

Naselle-Grays River Valley K-12 School District



**HOME OF THE COMETS
AND WILDCATS**



**Policies and Programs
2025-2026**

Welcome to Naselle-Grays River Valley School District

Our mission is to create a **caring educational environment** where relevant **lifelong learning** is promoted, **citizenship** is honored, and each student is **inspired to excel**.

The Naselle-Grays River Valley School District believes in supporting and promoting a quality education for every student. We will focus our efforts on student success, relevant learning experiences, and the inherent belief that **our children are our most valuable asset**. Our school district and its leaders recognize that we must create a **safe, positive, and inclusive environment** that welcomes and supports **all students and families**, and that the school belongs to them and **the community**.

Besides the traditional and advanced educational offerings, we will also encourage our students to participate in a variety of **co-curricular and extra-curricular activities** that help individuals realize their full potential and develop into **productive, lifelong learners and citizens**.

Our continuing focus will be to recognize all individuals for their unique skills, talents, and contributions, and to maintain high standards for academics, citizenship, and behavior for all students. We will continue to expand and enhance **STEM** (science, technology, engineering, and math), **Robotics**, **CTE** (career and technical education), **College in the High School**, and **Dual Credit** opportunities for our students. We want our students to experience a well rounded education that is second to none. We will also continue to **partner with parents and guardians, as well as state, county, and community organizations** to achieve our mission and our goals. Parents and guardians are our most valued partners.

Naselle-Grays River Valley School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal, and provides equal access to the Boy Scouts and other designated youth groups.

Complaints regarding discrimination or Civil Rights/Discrimination may be addressed to Superintendent, Josh Brooks, at jbrooks@naselleschools.org or 360-484-7121. Complaints about Title IX or Harassment, Intimidation, and Bullying may be made to Justin Laine, Principal, at jlaine@naselleschools.org or 360-484-7121. Complaints about Section 504 or Gender Inclusive Schools may be addressed to School Counselor, Kellyn Hazen, at khazen@naselleschools.org or 360-484-7121.

Civil Rights/Discrimination

Josh Brooks, Superintendent
793 State Route 4
Naselle, WA 98638
360-484-7121, Ext. 3
jbrooks@naselleschools.org

Title IX and Harassment Intimidation, & Bullying

Justin Laine, Principal
793 State Route 4
Naselle, WA 98638
360-484-7121, Ext. 1
jlaine@naselleschools.org

Section 504/ADA Coordinator Gender Inclusive Schools

Kellyn Hazen, School Counselor
793 State Route 4
Naselle, WA 98638
360-484-7121, Ext. 301
khazen@naselleschools.org

PUBLIC NOTICE AND NONDISCRIMINATION STATEMENT

The Naselle-Grays River Valley School District #155 complies with all federal and state rules and regulations. The Naselle-Grays River Valley School District does not discriminate on the basis of sex, race, creed, color, religion, national origin, age, veteran or military status, sexual orientation, gender expression or gender identity, veteran or military status, disability, or the use of a trained dog, guide or service animal by a person with a disability, and provides equal access to the Boy Scouts and other designated youth groups. This holds true for all district employment, educational opportunities and activities.

In accordance with RCW 28A.405.070, Naselle-Grays River Valley School District is a tobacco-free and drug-free environment.

This notice is as required by Title II of the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504.) These federal civil rights statutes prohibit discrimination on the basis of disability, admission and access to, and treatment and employment in the agency's programs and activities.

Questions, concerns, complaints or requests for additional information regarding the ADA or Section 504, may be forwarded to either the agency's ADA and/or Section 504 Coordinator and phone numbers listed below.

EQUAL OPPORTUNITY EMPLOYER

The Naselle-Grays River Valley School District #155 shall provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion, and training. Such equal employment opportunity shall be provided without discrimination with respect to age, race, color, creed, national origin, marital status, sex or sexual orientation, gender or gender identity, presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal.

Inquiries regarding compliance and/or grievance procedures may be directed to the Title IX/RCW 28A.640, Justin Laine at 793 SR 4, Naselle, WA 98638, (360) 484-7121 and Section 504 Coordinator, Kellyn Hazen, 793 SR 4, Naselle, WA 98638 (360) 484-7121.

Esta notificación está disponible en otros idiomas bajo petición.

The Washington State Office of Education Ombuds (OEO) listens, shares information and referrals, and works with families, communities, and schools to address concerns so that every student can fully participate and thrive in our state's public schools. OEO provides support in multiple languages and has telephone interpretation available. To get help or learn more about what OEO does, please visit our website: <https://www.oeo.wa.gov/en>; email oeoinfo@gov.wa.gov, or call: 1-866-297-2597 (interpretation available). The Washington State Governor's Office of the Education Ombuds (OEO) is an independent state agency that helps to reduce educational opportunity gaps by supporting families, students, educators, and other stakeholders in communities across WA in understanding the K-12 school system and resolving concerns collaboratively. OEO services are free and confidential. Anyone can contact OEO with a question or concern about K-12 public schools.

**NOTIFICATION OF RIGHTS UNDER
THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)
For Elementary and Secondary Institutions**

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

1. The right to inspect and review the student’s education records within 45 days of the day the District received a request for access. Parents or eligible students should submit to the school principal (or appropriate official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the Naselle-Grays River Valley School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them to their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personal identifiable information contained in the student’s education records, except to the extent that FERPA authorized disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist), or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office

U.S. Department of Education 600 Independence Avenue, SW Washington, DC 20202-4605

Drug Free School District

The Naselle-Grays River Valley School District is committed to maintaining a Safe and Drug Free environment. In order to remain in compliance with state and federal law and funding requirements:

- All facilities and activities of the Naselle-Grays River Valley School District shall be drug, alcohol, and tobacco free. These restrictions include cannabis, THC, and marijuana or marijuana products—including edibles.
- No student shall possess, use, be under the influence of, or attempt to use or be under the influence of any illegal substance, narcotic or hallucinogenic drug, noxious inhalant, alcoholic beverage or other intoxicant, drug paraphernalia, prescription drug prescribed to another person, or any item purported to be such, or knowingly remain in any area on campus where such activity is taking place.
- No student shall possess or use any kind of pipe, cigar, cigarette, vaping device, or any other lighted smoking device or any tobacco or non tobacco nicotine product.

