. ALE courses will be available to all students, including students with disabilities.
2. All students in grades specified by the District are eligible to participate in ALE programs.
3. Students who wish to enroll in an ALE program must satisfy the following additional eligibility criteria:
4. Students enrolling in an ALE must have a Written Student Learning Plan (WSLP) as defined in WAC 392-550.
5. Families must be notified of difference between ALE and home-based instruction prior to enrollment.
6. Demonstrated ability to work in an independent learning environment.
7. Additional eligibility requirement communicated by the District.

Student Performance

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

2. The methods for determining satisfactory progress shall be outlined in the written student learning plan and may include:
   - Progress grades;
   - Assignment completion rates;
   - Non-academic factors such as attendance, attitude, and behavior; and
   - Local school expectations.

Student Responsibilities

1. Students enrolled in an ALE program must meet the contact requirements defined in WAC 392-550.

2. Understanding of ALE requirements and consistent attendance are critical to student success. Students must participate in ALE orientation and meet on-sight attendance requirements.

Parent Responsibilities

1. Parent participation is an important support for students involved in ALE. Attendance at parent orientation and participation in support trainings is expected.

District Verification of Student Work

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

2. Proctored examinations

3. Proctored projects

4. In-person presentations

5. Real-time presentations using videoconference technology.

Date: 08.05; 10.12; 02.13; 02.14; 04.21

Instructional Use of Films, Videos and Internet-based Materials

The following criteria will be used for the selection and use of films, video and internet-based materials:

Instructional Use

1. Films, videos and internet-based materials used in the classroom shall enrich, support, or extend the curriculum, and will take into consideration the instructional needs, abilities, interests, and developmental levels of students.

2. The film, video or internet-based material must be related to an instructional learning target, and may not be purely an entertainment activity.

3. The film, video or internet-based material must be shown in a classroom or similar facility, and a teacher must be present when the material is being viewed by students.

4. A film or video purchased by the school district or made available through the Educational Service District, is approved for classroom usage, provided it is closely tied to the curriculum framework for that particular class lesson or subject.

Instructional Program Material Selection

The selection criteria applies to materials selected by staff, students, guest presenters or other persons who may bring materials into the school setting. Criteria for selection of film, video or internet-based instructional material selection shall be based on the following criteria:

a) Will enrich and support the curriculum or a specific learning target or essential learning requirement, taking into consideration the varied instructional needs, abilities, interests, and maturity levels of the students who will be viewing the material.

b) Will stimulate student growth in conceptual thinking, factual knowledge, skill development, physical fitness, health, the arts, or literary, cultural or historical standards, or the advancement of citizenship.

c) Is part of a larger program of study that presents all views of controversial issues designed so that students may develop the skills of critical analysis and informed decision-making.

d) Is an appropriate resources in presenting contrasting and differing points of view, and that instructional responsibility has been taken in presenting all points of view in a balanced program of study appropriate to the developmental age of students and the learning target.

e) Reflects a sensitivity to the community.

f) Presents objectively the principles of non-discrimination, both current and historical, including gender, age, racial, ethnic, sexual orientation and cultural issues.

Elementary Standards

Films and videos with a film industry rating **G** may be used, for instructional purposes, in Hockinson School District elementary classrooms without parent notification.

Normally **PG** rated material will not be used; however, if the film or video is appropriate to the curriculum and approved by the principal, such material may be shown. Hockinson School District parent consent forms* must be issued to each student, signed by the parent, and returned to school prior to the classroom showing of any **PG** rated film or video. Students without parental permission must be provided comparable, alternative assignments.

No **PG 13** or **R** rated films/videos will be shown in HSD elementary classrooms.

Middle School Standards

Films and videos with a film industry rating of **G** may be used, for instructional purposes, in Hockinson School District middle school classrooms without parent notification.

Normally **PG** or **PG-13** rated material will not be used; however, if the film or video is appropriate to the curriculum and approved by the principal, such material may be shown. Hockinson School District parent consent forms*must be issued to each student, signed by the parent, and returned to school prior to the classroom showing of any **PG** or **PG 13** rated film or video. Students without parental permission must be provided comparable, alternative assignments.

No **R** rated films/videos will be shown in HSD middle school classrooms.

High School Standards

Films and videos with a film industry rating of **G** may be used, for instructional purposes, in Hockinson School District high school classrooms without parent notification.

Films or videos with a film industry rating of **PG** or **PG 13** may be used, for instructional purposes, however a parent consent form* must be issued to each student, signed by the parent, and returned to school prior to the classroom showing of any **PG** or **PG 13** rated film or video. Students without parental permission must be provided comparable, alternative assignments.

Normally **R** rated material will not be used; however, if the film or video is appropriate to the curriculum, cannot be addressed with a suitable documentary, has been approved through the building administration, such material may be shown. Hockinson School District parent consent forms* must be issued to each student, signed by the parent, and returned to school prior to the classroom showing of any **R** rated film or video. Students without parental permission must be provided comparable, alternative assignments.

NOTE: Rented films and videos may be used only in a classroom or in a similar setting for the purpose of instruction. Films, videos, CDs and internet material may not be shown for the purpose of entertainment unless a public entertainment fee is paid.

Films/videos edited for television must be used as per their original audience rating.

Film/videos produced for entertainment purposes that do not have an audience rating must be reviewed and approved by the principal for age appropriate content.

*The Parent Consent Form must state the teacher's objective for use of the film and note any scenes, language, etc. that may be objectionable. In accordance with Hockinson School District guidelines, you have the option of excusing your student from viewing this film or video if you wish to do so. If you choose to exercise this option, a comparable, alternate assignment will be provided.

Adoption Date: 05.2024
Hockinson School District

Hockinson School District
17912 NE 159th Street
Brush Prairie WA 98606

Tel: 360.448.6400
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HOCKINSON SCHOOL DISTRICT FILM/VIDEO PARENT CONSENT FORM

Dear Parent/Guardian:

The following film/videotape will soon be shown in your student's classroom:

Title: _____ Rating: _____

Teacher: _____ Class: _____

Showing Date: _____

Educational Objective(s):

_____

_____

_____

Reason for rating:

_____

In accordance with Hockinson School District guidelines you have the option of excusing your student from viewing this film/video if you wish to do so. If you choose to exercise this option, a comparable, alternate assignment will provided. If you have any questions or would like to preview the films or videotape, please contact the teacher listed above via email/or leave a message at the office.

To be filled in and signed by the parent or guardian and returned to school by the showing date given above.

Student's Name: _____ **has** my permission to view the film/video described above.

Student's Name: _____ **does not have** my permission to view the film/video described above.

Signature of parent/guardian: _____ Date: _____

Instructional Use of Films, Videos and Internet-based Materials

Materials Appeal Process

1. Informal Reconsideration

   Persons wishing to make a complaint regarding library resources will be asked to direct their complaint to the library staff. The library staff will attempt to resolve the issue informally by:

   a. Discussing the request with the complainant and listening carefully to the concerns expressed;

   b. Explaining why the material was selected, and how its inclusion in the collection was guided by the district collection development policy/procedure; and

   c. Share review sources for the item in question;

   d. If the informal process does not resolve the matter, the complainant may submit a formal request for reconsideration of Library resources. Library materials in question will remain in the collection until the process is completed and a final decision is made.

2. Formal Reconsideration: The building principal will be informed whenever a citizen asks for a *Request for Reconsideration of Library/Media Materials* form.

   The Request for Reconsideration of Materials form, together with a copy of the challenged materials process will be furnished to the complainant by the principal.

   The formal process will approximate the process required by board procedure 2020P for a written challenge, with the understanding that the criteria and rationale for reconsideration of library materials differs from classroom/district adopted materials. When reviewing a challenge to library materials the Instructional Review Committee will:

   a. Examine the Request for Reconsideration form.

   b. Read and evaluate the book/material in question.

   c. Study thoroughly all materials referred and read available reviews. The general acceptance of the materials should be checked by consulting standard evaluation aids and holdings in other schools.

   d. Discuss the book/material in the context of the educational program and the audience for which it was selected.

   e. Consider the entire work, rather than extracting passages or parts. Weighing the values and faults against each other and weighing the conflicting opinions based on the materials as a whole.

   f. Base the final decision upon the appropriateness of the material for its intended educational use.

The decision of the Instructional Review Committee may be appealed by a concerned party to the Board of Directors, by submitting a written request to the office of the superintendent. The purpose of the Board of Director's review will be to determine whether the committee applied the appropriate criteria and followed the proper process.

The superintendent will notify the concerned parties of the findings of the board's review.

If the correct criteria and process were followed by the Instructional Review Committee, the decision of the committee stands. If it is determined they were not followed, the Board of Directors will determine the outcome of the challenge.

The decision regarding challenged materials will not be subject to reconsideration for a minimum of three years, unless there is a substantive change of circumstances as determined by the superintendent.

Protest Procedure for Films and Videos

When a parent/guardian or employee challenges any film or video used or restricted from school use in the schools, the following steps should be taken:

A. Concerns should be discussed with the certificated teacher and/or the school principal. All parties are urged to resolve the concern at this level

B. If the concerns cannot be resolved through discussion at the school level, the following steps will be taken and the challenged film or video will continue to be used until a decision is rendered.

1. If the challenged film or video is supplemental in nature, at a parent's written request to the principal, the supplemental film or video may be asked to be withdrawn from their student. The principal shall facilitate a meeting of the complainant(s) and appropriate school staff. Following the meeting, the principal shall respond with a written decision. If warranted by the scope of the supplemental material, an appeal may be submitted to the Superintendent or designee requesting review by the Instructional Review Committee and a written decision.
2. If the instructional film or video is core, alternative core, or intervention material, the parent/guardian or employee may register a request for reconsideration with the Superintendent or designee. This request will be forwarded to the Instructional Review Committee. The committee will review the complaint and establish a timely process for public consideration of the complaint, if appropriate.

All film and video reconsideration decisions will be by majority vote of the Instructional Review Committee and are final. Decisions of the committee will be delivered to the Superintendent, complainant, and affected staff within ten (10) school business days.

The Classification and Rating Committee (CARA)

G – General Audiences. All Ages

G-rated motion picture contains nothing in them, language, nudity, sex, violence or other matters that, in the view of the Rating Board, would offend parents whose younger children view the motion picture. The G rating is not a "certificate of approval" nor does it signify a "children's" motion picture. Some snippets of language may go beyond polite conversation but they are common everyday expressions. No stronger words are present in G-rated motion pictures. Depictions of violence are minimal. No nudity, sex scenes or drug use are present in the motion picture.

PG – Parent Guidance Suggested. Some Material May Not Be Suitable For Children.

PG-rated motion picture should be investigated by parents before their younger children attend. The PG rating indicates, in the view of the Rating Board, that parents may consider some material unsuitable for their children, and parents should make that decision.
The more mature themes in some PG-rated motion pictures may call for parental guidance. There may be some profanity and some depictions of violence or brief nudity. But these elements are not deemed so intense as to require that parents be strongly cautioned beyond the suggestion of parental guidance. There is no drug use content in PG-rated motion pictures.

PG-13 – Parents Strongly Cautioned. Some Material May Be Inappropriate For Children Under 13.

PG-13 rating is a sterner warning by the Rating Board to parents to determine whether their children under age 13 should view the motion picture, as some material might not be suited for them. A PG-13 motion picture may go beyond the PG rating in theme, violence, nudity, sensuality, language, adult activities or other elements, but does not reach the restricted R category. The theme of the motion picture by itself will not result in a rating greater than PG-13, although depictions of activities related to a mature theme may result in a restricted rating for the motion picture. Any drug use will initially require at least a PG-13 rating. More than brief nudity will require at least a PG-13 rating, but such nudity in a PG-13 rated motion picture generally will not be sexually oriented. There may be depictions of violence in a PG-13 movie, but generally not both realistic and extreme or persistent violence. A motion picture's single use of one of the harsher sexually-derived words, though only as an expletive requires an R rating, as must even one of those words used in a sexual context. The Rating Board nevertheless may rate such a motion picture PG-13 if, based on a special vote by two-thirds majority, the Raters fell that most American parents would believe that a PG-13 rating is appropriate because of the context or manner in which the words are used or because the use of those words in the motion picture is inconspicuous.

R-Restricted. Children under 17 Require Accompanying Parent or Adult Guardian

An R-rated motion picture in the view of the Rating Board contains some adult material. An R-rated motion picture may include adult themes, adult activity, and hard language, intense or persistent violence, sexually-oriented nudity, drug abuse or other elements, so that parents are counseled to take this rating very seriously. Children under 17 are not allowed to attend R-rated motion pictures unaccompanied by a parent or adult guardian. Parents are strongly urged to find out more about R-rated motion pictures in determining their suitability for their children. Generally, it is not appropriate for parents to bring young children with them to R-rated motion pictures.

