Rochester School District



2026 - 2027

STUDENT HANDBOOK

We promise to know, value, and support every student, ensuring they graduate with confidence and skills for a successful future.

Contents

1 Student Conduct 1

2 Rights, Responsibilities and Authority of Teachers 2

3 Rights, Responsibilities and Authority of Classified Staff..... 3

4 Rights, Responsibilities and Authority of Principals 4

5 Excused and Unexcused Absences and Tardiness 4

6 Disciplinary Procedures 8

7 Business Day (School Day) 9

8 Harassment, Intimidation and Bullying Policy 3207 9

9 Health Information 16

10 Language Access 20

11 Non-Discrimination..... 23

12 Protection of Public Rights Amendment 23

13 Sexual Harassment / Sexual Discrimination Policy 3205 24

14 Student Records 26

15 Surveys, Analysis or Evaluations 27

STUDENT RIGHTS & RESPONSIBILITIES

Student Rights, Responsibilities and Consequences
We are committed to ensuring all students gain the knowledge, skills, and attitudes necessary to become responsible, contributing citizens of our democracy. Any student who attends school shall comply with the written policies, rules, and regulations of the district and shall obey the lawful instructions of district personnel. Students who fail to adhere to the district's rules and regulations and who receive discipline for such misconduct will remain engaged or reengaged in their educational programs. Each student shall pursue a required course of study, which will lead toward a high school diploma.

Each year, the superintendent or designee shall make available to all students, their parents and teachers written statements pertaining to student rights, conduct and corrective action. Periodically these statements shall be reviewed and updated with the participation of staff, parents and other community members. The school principal and certificated staff shall confer at least annually regarding discipline standards and to discuss when certificated staff must complete classes to improve classroom management.

It is also the policy of the district to provide a learning environment that is free from all forms of intimidation, bullying, or harassment, including conduct, which constitutes sexual or racial harassment and/or retaliation. The district recognizes that regardless of intent, racial, ethnic, sexual, gender orientation, and other harassing slurs have the capacity of substantially harming individuals toward whom the slurs are addressed and the educational community as a whole. Any student who participates in the act of intimidation, discrimination, harassment, or bullying shall be subject to disciplinary action, up to and including expulsion and/or referral to law enforcement.

Students are encouraged to notify a staff member in the event they believe any form of harassment, intimidation, and/or bullying is occurring. Staff must notify a building administrator who will investigate all such matters and take appropriate action.

1 Student Conduct

1.1 Any student who willfully performs any act which interferes with or is detrimental to the orderly operation of a school, a school-sponsored activity or any other aspect of the educational process within the school district shall be subject to discipline, suspension or expulsion. Such acts shall include, but not be limited to, those below. **The following acts by a student on school premises or off school premises at any school-sponsored or related activity shall constitute sufficient cause for discipline, suspension or expulsion:**

- Use by inhalation, ingestion or otherwise of any substance for its intoxication effect;
- Assault or battery of another student or staff member;
- Cheating or forgery;

- Destruction or defacing of school property;
- Disobedience of reasonable instructions of school authorities;
- Disruptive, obscene, and/or demeaning conduct, vulgarity or profanity;
- Extortion, or coercion, of another student or a staff member;
- Harassment, intimidation, and/or bullying of another student or a staff member;
- False reports or retaliation for harassment, intimidation, or bullying also constitute a violation of this policy.
- Intimidating a student in an effort to induce false testimony or to avoid cooperation with an investigation or hearing by school officials; and
- Misrepresenting information which he/she is aware of that is relevant to an investigation or hearing conducted by school officials;
- Possession of drug paraphernalia intended or designed for use, storage or distribution of any controlled substance/illegal drug except to the extent authorized by a physician for such possession;
- Possession or use of nicotine products/tobacco/eva and/or possession, use, or being under the influence of alcohol, or any illegal drug or of any controlled substance, including marijuana, as defined by RCW Chapter 69.50 not lawfully prescribed by a physician for the use of the possessor or user.
- Sale or delivery of any illegal drug or of any controlled substance or the sale of any otherwise lawful substance on the representation that such substance is an illegal drug or a controlled substance;
- Possession of laser pens;
- Possession or use of explosives, firearms, firearm look-alikes, or any dangerous weapons or objects;
- Refusal to identify oneself;
- Stealing;
- Commission of any criminal act as defined by law;
- Truancy or unauthorized absence from class;
- Making or attempting to make a picture or video recording of tests or test related materials;
- Taking or attempting to take a picture or video recording of other students or a staff member(s) without expressed permission of the other student(s) or staff member(s) to do so.