Required Enrollment Information

If families have not completed our annual enrollment forms—preferably online for returning students—please do so at your earliest convenience. This includes important **medical information** for each student, a **free and reduced lunch form**, a **housing survey**, and an optional **health insurance form**. In accordance with Washington State law, **current medical information for every student must be on file prior to beginning school**, as well as a birth certificate and immunization record for new students. It is also critical that we have emergency contact information in the event of a health or safety emergency. All of this information **can be submitted online**. Your contact information will be entered into **Qmlativ** (formerly Skyward) and **Parent Square** (formerly Remind) so that we can notify you about important events, school closures, and other activities. Contact **Andrea Pellervo** or our other office staff if you have any questions. In addition, information about FERPA (privacy) is available on page 3 of this document as well as page 8 of the student handbook, which is located on our website at www.naselleschools.org. You may also request paper copies of the handbook by contacting the office.

Health Care Plans and Medication Guidelines

If your child has a medical condition requiring special attention or care at school, a plan must be developed with our school nurse, Kim Oliver, to support these needs. Under normal circumstances prescription and over the counter medication should be dispensed before and/or after school hours under the supervision of a parent or guardian. If it is essential for a child to take oral medication during school hours at the school and a parent/guardian cannot be at school to administer the medication, the parent/guardian must submit a written authorization accompanied by explicit written instructions from a licensed health care professional prescribing within the scope of their prescriptive authority. Your physician may fax the form to the school at 360-484-3191, or you can deliver it to the office in person. Medication(s) must be delivered to the school in their **original, labeled container by a parent or guardian**. Please **do not send any medication to school with a child**.

[Board Policy 3416](#) [Board Procedure 3416P](#)

Response to Student Injury

The Board recognizes that schools are responsible for providing first aid or emergency treatment in case of injury or illness of a student. Further medical attention in non-emergency cases is the responsibility of the parent or guardian. Schools will notify the parent or guardian of students who suffer injuries, illness, or physical trauma at school or at any school-sponsored activity as soon as practicable.

[Board Policy 3418](#) [Board Procedure 3418P](#)

School Insurance

School **health insurance** is available for purchase. If your child is participating in athletics, they **must** have some form of health insurance. If you would like to purchase this insurance, simply fill out the form, enclose a check, and return it to the school. The forms for school insurance can be found in the office.

Free-Reduced Lunch Application

Please complete the **free/reduced lunch application for the 2025-26 school year** if you have not already done so. **Breakfast and lunch will continue to be provided free of charge for all of our students**. We will also provide **Breakfast After the Bell** for students who arrive after the school day starts (until 9:30) OR simply are not hungry during the regular breakfast time (i.e., before school). However, federal and state programs use the free and reduced lunch information to determine what level of **financial assistance** we will receive for various types of learning support. These applications help out in two ways: 1) they provide important information that enables us to continue to provide free meals for everyone, and 2) they enable us to access additional funding and resources to support academic programs for ALL students. **We need families to complete and return this form each year.**

Student Handbook

We ask that the parents/guardians of our middle and high school students review the student handbook with their children at your earliest convenience. These policies are important for the safe and orderly operation of the school and for every student's success. We review and update these policies each year. Important parts of the student handbook will be reviewed with our middle and high school students during the first few days of school. A **student handbook agreement** will also be sent home to be reviewed and signed.

Points of Emphasis: Attendance and Cell Phone Use

In an effort to improve the learning and achievement for all students—as well as school climate and safety—we will more closely monitor and enforce our attendance and cell phone policies. We have mailed home two separate letters with information about these issues. **Irregular attendance** is a growing concern, and is having an adverse impact on teaching, learning, and achievement. **Cell phone use at school** has also become an increasing disruption to the educational process, as it interferes with teaching and learning, and it compromises the safety, security, and comfort of many students. Thus, the use of cell phones by students during class time is not allowed. If students need to contact a parent or guardian during class time, they may request permission from a staff member and do so in the office or other supervised location. If parents or guardians wish to contact their students during class time, please do so during lunch or through the office. We will provide whatever privacy is needed or desired. Individually and collectively, we believe that these policies will improve learning, achievement, and the school climate for everyone.

Communication

We strive to maintain consistent communication between home and school. This ongoing communication helps us to meet your students' personal needs. Each staff member has an email address, which consists of their first initial followed by the first several letters of their last name and the school domain @naselleschools.org. For example: kleeland@naselleschools.org (office), shoagland@naselleschools.org, (dean of students), khazen@naselleschools.org (school counselor) or jlaire@naselleschools.org (principal). Email can be a very effective and efficient way to communicate with our staff. We are here to support you.

One of the other communication tools that we began to use a few years ago and that we will continue to utilize this year is **Parent Square (formerly-Remind)**. Our school will use this tool to deliver important messages, updates, and reminders through email and text messaging in real time. It takes just a moment to sign up and is easy to use. If you have questions about **Parent Square** please contact Andrea Pellervo in the office or our new technology director, Dustin Bauman, at dbauman@naselleschools.org or 360-484-7121. We will continue to use email, our website, Facebook, and other forms of communication as well. Teachers and administrators will also send home periodic letters with important information about upcoming activities and events. These communications will often be posted on our website and Facebook page. Thank you for working together to strengthen communication, stay connected, and support our students and our school.