Adoption Date: 05.2024
Hockinson School District

Field Trips, Excursions

School-sponsored field trips, when used as a strategy for teaching and learning integral to the curriculum, are an educationally sound and meaningful ingredient in the instructional program. Such trips can supplement and enrich classroom learning by enabling students to observe authentic and relevant settings, environments, and phenomenon first hand. A trip is considered school-sponsored when the trip is planned by the school, the school is being used to advertise the trip, and/or a teacher or other staff member is using his/her position as a public school employee to gain access to students to recruit and plan for a trip.

All field trips must receive prior approval by the principal or program administrator. The Board must approve, in advance, field trips that take students out of the state/country or are planned to keep students overnight. The superintendent or designee has the authority to approve any field trips, including unanticipated overnight/out-of-state field trips for which Board consideration will not be possible. Overnight outdoor education plans will be presented to the board for approval.

The superintendent or designee will develop procedures for the planning and operation of a field trip or an outdoor education activity such that student safety and security is protected; parental informed consent is obtained before the student leaves the school; and that proper and timely recruitment, preparation, and supervision of chaperones occurs. Each school-sponsored field trip must be integrated with the curriculum and coordinated with classroom learning. All volunteers must be approved in advance through the district volunteer approval process. Private vehicles may be used to transport students if approval is obtained in advance through the district volunteer driver approval process.

No staff member may recruit students for any privately arranged field trip.

Cross References:	Board Policy 3520	Student Fees, Fines, Charges
	Board Policy 6625	Private Vehicle Transportation
Legal References:	RCW 28A.330.100(5)	Additional Powers of the Board
	RCW 67.20.020	Contracts for Cooperation
	WAC 181-87-090	Improper Remunerative Conduct

Adoption Date: 02.03
Hockinson School District
Revised: 11.11; 12.18

Field Trips, Excursions, and Outdoor Education

A school-sponsored field trip is defined as travel away from school premises, under the supervision of an authorized staff member, for the purpose of affording students a direct learning experience not available in the classroom. School-sponsored field trips are activities that are related to approved course content and serve as either a fundamental element of the course of study or as a related extension/enrichment opportunity. In addition, school sponsorship of field trips also applies to off-campus travel related to school approved clubs, co-curricular activities and interscholastic sports. All school-sponsored field trips involving overnight/out-of-state/country travel require board approval unless board consideration is not possible in which case approval may be granted by the superintendent. For the purposes of this procedure section, “school-sponsored field trip” will, hereafter, be referred to as “field trip.”

Non-School Sponsored Field Trips

A field trip is privately sponsored if:

A. School funds, equipment or materials are not used,

B. Travel is not directly related to course content or a school board recognized extracurricular activity or relationship

C. Student participation is not required by the District

D. The field trip does not occur during school hours, and

E. The school or the District are not named in promotional materials.

All such materials should include clear and prominent notice that the trip is not sponsored by the school or the District. Planning or organizational meetings for privately sponsored field trips should be held off-site or, if at the school, according to the public use of school facilities guidelines. Enrollment at the school should not be a requirement for participation in privately sponsored field trips.

If a trip is privately-sponsored, the individual organizing the trip will assume all responsibility for the safety of participants and may be personally liable for any incidents or injuries that occur. Approval by the District is not required and the District will assume no liability for these trips.

None of the remaining guidelines in this administrative procedure need to be applied to privately sponsored tips.

The superintendent or their designee has authority and may use his/her discretion to grant excused absences for students participating in excursions and/or allow staff members to use personal days or take leave without pay in the course of their involvement in such activities.

All School Sponsored Field Trips

A. The staff member will be responsible for recruiting additional adult supervision for the trip (one adult to a maximum of ten students). All chaperones must be approved in advance through the District volunteer approval process and are to receive instructions that will allow them to effectively and safely supervise their students.

B. If private vehicles are used, approved field trip forms will be completed which acknowledge the name of the driver of each vehicle to be used. The principal or designee will contact the District office to determine if the proper forms have been approved prior to allowing any volunteer to drive and/or use their private vehicle on a field trip.

C. Each student participating in a field trip must first return a permission slip signed by his/her parent or guardian. Parents will be informed if private vehicles are to be used for the field trip.

D. Field trip planning must take into consideration those students who require the administration of medication, have health needs requiring additional care, or who necessitate accommodations for field trip attendance.

E. A school or its staff will not proceed with implementation of an extended (out-of-state or overnight) field trip, including committing funds for the activity, until it has received required approval as described below and adequate funds have been deposited in a school district account. Failure to obtain approval will be reason to cancel a trip.

F. All district and school policies and procedures apply during field trips. Any student misconduct defined as Exceptional Misconduct under Procedure 3240P (Student Conduct) may result in students being required to return home at student/family expense prior to the conclusion of the trip.

G. It is necessary that the proper procedures are followed and that copies of all permission forms, checklists, and if applicable, medical forms are kept on file in the school office and when appropriate, filed with the District.

In addition to the above mentioned procedures, the following specific procedures are required for each of the types of field trips outlined below.

Day Field Trips

A. The staff member will submit a completed field trip request form to the principal at least two weeks prior to the field trip, and prior to initiating any fund raising and/or advertising. The staff member will contact the destination site to make specific arrangements for the field trip so that the desired activity can be coordinated with the classroom studies.

B. No student will be denied the opportunity to participate in a class field trip due to insufficient funds.

Any signed contracts related to field trips involving potentially high risk activities shall be submitted for risk management review prior to approval.

Outdoor Education

A. The outdoor education plans will be presented to the board for approval prior to site securement.

B. All staff to be involved will be notified of plans after board approval.

C. The proposed curricula for the outdoor education school will be presented to or created by teachers at least one month prior to the session.

D. Information regarding fees; waivers or reductions, if offered; inherent risks associated with outdoor education; special clothing; dates; supervision of proposed activities; and other duties will be sent to parents at least one month prior to the session. The parent must sign an approval form.

E. If feasible, parents may opt to have their child participate in daytime activities only.

F. Students must purchase accident insurance or have family accident insurance.

G. Students who do not elect to attend will engage in meaningful learning experiences at school.

H. If the District can absorb the cost or has access to funds to cover waivers or reductions, students who are unable to pay the fee may be granted a waiver or reduction if they meet the USDA Child Nutrition Program guidelines.

Overnight or Out-of-State/Country Field Trips

A. The staff member must submit to the principal a written plan, including purpose,

supervision, itinerary, cost, housing, and student costs (if any) at least six weeks prior to the date of the trip. Within the six week period, there must be a scheduled board meeting, with the submission of the request to the District office to bring the field trip to the board occurring at least one week prior to the meeting. Principal and board approval must be granted prior to any related fund raising and/or advertising. A written description of the overnight field trip will be sent to the parent and written parental permission be obtained.

B. After approval by the principal, the proposal should be submitted to the superintendent at least two weeks prior to the board meeting. Following submission, a review of the proposal will be conducted that will include a safety analysis and verification that insurance requirements have been satisfied.

C. Parent permission forms for out-of-country travel must include current state department travel alerts when appropriate. Adult supervisors and/or sponsors of an out-of-country field trip will remind parents/guardians and student, prior to the completion of a parent/guardian permission form, of the inherent dangers of foreign travel, particularly in situations of high national alert regarding terrorism.

D. The staff member should attend the board meeting to answer any questions the board may have.

E. All such field trips are optional.

F. Students who do not elect to attend will engage in meaningful learning experiences at school.

G. International Travel: Approval of international travel is subject to the United States Department of State travel warnings. Travel warnings are issued when the state department decides, based on all relevant information, to recommend that Americans avoid travel to a certain country. District travel to Canada and Mexico will be approved unless either country is identified through a travel warning. No district sponsored international travel will be approved to any other country as long as a Department of State travel warning is in effect.

1. The staff member must submit to the principal a written request for approval, including purpose, supervision, itinerary, cost, housing and students costs at least three months before the date of the trip and before any fundraising begins or deposits are placed for the trip.
2. The District will advise all parents to purchase trip insurance.
3. After approval by the principal, all request for approval will be submitted to the District office for presentation to the board no later than ten weeks prior to the planned departure.
4. All international trips are optional. Parent permission is required and must be notarized for foreign travel, including trips to Canada.
5. Students who are not US citizens, including exchange students, must be advised to determine their immigration status before crossing an international border and to take appropriate documentation with them on the field trip. All other students will also be advised to take appropriate identification.
6. The State Department website must be checked to verify that travel restrictions or limitations do not exist for the proposed field trip site or surrounding area.
7. The Centers for Disease Control website or the World Health Organization website must be checked to be sure that students and teachers will not be exposed to unnecessary health risks.

8. A copy of all signed approval forms and trip records will be kept on file at the school.
9. Staff members will obtain competitive pricing to assure maximum student participation at the lowest possible cost.

Date: 07.13; 11.18

Controversial Issues/Guest Speakers

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

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

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

In the event the speaker's topic is determined to be controversial, the teacher will notify students and parents beforehand that any student who does not wish to attend the presentation may have an alternative assignment.

Adoption Date: 02.03
Hockinson School District
Revised: 11.11

Flag Exercises

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

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

Legal References:	RCW 28A.230.140	United States Flag – Procurement, Display, Exercises – National Anthem
Management Resources:	Policy News, August 2001	A Few Civil Liberty Reminders
	Policy News, December 1999	Students & ACLU Raise Flag Issue

Adoption Date: 11.01
Hockinson School District
Revised: 11.11

Required Observances (Veterans Day, Constitution Day, and Temperance and Good Citizenship Day, Disability History Month)

Principals will be responsible for making sure that there is an educational activity of approximately sixty minutes in duration in observance of Veteran's Day. The program will be conducted during the school week preceding the eleventh day of November of each year.

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

Temperance and Good Citizenship Day will be observed on January 16 or, if on a non-school day, the Friday preceding January 16, 2020. On that day, the social studies teachers must, as resources allow, coordinate a voter registration event in each history or social studies class attended by high school seniors.

Disability History Month will be observed during the month of October by conducting or promoting educational activities such as school assemblies or guest speaker presentations that provide instruction, awareness and understanding of disability history and people with disabilities.

Legal References:	RCW 28A.230.150	Temperance and Good Citizenship Day — Aids in programming
	RCW 28A.230.158	Disability History Month – Activities
	RCW 28A.230.160	Educational activities in observance of Veteran's Day
	36 U.S.C. § 106	Constitution Day and Citizenship Day
Management Resources Policy & Legal News:	May 2018	
	February 2014	
	August 2006	

Adoption Date: 02.03
Hockinson School District
Revised: 11.11, 07.18

Disability History Month

The purpose of observing Disability History Month is to encourage students to respect individuals with disabilities rather than pity them, to focus on their strengths and to promote understanding rather than stereotypes. Students will be encouraged to recognize the whole person rather than just an individual's disability.

While observing Disability History Month as required by law during the month of October, and year-round when feasible, the district will conduct a variety of educational activities of its choice designed to foster greater awareness and understanding of individuals with disabilities. The activities may include, but are not limited to, school assemblies, guest speaker presentations, research and writing projects, book studies, art projects and/or film studies. At a minimum, all activities should provide students with the opportunity to learn how people with disabilities have been treated throughout history, how they have been instrumental in changing history and/or how they became active participants in changing societal attitudes about their needs, desires and capabilities.

Suggested topics for activities include:

- Examination of common word usage that stigmatizes people with disabilities;
- Biographical study of important people throughout history who have or had disabilities (e.g., Muhammad Ali, Abraham Lincoln, Harriet Tubman, Lewis Carroll, Michael Phelps, Ludwig Van Beethoven, Michael J. Fox, Franklin Delano Roosevelt);
- Study of the history of the disability civil rights movement;
- Presentations by adults with disabilities in the community, including veterans with disabilities;
- Discussion of disability etiquette;
- Focus on community-based resources for people with disabilities, or the need therefore;
- Volunteering for community service organizations that work with people with disabilities;
- Study of art/music/film that tells the story of a person with a disability or examines the portrayal of people with disabilities;
- Study of a particular historical period focusing on the experience of persons with disabilities.

The Superintendent will develop procedures for building-specific activities to observe Disability History Month.

Cross References:	Board Policy 2336	Required Observances (Veterans Day, Constitution Day, Temperance and Good Citizenship Day, Disability Month
Legal References:	RCW 28A.230.158	Disability History Month- Activities
Management Resources:	Policy & Legal News, August 2014	New Policy
Website:	Disability Rights Galaxy	
	Washington State Disability History Month	

Adoption Date: 11.14
Hockinson School District
Revised:

Religious-Related Activities and Practices

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

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

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

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

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

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

C. If non-curriculum-related student groups are permitted to meet on school premises immediately before or after school hours, students will be permitted to meet to discuss religious, political, philosophical or other issues provided such group meetings are student-initiated and student-managed in compliance with Board Policy 2153, Non-curriculum Related Student Groups.