2 Rights, Responsibilities and Authority of Teachers

2.1 Teacher Responsibilities. Teachers and other nonsupervisory certificated personnel (collectively referred to as "teachers" in this section) shall have the following responsibilities with respect to the discipline of students:

A. Teachers shall enforce the prescribed school district rules for student conduct.
B. Teachers shall comply with school district and building rules and guidelines relating to the discipline of students.

C. Teachers shall maintain good order and discipline in the classroom, in the hallways and on the playgrounds or other common areas of the school.
D. Teachers assigned to classroom duties shall keep and maintain accurate attendance records of students.

2.2 Teacher Authority: Subject to policy limitations in connection with the emergency removal and corporal punishment of students, all teachers shall have the authority to discipline any student for any disruptive or disorderly conduct or other violation of rules for student conduct which may occur in the presence of the teacher or when the student is under the teacher's supervision. Teachers may also recommend the suspension or expulsion of students to the proper school authorities.

2.3 Teacher Rights: Teachers shall have the following rights with respect to the discipline of students:

A. Teachers shall be entitled to appropriate assistance and support from building administrators in connection with discipline problems relating to students.
B. Teachers shall be promptly advised of any complaint made to the principal or other school district administrator regarding the teacher's discipline of students. The teacher shall be given the opportunity to present his/her version of the incident and to meet with the complaining party in the event that a conference with the complaining party is arranged.

3 Rights, Responsibilities and Authority of Classified Staff

3.1 Classified Staff Authority: Classified staff shall have the following responsibilities with respect to the discipline of students:

A. Classified staff shall comply with school district and building rules and guidelines relating to the discipline of students.
B. Classified staff shall maintain good order and discipline in the classroom, in the hallways and on the playgrounds or other common areas of the school.
C. Classified staff shall refer all issues of student discipline to an appropriate teacher or principal.

3.2 Classified Staff: Classified staff shall have the following rights with respect to the discipline of students.

A. Classified staff shall be entitled to appropriate assistance and support from teachers and building administrators in connection with discipline problems relating to students.

4 Rights, Responsibilities and Authority of Principals

4.1 Principal's Responsibilities: Principals and other assigned certificated administrators to whom such authority has been delegated by the superintendent shall have the following responsibilities with respect to the discipline of students:

A. Principals shall be responsible for the enforcement of the prescribed school district rules for student conduct and for the compliance with school district and building guidelines relating to the discipline of students.
B. Principals may develop such building guidelines relating to student discipline as may be appropriate. Such building guidelines shall be consistent with school district rules related to student discipline.
C. Principals shall make available to each staff member, student and parents or guardians of students a copy of this policy (or summary thereof) together with any building guidelines developed pursuant to section 4.1.2 thereof.
D. Principals shall provide appropriate assistance and support to teachers, staff and others in connection with discipline problems relating to students.

4.2 Principal Authority: Subject to the limitations set forth in policies relating to the suspension or expulsion of students, all principals shall have the authority to discipline, suspend or expulsion of any student for any violation of rules for student conduct.

4.3 Principal Rights: Each principal shall be promptly advised of any complaint made to any other school district administrator regarding the principal's discipline of students. The principal shall be given the opportunity to present his or her version of the incident and to meet with the complaining party in the event that a conference with the complaining party is arranged.

5 Excused and Unexcused Absences and Tardiness

Definition of Absence for In-person Learning
WAC 392-401-015 states the definition of an absence: A student is absent from in-person instruction when they are:

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

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

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

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

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

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

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

Excused and Unexcused Absences
Educators and administrators have a responsibility to monitor absences to determine if students and families need support. Students are expected to attend all assigned in-person classes each day or participate in all assigned remote instructional activities; except when there are necessary reasons for students to be absent. Upon enrollment and at the beginning of each school year, the district shall inform students and their parents/guardians of this expectation,

the benefits of regular school attendance, the consequences of truancy, the role and responsibility of the district in regard to truancy, and resources available to assist the student and their parents and guardians in correcting truancy. The district will also make this information available online and will take reasonable steps to ensure parents can request and receive such information in languages in which they are fluent. Parents will be required to date and acknowledge review of this information online or in writing.

Excused Absences

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

Absences due to the following reasons are excused:

1. Physical health or mental health symptoms, illness, health condition or medical appointment for the student or person for whom the student is legally responsible. Examples of symptoms, illness, health conditions, or medical appointments include, but are not limited to, medical, counseling, mental health wellness, dental, optometry, pregnancy, and behavioral health treatment (which can include in-patient or out-patient treatment for chemical dependency or mental health);
2. Family emergency including, but not limited to, a death or illness in the family.
3. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
4. Court, judicial proceeding, court-ordered activity, or jury service;
5. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
6. State-recognized search and rescue activities consistent with RCW 28A.225.055.
7. Absence directly related to the student's homeless or foster care/dependency status;
8. Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;
9. Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;
10. Absences due to student safety concerns, including absences related to threats, assaults, or bullying;
11. Absences due to a student's migrant status;
12. An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth.
13. Absences due to the student's lack of necessary instructional tools, including internet access or connectivity.