Emergencies and Reunification

In the event of an emergency, parents and guardians will receive information from the school as soon as we are able to communicate. This may occur over the phone, internet, or Parent Square. Our response time to parents/guardians will depend on the nature and severity of the situation but will occur as soon as reasonably possible. **Under all circumstances, we ask that you refrain from coming to the school during such an event.** Additional people on scene will make it more difficult for law enforcement and emergency personnel to determine our needs and initiate a strategy. The District has established emergency plans and locations for student pick up and reunification with parents/guardians, and will reach out and provide this information at such time it is safe. While we hope these actions will never be necessary, we must plan for them nonetheless. Details of our reunification plan are available on our school website, www.naselleschools.org, **under the Resources tab.**

Athletics and ASB

Athletic registration occurred during the evenings of August 18 and 19. Each year, several athletic forms must be updated and submitted through **Final Forms**. Please remember that the WIAA requires student athletes to submit the following forms before they may participate in practices: 1) a preparticipation physical which has been completed by a health care professional **during the last 2 calendar years**, 2) an emergency **medical information form**, 3) a **concussion/sudden cardiac arrest form**, and 4) a **sport specific consent form**. Most of these forms can be completed through Final Forms and are available in the office.

All students who participate in sports must have an ASB card. The fee for an ASB card is **\$30** for middle and high school students. However, **students who qualify for free or reduced lunch may have this fee waived**. Additionally, immediate family members may also qualify for a fee reduction. Please contact the office if you believe your student or family qualifies. Students may also use their cards for admission to away games at a reduced rate. Other schools will charge the adult price for students without ASB cards. Only students in grades 5-12 who possess an ASB card will be admitted into home games free of charge.

There is new legislation that requires **mental health and suicide prevention contact information** to be printed on the back of all ASB cards, and to be posted on our website. The new legislation applies to staff and students of all ages and grades in the state of Washington. Thus, your child's ASB card will contain this important, and potentially life-saving, information.

*****Please remember that when families attend athletic events, parents/guardians are expected to supervise their children. We want to maintain a safe and orderly environment where all of our spectators can enjoy the athletic events. Children should be seated in the bleachers at indoor games. In addition, if a student leaves the building after entering a game, the student may not return.***

Attendance Policy

The following is a reminder about the Naselle-GRV School District attendance policy. Students have a limited number of absences each semester. Please refer to the student handbook for our attendance policy. Washington state laws specify that **parents have the primary responsibility** for ensuring the attendance of their children at school. Consistent with RCW28A.225 students are expected to regularly attend all scheduled classes.

Please make sure that your student(s) arrive at school on time each day. A late arrival results in a disruption to the class and a loss of important instruction. Students can begin arriving at 7:45 am. Instructional activities will begin promptly at 8:15 am. There is a strong correlation between attendance and academic success. While we understand it is sometimes necessary for students to have health-related appointments during school hours, please try to schedule appointments outside of the school day when possible. We will work with our families to reduce barriers to attendance, make necessary accommodations, and provide support wherever possible. **Please read the separate attendance letter.**

The BECCA Bill (RCW 28A.225.020(1)(b)(c)) requires schools to take certain measures when students have excessive absences. Excessive absences will result in an attendance conference, followed by a meeting with our community engagement board, and a possible referral to the juvenile courts. **A written, electronic, or verbal communication from parents/guardians that states the reason(s) for an absence is required within 48 hours of an absence from or late arrival to school.**

Transportation, Ridership Rules, Bus Notes

The rules regarding transportation and bus ridership can be found in the student handbook. Please review these with your child(ren). Buses will pick up and drop off students at the usual times this year—though times and routes may vary slightly. For the safety of your child, please **send all bus notes to school in the morning** with your child. We understand that, occasionally, situations may arise where alternate arrangements must be made during the day. Please call with any necessary changes in ridership by 2:15 pm, so that there is adequate time to notify students and staff. If you should have an unexpected circumstance or emergency arise, **contact the office and speak directly to a secretary. Please do not rely on text or email messages to notify our secretaries of a change in ridership.** These may not be seen before the end of the school day.

Frequently calling to make alternate transportation arrangements is respectfully discouraged, as it disrupts our office and could potentially result in the incorrect transport of your child. Students are asked not to make arrangements during school time for going to a friend's home. These arrangements should be made before coming to school to minimize disruptions to the office and your child's learning. We want to ensure the safe transportation of every child. We thank you in advance for your assistance and support!

Student Drop-offs and Pick-ups

For our students' safety, ONLY buses may use the loop in front of the school for loading and unloading students between **7:45 and 8:30 am as well as between 2:45 and 3:15 pm. Please do not use the bus loop during these times**, and observe the 5 mph speed limit when driving on campus. We have students and staff members who pass through the parking lot at various times of the school day. The best location to drop off students in the morning is at the rear entrance to our commons area near the vending machines.

If you are transporting your child(ren) to school, you may begin dropping them off at 7:45 am. Staff are not available to supervise students until that time. For safety reasons, students are required to go home right after school unless they are under the direct supervision of a staff member (i.e. after school programs, athletic activities, study table, etc.). **Students should not be on campus after school unless they are being supervised by an adult. During athletic seasons, if a coach is unable to supervise their athletes after school, the student(s) must go home or make other arrangements until the practice or game starts, or the bus is scheduled to depart from the school.**

Sexual Harassment of Students Prohibited

The district is committed to a positive and productive education free from discrimination, including sexual harassment. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation or at a class or school training held elsewhere.

[Board Policy 3205](#) [Board Procedure 3205P](#)

Prohibition of Harassment, Intimidation, and Bullying

The District is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers, and patrons that is free from harassment, intimidation, bullying or retaliation. Harassment, intimidation, bullying, or retaliation is prohibited and will not be tolerated by students or employees of the Naselle-Grays River Valley School District.

[Board Policy 3207](#) [Board Procedure 3207](#)

Section 504

Some students with disabling conditions qualify for accommodations and support in a variety of academic and other life areas through **Section 504 of the Americans with Disabilities Act**. Students who have physical, sensory, processing, or mental health conditions that interfere with their functioning at school may qualify for accommodations through a 504 Accommodation Plan. Section 504 is a federal law, which requires all institutions who receive federal funding to provide reasonable accommodations to individuals who have conditions that **substantially limit** one or more life areas. Some examples of life areas that may be affected at school are vision, hearing, breathing, mobility, physical exercise, speech, concentration, memory, emotional or behavioral regulation, attendance, manual tasks, and other life areas.