D. Religious groups may rent school facilities under the policy providing for facilities rental. Activities of such groups will be clearly separated from school sponsored activities so that the school district does not support or appear to support the establishment of religion.

E. A student may distribute religious literature under the same conditions that other literature may be distributed on the campus provided that such distribution does not intrude on the operation of the school.

F. Material and/or announcements promoting religion may not be distributed by non-students or on behalf of groups or individuals who are not students.

G. Religious services, programs or assemblies will not be conducted in school facilities during school hours or in connection with any school sponsored or school related activity. Speakers and/or programs that convey a religious or devotional message are prohibited. This restriction does not preclude the presentation of choral or musical assemblies which may use religious music or literature as a part of the program or assembly.

H. Musical, artistic and dramatic presentations which have a religious theme may be included in course work and programs on the basis of their particular artistic and educational value or traditional secular usage. They will be presented in a neutral, non-devotional manner, be related to the objective of the instructional program, and be accompanied by comparable artistic works of a nonreligious nature.

Since a variety of activities is included as part of a holiday theme, care must be exercised to focus on the historical and secular aspects of the holiday rather than its devotional meanings. Music programs will not use the religious aspect of a holiday as the underlying message or theme. Pageants, plays and other dramatic activities will not be used to convey religious messages. Religious symbols such as nativity scenes, if used, will be displayed in conjunction with a variety of secular holiday symbols so that the total presentation emphasizes the cultural rather than religious significance of the holiday.

I. A student, upon the request of a parent, may be excused to participate in religious instruction for a portion of a school day provided the activity is not conducted on school property. (Credit will not be granted for such instruction.)

J. Upon receipt of a parent(s) request, a student will be excused from attending school in observance of a religious holiday.

K. Students may wear religious attire or symbols provided they are not materially and substantially disruptive to the educational process.

L. As a matter of individual liberty, a student may of his/her own volition engage in private, non-disruptive prayer at any time not in conflict with learning activities. School staff will neither encourage, nor discourage a student from engaging in non-disruptive oral or silent prayer or any other form of devotional activity.

M. Commencement exercises will be free from sectarian influence, including invocations and benedictions.

N. There will be no school sponsorship of baccalaureate services. Interested parents and students may plan and organize baccalaureate exercises provided that the service is not promoted through the school and staff, and student participation is voluntary.

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

Cross References:	Board Policy 2153	Non-Curriculum Related Student Groups
	Board Policy 3122	Excused & Unexcused Absences
	Board Policy 3220	Freedom of Expression

	Board Policy 3223	Freedom of Assembly
	Board Policy 3224	Student Dress
	Board Policy 4220	Complaints concercning Staff or Program
	Board Policy 4237	Contests, Advertising and Promotions
	Board Policy 4235	Public Performances
	Board Policy 4260	Use of School Facilities
Legal References:	U.S. Constitution	First Amendment, Fourteenth Amendment
	Washington Consititution	Art. I & II
	Washington Constitution	Art. 9, Sec, 4 and Art. 26
	RCW 28A.600.025	Students' rights of Religious Expression – Duty of Superintendent6 of Public Instruction to Inform School Districts
	WAC 392 – 400-227	School District Rules Defining Students' Religious Rights

Adoption Date: 02.03
Hockinson School District
Revised: 11.11

English Language Arts Mastery-Based Credit

The Board recognizes the value of preparing students to read, write, speak, listen, and use English effectively. These skills are necessary for college and career readiness in multiple disciplines. The board also recognizes students may further develop these skills through activities and programs. The District encourages students and their families to take advantage of any English Language Arts learning opportunities available to them.

The District will encourage students to learn to read, write, speak, listen, and use English effectively at a high level of mastery/proficiency.

The District also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award English Language Arts credits to students based on demonstrated mastery/proficiency across a range of English Language Arts skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Cross References:	Board Policy 2410	High School Graduation Requirements
Legal References:	WAC 180-51-050 WAC 180-51-051	High school credit — Definition Procedure of granting students mastery based credits
	RCW 28A.230.090	High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies
Management Resources Policy & Legal News:	December 2020	
	May 2020	

Adoption Date: 08.20
Hockinson School District
Revised: 06.21

English Language Arts Mastery-Based Learning and Credit Procedure

Demonstrating Mastery/Proficiency in English Language Arts

The district will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery/proficiency in English Language Arts. Mastery-based credit can be used either for awarding credit in place of a traditional course, or for credit recovery purposes.

Students may recover credit by demonstrating mastery in the following ways

- The student may recover up to 1.0 credit of English Language Arts credit following a failed or incomplete English Language Arts course if the student meets standard on a state assessment in English Language Arts;

- The student may recover up to 1.0 credit of English Language Arts credit following a failed or incomplete English Language Arts course if the student meets standard on an end-of-course exam from an English Language Arts course (where an end-of-course exam is available); or

- The student may recover up to 1.0 credit of English Language Arts credit following a failed or incomplete English Language Arts course if the student meets standard on another approved state alternative that meets the graduation requirement

General Education Development Test

The State Board of Education in consultation with the Office of the Superintendent of Public Instruction determines what constitutes a passing score for a General Education Development (GED) test. Any student may obtain up to 1.0 credit of English Language Arts credit for achieving a passing score on a GED test in English Language Arts. Additionally, any student may obtain up to 1.0 credit for successfully completing a course or courses in preparation for taking a GED test.

For students in or from institutional education facilities, the district will award at least one (1) English Language Arts credit for achieving a passing score on the English Language Arts section of a GED test. The district will also award students in or from institutional education facilities additional credit for successfully completing a course or courses in preparation for taking a GED test.

Other Assessments

Students may obtain up to 1.0 credit of English Language Arts credit for passing a district-created assessment that is aligned to state learning standards. Students should have attempted and failed a course before being eligible for these options:

- Locally created a written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills;
- A combination of assessment approaches, as defined by the district.

Equivalency course of study: Students may receive credit for learning experiences outside of school that align to state learning standards in accordance with WAC 392-410-300.

Mastery-based credit is available if the student achieves a C higher grade in the next-higher level course. Successful completion of next higher-level course: Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

The district collects and annually reviews disaggregated data to see whaich subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

Date: 04.25

Math Mastery-Based Credit

The Board recognizes the value of preparing students in math for college, career, and life. Math skills are necessary for college and career readiness in multiple disciplines. Students may further develop these skills through independent activities and programs. The District encourages students and their families to take advantage of any math learning opportunities available to them.

The District will encourage students to use math effectively at a high level of mastery/proficiency.

The District acknowledges the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award math credits to students based on demonstrated mastery/proficiency across a range of math skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Cross References:	Board Policy 2410	High School Graduation Requirements
Legal References:	WAC 180-51-050 WAC 180-51-051	High school credit — Definition Procedure for granting students mastery-based credit
	RCW 28A.230.090	High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies
Management Resources Policy & Legal News:	December 2020	
	April 2020	

Math Mastery-Based Learning and Credit Procedure

Demonstrating Mastery/Proficiency in Math

The district will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery/proficiency in math. Mastery-based credit can be used either for awarding credit in place of a traditional course, or for credit recovery purposes.

Students may recover credit by demonstrating mastery in the following ways

- The student may recover up to 1.0 credit of math credit following a failed or incomplete math course if the student meets standard on a state assessment in math;

- The student may recover up to 1.0 credit of math credit following a failed or incomplete math course if the student meets standard on an end-of-course exam from a math course (where an end-of-course exam is available); or

- The student may recover up to 1.0 credit of math credit following a failed or incomplete math course if the student meets standard on another approved state alternative that meets the graduation requirement

General Education Development Test

The State Board of Education in consultation with the Office of the Superintendent of Public Instruction determines what constitutes a passing score for a General Education Development (GED) test. Any student may obtain up to 1.0 credit of math credit for achieving a passing score on a GED test in math. Additionally, any student may obtain up to 1.0 credit for successfully completing a course or courses in preparation for taking a GED test.

For students in or from institutional education facilities, the district will award at least one (1) math credit for achieving a passing score on the math section of a GED test. The district will also award students in or from institutional education facilities additional credit for successfully completing a course or courses in preparation for taking a GED test.

Other Assessments

Students may obtain up to 1.0 credit of math credit for passing a district-created assessment that is aligned to state learning standards. Students should have attempted and failed a course before being eligible for these options:

- Locally created a written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills;
- A combination of assessment approaches, as defined by the district.

Equivalency course of study: Students may receive credit for learning experiences outside of school that align to state learning standards in accordance with WAC 392-410-300.

Mastery-based credit is available if the student achieves a C higher grade in the next-higher level course. Successful completion of next higher-level course: Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

The district collects and annually reviews disaggregated data to see whaich subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

Date: 04.25

Science Mastery-Based Credit

The board recognizes the value of preparing students to become literate in science. Science plays an integral role in modern society and is an essential part of each student's education. When students are learning about science, they are also enhancing their skills in reading, writing and math. Students may further develop their science skills through independent activities and programs. The District encourages students and their families to take advantage of any science learning opportunities available to them.

The District will encourage students to learn science effectively at a high level of proficiency.

The District also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award science credits to students based on demonstrated mastery/proficiency across a range of science skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these opportunities.

Cross References:	Board Policy 2410	High School Graduation Requirements
Legal References:	WAC 180-51-050	High school credit — Definition
	WAC 180-51-051	Procedure for granting students mastery-based credit
	RCW 28A.230.090	High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies
Management Resources Policy & Legal News:	December 2020	
	April 2020	

Adoption Date: 08.20
Hockinson School District
Revised: 06.21

Science Mastery-Based Learning and Credit Procedure

Demonstrating Mastery/Proficiency in Science

The district will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery/proficiency in science. Mastery-based credit can be used either for awarding credit in place of a traditional course, or for credit recovery purposes.

Students may recover credit by demonstrating mastery in the following ways

- The student may recover up to 1.0 credit of science credit following a failed or incomplete science course if the student meets standard on a state assessment in science;

- The student may recover up to 1.0 credit of science credit following a failed or incomplete science course if the student meets standard on an end-of-course exam from a science course (where an end-of-course exam is available); or

- The student may recover up to 1.0 credit of science credit following a failed or incomplete science course if the student meets standard on another approved state alternative that meets the graduation requirement

General Education Development Test

The State Board of Education in consultation with the Office of the Superintendent of Public Instruction determines what constitutes a passing score for a General Education Development (GED) test. Any student may obtain up to 1.0 credit of science credit for achieving a passing score on a GED test in science. Additionally, any student may obtain up to 1.0 credit for successfully completing a course or courses in preparation for taking a GED test.

For students in or from institutional education facilities, the district will award at least one (1) science credit for achieving a passing score on the science section of a GED test. The district will also award students in or from institutional education facilities additional credit for successfully completing a course or courses in preparation for taking a GED test.

Other Assessments

Students may obtain up to 1.0 credit of science credit for passing a district-created assessment that is aligned to state learning standards. Students should have attempted and failed a course before being eligible for these options:

- Locally created a written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills;
- A combination of assessment approaches, as defined by the district.

Equivalency course of study: Students may receive credit for learning experiences outside of school that align to state learning standards in accordance with WAC 392-410-300.

Successful completion of next higher-level course: Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

Mastery-based credit is available if the student achieves a C higher grade in the next-higher level course.

The district collects and annually reviews disaggregated data to see whaich subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

Date: 04.25

Social Studies Mastery-Based Credit

The Board recognizes the value of helping students become part of an active and engaged citizenry. A developed knowledge and understanding of social studies helps prepare students for post-secondary pathways, careers, and civic engagement. Students may further develop their social studies skills through independent activities and programs. The District encourages students and their families to take advantage of any social studies learning opportunities available to them.

The District will encourage students to learn social studies effectively at a high level of proficiency.

The District also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award social studies credits to students based on demonstrated mastery/proficiency across a range of social studies skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Cross References:	Board Policy 2410	High School Graduation Requirements
Legal References:	WAC 180-51-050	High school credit — Definition
	WAC 180-51-051	Procedure for granting students mastery-based credit
	RCW 28A.230.090	High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies
Management Resources Policy & Legal News:	December 2020	
	April 2020	

Adoption Date: 08.20
Hockinson School District
Revised: 06.21

The Arts Mastery-Based Credit

The Board recognizes the value of providing students an education in the arts, including the disciplines of dance, media arts, music, theater, and visual arts. The arts engage all learning styles, and they lead to powerful and life-long habits, such as creativity, collaboration, communication, and critical thinking. The arts provide students with keys to understanding the world around them and strategies for learning, interpreting, and expressing their thoughts. Students may further develop their art skills through independent activities and programs. The District encourages students and their families to take advantage of any learning opportunities in the arts available to them.