In the event of emergency school facility closure due to communicable disease outbreak, natural disaster, or other event when districts are required to provide synchronous and asynchronous instruction, absences due to the following reasons are excused:

1. Absences related to the student's illness, health condition, or medical appointments due to COVID-19 or other communicable disease;
2. Absences related to caring for a family member who has an illness, health condition, or medical appointment due to other communicable disease, or other emergency health condition related to school facility closures;
3. Absences related to the student's family obligations during regularly scheduled school hours that are temporarily necessary because of school facility closures, until other arrangements can be made; and
4. Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made.

When is an Absence Unexcused? Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above or in administrative procedure for an excused absence.

Disciplinary Actions

Students will not be counted absent for purposes of attendance or truancy when the student:

a. Has been suspended, expelled, or emergency removed pursuant to chapter 392 400 WAC;
b. Are receiving educational services as required by RCW 28A.600.015 and chapter 392 400 WAC; and
c. Is enrolled in qualifying "course of study" activities as defined in WAC 392-121-107. Course of study activities do not include sending homework packets home.

Tiered Response System for Student Absences

WAC 392-401A-045 requires: School districts to implement minimum requirements of a multitiered system of support for attendance to address barriers to student attendance, provide timely interventions and best practices to reduce chronic absenteeism and truancy. Multitiered systems of support include:

1. Monitoring daily attendance data for all students who are absent, whether the absence is excused or unexcused;
2. A process to contact families and verify current contact information for each enrolled student that includes multiple attempts and modalities in the parent's home language;
3. Differentiated supports that address the barriers to attendance and participation that includes universal supports for all students and tiered interventions for students at-risk of and experiencing chronic absence, including school and district attendance or engagement teams, connecting to community resources, and community engagement boards; and
4. A process for outreach and reengagement for students who have been withdrawn due to nonattendance and there is no evidence that the student is enrolled elsewhere. This outreach and reengagement process must include:

a. A school and/or district point person/people to maintain the list, keep it updated, and coordinate the outreach;
b. School or district staff assigned to conduct the outreach and attempts at reengagement in coordination with community partners or other programs;
c. Multiple methods of communication and outreach in a language or mode of communication that the parent understands including phone calls, texts, letters, and home visits;
d. Referral to community-based organizations;
e. Documentation of the attempts to reach student and family; and
f. Follow the required steps to address unexcused absences in chapter 28A.225 RCW, including early communication to parents, holding parent conferences and administering a truancy screener to understand the underlying reasons for the absences, and providing evidence-based or best practice interventions, even if the student has been withdrawn due to nonattendance.

Students dependent pursuant to Chapter 13.34 RCW

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

Migrant Students

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

6 Disciplinary Procedures

For information about suspensions, emergency removals, expulsions, hearing, appeals and other disciplinary procedures please see 3241 Student Discipline Procedures.

7 Business Day (School Day)

As used in this policy, "school business day" shall mean any calendar day, exclusive of Saturdays, Sundays, and any federal and school holidays, upon which the office of the superintendent is open to the public for the conduct of business. A school business day shall be concluded or terminated upon the closure of said office for the calendar day.

8 Harassment, Intimidation and Bullying Policy 3207

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

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

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

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

How can I make a report or complaint about HIB?
Talk to any school staff member. You may use our district's reporting form to share concerns about HIB (**3207FR.1 and 3207FR.2**) but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based **solely** on an anonymous or confidential report.

You can report harassment, intimidation, bullying, weapons, drugs or other concerns using our tip line. And remember, you can remain anonymous. Our tip line can be accessed in four easy ways:

1. Call 360-972-3617
2. Text #1040 to ALERT1 (253781)
3. Visit the website http://1049.alert1.us
4. Email 1049@alert1.us

You may also use the **Rochester School District Harassment, Intimidation or Bullying (HIB) Incident Reporting Form.** The form is available at https://www.rochester.wednet.edu or in each of our school offices.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer who supports prevention and response to HIB.

What happens after I make a report about HIB?
If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation. Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

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

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

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

What are the next steps if I disagree with the outcome?
For the student designated as the "targeted student" in a complaint: If you do not agree with the school district's decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

For the student designated as the "aggressor" in a complaint: A student found to be an "aggressor" in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.
For more information about the HIB complaint process, including important timelines, please see the district's HIB Policy 3207BPand Procedure 3207PR.

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

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

Rochester School District's Nondiscrimination Policy 3210BP and Procedure 3210PR.