Some examples of conditions that can be supported by a 504 Accommodation Plan are Attention Deficit and Hyperactivity Disorder (ADHD), depression, anxiety, and other mental health disorders, sensory or motor issues, processing disorders, learning disabilities, and health conditions such as diabetes or asthma. Students with 504 Accommodation Plans are typically able to function at the same levels as their peers when they are provided with reasonable accommodations. Some examples of 504 accommodations include preferential seating, behavior plans, progress reports, extended time for homework, modified or shortened assignments, teacher prompts to stay on task, repetition of instructions, extended time for classroom and/or state testing, organizational support, sensory or movement breaks, and many other situation or condition specific arrangements.

In order to be eligible for a 504 plan, there must be documentation from a health care professional of a past or present disabling condition. There must also be evidence that it substantially limits one or more life areas at the school. If you believe that your child may qualify for and benefit from a 504 Accommodation Plan, or any of our other student assistance programs, (i.e., Special Education, LAP, Migrant/English-Language Learner, Title One), please contact Kellyn Hazen or Justin Laine.

.Career and Technical Education Non-Discrimination Statement

The Naselle-Grays River Valley School District does not discriminate on the basis of sex, race, color, national origin, disability, or age in its Career and Technical Education (CTE) Program or activities. The Naselle-Grays River Valley School District offers classes in a variety of career and technical education areas to our middle and high school students under our open admissions policy. At the middle and high school levels, we offer the following CTE courses:

- Middle School:
 - Agricultural Projects/STEM and Farm to Table–taught by Jim Moten.
- High School:
 - Natural Resources, Agricultural Woodworking, and Small Engines Repair/Welding, which are taught by Jim Moten, and
 - Career Choices, Applied Geometry, Visual Communication, and Design Technology/Robotics, which are taught by Rudi Rudolph.

For more information about CTE courses and admissions criteria, please contact Rudi Rudolph at rrudolph@naselleschools.org, 360-484-7121, or Naselle-GRV School District, 793 State Route 4, Naselle, WA 98638. You can also contact Kellyn Hazen or Justin Laine at the aforementioned physical address and phone number or at khazen@naselleschools.org or jlaine@naselleschools.org.

Lack of English language proficiency will not be a barrier to admission and participation in career and technical education courses and programs. Contact the following people with questions regarding our nondiscrimination policies: Josh Brooks, Superintendent (jbrooks@naselleschools.org), or Justin Laine, Principal (jlaine@naselleschools.org), 793 SR 4, Naselle, WA 98638, or (360) 484-7121.

Highly Capable Program

The applications for our Highly Capable Program will be accepted through **October 31**. If you would like to nominate your child or would like information about the program, you may download a copy of our application from the school website under **resources**. During early November, the second and fifth grade classes—as well as any other students who have been nominated by parents, teachers, or community members—will be screened for eligibility. This screening assessment helps us to identify students who may benefit from enrollment in the **Highly Capable Program**. Please call or email Justin Laine if you have any questions or would like an application to be mailed home. In addition, if your child has already been enrolled in the Highly Capable Program, you can set up a meeting with Mr. Laine to discuss your child's progress, accommodations, enrichment, and support.

Highly Qualified Educators and Title I Services

As a school that receives federal Title I funds and as part of the Every Student Succeeds Act, our school is required to comply with various federal requirements. These guidelines allow parents/guardians to learn about our teachers' training and credentials. We are also willing to provide this information upon request. For example, a parent/guardian may wish to know whether a teacher has met state certification requirements for the grade level and subject area(s) they are teaching. A parent may also want to know whether the teacher has an emergency or conditional certificate, whether state requirements have been waived, and which undergraduate or graduate degree(s) the teacher holds. Please know that we carefully place our teachers in positions that we believe best utilize their skills and meet the needs of our students.

In addition, a parent may inquire about the paraeducators who work with our students. Our Federal Programs Coordinator is Rona Johnson. A variety of teachers and support staff provide academic services and support to our students in the areas of reading and math—in and out of the classroom. Our paraeducator staff provide some of our most valuable services and supports. We are committed to helping your child develop the knowledge and critical thinking skills that are needed to succeed now and in the future. If you have any questions about your child's teachers or our paraeducators, please contact Justin Laine at 484-7121 or jlaine@naselleschools.org.

Overdue Library Books and Technology Fines

In recent years, we have seen an increase in the number of unreturned library books and technology devices. This comes at a significant cost to the school district. If your child checks out a book from the library, they are expected to return it when it is due. To help address this issue, students who have overdue books at the end of the quarter will be issued a fine for the cost of the book. Before report cards are issued, fines must be cleared or the book returned. If you happen to find library books at home that you know belong to the school, please return those to Mrs. Clark, our school librarian, or to the office. This is also true for any technical devices that are checked out from the school. Devices must be returned to Dustin Bauman or the office each year. Thank you for helping us ensure that students have access to library books and technology.

Student Responsible Use Guidelines for Technology

The Naselle School District makes a variety of digital and communication technologies available to students through computer/network/Internet access. When properly used, these technologies promote learning and achievement. Illegal, unethical, or inappropriate use of these technologies can have significant consequences, harming the District, its students and its employees. Acceptable Use Guidelines are intended to minimize such harm by educating students and setting standards, which will serve to protect the District and its students. The District firmly believes that the benefits of digital technology outweigh the drawbacks.

Mandatory Review

To educate students on proper computer/network/Internet use and conduct, students are required to review these guidelines at the beginning of each school year. All District students shall be required to acknowledge receipt and understanding of all guidelines governing use of the system and shall agree in writing to allow monitoring of their use and to comply with such guidelines. The parent or legal guardian of a student user is required to acknowledge receipt and understanding of the District's Acceptable Use Guidelines for technology and internet use. Employees supervising students who use the District's network and related technology must provide training emphasizing its appropriate use.