The District will encourage students to learn the arts effectively at a high level of proficiency.

The District also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award credits in the arts to students based on demonstrated proficiency across a range of skills in the arts.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Cross References:	Board Policy 2410	High School Graduation Requirements
Legal References:	WAC 180-51-050	High school credit — Definition
	RCW 28A.230.090	High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies
	WAC 180-51-051	Procedure for granting students mastery-based credit
Management Resources Policy & Legal News:	April 2020	
	December 2020	

The Arts Mastery-Based Learning and Credit Procedure

Demonstrating Mastery/Proficiency in The Arts

The district will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery/proficiency in art skills. Mastery-based credit can be used either for awarding credit in place of a traditional course, or for credit recovery purposes.

Students may recover credit by demonstrating mastery in the following way

- The student may recover up to 1.0 credit of art credit following a failed or incomplete art course if the student meets standard on another approved state alternative that meets the graduation requirement

Students may obtain up to 1.0 credit of art credit for passing a district-created assessment that is aligned to state learning standards. Students should have attempted and failed a course before being eligible for these options:

- Locally created a written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills;
- A combination of assessment approaches, as defined by the district.

Equivalency course of study: Students may receive credit for learning experiences outside of school that align to state learning standards in accordance with WAC 392-410-300.

Successful completion of next higher-level course: Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

Mastery-based credit is available if the student achieves a C higher grade in the next-higher level course.

The district collects and annually reviews disaggregated data to see whaich subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

Date: 04.25

Health and Physical Education Mastery-Based Credit

The Board recognizes the value of providing students a health and physical education. Health and physical education comprise extensive content areas that include, but are not limited to, the development of knowledge and skills to be physically active, eat nutritiously, access reliable health information and services, communicate effectively, and set health-enhancing goals. Students may further develop their health and fitness skills through independent activities and programs. The District encourages students and their families to take advantage of any learning opportunities in health and physical education available to them.

The District also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award credits in health and physical activity to students based on demonstrated mastery/proficiency across a range of skills in health and fitness.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Cross References:	Board Policy 2410	High School Graduation Requirements
Legal References:	WAC 180-51-050	High school credit — Definition
	RCW 28A.230.090	High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies
	WAC 180-51-051	Procedure for granting students mastery-based credit
Management Resources Policy & Legal News:	April 2020	
	December 2020	

Adoption Date: 08.20
Hockinson School District
Revised: 12.21

Hockinson High School

Request for Excuse from High School Physical Education Requirement

The Washington State Board of Education and Hockinson School District require that high school students complete 1.5 physical education credits. Hockinson High School is strongly committed to providing multiple opportunities for students to meet this state graduation requirement and believes it is in the best interest of all students to meet or exceed this requirement.

In exceptional cases, a student may be unable to meet the requirement. In accordance with RCW 28A.230.050, a senior student may apply for a PE waiver (no credit awarded) for a portion of their PE requirement. Applications may be approved or denied at the discretion of the district and will not automatically be granted. If approved, the credit amount waived in the PE graduation requirement area will commensurately increase the credit earned requirement in Electives. A student still must earn at least 24 credits to graduate.

RCW 28A.230.050 states all high schools of the state shall emphasize the work of physical education, and carry into effect all physical education requirements established by rule of the superintendent of public instruction: PROVIDED, That individual students may be excused from participating in physical education otherwise required under this section on account of physical disability, employment, or religious belief, or because of participation in directed athletics or military science and tactics or for other good cause.

Student's Name: _____ **Student's Graduation Year** _____

Date of Request: _____ **Counselor's Signature:** _____

REASON FOR PHYSICAL EDUCATION EXCUSE REQUEST

☐ 1. **MEDICAL** / Required Documentation: Doctor's Note

☐ 2. **RELIGIOUS** / Required Documentation: Parent/Guardian or Emancipated Youth Statement

☐ 3. **DIRECTED ATHLETICS** / Required Documentation: Verification by Athletic Dir of 3 completed seasons (.50 max)

- ○ Year: _____ Sport: _____ Athletic Dir Signature: _____ Date: _____
- ○ Year: _____ Sport: _____ Athletic Dir Signature: _____ Date: _____
- ○ Year: _____ Sport: _____ Athletic Dir Signature: _____ Date: _____

☐ 4. **GOOD ACADEMIC CAUSE** / Required Documentation: Transcript/Senior Yr Schedule.

a) Must show Band participation for 4 full years combined with rigorous college preparatory or vocational course of study **OR**

b) Special Education, ELL or 504 Plan. Documentation must reflect the student had limited choices in course selection that prevented the student from taking a Physical Ed class.

STATUS OF REQUEST: ☐ **Approved** ☐ **Denied** **Credit Waived** _____

Reason for Denial if applicable: _____

_____

Student Signature: _____

Parent/Guardian Signature: _____

Administrator Signature: _____

Date Entered: _____ Registrar's Signature: _____

Health and Physical Education Mastery-Based Credit Procedure

Demonstrating Mastery/Proficiency in Knowledge of Health

The district will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery/proficiency in health. Mastery-based credit can be used either for awarding credit in place of a traditional course, or for credit recovery purposes. A student may receive a one-half (.5) health credit if the student meets standard on another approved state alternative that meets the graduation requirement.

Students may obtain up to .5 credit of health credit for passing a district-created assessment that is aligned to state learning standards. Students should have attempted and failed a course before being eligible for these options:

- Locally created a written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills;
- A combination of assessment approaches, as defined by the district.

Equivalency course of study: Students may receive credit for learning experiences outside of school that align to state learning standards in accordance with WAC 392-410-300.

Successful completion of next higher-level course: Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

Mastery-based credit is available if the student achieves a C higher grade in the next-higher level course.

Waiving Physical Education

Because students can access a .5 FTE Physcial Education waiver, there is no additional waiver opportunity available.

1. Waiver (.5 PE credit) – see form 2407F

The district collects and annually reviews disaggregated data to see whaich subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

Date: 04.25

Integrated Environmental and Sustainability Education Mastery-Based Credit

The Board recognizes the value of providing students instruction about conservation, natural resources, and the environment and helping students to be environmentally and sustainability literate. The board places a high value on environmental stewardship. Students may further develop their environmental and sustainability education skills through independent activities and programs. The District encourages students and their families to take advantage of any learning opportunities in environmental and sustainability education available to them.

The District also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award credits to students based on demonstrated proficiency across a range of environmental and sustainability education skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Cross References:	Board Policy 2410	High School Graduation Requirements
Legal References:	WAC 180-51-050	High school credit — Definition
	RCW 28A.230.090	High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies
	WAC 180-51-051	Procedure for granting students mastery-based credit
Management Resources Policy & Legal News:	April 2020	
	December 2020	

Adoption Date: 08.20
Hockinson School District
Revised: 12.21

Integrated Environmental and Sustainability Education Mastery-Based Credit Procedure

Demonstrating Mastery/Proficiency in Integrated Environmental and Sustainability Education

Students may obtain up to 1.0 credit of integrated environmental and sustainability education credit for passing a district-created assessment that is aligned to state learning standards. Students should have attempted and failed a course before being eligible for these options:

- Locally created a written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills;
- A combination of assessment approaches, as defined by the district.

Equivalency course of study: Students may receive credit for learning experiences outside of school that align to state learning standards in accordance with WAC 392-410-300.

Successful completion of next higher-level course: Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

Mastery-based credit is available if the student achieves a C higher grade in the next-higher level course.

The district collects and annually reviews disaggregated data to see whaich subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

Date: 04.25

World Language Mastery-Based Credit

The Board recognizes the value of preparing students to be global citizens with the skills to communicate in English and other world languages. In our state's diverse communities, it is not unusual for students to have various opportunities to develop language skills, for example, by using the language at home, attending language programs offered in the community, learning online or living abroad. The district encourages students and their families to take advantage of any language learning opportunities available to them.

To enable students to fully benefit from the advantages of multilingualism, the district will encourage students to learn to understand, speak, read and write at a high level of language proficiency. Proficiency can also be demonstrated in languages that are only spoken or signed.

As described in the procedures, the district will award world language credits to students based on demonstrated proficiency across a range of language skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Cross References:	Board Policy 2410		High School Graduation Requirements
Legal References:	RCW 28A.230.090		High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies
	WAC 180-51-050		High school credit — Definition
	WAC 180-51-051		Procedure for granting students mastery-based credit
Management Resources: Policy & Legal News:	December 2020 July 2019		

Adoption Date: 11.11
Hockinson School District
Revised: 11.19; 12.21

World Language Mastery-Based Learning and Credit Procedure

World Languages Credit for Mastery/Proficiency
Definition:

For purposes of this procedure, a world language is described according to the definition used by the Higher Education Coordinating Board as "[a]ny natural language that has been formally studied […], including American Sign Language (AMESLAN, the language of the deaf community), American Indian/Alaskan Native Tribal Languages, and languages no longer spoken, such as Latin and ancient Greek. However, neither computer 'languages' nor forms of deaf signing aside from AMESLAN are acceptable."

Demonstrating Mastery/Proficiency in a World Language

Students can earn world language mastery-based credit for oral only and/or visual only languages. Mastery-based credit can be used either for awarding credit in place of a traditional course, or for credit recovery purposes.

- Performance-based: The student may recover 1.0 world language credit following a failed or incomplete foreign language course if the student meets standard on an end-of-course exam from a world language course (where an end-of-course exam is available); or

- Proficiency-based: The student may recover up to 4.0 world language credits following a failed or incomplete world language course if the student meets standard on another approved state alternative that meets the graduation requirement

World Language Proficiency Test

The State Board of Education in consultation with the Office of the Superintendent of Public Instruction determines what constitutes a passing score for a General Education Development (GED) test. Any student may obtain up to 1.0 credit of world language credit for achieving a passing or proficient score for world language proficiency tests. Additionally, any student may obtain up to 1.0 credit for successfully completing a course or courses in preparation for world language proficiency test.

For students in or from institutional education facilities, the district will award at least one (1) world language credit upon the student's meeting the standard established by SBE. The district will also award students in or from institutional education additional credit for successfully completing a course or courses in preparation for taking a world language proficiency test.

Students may obtain up to 1.0 credit of world language credit for passing a district-created assessment that is aligned to state learning standards. Tribes are the sole determiner of language proficiency for Tribal languages.

Students should have attempted and failed a course before being eligible for these options:

- Locally created a written or oral test;
- Standardized language assessments such as the standards-based measurements of proficiency (STAMP) or other district-approved test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills;
- A combination of assessment approaches, as defined by the district.

Equivalency course of study: Students may receive credit for learning experiences outside of school that align to state learning standards in accordance with WAC 392-410-300.

Successful completion of next higher-level course: Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

Mastery-based credit is available in world language courses if the student achieves a C higher grade in the next-higher level course.

The district will manage the asessment process so that students seeking mastery-based credit can demonstrate mastery/proficiency across language skills. Assessments will be aligned to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines in order to ensure consistency across languages. The district will select the appropriate assessment instrument(s) from the list of approved assessment options maintained by OSPI. These assessments can be found on the OSPI World Languages website.

All 29 federally recognized Tribes within Washington State are sovereign nations and therefore have control and authority over and around their Tribal language; this includes teaching, learning, and earning credit. Tribes are the sole determiner of language proficiency for Tribal languages. For languages of Washington's 29 federally-recognized Tribes, the district will ensure educators are First Peoples' Language, Culture and Oral Traditions certified. The district will reach out to the Office of Native Education for assistance collaborating with partner tribes(s). For Native and Tribal languages that are outside of Washington's 29 federally recognized Tribes, the district will consult the Office of Native Education.

Determining Mastery and Credit Equivalencies

The district will award one or more credits based on the student demonstrating an overall proficiency level according to the ACTFL Proficiency Guidelines as follows:

1. Novice Mid – 1 credit (Carnegie Unit)
2. Novice High – 2 credits
3. Intermediate Low – 3 credits
4. Intermediate Mid – 4 credits

Since students may demonstrate varied levels of proficiency across skills, credits will be awarded based on the lowest common level of proficiency demonstrated across the skill areas.

Example: If a student demonstrated Intermediate Mid-level proficiency in Speaking, but Novice Mid in Reading and Writing, then credits would be awarded based on the lowest common level of demonstrated proficiency: one credit for Novice Mid. The student would not receive indivdual credits for separate language skills. In this example, the student would not receive four credits for Intermediate Mid in Speaking and one credit each for Novice Mid in Reading and Writing. The total award is one World Language credit.