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

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

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

Rochester School District's Sexual Harassment Policy 3205BP and Procedure 3205PR

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

What can I do if I'm concerned about discrimination or harassment?
Talk to a Coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about Discrimination

Civil Rights Coordinator: Justin Black
Email: jblack@rochester.wednet.edu
Phone: 360.273.5536
Address: 10140 Highway 12 SW 98579

Title IX Coordinator: Kelsey Lincoln
Email: klincoln@rochester.wednet.edu
Phone: 360.273.5958
Address: 19800 Carper Rd SW 98579

Concerns about Disability Discrimination

Section 504 Coordinator: Laura Staley
Email: lstaley@rochester.wednet.edu
Phone: 360.273.5536
Address: 10140 Highway 12 SW 98579

Concerns about Discrimination Based on Gender Identity

Gender-Inclusive Schools Coordinator: Justin Black
Email: jblack@rochester.wednet.edu
Phone: 360.273.5536
Address: 10140 Highway 12 SW 98579

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

What happens after I file a discrimination complaint?

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

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

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

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

If you do not agree with the outcome of your complaint, you may appeal the decision to the Board of Directors and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure (3210PR) and Sexual Harassment Procedure (3205PR).

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

Who else can help with HIB or Discrimination Concerns?
Office of Superintendent of Public Instruction (OSPI) All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)
- Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center
- Email: schoolsafety@k12.wa.us
- Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)
- Website: ospi.k12.wa.us/policy-funding/equity-and-civil-rights
- Email: equity@k12.wa.us
- Phone: 360-725-6162

Washington State Governor's Office of the Education Ombuds (OEO)
The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.
- Website: www.oeo.wa.gov
- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

U.S. Department of Education, Office for Civil Rights (OCR)
The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.
- Website: https://www.ed.gov/laws-and-policy/civil-rights-laws/file-complaint/how-file-discrimination-complaint-ocr
- Email: orc@ed.gov
- Phone: 800-421-3481

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

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

Rochester School District's Gender-Inclusive Schools Policy 3211BP and Procedure 3211PR

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

These laws include requirements related to:

- Civil rights and nondiscrimination (RCWs 28A.640 and 28A.642)
- Harassment, intimidation, or bullying (RCW 28A.600.477)
- Curriculum requirements and instructional materials policies (RCWs 28A.150.230, 28A.300.475, 28A.320.170, 28A.320.230, and 28A.320.235)
- Use of restraint or isolation (RCW 28A.600.485)
- Student discipline (chapter 28A.600 RCW)

How do I make a complaint about willful noncompliance with state law?
You must first use available complaint processes to try to resolve your concern. This means the available complaint processes start with your school district, even if the school district superintendent or a school board member is the subject of your complaint. School personnel are not allowed to retaliate for making a formal complaint.

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

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

When OSPI receives a complaint that meets the requirements for investigation, it will open an investigation. OSPI will send written notice of the allegations under investigation. After the investigation is complete, OSPI will issue written findings to you and the school district. These findings will state whether noncompliance occurred and may require the school district to take actions to fix the issue.

Our School is Committed to Safety at School Activities and Events
Washington State wants school activities and events, like athletic competitions, performances, and other extracurricular activities, to be safe for everyone who takes part in them or watches them.

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

How is this different from HIB?
This is different from our school's HIB policy, which deals with conduct between students through a school process. ESB 5272 covers more people and more situations and is enforced through criminal law and school discipline procedures instead of the school's HIB process. The expectations in this section are broader. They apply to everyone at school activities—students, parents, and community members alike—and cover behavior toward everyone involved, not just students. This section and the HIB section work together but cover different situations.

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

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

Who can I contact with questions?
For questions about safety at school events, contact your school principal. For questions about whether conduct student-to-student may also be HIB, contact the district's HIB Compliance Officer.

For more information about the willful noncompliance complaint process, contact the OSPI Office of Legal Affairs: ospi.k12.wa.us/educator-support/educator-conduct/state-law-noncompliance-complaints | OLA@k12.wa.us.

9 Health Information

The following information is being provided to you at the direction of the Washington State Legislature to help reduce cervical cancer rates in Washington by protecting girls from HPV.

9.1 Human Papillomavirus Virus Disease

What is Human Papillomavirus (HPV)? HPV is a very common virus that is spread through genital contact. At least 50 percent of sexually active people will get HPV at some time in their lives. There are many types of HPV. Some types can cause cervical cancer or genital warts. Both women and men can get HPV and easily spread it to others without knowing they have it.

What are the symptoms of HPV?
Most people with HPV have no signs or symptoms. Some people know they have HPV because they have a symptom like genital warts. Women may find out they have HPV through cervical cancer screening (Pap tests) and HPV testing. Health care providers do not usually test for HPV unless abnormal cervical cell changes are detected by a Pap test.