Definition of District Technology System

The District's computer systems and networks (system) are any configuration of hardware and software. The system includes but is not limited to the following:

- Telephones, cellular telephones, and voicemail technologies;
- Email accounts and servers
- Computer hardware and peripherals;
- Software including operating system software and application software;
- Digitized information including stored text, data, email, digital images, and video/audio files;
- Internally or externally accessed databases, apps, or tools (Wifi- or server based);
- District-provided Internet access and District-filtered public Wi-Fi
- Social media platforms and other new technologies as they become available.

Acceptable Use and Privilege of Technology/Network/Internet Access

Computer/Network/Internet access will be used to enhance learning consistent with the District's learning goals. The District requires legal, ethical and appropriate computer/network/Internet use.

Access to the District's computer/network/Internet is a privilege, not a right. Access to the District's digital communications system, including the Internet, shall be made available to students for instructional purposes. Any personal devices should have filtering software that blocks access to visual images that are obscene, pornographic, inappropriate for students, or harmful to minors as defined by the federal Children's Internet Protection Act (CIPA). Filtered internet access is provided to students on campus as defined by CIPA.

Student Access

Computer/Network/Internet access is provided to all students unless parents or guardians make a request in writing to the principal that access be denied. Student Internet access will be under the direction and guidance of the District Technology Director and other staff members. Students may also be allowed to use the local network and public Wi-Fi with permission.

Students 13 or younger

For students age 13 and younger, the Children's Online Privacy Protection Act (COPPA) requires additional parental permission for use of digital software. Parents wishing to deny access to such digital tools must do so in writing to the principal indicating their child should be denied access to these tools. Examples of these tools are wikis, blogs, and social media.

Use of Personal Telecommunication Devices.

Students are provided a Chromebook or laptop for use in all classes as allowed by the teacher. Students may use this device at all times of the day while at school, subject to teacher and/or principal approval. Because a device is provided to students, personal devices may be used at school during breaks and lunches.

Security

A student who gains access to any inappropriate or harmful material is expected to discontinue the access and to report the incident to the supervising staff member. Any student identified as a security risk or as having violated the Acceptable Use Policy may be denied access to the District's system. Other consequences may also be assigned. A student who knowingly brings prohibited materials into the school's electronic environment will be subject to a suspension from use of District technology and/or the Internet and further disciplinary action.

Content/Third-Party Supplied Information

Students and parents of students with access to the District's system should be aware that use of the system may provide access to other electronic communication systems in the global electronic network that may contain inaccurate and/or objectionable material.

Subject to Monitoring

All District computer/network/Internet usage shall not be considered confidential and is subject to monitoring by designated staff at any time to ensure appropriate use. Students should not use the District technology or the network to send, receive, or store any information, including email messages, that they consider personal or confidential and wish to keep private. All electronic files, including email messages, transmitted through or stored in the District server will be treated no differently than any other electronic file. The District reserves the right to access, review, copy, modify, delete or disclose such files for any purpose. Students should treat the computer system like a shared or common file system with the expectation that electronic files, sent, received or stored anywhere in the computer system, will be available for review by any authorized representative of the District for any purpose. Personal telecommunication devices are subject to examination in accordance with disciplinary guidelines if there is reason to believe that the Acceptable Use Policy has been violated.

Student Computer/Network/Internet Responsibilities

District students are bound by all portions of the Responsible Use Guidelines. A student who knowingly violates any portion of the Responsible Use Guidelines will be subject to suspension of access or revocation of privileges on the District's system and will be subject to further discipline.

Use of System Resources

Students are asked to purge email or outdated files on a regular basis.

Password Confidentiality

Students are required to maintain password confidentiality by not sharing their password with others. Students may not use another person's system account.

Reporting Security Problem

If knowledge of inappropriate material or a security breach on the District network/Internet is identified, the student should immediately notify the supervising staff member. The security problem should not be shared with others.

The following guidelines must be adhered to by students using a personally-owned telecommunication device at school:

- These devices are the sole responsibility of the student owner. The District assumes no responsibility for personal telecommunication devices if they are lost, loaned, damaged or stolen and only limited time or resources will be spent trying to locate stolen or lost items.
- These devices have educational and monetary value. Students are prohibited from trading or selling these items to other students on District property, including buses.
- Each student is responsible for his/her own device: set-up, maintenance, charging, and security. Staff members will not store student devices at any time, nor will any District staff diagnose, repair, or work on a student's personal telecommunication device.
- Administrators and staff members have the right to prohibit use of devices at certain times or during designated activities (i.e. campus presentations, theatrical performances, or guest speakers) that occur during the school day.
- An administrator may examine a student's personal telecommunication device and search its contents, in accordance with disciplinary guidelines.

Inappropriate Use

Inappropriate use includes, but is not limited to, those uses that violate the law, that are specifically named as violations in this document (including bullying and harassment), that violate the rules of network etiquette, or that hamper the integrity or security of this computer/network/Internet system or any components that are connected to it. The following actions are considered inappropriate uses, are prohibited, and will result in revocation of the student's access to the computer/network/Internet.

Violations of Law

Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to:

- threatening, harassing, defamatory or obscene material;
- copyrighted material;
- plagiarized material;
- material protected by trade secret
- Blog posts, Web posts, or discussion forums/replies posted to the Internet which violate federal or state law. Tampering with or theft of components from District systems may be regarded as criminal activity under applicable state and federal laws. Any attempt to break the law through the use of a District computer/network/Internet account may result in prosecution against the offender by the proper authorities. If such an event should occur, the District will fully comply with the authorities to provide any information necessary for legal action.

Modification of Computer

Modifying or changing computer settings and/or internal or external configurations without appropriate permission is prohibited.

Transmitting Confidential Information

Students may not redistribute or forward confidential information without proper authorization. Confidential information should never be transmitted, redistributed or forwarded to outside individuals who are not expressly authorized to receive the information. Revealing personal information about oneself such as, but not limited to, home addresses, phone numbers, email addresses, birthdates or of others is prohibited.