Tribes determine a student's proficiency in the Tribal language and will recommend to the district the number of credits earned

Offering Testing Opportunities

The district will manage the assessment process so that students, during their high school career, have multiple opportunities to take or retake the assessment(s) required to demonstrate proficiency. Assessments must be ofered in a proctored setting with appropriate technology. The district will approve the site(s) where the assessments are offered, which could include individual schools, district buildings, community colleges, universities, educational service districs, or other community settings. For Tribal languages, the appropriate Tribe determines assessment opportunities for demonstration of proficiency.

Paying for Assessments

The district will set a fee for the assessments to cover administrative costs, test fees, and/or proctoring. Fees may vary depending on the assessment costs. The district will offer financial assistance to students who demonstrate need, such as qualifying for free or reduced price lunch. As feasible, the district will aim to provide assessment equity due to varying costs for assessments based on language.

Current fees and financial assistance information are available by contacting the Hockinson School District.

Reporting Results

The district will receive official test results for each student participating in the assessment process. The district will provide a letter to the student with a copy of the test results and an indication of how many world language credits, if any, may be awarded. If requested by the student, the school counselors will record the world language credits earned on the official transcript. Credits will be awarded with a grade of “Pass”. The district will strive to have all results reported to the state the concluding school year.

Cultural Responsiveness and Equity

The district collects and annually reviews disaggregated data to see whaich subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

Date: 04.25

High School Graduation Requirements

The Board will establish graduation requirements, which at a minimum satisfy those established by the State Board of Education. The Board will approve additional graduation requirements as recommended by the superintendent or designee. Graduation requirements in effect when a student first enrolls in high school will remain in effect until that student graduates. The Board will award a regular high school diploma to every student enrolled in the district who meets the requirements established by the district. Only one diploma will be awarded with no distinctions being made between the various programs of instruction that may be pursued.

I. REQUIREMENTS FOR GRADUATING

Each student must meet the following requirements to graduate from high school: (1) complete the credit requirements specified in the procedure accompanying this policy; (2) demonstrate career and college readiness by completing a high school and beyond plan; and (3) meet the requirements of at least one graduation pathway option described in the procedure accompanying this policy.

II. IMPLEMENTATION

The superintendent or designee will develop procedures for implementing this policy according to applicable state law.

Hockinson School District Graduation Ceremony
Students who complete Advanced Placement (AP) courses will receive weighted consideration to determine academic honors bestowed at the graduation ceremony. All graduating students with a weighted 4.0 GPA or above will receive academic honor recognition at the graduation ceremony. Valedictorian or Salutatorian honors will be designated according to the weighted rank. This weighting calculation will not affect class ranking based upon a student's GPA as reflected on their transcripts. Running Start classes and on-line courses do not qualify for weighting. Only courses taken at Hockinson High School will count toward this weighting.

Cross References:	2418	Waiver of High School Graduation Credits
	3110	Qualifications of Attendance and Placement
	3241	Classroom Management, Discipline and Corrective Action
	3520	Student Fees, Fines and Charges
Legal References:		
	RCW 28A.150.220	Basic education – Minimum instructional requirements – Program accessibility - Rules
	RCW 28A.230.090	High school graduation requirements or equivalencies — High school and beyond plans – Career and college ready graduation requirements and waivers — Reevaluation of graduation requirements— Language requirements

	28A.230.097	Career and technical high school course equivalencies
	28A.230.120	High school diplomas — Issuance — Option to receive final transcripts — Notice
	RCW 28A.230.122	International baccalaureate diplomas
	RCW 28A.230.212	High school and beyond plans - Substantive requirements
	RCW 28A.230.330	Inclusion of American Indian peoples culture in state history and government courses - Instruction in American sign language or American Indian languages satisfies language requirement.
	RCW 28A.230.700	Purpose of diploma - Elements of obtainment.
	RCW 28A.230.710	Graduation pathway options
	RCW 28A.230.720	Graduation pathway options—Review and monitoring—Participation data
	RCW 28A.600.500	Graduation Ceremonies - Tribal Regalia
	RCW 28A.600.300-400	Running start program - Definition
	RCW 28A.600.402	Running start program—Funding levels--Report
	RCW 28A.635.060	Defacing or injuring school property - Liability of pupil, parent or guardian - Withholding diplomas - Suspension and restitution - Community Service program as alternative - Publication of information on withheld diplomas - Students rights protected
	WAC 180-51	High school graduation requirements
	WAC 392-121-182	Alternative learning experience requirements
	WAC 392-169	Special service programs - Running start program
	WAC 392-348	Secondary education

	WAC 392-410	Courses of study and equivalencies
	WAC 392-410-350	Seal of Biliteracy
	WAC 392-415-070	Mandatory high school transcript contents
Management Resources Policy & Legal News:	December 2020	
	July 2019	
	May 2018	
	October 2017	
	October 2015	
	December 2014	
	September 2013	
	April 2012	
	October 2011	
	June 2010	
	February 2009	
	August 2007	
	October 2004	
	February 2004	
	December 2000	
	April 1999	

Adoption Date: 02.03
Hockinson School District
Revised: 06.05; 07.05; 02.06; 08.06; 08.07; 04.07; 04.09; 07.11; 11.11; 06.12; 10.13; 03.15; 12.15; 02.18; 07.18; 09.19; 03.21; 03.23; 04.24; 07.24: 08.26

High School Graduation Requirements

I. PUBLICATION OF GRADUATION REQUIREMENTS

Publication of Graduation Requirements

Prior to registering in high school, and each year thereafter, each student and his/her parents or guardians will be provided with a copy of the graduation requirements in effect for that student (those in effect when the student enrolled in ninth grade). Graduation requirements will also be included in the student handbook.

II. CREDIT REQUIREMENTS

Period of Eligibility to Earn Credits

Generally, credit towards high school graduation will be earned in grades nine through twelve. However, unless requested otherwise by the student and the student's family, the District will award high school credit towards fulfilling graduation requirements to a student who has completed high school courses while in seventh or eighth grade if one of the following applies:

A. The course was taken with high school students, and the student successfully passed the same course requirements and examinations as the high school students enrolled in the class; or

B. The course taught at the middle school level has been determined by the District to be similar or equivalent to a course taught at the high school level.

Students who have taken and successfully completed high school courses under the above circumstances shall not be required to take an additional mastery/competency examination or perform any other additional assignment to receive credit.

At the request of the student and the student's parent or guardian, high school credit earned before high school may be transcribed with a nonnumerical grade, such as "pass" or "credit." A nonnumerical grade will not be included in the student's high school grade point average calculations. High school credit earned prior to high school and transcribed with a nonnumerical grade will apply to fulfilling high school graduation requirements.

Before the end of eleventh grade, a student and the student's parent or guardian must inform the school if they do not want credit for the course, or courses, taken before attending high school or if they want the credit to be transcribed with a nonnumerical grade.

Awarding of High School Credit

The District will award high school credit for successful completion of a specified unit of study. A student successfully completes a specified unit of study by doing one of the following:

A. Earning a passing grade according to the district's grading policy;

B. Demonstrating proficiency or mastery of content standards as determined by the District (the District will establish a process for determining proficiency or mastery for credit bearing courses of study); or

C. Successfully completing an established number of hours of planned instructional activities determined by the District.

Credits from Other Programs

The principal or designee is responsible for determining which credits will be recognized by the District for students enrolling from another state approved learning program (public school, approved private school, or home school), or from out-of-state, or out-of-

country. The District will accept credits from another Washington public school, accredited state private school, or accredited out-of-state public or private school to the extent the credit matches a district graduation requirement, or may be counted as an elective credit. The District will evaluate credits from unaccredited programs or home schools as described below for home school students. Decisions of the principal or designee may be appealed to the superintendent within fifteen school days of the initial decision.

CREDIT REQUIREMENTS

Class of:	2019 and beyond	
English	4	Core
Mathematics	3	Core
Science (at least 2 lab credit)	3	Core
Social Studies	3	Core
Arts (visual or performing, 1 of which can be PPR*)	2	1 Core 1 Elective
Health	.5	Core
Fitness	1.5	Core
Career and Tech Ed (CTE)	1	Core
World Language (both of which can be PPR*)	2	Core
Electives	4	Core
Total Required Credits:	**24****	

***Personalized Pathway Requirements** – Up to 3 credits chosen by a student, that are included in a student's High School and Beyond Plan, and that prepare the student to meet specific post-secondary career and educational goals.

****Districts may waive up to 2 credits** – Districts may develop written policies to waive up to 2 credits required for graduation for an individual student's circumstances, as defined by the district. Students granted a waiver must still earn the 17 required subject credits.

Subject and Credit Requirements for Graduation
The following are the subject and credit requirements that a student must meet to graduate:

A. Four credits in English.

B. Three credits in mathematics.

1. The three mathematics credits must include Algebra I or integrated mathematics I, Geometry or integrated mathematics II, and a third credit of high school mathematics that aligns with the student's interests and high school and beyond plan.
2. A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade that is automatically transcribed

on the student's high school transcript or a student who demonstrates mastery or competency in high school math subjects and has received credit for them may use those credits to meet his or her graduation requirement.

3. A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade and opts to receive no high school credit for that course or those courses or a student who demonstrated mastery or competency in those subject but did not receive high school credits may do one of the following:

    i. Repeat the course or courses for credit in high school; or

    ii. Earn three credits of high school mathematics in different math subjects than those completed before high school. The student must take Algebra I or integrated mathematics I and Geometry or integrated mathematics II in high school if the student did not complete those courses at a high school level prior to high school. However, the student does not need to repeat courses if the student already took the courses at a high school level.

C. Three credits in science.

1. Two science credits must be in laboratory science.
2. A student may choose the content of the third science credit based on his or her interests and his or her high school and beyond plan, with agreement of the student's parent or guardian. If the parent or guardian is unavailable or does not indicate a preference for a specific course, the school counselor or principal may provide agreement.

D. Three credits in social studies.

1. One social studies credit must be in United States history.
2. One-half social studies credit must be in contemporary world history, world geography, and world problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on contemporary world problems may be accepted as equivalencies.
3. One-half social studies credit must be in civics.
4. One social studies credit must be in an elective course or courses.
5. Although a student does not need to receive credit for such a course, a student must complete a Washington State history and government course.

E. Two credits in world languages or personalized pathway requirements.

1. "Personalized pathway requirement" means up to three credits chosen by a student that are included in a student's personalized pathway and prepare the student to meet specific post-secondary career or educational goals.
2. "Personalized pathway" means a locally determined body of coursework identified in a student's high school and beyond plan that is deemed necessary to attain the post-secondary career or educational goals chosen by the student.

F. Two credits in the arts. One of the two arts credits may be replaced with a personalized pathway requirement.

G. One-half credit in health.

H. One and one-half credit in physical education.

I. One credit in career and technical education.

1. A career and technical education credit is a credit resulting from a course in a career and technical education program or an occupational education credit.
2. A student who earns credit through a career and technical education course determined by the district, or by the Office of the Superintendent of Public Instruction, to be equivalent to a non-career and technical education core course will not be required to pass a course in the non-career and technical education subject to earn a credit in that subject. The student earns one credit while meeting two graduation requirements, a career and technical education requirement and the non-career and technical education subject requirement. The total number of credits required for graduation remain unchanged, and the student will need to earn an additional elective credit.

J. Four elective credits.

Total number of credits required to graduate: 24.

Alternative Programs
The District may grant credit toward graduation requirements for planned learning experiences primarily conducted away from the facilities owned, operated, or supervised by the District.

A proposal for approval of out-of-school learning activities will be submitted prior to the experience, will be at no additional cost to the District, and will include at least the following information:

A. The name of the program or planned learning experience;

B. The length of time for which approval is desired;

C. The objective(s) of the program or planned learning experience;

D. The state learning goals and related state learning standards are part of the program or planned learning experience;

E. A description of how credits will be determined in accord with WAC 180-51-050(1);

F. The content outline of the program and/or major learning activities and instructional materials to be used;

G. A description of how student performance will be assessed;

H. The qualifications of instructional personnel;

I. The plans for evaluation of program; and

J. How and by whom the student will be supervised.

The District will keep a list of approved programs on file in the superintendent's office. The superintendent or designee will communicate the reasons for approval or disapproval to those making the request.

Running Start
The Running Start program allows high school juniors and seniors to attend community college classes (100 level or above) for part or all of their schedule. Students must be of junior standing or above to be eligible for the program. Students earn college credit, which is also converted and applied to their high school transcript.

To enroll in the Running Start program, students need to do the following:

A. Contact the college they are interested in attending and arrange to take the ASSET or COMPASS placement test. The test is offered at various times and results are often available the following day. Minimum scores in reading and writing are required.

B. Speak with their counselor to assess credits needed for graduation, then decide which courses they would like to take at the college. Note that part-time Running Start students will need to coordinate college classes so that they do not interfere with their high school classes. Full-time Running Start students will not be enrolled in courses at the high school, even when the community college they attend is not in session.