How can HPV infection be prevented?
The best way to prevent HPV infection is to abstain from all sexual activity. People with only one lifetime partner can get HPV if their partner had previous sexual partners. It is uncertain how well condoms protect against HPV infection. However, condom users do have lower cervical cancer rates. The HPV vaccine is a very effective way to prevent four types of HPV that can cause cervical cancer and genital warts.

What is the HPV vaccine?
The HPV vaccine, Gardasil, protects against four types of HPV which cause 70 percent of cervical cancers and 90 percent of genital warts. The vaccine does not protect against all types of HPV or other sexually transmitted infections. The vaccine also does not protect against any type of HPV that someone already has. Current studies show that HPV vaccine protection lasts up to 5 years. Research will continue to determine the length of the HPV vaccine's protection.

Who should get the vaccine and when should they get it?
All boys and girls ages 11 or 12 years should get vaccinated.

Catch-up vaccines are recommended for males through age 21 and for females through age 26, if they did not get vaccinated when they were younger.

The vaccine is also recommended for gay and bisexual men (or any man who has sex with a man) through age 26. It is also recommended for men and women with compromised immune

systems (including people living with HIV/AIDS) through age 26, if they did not get fully vaccinated when they were younger.

Where can I find the HPV vaccine?
Ask your doctor, nurse, or local health clinic to find out whether your child needs the HPV vaccine and where you can get it. Most providers in Washington will have state-supplied HPV vaccine and there will be no cost to parents (of girls under 19 years) for the vaccine. Providers may charge an office visit and/or administration fee. The HPV vaccine is available to providers at no cost through Washington State's Universal Childhood Vaccine Program.

For more information on HPV, the Vaccine, and Cervical Cancer:

- Centers for Disease Control & Prevention
- Washington State Department of Health
- American Social Health Association
- American Cancer Society

9.2 Immunizations

In order to safeguard the school community from the spread of certain communicable diseases and in recognition that prevention is a means of combating the spread of disease, the board requires a student to present evidence of his/her having been immunized against diseases as required by 28A.210 RCW and the Washington State Board of Health 246-105 WAC.

Immediately upon enrollment in the district, the student's parent or legal guardian must provide proof of the required immunizations as specified by the Washington Department of Health with a completed Certificate of Immunization Status (CIS) form approved by the Department of Health, and/or an exemption with a completed Certificate of Exemption (COE) form approved by the Washington Department of Health. The student cannot start attending school until the completed CIS and/or COE is on file at the school or the Conditional Immunization Status conditions have been met. Students experiencing homelessness, including migratory and refugee children and children in out-of-home (foster) care, who have not provided the required documentation will be allowed to enroll, attend classes, and participate fully, despite being out of compliance with immunization requirements.

The CIS and/or COE will be a part of the student's permanent record. The district will provide access to immunization records of each student enrolled to agents of the state or local health department. The district will return the CIS and/or COE or a legible copy to the parent or legal guardian if the child is withdrawn or transferred from the district. The district may not withhold the CIS and/or COE for any reasons, including nonpayment of school fees.

Conditional Immunization Status Attendance
If by a student's first day of attendance the student does not have documentation of all of the required immunizations the student may be permitted to start school in a temporary "conditional immunization status" provided that the student has received all of the

immunizations that he/she is eligible to receive and is waiting for the recommended date of the next vaccine dose according to the national immunization catch-up schedule. The parent or legal guardian must sign the CIS acknowledging the conditional status rules and times lines that follow. Once the next dose comes due the student can remain in conditional status for thirty (30) calendar days to have time to turn in the required documentation. If additional vaccines are needed conditional status continues in a similar manner until all of the vaccine series are complete. If the thirty (30) calendar day period expires and documentation has not been given to the school the student will be excluded from further attendance. Valid documentation includes medical records showing vaccination, evidence of immunity to the disease in question, or a completed Certificate of Exemption (COE) form.

Exemptions from Immunization

Any and all exemptions will be processed and recorded on a Certificate of Exemption (COE) form approved by the Washington Department of Health (DOH). All exemptions requested on a COE must be signed by the parent or legal guardian. Additionally, with the exception of a religious membership exemption, all COE forms presented on or after July 22, 2011, must also have the signature of a health care practitioner (HCP) saying they have given the parent or guardian information about the benefits and risks of immunizations. The form may be signed by an HCP at any time prior to the enrollment of the child in a school. Photocopies of the signed form or a letter from the HCP referencing the child's name shall be accepted in lieu of the original form. Such a letter should be attached to the COE signed by the parent or legal guardian. Only a health care practitioner who is a physician (MD), physician assistant (PA), osteopath (DO), naturopath (ND), or advanced registered nurse practitioner (ARNP) licensed in Washington State may sign the COE.

The district will grant medical exemptions from one or more of the required immunizations if the HCP indicates on the COE that in their opinion the vaccine is not advisable for the student. If the HCP indicates the medical exemption is temporary an expiration date must be documented on the COE.