Commercial Use

Use of the system for any type of income-generating activity is prohibited. Advertising the sale of products, whether commercial or personal, is prohibited.

Marketing by Non-Naselle School District Organizations

Use of the system for promoting activities or events for individuals or organizations not directly affiliated with or sanctioned by the District is prohibited.

Vandalism/Mischief

Any malicious attempt to harm or destroy District equipment, materials or data, or the malicious attempt to harm or destroy data of another user of the District's system, or any of the agencies or other networks to which the District has access is prohibited. Deliberate attempts to degrade or disrupt system performance are violations of District policy and administrative regulations and may constitute criminal activity under applicable state and federal laws. Such prohibited activity includes, but is not limited to, the uploading or creating of computer viruses. Vandalism as defined above is prohibited and will result in the cancellation of system use privileges. Students committing vandalism will be required to provide restitution for costs associated with system restoration and may be subject to other appropriate consequences.

Intellectual Property

Students must always respect copyrights and trademarks of third-parties and their ownership claims in images, text, video and audio material, software, information and inventions. The copy, use, or transfer of others' materials without appropriate authorization is not allowed.

Copyright Violations

Downloading or using copyrighted information without following approved District procedures is prohibited.

Plagiarism

Fraudulently altering or copying documents or files authored by another individual is prohibited.

Impersonation

Attempts to log on to the computer/network/Internet impersonating a system administrator or District employee, student, or individual other than oneself, will result in revocation of the student's access to computer/network/Internet.

Illegally Accessing or Hacking Violations

Intentional or unauthorized access or attempted access of any portion of the District's computer systems, networks, or private databases to view, obtain, manipulate, or transmit information, programs, or codes is prohibited.

File/Data Violations

Deleting, examining, copying, or modifying files and/or data belonging to other users, without their permission is prohibited.

System Interference/Alteration

Deliberate attempts to exceed, evade or change resource quotas are prohibited. The deliberate causing of network congestion through mass consumption of system resources is prohibited.

Email and Communication Tools

Email and other digital tools such as, but not limited to blogs, wikis, or other social media are tools used to communicate within the District. The use of these communication tools should be limited to instructional, school-related needs/activities, or administrative needs.

All students in grades 9-12 will be issued email accounts, and other grades will be issued email accounts with teacher and parent approval. Students should check email frequently, and delete unwanted messages promptly.

Students should keep the following points in mind

Perceived Representation

Using school-related email addresses, blogs, wikis, social media, and other communication platforms might cause some recipients or other readers of the email to assume that the student's comments represent the District or school, whether or not that was the student's intention.

Privacy

Email, blogs, wikis, and other communication within these tools should not be considered a private, personal form of communication. Private information, such as home addresses, phone numbers, last names, pictures, or email addresses, should not be divulged. To avoid disclosing email addresses that are protected, all email communications to multiple recipients should be sent using the blind carbon copy (bcc) feature.

Inappropriate Language

Using obscene, profane, lewd, vulgar, rude, inflammatory, threatening, harassing, or disrespectful language in emails, blogs, wikis, social media, or other communication platforms is prohibited. Sending messages that could cause danger or disruption, personal attacks, including prejudicial or discriminatory attacks, are prohibited.

Political Lobbying

Consistent with State laws, District resources and equipment, including, but not limited to, emails, blogs, wikis, or other communication tools must not be used to conduct any political activities, including political advertising or lobbying. This includes using District email, blogs, wikis, or other communication tools to create, distribute, forward, or reply to messages, from either internal or external sources, which expressly or implicitly support or oppose a candidate for nomination or election to either a public office or an office of a political party or support or oppose an officeholder, a political party, or a measure (a ballot proposition). These guidelines prohibit direct communications as well as the transmission or forwarding of emails, hyperlinks, or other external references within emails, blogs, or wikis regarding any political advertising.

Forgery

Forgery or attempted forgery of email messages is prohibited. Attempts to read, delete, copy or modify the email of other system users, deliberate interference with the ability of other system users to send/receive email, or the use of another person's user ID and/or password is prohibited.

Junk Mail/Chain Letters

Generally, students should refrain from forwarding emails which do not relate to the educational purposes of the District. Chain letters or other emails intended for forwarding or distributing to others is prohibited. Creating, distributing or forwarding any annoying or unnecessary message to a large number of people (spamming) is also prohibited.

Student Email Accounts and Digital Communication Tools:

Electronic communication is an important skill for 21st Century students. By providing this tool, the District is equipping students with the skills necessary for success in the future. Students in grades 3-12 are given access to a District student email account. This account is set up with the student's user ID. Students must abide by the guidelines established in the Acceptable Use Policy. School devices and student email accounts will be available for use by students in grades 3-12 while they are enrolled in the District. Parents wishing to deny access to District email must do so in writing to the principal. As appropriate, project email accounts may be granted for educational activities for students in grades K-2 at the request of the classroom teacher. Student email accounts may be provided directly by the District, through the content management system of an approved online course, or through a District-approved provider.

Consequences of Agreement Violation

Any attempt to violate the provisions of this agreement may result in revocation of the student's access to the computer/network/Internet, regardless of the success or failure of the attempt. In addition, school disciplinary and/or appropriate legal action may be taken.

Denial, Revocation, or Suspension of Access Privileges

With cause, the System Administrator and/or building principal, may deny, revoke, or suspend computer/ network/Internet access as required, pending an investigation.

Warning

Sites accessible via the computer/network/Internet may contain material that is illegal, defamatory, inaccurate or controversial. Each District computer with Internet access has filtering software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children's Internet Protection Act. The District makes every effort to limit access to objectionable material; however, controlling all such materials on the computer/network/Internet is impossible, even with filtering in place. With global access to computers and people, a risk exists that students may access material that may not be of educational value in the school setting.