C. Obtain a Running Start authorization form from the college or their high school counselor. The counselor will sign the form after the student completes their portion. A parent signature is required if the student is under 18 years old.

D. Take the authorization form to the college and register for classes. Once the classes are completed, the college will notify the high school and credits will be added to the student's transcript.

Credit for Career and Technical Work-Based Learning

The District regards work experience as a part of the educational program of students as part of the secondary school curriculum rather than just a device to relieve a staffing shortage. The District may grant credit for work experience based upon the following factors:

A. The school will supervise the work program.

B. The work experience will specifically relate to the student's school program.

C. The work experience will represent growth in the student, and the type of work will have definite educational value.

D. The work experience will provide a varied job experience.

E. The career placement counselor will supplement the work experience with an adequate program of guidance, placement, follow-up, and coordination between job and school.

F. The work experience may be a planned part of the credit given for a school subject (e.g., sales training class).

G. The District may grant one credit for not less than one hundred eighty hours for instructional work based learning experience and not less than three hundred sixty hours of cooperative work based learning experience related to a student's school program. Alternatively, the district may grant one credit on a mastery/competency basis as provided under WAC 180-51-050 (1)(b).

H. The employer will legally employ the student who must have passed his or her sixteenth birthday.

I. The employer will file a report of the student's work record with the school, indicating the student made satisfactory progress on the job.

J. The regular state apprenticeship program and school cooperatively develop the student's training, which meets graduation requirements standards.

K. The program standards and procedures align with the state career and technical work based learning standards.

National Guard High School Career Training

The District may grant credit for National Guard high school career training in lieu of either required or elective high school credits. Approval by the District will be obtained prior to a student's participation in a National Guard training program as follows:

A. MIL Form 115 or an equivalent form provided by the National Guard will be completed and filed with the school district; and

B. The number of credits toward high school graduation to be granted will be calculated, agreed upon by the student, and an authorized representative of the school district, and such agreement noted on MIL Form 115 or such equivalent form

C. The District may grant credit toward high school graduation upon certification by a National Guard training unit commander that the student has met all program requirements.

Home School Credit
Guidelines for granting high school credit for home schooling are as follows:

A. To gain credit for a course of study, a student will provide:

1. A journal that reflects the actual work completed during a home-study course of study
2. Exhibit(s) of any specific projects completed (e.g., themes, research papers, art and/or shop projects); or
3. Any such other performance-based exhibits of specific course-related accomplishments.

B. To gain credit for a course of study, a student must demonstrate proficiency at a minimum of 80 percent of the objectives of the course. Such testing will be available as an ancillary service of the District if it is regularly available to all students. If not, the parent may engage district-approved personnel to conduct such an assessment at a cost determined by such personnel.

C. Credit is granted for the following approved schools:

1. Community colleges, vocational-technical institutes, four-year colleges and universities, and approved private schools in the state of Washington, and
2. Other schools or institutions that are approved by the District after evaluation for a particular course offering.

III. HIGH SCHOOL AND BEYOND PLAN REQUIREMENT

Each student must have a high school and beyond plan to guide the student's high school experience and inform course taking that is aligned with the student's goals for education or training and career after high school.

High school and beyond plans must be initiated for students during the seventh or eighth grade to guide their high school experience and prepare them for postsecondary education or training and their careers. In preparation for initiating a high school and beyond plan, each student must first be administered a career interest and skills inventory that will help inform the student's ninth grade course taking and initial identification of his or her education and career goals.

The District encourages parents and guardians to be involved in the process of developing and updating students' high school and beyond plans. Students' plans will be provided to students' parents or guardians in their native language if that language is one of the two most frequently spoken non-English languages of students in the District.

The high school and beyond plan will be updated periodically to address the following:

A. High school assessment results and junior year course-taking;

B. A student's changing interests, goals, and needs, including identifications of the graduation pathway options the student intends to complete to meet his or her educational and career goals; and

C. Available interventions, academic supports, and courses that will enable the student to meet high school graduation requirements and graduation pathway requirements.

For students with an individualized education program (IEP), the high school and beyond plan must be developed and updated in alignment with their IEP but in a similar manner, and with similar school personnel, as for all other students.

All high school and beyond plans will, at a minimum, include the following:

A. Identification of career goals, aided by a skills and interest assessment;

B. Identification of educational goals;

C. Identification of dual credit programs and the opportunities they create for students, including eligibility for automatic enrollment in advanced classes under RCW 28A.320.195, career and technical education programs, running start programs, AP courses, international baccalaureate programs, and college in the high school programs;

D. Information about the college bound scholarship program established in chapter 28B.118 RCW;

E. A four-year plan for course taking that does the following:

1. Includes information about options for satisfying state and local graduation requirements;
2. Satisfies state and local graduation requirements;
3. Aligns with the student's secondary and postsecondary goals, which can include education, training, and career;
4. Identifies course sequences to inform academic acceleration, as described in RCW 28A.320.195, that include dual credit courses or programs and are aligned with the student's goals;
5. Includes information about the college bound scholarship program.

F. Evidence that the student has received the following information on federal and state financial aid programs that help pay for the costs of a postsecondary program:

1. *Documentation necessary for completing financial aid applications, including at minimum the free application for federal student aid (FAFSA) or the Washington application for state financial aid (WASFA);*
2. Application timelines and submission deadlines;
3. The importance of submitting applications early;
4. Information specific to students who have been in foster care;
5. Information specific to students who are, or are at risk of being, homeless;
6. Information specific to students whose family member or guardians will be required to provide financial and tax information necessary to complete the application;
7. Opportunities to participate in sessions that assist students and their family members or guardians (when necessary), fill out financial aid applications.
8. Information provided on the Washington student achievement council website concerning each of the state and federal financial aid applications in this subsection; and
9. Information on college bound scholarship application and eligibility; and

G. By the end of the twelfth grade, a current resume or activity log that provides a written compilation of the student's education, any work experience, and any

community service and how the school district has recognized the community service.

Students who have not earned a score of level three or four on the middle school math state assessment must include in their plan taking math courses in ninth and tenth grade.

For students who have not earned a level three or four on their middle school English language arts exam or their middle school science exam, the district will inform them of supports and courses that will address their learning needs and be considered in their course-taking plans.

For students meeting graduation requirements, their high school and beyond plans should be used to guide their choices of what their third credit of high school math and science will be.

IV. GRADUATION PATHWAY OPTIONS

A student may choose to pursue one or more of the pathway options described below to demonstrate career and college readiness as long as the option chosen is in alignment with the student's high school and beyond plan.

Statewide High School Assessment

A student may demonstrate career and college readiness by meeting or exceeding the graduation standard established by the State Board of Education on the statewide high school assessments in English language arts and mathematics.

Dual Credit Courses

A student may demonstrate career and college readiness by completing and qualifying for college credit in dual credit courses in English language arts and mathematics.

"Dual credit course" means a course in which a student is eligible for both high school credit and college credit at the level of 100 or higher upon successfully completing the course. Examples of such courses include running starts, college in the high school courses, and career and technical education dual credit courses.

High School Transition Courses

A student may demonstrate career and college readiness by earning high school credit in a high school transition course in English language arts and mathematics. A high school transition course is a course offered in high school were successful completion by a high school student ensures the student college-level placement at participating institutions of higher education as defined in RCW 28B.10.016. High school transition courses must satisfy core or elective credit graduation requirements established by the State Board of Education.

AP Courses and International Baccalaureate Programs

A student may demonstrate career and college readiness by doing either A or B below:

A. Earning high school credit with a grade of C+ or higher in each term in the following advanced placement, international baccalaureate, or Cambridge international courses in English language arts and mathematics.

1. English language arts courses:

    i. AP courses: English literature and composition, macroeconomics, microeconomics, psychology, United States history, world history, United States government and politics, or comparative government and politics.

    ii. International baccalaureate courses: individuals and societies courses or English language and literature courses

iii. Cambridge advanced or advanced subsidiary courses: English language, literature and English, English general paper, psychology, history, sociology global perspectives and research, or law.

2. Mathematics courses:

   i. AP courses: statistics, computer science A, computer science principles, or calculus.

   ii. International baccalaureate courses: any international baccalaureate mathematics course.

   iii. Cambridge advanced or advanced subsidiary courses: any Cambridge advanced or advanced subsidiary mathematics course.

B. Achieving the following scores on the following exams:

1. Score a three or higher on AP exams in one of the English language arts and one of the mathematics courses identified above.
2. Score a four or higher on international baccalaureate exams in one of the English language arts and one of the mathematics courses identified above.
3. Score an E or higher on Cambridge international exams in one of the English language arts and one of the mathematics courses identified above.

SAT or ACT Scores
A student may demonstrate career and college readiness by meeting or exceeding the scores established by the state board of education for the mathematics portion and the reading, English, or writing portion of the SAT or ACT.

Combination of Options
A student may demonstrate career and college readiness by meeting any combination of at least one English language arts option and at least one mathematics option described above.

Armed Services Vocational Aptitude Battery
A student may demonstrate career and college readiness by meeting standard in the armed services vocational aptitude battery by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services at the time the student takes the assessment. The state board of education will post eligibility scores on its website at least annually by September 1st.

Career and Technical Education Courses
A student may demonstrate career and college readiness by completing a sequence of career and technical education courses that are relevant to a student's postsecondary pathway that meet either the curriculum requirements of core plus programs for aerospace, maritime, health care, information technology, or construction and manufacturing; or that meet the minimum criteria identified in WAC 180-51-230(h) and RCW 28A.700.030.

Expedited Appeal Process for Waiving Student Assessment Requirements
For the graduating classes of 2014, 2015, 2016, 2017, 2018, 2019, and 2020: an expedited appeal process for waiving specific requirements in RCW 28A.655.06, pertaining to the certificate of academic achievement and the certificate of individual achievement, is available for eligible students who have not met the state standard on the English language arts statewide student assessment, the mathematics high school statewide student assessment, or both. The student or the student's parent, guardian, or principal may initiate an appeal with the District and the District has the authority to determine which appeals to submit to the superintendent of public instruction for review and approval.

A student in the class of 2014, 2015, 2016, or 2017 is eligible for the expedited appeal process if he or she has met all other graduation requirements established by the state and district.

A student in the class of 2018 is eligible for the expedited appeal process if he or she has met all other graduation requirements established by the state and district and has attempted at least one alternative assessment option as established in RCW 28A.655.065.

This expedited appeal process will no longer be available after August 31, 2022.

V. INTERNATIONAL BACCALAUREATE PROGRAMME DIPLOMA

A student who fulfills the requirements for an International Baccalaureate Programme diploma is considered to have satisfied at least one of the graduation pathway options and the minimum state requirements for graduation from high school, but the District may require the student to complete additional local graduation requirements. To receive an international baccalaureate diploma, a student must complete and pass all required diploma program courses, as scored at the local level; pass all internal assessments, as scored at the local level; successfully complete all required projects and products, as scored at the local level; and complete the final exams administered by the international baccalaureate organization in each of the required subjects.

VI. STUDENT'S WITH AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)

A student's IEP team must determine whether the graduation pathway options described above are appropriate for the student. Expiring with the class of 2021, if the IEP team determines that those options are not appropriate, then the student must earn a certificate of individual achievement to graduate. A certificate of individual achievement may be earned by using multiple measures to demonstrate skills and abilities commensurate with the students IEP.

The following process will be followed to help a student with an IEP graduate:

A. By the age of 14, the student will participate with the IEP Team (including a special education teacher, general education teacher, parents, student, and other school personnel and agency representatives who will assist the student in achieving the goals of the IEP) in a discussion of transition service needs that focuses on the student's course of study.

B. As an outcome of the discussion, the IEP will include appropriate graduation requirements based on the student's individual needs and abilities consistent with the student's transition plan. Modifications to the district's standard graduation requirements may include:

1. Attainable alternate classwork or individualized activities substituted for standard requirements;
2. An extension of time for the student to remain in school to complete graduation requirements. The student may remain in school up to and including the school year in which the student reaches twenty-one years of age.

C. The student will, in cooperation with his or her parent or guardian and the IEP team, determine:

1. The projected date by which all graduation requirements will be met; and
2. The projected date and conditions under which the student will participate in the graduation ceremony.

D. The student will have an IEP that incorporates all issues and decisions from the above procedures. Any decision that modifies the district's standard graduation requirements will be made through the IEP process. Annually or as needed, the IEP

will be reviewed or revised to accommodate the student's progress and development.

VII. SEAL OF BILITERACY

To be awarded the Washington Seal of Biliteracy, graduating high school students must meet the following criteria:

A. Demonstrate proficiency in English by 1) meeting statewide minimum graduation requirements in English as established by the Washington State Board of Education and 2) meeting state standards on the reading and writing or English language arts assessment.