When a temporary medical exemption expires the student can attend school in “conditional immunization status” for thirty (30) calendar days to get the missing immunization or another exemption. If the thirty (30) calendar day period expires and documentation has not been given to the school, the student will be excluded from further attendance. Valid documentation includes medical records showing vaccination, evidence of immunity to the disease in question, or a completed Certificate of Exemption (COE) form.

The district will grant religious exemptions from one or more of the required immunizations if the parent or legal guardian completes the religious exemption section of the COE.

The district will grant religious membership exemptions from one or more of the required immunizations if the parent or legal guardian completes the religious membership section of the COE and signs affirming they are a member in a religious body or church with beliefs or

teachings that preclude a child from receiving medical treatment from HCP. The HCP signature is not required for a religious membership exemption.

The district will grant personal/philosophical exemptions from one or more of the required immunizations, except measles, mumps or rubella, if the parent completes the personal/philosophical exemption section on the COE. The district will not grant an exemption for philosophical or personal reasons from the measles, mumps, or rubella immunization requirements.

Exclusion from School

The school principal will exclude students from further attendance who are out of compliance with the immunization requirements as required in RCW 28A.210.120.
When excluding students, the school will provide written notification as required in WAC 392-380-050. Written notification will:

- Order that the student is excluded immediately, and
- Be delivered in person or by certified mail, and
- Be in the parent's native language if possible, and
- Include a copy of the applicable laws and rules (RCW 28A.210.010-160, 246-105 WAC, and 392-182 WAC sections 005, 020, 045, 050, 080), and
- Provide information regarding immunization services available through local health or other public agencies, and
- Include notice that the parent/legal guardian and student has a right to a hearing provided they notify the school within three (3) days after receiving the exclusion order from the school principal, and
- Describe the hearing process, and
- Explain that the exclusion continues until either the required immunization documentation, or a completed Certificate of Exemption form is turned in to the school, or a hearing officer determines that the student is no longer excluded from school.

If the parent requests a hearing, the district will notify in writing the parent or guardian and school principal of the time and place for the hearing and will present the case to a hearing officer appointed by the superintendent.

List of Students Not Fully Immunized

The district will keep or be able to produce within twenty-four hours a current list of children who are not fully immunized. This list must be transmitted to the local health department upon request. The local health officer may use this list for easy identification of students to be excluded from school temporarily during a disease outbreak.

9.3 Meningococcal Disease

Schools in Washington are required to provide information on meningococcal disease to parents or guardians of all students entering grades 6-12.

Meningococcal disease is a serious infection of the brain (meningitis) and blood caused by a bacteria. Fortunately, this life-threatening infection is rare -- only about 75 people are infected each year in Washington. Adolescents and young adults are most likely to get meningococcal disease, especially those living in group settings such as college dorms.

The Department of Health wants you to be aware of meningococcal disease and how you can protect your child against it. A vaccine is available that can prevent up to 65 percent of meningococcal disease among adolescents and young adults. The vaccine is recommended for all children 11-12 years. It is also recommended for unvaccinated teens age 15 years and college freshmen who will be living in a dorm. The meningococcal vaccine is not required for school or college attendance.

Here are some other ways to prevent the spread of meningococcal disease:

- Practice good hygiene (regular hand washing, covering coughs and sneezes, etc.)
- Do not share items that may spread meningococcal disease and other bacteria and viruses, such as eating utensils, glasses, cups, water bottles, drinks, lip gloss or toothbrushes.

We encourage you to learn more about meningococcal disease and how to prevent it. More information on meningococcal disease is available on the following web sites:

- WA State Dept of Health Immunization Program
- Centers for Disease Control & Prevention
- Thurston County Disease Control & Prevention
- Parent & Teacher Awareness Program

10 Language Access

The Board of Directors is committed to improving meaningful, two-way communication and promoting access to District programs, services, and activities for students and their parents and families. The Board recognizes that students whose family members have limited English proficiency might also speak or be learning multiple languages and are assets to the community. It is crucial that the District seek to address language barriers and do so free of charge. To that end and as required by law the District will develop and adopt a plan for implementing and maintaining a language access program that is culturally responsive, provides for systematic family engagement developed through meaningful stakeholder engagement, and is tailored to the district's current population of students and families who have limited English proficiency.

At a minimum, the District's plan for a language access program will adhere to the principles of an effective language access program for culturally responsive, systematic family engagement, which are:

- Accessibility and equity. This means that schools provide access to all; two-way communication is a priority and is woven into the design of all programs and services.
- Accountability and transparency. This means that the language access program and decision-making processes at all levels are: Open, accessible, and usable to families; readily available; continuously improved based on ongoing feedback from families and staff; and regulated by a clear and just complaint process.
- Responsive culture. This means that schools are safe, compassionate places where each family's opinions are heard, needs are met, and contributions are valued. School staff are humble and empathetic towards families.
- Focus on relationships. This means that schools seek to understand families without judgment on an individual level, building trust through respectful relationships that recognize the unique strengths that each family and student possesses.