Disclaimer

The District's system is provided on an "as is, as available" basis. The District does not make any warranties, whether expressed or implied, including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the system and any information or software contained therein. The District does not guarantee that the functions or services performed by, or that the information or software contained on the system will meet the system user's requirements, or that the system will be uninterrupted or error free, or that defects will be corrected. Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third-party individuals in the system are those of the providers and not the District.

The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the District's electronic communications system.

From time to time the Naselle School District will make determination on whether specific uses of the network are consistent with the acceptable use practice. The Naselle School District reserves the right to log Internet use, remove a user account on the network to prevent further unauthorized activity, and to discipline a student as outlined in the student handbook.

Violations of technology use may include but not limited to the following consequences: Warning, technology restrictions, suspension of technology use, and/or other corrective actions.

Students Experiencing Homelessness

To the extent practical and as required by law, the District will work with students experiencing homelessness and their families to provide them with equal access to the same free, appropriate education (including public preschool education) provided to other students. Special attention will be given to ensuring the identification, enrollment and attendance of students experiencing homelessness, not currently attending school, as well as mitigating education barriers to their academic success. Additionally, the District will take reasonable steps to ensure that students experiencing homelessness are not stigmatized or segregated in a separate school or a separate program within a school on the basis of their homeless status. For more information, contact Justin Laine, Kellyn Hazen or Karli Nelson.
[Board Policy 3115](#) [Board Procedure 3115P](#)

Naselle-Grays River Valley McKinney-Vento Dispute Resolution Process

Parent/Guardian/Unaccompanied Youth Petition to Appeal

OVERVIEW OF THE DISPUTE RESOLUTION PROCESS

In a case where a dispute occurs regarding the eligibility, school selection, or enrollment of a child or youth experiencing homelessness, the following process must be used: A Level I Appeal of the dispute is made to the district's homeless liaison. If unresolved at this level, a Level II Appeal of the dispute is made to the local school district superintendent or designee, and if the dispute continues to be unresolved, a Level III Appeal of the dispute is made to OSPI. A Level III Appeal to OSPI is the final administrative appeal. **Every effort must be made to resolve the complaint or dispute at the local level before it is brought to OSPI.**

INITIATION OF THE DISPUTE RESOLUTION PROCESS

If a school district seeks to place a child or youth experiencing homelessness in a school other than the school of origin or the school requested by the parent/guardian or unaccompanied youth, or the school district determines that the student does not meet the definition of a homeless child or youth, the school district's homeless liaison shall inform the child's/youth's parent/guardian or the unaccompanied youth in a language and format understandable to the parent/guardian or unaccompanied youth of their right to appeal the decision made by the school district. The district must also provide the following:

1. Written contact information for the school district homeless liaison and state coordinator, with a brief description of their roles.
2. A simple, written detachable form that parents, guardians, or unaccompanied youth can complete and turn in to the school to initiate the dispute process (the school should copy the form and return the copy to the parent, guardian, or youth for their records when it is submitted).
3. A written step-by-step description of how to dispute the school district's decision.
4. Written notice of the right to enroll immediately in the school where enrollment is sought pending resolution of the dispute.
5. Written notice of the right to appeal to the state if the district-level resolution is not satisfactory.
6. Written timelines for resolving district- and state-level appeals.

Level I Appeal: School District Homeless Liaison

Communication: If a parent/guardian/unaccompanied youth wishes to appeal the school district's decision related to the student's eligibility, school selection, or enrollment the following process and timeline must be followed:

- 1.) The parent/guardian or unaccompanied youth must file a request for dispute resolution with the district's homeless liaison by submitting a form that initiates the dispute resolution process (given to the parent/guardian or unaccompanied youth by the liaison). The request for dispute resolution must be submitted by the parent/guardian or the unaccompanied youth to the district liaison within fifteen (15) business days of receiving the written notification that the district did not identify the student as experiencing homelessness or intends to enroll the student in a school other than that requested by the family or the unaccompanied youth. The parent/guardian or unaccompanied youth may submit the

request directly to the homeless liaison or they may submit the request to the school where the dispute is taking place. If the request is submitted to the school where the dispute is taking place, the school shall immediately forward the request to the district's homeless liaison. In the event that the district's homeless liaison is unavailable, the school district must appoint a designee that may receive the parent/guardian's or unaccompanied youth's request to initiate the dispute resolution process.

2.) The homeless liaison must log their receipt of the complaint, including the date and time, with a written description of the situation and the reason for the dispute, and a copy of the complaint must be forwarded to the liaison's immediate supervisor and the district superintendent.

3.) Within five (5) business days of the receipt of the complaint, the liaison must make a decision on the complaint and inform the parent/guardian or unaccompanied youth in writing of the result. The district's homeless liaison shall provide the parent/guardian or unaccompanied youth with an appeals package containing:

1. A copy of the parent/guardian's or unaccompanied youth's complaint which was filed with the district's homeless liaison upon initiating a Level I Appeal.
2. The decision rendered at the Level I Appeal by the school district homeless liaison.
3. Any additional information from the parent/guardian, unaccompanied youth, and/or homeless liaison.

It is the responsibility of the district to verify the parent/guardian's or unaccompanied youth's receipt of the written notification regarding the homeless liaison's Level I Appeal decision.

4.) If the parent/guardian or unaccompanied youth disagrees with the decision made at the Level I Appeal and wishes to move the dispute resolution process forward to a Level II

Appeal, the parent/guardian or unaccompanied youth shall notify the district's homeless liaison of their intent to proceed to a Level II Appeal within ten (10) business days of receipt of notification of the Level I Appeal decision.

Level II Appeal: School District Superintendent Communication

If the dispute remains unresolved after a Level I Appeal:

1.) If a parent/guardian or unaccompanied youth disagrees with the decision rendered by the district's homeless liaison at a Level I Appeal, the parent/guardian or unaccompanied youth may appeal the decision to the local school district's superintendent or the superintendent's designee, (the designee shall be someone other than the district's homeless liaison) using the appeals package provided to the parent/guardian after the Level I Appeal.