B. Demonstrate proficiency in one or more world language. For purposes of this section, "world language" is defined as a language other than English, including American sign language, Latin and Native American or other indigenous languages or dialects. The fact that a language is not written is not a barrier to receive the Seal of Biliteracy. Proficiency may be demonstrated by:

1. Passing a foreign language Advanced Placement exam with a score of 3 or higher;
2. Passing an International Baccalaureate exam with a score of 4 or higher;
3. Demonstrating intermediate-mid level or higher proficiency on the American Council on Teaching of Foreign Languages (ACTFL) guidelines using assessments approved by OSPI for mastery/competency-based credits; and demonstrating proficiency using reading assessments approved by OSPI (when developed);
4. Qualifying for four mastery/competency-based credits by demonstrating proficiency in speaking, writing, and reading the world language at intermediate-mid level or higher on the ACTFL proficiency guidelines according to Policy 2409, Credit for Competency- Proficiency; or
5. Demonstrating proficiency in speaking, writing and reading the world language through other national or international assessments approved by OSPI. OSPI and the federally recognized Tribes in Washington have a language proficiency system in place to determine tribal language proficiency with students for the Seal of Biliteracy."

VIII. GRADUATION CEREMONIES

If students fulfill graduation requirements by the end of the last term of their senior year, they may participate in graduation ceremonies. Each student will be awarded a diploma after satisfactorily completing local and state requirements. Upon request, each graduating student will receive a final transcript. Each student will be notified of this opportunity at least one month prior to the close of the school term.

Any student receiving services under an IEP who will continue to receive such services between the ages of 18 and 21 will be allowed to participate in the graduation ceremonies and activities after four years of high school attendance with his or her age-appropriate peers and receive a certificate of attendance.

The District will allow students who are members of a federally recognized tribe to wear traditional tribal regalia or objects of Native American cultural significance along with or attached to a gown at the graduation ceremony or related school event. Additionally, the district will not require such students to wear a cap if it is incompatible with the regalia or significant object they have chosen to wear. Otherwise, the district has discretion to determine the conduct for graduation ceremonies as described below.

A. Each participating student must participate in the graduation ceremony rehearsal. Each student who participates will purchase or rent the proper cap and gown as designated by the school administration and the class advisor and officers.

B. With the exception of allowing tribal regalia as stated above, caps and gowns will be worn in the proper manner, as designated by the school administration.

C. Students who participate will use good taste in their choice of accessories for their attire.

D. Each student who participates will cooperate and participate in all parts of the graduation ceremonies.

E. Failure to comply with the above requirements may forfeit a student's privilege to participate in the graduation ceremonies.

IX. WITHOLDING OF A DIPLOMA

The District may withhold a student's diploma or transcript until the student pays for any school property the student has lost or willfully damaged. Upon payment for damages, or the equivalency through voluntary work, the District will release the diploma or transcript. When the damages or fines do not exceed $100, the student or his/her parents will have the right to an appeal using the same process as used for short-term suspension as defined in Policy 3241 Student Discipline. When damages are in excess of $100, the appeal process for long-term suspension as defined in Policy 3241 Student Discipline will apply. The District may choose to offer in-school suspension in these circumstances.

If the District has imposed other forms of corrective action for violations of school rules, the District may deny the student’s participation in graduation ceremonies. Such exclusion from graduation ceremonies is regarded as a school suspension. In such instances, the District will grant the diploma.

Date: 07.13; 04.12; 09.13, 12.16; 03.19; 10.19; 09.28; 04.21; 04.24

High School Equivalency Certificate

High School Equivalency Certificates will be awarded by the Superintendent of Public Instruction and the State Board for Community and Technical Colleges

Eligibility to take high school equivalency test

The following individuals are eligible to take the high school equivalency test:

A. Any person aged nineteen or over who has not graduated from a public or private high school.

B. Any person between the ages of sixteen and nineteen who has not graduated from a public or private high school and who has been adjudged by a school district to have a substantial and warranted reason for leaving the regular high school program.

C. Any student aged sixteen or over who has completed an education center individual student program in accordance with chapter 392-185 WAC.

D. Any person between the ages of sixteen and twenty-one who has not graduated from public or private high school and is currently enrolled in the open doors program.

E. Any person between the ages of sixteen and nineteen who has not graduated from a public or private high school, and who has completed a program of home-based instruction in compliance with RCW 28A.225.010(4) as certified by the written and notarized statement of the parent or legal guardian who provided the home-based instruction.

F. Any person who is an active member of the military, National Guard, or reserves and has not received a high school diploma.

G. Adjudicated youth under the director of prisons, jails, detention centers, parole and probation offices, and other correctional facilities while enrolled in school if so ordered by a court or officer of the court.

Determination of substantial and warranted reason for leaving the regular high school program

A person between the ages of sixteen and nineteen who has not graduated from a public or private high school may apply to either, the district in which they reside or the last Washington district they attended for a determination that they have a substantial and warranted reason for leaving the regular high school program.

The application must be submitted to a designated employee who has empowered by the district to make determinations about whether a person has a substantial and warranted reason for leaving the regular high school program.

Upon receiving the application, the designated employee will evaluate the facts and make a determination. The determination of the designated employee shall be in writing and signed by the employee.

A substantial and warranted reason for leaving the regular high school program exists if one of the more following applies:

A. Personal problems, which seriously impair the student’s ability to make reasonable progress toward high school graduation.

B. A financial crisis, which directly affects the student and necessitates the student's employment during school hours.

C. The lack of curriculum and instruction, which constitute appropriate learning experiences for the student.

D. The inability or failure of the school of attendance to adjust its program for the individual or otherwise make arrangements for enrollment in a program in a manner which enables the student to advance toward graduation with reasonable progress and success.

E. A determination by the designated employee of the district that is in the best interests of the student to withdraw in order to enter a postsecondary institution or the military, or to engage in employment.

No person under eighteen years of age may be adjudged to have a substantial and warranted reason for leaving the regular high school education program unless their parent, guardian, or legal custodian agrees that dropping out of school is in the minor's best interests.

If the designated employee determines there is not a substantial and warranted reason for leaving the regular high school education program, the person may appeal that decision to the board of directors. The board of directors will make a decision within 30 calendar days of the request and such decision will be final, subject to appeal to a court of law pursuant to RCW 28A.645.010.

Cross References:	Board Policy 3114	Part-time, home-based or off-campus students
Legal References:	RCW 28A.205.030	Re-entry of prior dropouts into common schools, rules – Eligibility for test to earn a high school equivalency certificate
	RCW 28A.305.190	Eligibility to take test to earn a high school equivalency certificate
	Chapter 180-96 WAC	General educational development (GED) test
	Chapter 131-48 WAC	High School Equivalency Certificate
Management Resources:	Policy News, December 2011	Changes in WSSDA's Policy Reference Manual

Adoption Date: 02.03
Hockinson School District
Revised: 11.11; 02.23

Diplomas for Veterans

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

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

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

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

Cross Reference:	Policy 2410	High School Graduation Requirements
Legal References:	RCW 28A.230.120	High School Diplomas – Issuance – Option to receive final transcripts - Notice
	RCW 41.04.005	“Veteran” defined for certain purposes
Management Resources:	Policy News, June 2008	Diplomas for Veterans
	Policy News, June 2003	Honoring Veterans of the Korean Conflict
	Policy News, April 2002	WWII Veterans May Receive Diplomas

Adoption Date: 09.03
Hockinson School District
Revised: 11.11

Equivalency Credit Opportunities

Prior to course scheduling or course registration for the next school term, the district will provide information to students and their parents or legal guardians about meeting credit-based graduation requirements through equivalency courses.

I. Experiential Education Opportunities

The District may grant credit, including high school graduation credit, for school planned or approved learning experiences which may be conducted away from the facilities owned, operated, or supervised by the District or conducted primarily by individuals not employed by the District.

To grant credit for such experiences, a proposal for approval of credit must be submitted to the District's designated team.

The proposal shall include the following elements:

(a) Name of program or planned learning experience;

(b) Length of time for which approval is desired;

(c) Objectives of the program or planned learning experience;

(d) Which one or more of the state learning goals and related essential academic learning requirements are part of the program or planned learning experience;

(e) Description of how credits shall be determined (completion of a district-defined course or satisfactory demonstration of proficiency/mastery in the related state learning standards in accord with WAC 180-51-050(1)) and WAC 180-51-051;

(f) Content outline of the program and/or major learning activities and instructional materials to be used;

(g) Description of how student performance will be assessed;

(h) Qualifications of instructional personnel;

(i) Plans for evaluation of program; and

(j) How and by whom the student will be supervised.

Approved experiences may include, but are not limited to, the following: School planned or approved learning experiences such as travel study, work-study, private lessons, paid work, volunteer work, and education programs sponsored by governmental agencies.

II. Career and Technical Education Courses Provided by the District

On or after September 1, 2021, any statewide equivalency course offered by the District or accessed at a skill center will be offered for academic credit. Any approved state and local equivalency course offered by a host district in a skill center in which the district participates under an interdistrict cooperative agreement will be honored as an equivalency course by the district. Students served at any core, branch, or satellite skill center campus must have access to academic credit for any approved local or state equivalency courses offered at those sites and in accordance with transcript requirements in RCW 28A.230.097.

The District may also adopt local course equivalencies for career and technical education courses that are not on the list of courses approved by OSPI under RCW 28A.700.070.

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

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

Career and technical courses approved for equivalency will be:

1. Aligned with the state's essential academic learning requirements and grade level expectations; and
2. Aligned with current industry standards, as evidenced in the curriculum frameworks. The local career and technical advisory committee will certify that courses meet industry standards.
3. Recorded on the student's transcripts as the academic course the equivalence credit fulfills.

III. **Mastery/Competency – based credits**

Students may obtain up to 1.0 mastery-based credit in a number of content areas by passing a district-created assessment that is aligned to state learning standards or course equivalency requirements adopted by the office of the superintendent of public instruction (OSPI). Students may gain knowledge and skills to earn mastery-based credits through learning experiences such as independent study or experiential education, including paid work.

- Locally created written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills;
- A combination of assessment approaches, as defined by the District; or

Successful completion of next higher-level course: Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

Mastery-based credit may be available if the student achieves a C or higher grade in the next-higher level course.

The mastery/competency examination must be offered in a proctored setting with appropriate technology. The District will approve the site(s) where the examination is offered, which could include individual schools, district buildings, community colleges, universities, education service districts, or other community settings.

The student will be responsible for the cost of taking a mastery/competency examination. The District will offer financial assistance to students who demonstrate need, based on qualification for free or reduced lunch.

The District will receive official test results for each student who takes a mastery/competency examination. The District will provide a letter to the student with a

copy of the test results and an indication of how many credits the student will be awarded. Credits awarded will be recorded on the student's transcript with a grade of "Pass."

To ensure cultural responsiveness and equity in awarding mastery-based credit, the District will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the District will take appropriate actions to ensure equitable access to these crediting opportunities.

Elective Credit for Paid Work Experience

Students ages 16 and older may earn up to two elective high school credits through paid work experience according to the requirements contained in chapter 28A.600 RCW, which include preapproval of a proposal and assessment of the student's grade-level proficiency on the state financial education learning standards. Credits earned through this policy do not restrict students from earning additional credits through cooperative worksite learning (WAC 392-410-315) through mastery/competency policy.

Students who are legally eligible for paid employment may earn elective credit for paid work experience. Students who meet the requirements below as determined by the appropriate school official will be awarded one-half elective credit for each 180 hours of paid, verified work experience. Students may earn up to a maximum of two elective high school credits through this process.

In order to be eligible to receive elective credit, the student's High School and Beyond Plan must be updated to reflect the paid work experience. In addition, the student's paid work experience must be approved in advance and in writing by the school counselor, principal, or principal designee. Approval is contingent upon the student's submission of the following information:

- Identification of the work-based sponsor (employer) who will serve as the point of contact for the employer and participate in supervising the student during the student's employment;
- A student narrative describing how the paid work experience will enable the student to develop the knowledge and skills necessary to meet the goals of basic education, including those essential to understanding the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities as provided in RCW 28A.150.210 (4); and
- A plan for demonstrating or otherwise assessing the student's;
- Grade-level proficiencies on the state financial education learning standards for employment and income or financial decisions as provided in the state financial education learning standards adopted in RCW 28A.300.469; and
- Growth in proficiency in meeting the state financial education learning standards that occurred between pre-work and post-work experiences.

The hours worked may occur during a student's school day, outside of the regular school calendar, or in accordance with WAC 180-51-050 and 180-51-051. The district will verify the number of paid hours worked by the student at least once per term.

Courses taken before attending high school

The District will award high school credit for computer science courses taken before attending high school if either of following occurs:

1. The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or
2. The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit because the course is similar or equivalent to a course offered at a high school in the District determined by the board.