Identification of Families Needing Language Access Services
The District will accurately and in a timely manner identify parents/family members of students with limited English proficiency and provide them information in a language they can understand regarding the language service resources available within the District.

Oral Interpretation
The District will take reasonable steps to provide parents/family members with limited English proficiency with competent oral interpretation of materials or information about any program, service, and activity provided to parents who do not have limited English proficiency and to facilitate any interaction with district staff significant to the student's education. The District will provide such services upon request and/or when it may be reasonably anticipated by District staff that such services will be necessary.

Written Translation
The District will provide a written translation of vital documents for each limited English proficient group that constitutes at least 5 percent of the District's total parent population or 1000 persons, whichever is less. For purposes of this policy, "vital documents" include, but are not limited to, those related to:

- registration, application, and selection;
- academic standards and student performance;
- safety, discipline, and conduct expectations;
- special education and related services, Section 504 information, and McKinney-Vento services;
- policies and procedures related to school attendance;
- requests for parent permission in activities or programs;
- opportunities for students or families to access school activities, programs, and services;
- student/parent handbook;
- the District's Language Access Plan and Program and related services or resources available;
- school closure information; and

- any other documents notifying parents of their rights under applicable state laws and/or containing information or forms related to consent or filing complaints under federal law, state law, or District policy.

If the District is unable to translate a vital document due to resource limitations or if a small number of families require the information in a language other than English such that document translation is unreasonable, the District will still provide the information to parents in a language they can understand through competent oral interpretation.

Staff

The Superintendent will designate a staff member to serve as the Language Access Liaison / Coordinator, who will monitor and facilitate compliance with state and federal laws related to language access and family engagement. The Language Access Coordinator's name and contact information will be widely shared so parents, school staff, and community members may contact them to inquire about language access services.

All school administrators, particularly those who have the most interaction with the public, such as registrars and enrollment staff, certificated staff, and other appropriate staff as determined by the Language Access Coordinator/Liaison, will receive guidance on meaningful communication with parents/family members with limited English proficiency, best practices for working with an interpreter, how to access an interpreter or translation services in a timely manner, language services available within the District and other information deemed necessary by the Language Access Coordinator/Liaison to effectuate the language access plan and program.

Appropriate district staff, as determined by the Language Access Coordinator/Liaison, will also receive guidance on the interaction between this policy and the District's policy on effective communication with students, families, and community members with disabilities.

Review and Update

The Board will periodically review, evaluate, and further update this policy and its associated procedure based on pertinent data, including the data collected according to the accompanying procedure. This review will also include community feedback collected according to this policy and procedure and with opportunity for participation from the school community, including school personnel, students, parents, families, and the community members.

The Board will annually review the District's spending on language access services and consider whether budget adjustments are needed to effectively engage with families who would benefit from Language Access services.

The District will provide effective communication for students' families who are deaf, deaf and blind, blind, hard of hearing, or need other communication assistance according to 4217 – Effective Communication.

11 Non-Discrimination

You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a complaint (see Section 24 – Complaint Options: Discrimination and Sexual Harassment). For a copy of your district's nondiscrimination policy and procedure, contact your school or district office or view it online at www.rochester.wednet.edu.

Civil Rights Coordinator: Justin Black
Email: jblack@rochester.wednet.edu
Phone: 360.273.5536
10140 Highway 12 SW 98579

12 Protection of Public Rights Amendment

The Protection of Pubic Rights Amendment (PPRA) affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of:

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use:

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

13 Sexual Harassment / Sexual Discrimination Policy 3205

Students and staff are protected against sexual discrimination by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

The procedure is intended to set forth the requirements of Policy 3205, including the process for a prompt, thorough, and equitable investigation of allegations of sexual discrimination, the need to take appropriate steps to resolve such situations and an effective means for preventing and responding to sexual discrimination. If sexual discrimination is found to have created a hostile environment, staff must take immediate action to eliminate the discrimination, prevent its reoccurrence, and address its effects. Sexual harassment is a form of discrimination based on sex.

Civil Rights Coordinator	**Title IX Coordinator**
Justin Black	Kelsey Lincoln
10140 Highway 12 SW	9937 Highway 12
Rochester, WA 98579	Rochester, WA 98579

This procedure applies to sexual discrimination, including sexual violence and sexual harassment, targeted at students carried out by other students, employees or third parties involved in school district activities. Title IX prohibits physical sexual misconduct such as sexual assault, dating violence, domestic violence, and stalking. Because students can experience the continuing effects of off-campus discrimination in the educational setting, the district will consider the effects of off-campus conduct when evaluating whether there is a hostile environment on campus. Hostile environment sexual harassment is defined as "unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity."

The district has jurisdiction over these complaints pursuant to Title IX of the Education Amendments of 1972, Chapter 28A.640, RCW and Chapter 392-190 WAC.

Under Policy 3205 and Procedure 3205PR, the district will respond promptly, thoroughly, equitably, and within its authority to reports of sexual discrimination or sexual harassment. Any employee who

witnesses or receives a report or complaint must inform the district Title IX or Civil Rights Officer and direct the complainant to the formal complaint process. Retaliation against a person who makes or participates in a complaint is prohibited. Supportive measures may be offered before or after a formal complaint, and criminal misconduct will be reported to law enforcement when required.

You can also choose to report discrimination and sexual harassment anonymously on our tip line. Our tip line can be accessed in four easy ways:

1. Call 360-972-3617
2. Text #1040 to ALERT1 (253781)
3. Visit the website http://1049.alert1.us
4. Email 1049@alert1.us

COMPLAINT OPTIONS: SEXUAL DISCRIMINATION

If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint.
Before filing a complaint, you can discuss your concerns with your child's principal or with the school district's Civil Rights Coordinators, who are listed above. This is often the fastest way to revolve your concerns.

Complaint to the School District
Step 1. *Write Our Your Complaint*
In most cases, complaints must be filed within one year from the date of the incident or conduct that is the subject of the complaint. A complaint must be in writing. Be sure to describe the conduct or incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and describe what actions you believe the district should take to resolve the problem. Send your written complaint—by mail, fax, email, or hand delivery—to the district superintendent or civil rights compliance coordinator.

Step 2: *School District Investigates Your Complaint*
Once the district receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The superintendent or designee will respond to you in writing within 30 calendar days—unless you agree on a different time period. If your complaint involves exceptional circumstances that demand a lengthier investigation, the district will notify you in writing to explain why staff need a time extension and the new date for their written response.

Step 3: *School District Responds to Your Complaint*
In its written response, the district will include a summary of the results of the investigation, a determination of whether or not the district failed to comply with civil rights laws, notification that you can appeal this determination, and any measures necessary to bring the district into compliance with civil rights laws. Corrective measures will be put into effect within 30 calendar days after this written response—unless you agree to a different time period.

Appeal to the School District
If you disagree with the school district's decision, you may appeal to the school district's board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received the school district's response to your complaint. The school board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board's decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

Complaint to OSPI
If you do not agree with the school district's appeal decision, state law provides the option to file a formal complaint with the Office of Superintendent of Public Instruction (OSPI). This is a separate complaint process that can take place if one of these two conditions has occurred: (1) you have completed the district's complaint and appeal process, or (2) the district has not followed the complaint and appeal process correctly.

You have 20 calendar days to file a complaint to OSPI from the day you received the decision on your appeal. You can send your written complaint to the Equity and Civil Rights Office at OSPI:

Email: Equity@k12.wa.us **|** ***Fax:*** 360-664-2967
Mail or hand deliver: PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200

For more information, visit our website, or contact OSPI's Equity and Civil Rights Office at 360-725-6162/TTY: 360-664-3631 or by e-mail at equity@k12.wa.us.

Other Discrimination Complaint Options
Office for Civil Rights, U.S. Department of Education
206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | OCR Website

Washington State Human Rights Commission
1-800-233-3247 | TTY: 1-800-300-7525 | Human Rights Commission Website

14 Student Records

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

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

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

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

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

15 Surveys, Analysis or Evaluations

15.1 **Right to Inspect:** All instructional materials, including supplementary materials and teachers manuals, used with any survey, analysis, or evaluation in a program or project supported by federal funds are available for inspection by parents or guardians. No student will be required as part of any project or program supported by federal funds to submit to survey, analysis or evaluation that reveals information concerning:

1. Political affiliations;
2. Potentially embarrassing mental or psychological problems;
3. Sexual behavior and attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of close family members;
6. Privileged or similar relationships;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or

8. Income other than information necessary to establish eligibility for a program, without the prior consent of adult or emancipated students, or written permission of parents.

A list of known surveys, analysis or evaluations including the specific or approximate date(s) of when a student would participate are:

- Mental health assessment for students who are referred for counseling services.

15.2 **Opt-Out:** Parents and adults or emancipated minor students may opt out of participating in any survey that reveals information described in Policy 3232. Activities involving collection, disclosure, or use of personal information obtained from students for marking or selling to others, or involving any non-emergency, invasive physical examination or screening required as a condition of attendance, administered by the school, and not necessary to protect the immediate health and safety of students.