Students who have taken and successfully completed high school courses under the circumstances above shall not be required to take an additional competency examination or perform any other additional assignment to receive credit.

IV. Computer Science Courses

AP Courses

The board will approve Advanced Placement (AP) computer science courses as equivalent to high school mathematics or science and may be used by a student to meet math or science graduation requirements. The superintendent or designee will adopt procedures to denote on the student's transcript that AP computer science qualifies as a math-based quantitative course for students who complete it in their senior year.

Mastery/Competency-based credits

The district may award academic credit for computer science to students based on student completion of a mastery/competency examination that is aligned with the state learning standards for computer science or mathematics and course equivalency requirements adopted by the office of the superintendent of public instruction (OSPI).

To receive mastery/competency-based credits for computer science, a student must take a mastery/competency examination that OSPI has found aligns with the state learning standards for computer science or mathematics and that aligns with course equivalency requirements adopted by OSPI. The number of credits awarded will be based on the student's performance on the mastery/competency examination.

Cross References:	Board Policy 2170	Career and Technical Education
	Board Policy 2410	High School Graduation Requirements
Legal References:	RCW 28A.230.010	Course content requirements—Access to career and technical course equivalencies—Duties of school boards of directors—Waivers
	RCW 28A.230.097	Career and technical high school course equivalencies
	RCW 28A.230.300	Computer Science
	RCW 28A.230.120	High school diplomas – Issuance- Option to receive final transcripts –Notice

	WAC 180-51	High school graduation requirements
	WAC 392-410	Courses of study and equivalencies
		Laws of 2018, Ch. 73, §§204, 217, 102
Management Resources Policy & Legal News:	December 2023	
	February 2021	
	December 2020	
	July 2019	
	May 2018	
	Sept 2013	Legislature requires boards to approve AP computer science courses as equivalent to high school math or science
	Aug. 2006	Legislature Codifies Course Equivalency for Career and Technical Courses

Adoption Date: 11.11
Hockinson School District
Revised: 10.13; 07.18; 09.19; 03.21; 06.25

Community Service

The board recognizes that volunteering connects students to their communities and provides an opportunity for students to practice and apply their academic and social skills in preparation for entering the workforce. The board further recognizes that community service is associated with increased civic awareness and participation by students, and can inspire students to continue their education and skill development beyond high school. Students are encouraged to participate in community service activities as a part of their high school graduation requirements. The board will implement an incentive program to recognize students for achievement in community service and may, in its discretion, include community service in the district's high school graduation /diploma requirements.

Cross References:	Policy 2410	High School Graduation Requirements
Legal References:	ESSB 1412	Community Service
	RCW 28A.320	Provisions Applicable to all Districts
Management Resources:	Policy & Legal News, June 2013	State law requires that districts adopt community service incentive policy

Adoption Date: 08.13
Hockinson School District
Revised:

Community Service

The Superintendent will implement a process to recognize student achievement in community service. The following programs are suggested.

Varsity Letter Recognition Program

The Varsity letter program is based on the number of volunteer hours completed by students enrolled in grades 9 through 12. Students will complete 145 hours of community service volunteer hours between April 1 and April 30 of the following year. The 145-hour requirement will include: 1) 50 hours of non-school related volunteering in a non-profit or civic service setting and 2) at least one school related requirement. Students must meet a 2.0 GPA requirement prior to participating or receive a GPA requirement waiver from the principal. All activities must be verifiable and students will provide a written log upon completion of the 145-hour requirement.

Certificate of Merit

A certificate of merit program awards students gold, silver or bronze “medals” for completing certain numbers of hours for volunteer community service. Students must meet the 2.0 GPA requirement or receive a GPA requirement waiver from the principal in order to participate. Hours may be accumulated annually or throughout the high school career. Students will keep a written log and hours must be verifiable.

Other Incentives

Districts may implement other incentive programs, including class credit for a required number of community service hours, a class on volunteerism, making a certain number of community service hours a graduation requirement, extra privileges or a special event, field trips and/or a “community service” club.

Date: 06.13

Performance-Based Pathway for High School Graduation

The board is committed to providing graduation pathways that are student-focused, adaptable, rigorous, and meaningful ways for students to demonstrate appropriate readiness in support of their individualized career and college goals. As part of that commitment, the Hockinson School District offers multiple pathway options, including a performance-based pathway for high school graduation.

The performance-based pathway includes the following components:

- Proposal created by the student, or learning contract for a performance-based pathway opportunity developed by a school or the district,
- Student Learning experience,
- Product created by the student based on the learning experience that must demonstrate that the student has met learning standards in English Language Arts or math, and
- Evaluation of the student product, performed locally, involving at least one teacher endorsed in the relevant subject area(s) using state-developed proficiency targets and associated rubrics.

The superintendent or designee will develop a process in accordance with the accompanying procedures for:

- Approving student proposals and performance-based pathway opportunities developed by a school or the district,
- Assessing student products, and
- Addressing the safety of the student learning experience

At least annually, the district will examine data on student groups participating in and completing each graduation pathway option offered by the school district according to RCW 28A.655.260.

Cross References:	Policy 2410	High School Graduation Requirements
Legal References:	WAC 180-51-050	High school credit - Definition
	WAC 180-51-230	Graduation Pathway Options
	RCW 28A.230.090	High school graduation requirements or equivalencies – Reevaluation of graduation requirements- Review and authorization of proposed changes – Credit for courses taken before attending high school – Postsecondary credit equivalencies
	RCW 28A.655.250	Graduation pathway options
	RCW 28A.655.260	Graduation pathway options – Review and monitoring- Participation data

Adoption Date: 06.25
Hockinson School District

Waiver of High School Graduation Credits

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

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

The Board delegates to the superintendent or his/her designee discretion to grant a waiver of a maximum of two elective credits required for graduation. A student's parent/guardian or an adult student must file the district's waiver form with the superintendent's office no later than thirty (30) days prior to the student's scheduled graduation date. In order to graduate, students granted a waiver must earn seventeen (17) required subject credits (four English, three Math, three Science, three Social Studies, two Health and Fitness, one Arts, one Career and Technical Education) which may be by satisfactory demonstration of competence as provided by WAC 180-51-050.

Cross References:	Board Policy 2410	High School Graduation Requirements
Legal References:	RCW 28A.230.090	High school graduation requirements or equivalencies—High school and beyond plans—Career and college ready graduation requirements and waivers—Reevaluation of graduation requirements—Language requirements—Credit for courses taken before attending high school—Postsecondary credit equivalencies
	RCW 28A.345.080	Model policy and procedure for granting waivers of credit for high school graduation
	WAC 180-51-068	State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2015.
	WAC 180-51-050	High school credit—Definition.

Management Resources Policy & Legal News:	June 2021	
	July 2019	
	April 2015	

Waiver of High School Graduation Credits

A student or his/her parents/guardians may request a waiver of up to two elective credits during his/her year of expected graduation from high school due to unusual circumstances. The superintendent or designee will review each request on a case-by-case basis and use his or her judgment, experience and knowledge of the student to determine whether unusual circumstances exist to justify the waiver.

Request Process

Requests will be made using the district's form made available for this purpose and will include any materials (e.g., letter from the student's licensed physician) that document the unusual circumstances. Requests must be received by the superintendent or designee's office no less than 30 days prior to graduation. The superintendent may waive the thirty day deadline in cases of catastrophic events occurring within thirty days of graduation that have a direct effect on the student or students requesting a waiver.

Determination

In determining whether to grant the request for waiver based on unusual circumstances such as those listed in Policy 2418, the superintendent or designee will consider factors such as:

- Unique limitations directly affecting the student as a result of the unusual circumstances;
- Whether the unusual circumstances were beyond the student's control;
- Whether the unusual circumstances compromised the student's ability to learn;
- The student's efforts to cope with the unusual circumstances;
- Documentation provided by the student's parents or guardians;
- Possible discriminatory effects on the student and/or possible disparate impact on a group of students if the waiver is not granted;
- Significant decline in the student's academic performance following the unusual circumstances.

In considering whether to grant the waiver, the Superintendent or designee may, in his or her discretion, consult with school staff who have knowledge of the student and with any person identified in the application as having knowledge of the student's unique circumstances.

Response Process

The Superintendent or designee will provide a response to a request waiver within ten (10) business days. A response granting the waiver will include the number of elective credits that will be waived and notification that completion of the remainder of required credits is required for graduation. A response denying the waiver will state the reason(s) therefore, which may include, but are not limited to:

- The request was received within thirty days of graduation and does not concern a catastrophic event;
- The request did not include sufficient information to justify waiver of high school graduation credit;
- The request was not based on documented or verifiable events that would justify waiver of high school graduation credit.

The Superintendent or designee's decision is final and will only apply to the student's current graduation year.

Date: 05.15; 07.19

Grading and Progress Reports

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

The district will issue written or electronic academic progress reports and provide opportunities for parent conferences to serve as a basis for continuous evaluation of the student's performance and to help in determining changes that should be made to effect improvement. These written and/or verbal reports will be designed to provide information that will be helpful to the student, teacher, counselor and parent.

The district will comply with the marking/grading system incorporated into the statewide standardized high school transcript. High School students' grade points will be reported for each term, individually and cumulatively.

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

At the beginning of each class, the teacher will specify in writing the student learning goals or standards for his/her respective courses.

Cross Reference:	Board Policy 3122	Excused & Unexcused Absences
	Policy 3520	Student Fines, Fees & Charges
Legal References:	RCW 28A.150.240	Certificated teaching and administrative staff as accountable for classroom teaching – Scope – Responsibilities - Penalty
	RCW 28A.600.030	Grading policies – Option to consider attendance
	RCW 28A.635.060	Defacing or injuring school property – Liability of pupil, parent or guardian – Withholding grades, diploma, or transcripts- Suspension and restitution – Voluntary work program as alternative – Rights protected
	Chapter 392-210 WAC	Student testing & evaluation – Washington State Honors Award Program
	Chapter 392-415 WAC	Secondary Education – Standardized high school transcript

Adoption Date: 02.03
Hockinson School District
Revised: 11.11; 02.22

Grading and Progress Reports

The grade point averages for grades 9-12 will be calculated in the following manner:

A. Each student's "grade point average" will be the sum of the point values, of all the marks/grades received for all courses attempted divided by the sum of the credits for all courses attempted. The grade point value will be calculated by multiplying the numerical value of the mark/grade earned by the number of credits assigned to the course.

B. The numerical value of grades are:

1. A = 4.0
2. A- = 3.7
3. B+ = 3.3
4. B = 3.0
5. B- = 2.7
6. C+ = 2.3
7. C = 2.0
8. C- = 1.7
9. D+ = 1.3
10. D = 1.0
11. E or F = 0.0

The minimal passing mark/grade is D = 1.0. Pass/fail, credit/no credit, and satisfactory/ unsatisfactory marks may also be used. These non-numerical marks/grades will be clearly identified and excluded from the calculation of grade point average.

C. Marks/grades for each course taken will be included in the calculation of grade point averages. Only the highest mark/grade for a class/course taken more than once to improve a mark/grade will be included in the calculation of grade point averages. Marks/grades for recurring classes will all be included in the calculation of grade points. Grade point averages will be rounded to two decimal places and reported for each trimester/semester or other term and for the cumulative credits earned for all courses attempted in high school.

The standardized high school transcript will contain:

A. The student's name (last name, first name, and middle names or middle initials);

B. The student's current address, address at graduation, or address at withdrawal from school (street, city, state, zip code);

C. The student's birth date and sex;

D. The student's identification number (if applicable);

E. The school's name;

F. The school's address (street, city, state zip code, and telephone number);

G. The dates of the student's entry, reentry, withdrawal, and graduation (if applicable) related to the school issuing the transcript;

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

I. The name and address of parent(s) or guardian(s) (street, city, state, zip code) if such information is available;

J. A list of previous high schools attended (school name, address, city, state, and month and year of entrance and exit); and

K. The signature and/or seal of the authorized school official (name, title, and date).

Date: 07.13

Promotion/Retention

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

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

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

Cross References:	Board Policy 2090	Program Evaluation

Adoption Date: 02.03
Hockinson School District
Revised: 10.11

Promotion/Retention

Prior to the end of the third quarter when possible the teacher will confer with the principal regarding any student who should be considered for retention. Parents/guardians will be invited to meet with the principal and teacher. Information will be presented to explain the student's progress to date. Parents will be advised on how they might assist the student during the balance of the school year.

At least two (2) weeks prior to the end of the school year, the parent, principal and teacher will again meet to review the latest progress and determine if the student's need would be best served by promotion or retention. If the parent wishes the student to be promoted without regard to the school's recommendation, the parent(s) will be asked to complete a form reflecting the parent's decision.