2.) The superintendent or their designee, will arrange for a personal conference with the parent/guardian or unaccompanied youth. The personal conference will be arranged within five (5) business days of the parent/guardian or unaccompanied youth's notification to the district of their intent to proceed to a Level II Appeal of the dispute resolution process. Once arranged, the meeting between the superintendent or designee and the parent/guardian or unaccompanied youth is to take place as expeditiously as possible. This meeting may be held over video or phone conference if required due to a school building closure or if the parent/guardian or unaccompanied youth is unable to attend in-person, provided the same opportunity for appeal is given and the same rights are provided to the family or youth.

- 3.) The superintendent or designee will provide a decision in writing to the parent/guardian or unaccompanied youth with supporting evidence and reasons within five (5) business days of the superintendent or designee's personal conference with the parent/guardian or unaccompanied youth. It is the responsibility of the district to verify the parent/guardian's or unaccompanied youth's receipt of the written notification regarding the superintendent's Level II Appeal decision.
- 4.) A copy of the appeals package, along with the written decision made at a Level II Appeal, is to be shared with the district's homeless liaison.
- 5.) If the parent/guardian or unaccompanied youth disagrees with the decision made at a Level II Appeal and wishes to move the dispute resolution process forward to a Level III Appeal, the parent/guardian or unaccompanied youth shall notify the district's homeless liaison of their intent to proceed to a Level III Appeal within ten (10) business days of receipt of notification of the Level II Appeal decision.
- 6.) If the dispute remains unresolved, the process then moves to a Level III Appeal.

Level III Appeal: OSPI Communication: *If the dispute remains unresolved after a Level II Appeal:*

1. The superintendent shall forward all written documentation and related paperwork to the OSPI homeless education coordinator or designee for review within five (5) business days of the parent/guardian or unaccompanied youth notifying the district of a request to appeal the decision rendered at a Level II Appeal.
2. The entire dispute package, including all documentation and related paperwork, is to be submitted to OSPI in one consolidated and complete package via hard copy mail delivery. In addition to the hard copy dispute package, the district may choose, and is encouraged, to submit a courtesy scanned copy in a single file via PDF format to the homeless education email inbox (homelessed@k12.wa.us) provided that the information included complies with the Family Educational Rights and Privacy Act (FERPA). The PDF file is not a substitute for the required hard copy dispute package. Documents submitted separately from the hard copy dispute package, documents submitted after the fact, or documents submitted outside of the dispute package may not be reviewed by OSPI and will not extend the dispute timeframe. It is the responsibility of the district to ensure that dispute packages are complete and ready for review at the time they are submitted to OSPI.
3. The OSPI homeless education coordinator or designee, along with the appropriate agency director and/or agency assistant superintendent, shall make a final decision within fifteen (15) business days of receipt of the hard copy complaint.
4. The final decision will be forwarded to the school district's homeless liaison for distribution to the parent/guardian and the district superintendent or designee.
5. The decision made by OSPI shall be the final resolution concerning eligibility or placement of a child or youth experiencing homelessness in the school district.
6. The office of the school district superintendent shall maintain a record of all disputes related to the placement of children and youth experiencing homelessness. These records shall include disputes resolved at Level I, Level II, and/or Level III Appeals and shall be made available to OSPI upon request.

INTER-DISTRICT DISPUTES

If a dispute arises over eligibility, school selection, or enrollment in a school, the child or youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute.

Disputes arising between school districts regarding eligibility or placement of a child or youth experiencing homelessness in a school district should be resolved between the school districts at the local level in the best interest of the child and according to the law. Disputes between school districts that remain unresolved shall be forwarded in writing by either of the disputing districts' homeless liaison to the OSPI homeless education coordinator or designee. A decision will be made by the OSPI homeless coordinator or designee, along with a committee of OSPI staff, within ten (10) business days of the receipt of the dispute and will be forwarded in writing to the districts' superintendents, the districts' homeless liaisons, and the parent/guardian(s) of the homeless child or youth.

The decision made by OSPI shall be the final resolution between the disputing local education agencies for eligibility and/or placement of a child or youth experiencing homelessness in a district.

Dear Parent, Guardian, or Youth:

Because Naselle-Grays River Valley School District seeks to place your child(ren) in a school other than the school of origin or the school you requested, we are providing this information packet to inform you of your right to appeal our decision.

Included, you will find the following:

1. Written contact information for the school district's Homeless Liaison and State Coordinator
2. Receipt of dispute resolution packet
3. A detachable form that you can complete and turn into the school or Homeless Liaison to initiate the dispute process
4. A written step-by-step description of how to dispute the school district's decision, along with information
5. Written notice of the right to enroll immediately in the school where enrollment was sought pending resolution of the dispute
6. Written timelines for resolving district- and state-level appeals.

If, at any time, you have questions regarding the dispute resolution process, you can contact the District's Homeless Liaison or the State Homeless Education Coordinator, and they will assist you with the process.

School District Homeless Liaison
Principal Justin Laine
Naselle-Grays River Valley School District No. 155
793 State Route 4
Naselle, WA 98638
360.484.7121 Ext. 1

WA State Homeless Education Coordinator
Melinda Dyer
Office of the Superintendent of Public Instruction
PO Box 47200
Olympia, WA 98504
360.725.6050

Receipt of Dispute Resolution Information

Date: _____

I, _____, am the parent, guardian, or youth attempting to enroll my child/ren or myself in the following school(s):

Child's Name:

School(s):

I have received the explanation of my child's placement. This explanation included:

1. Contact information for the District's Homeless Liaison and the Office of the Superintendent of Public Instruction's Homeless Education Coordinator
2. A copy of the dispute resolution process
3. Paperwork to complete if I wish to dispute the district's decision
4. Directions on how to complete the dispute resolution paperwork
5. A summary of the McKinney-Vento Act

I understand that the school district will ensure that my child/ren will attend and fully participate in the school where enrollment is sought while the dispute process is carried out.

Parent/Guardian/Youth Signature

Date

School District Personnel Signature

Date

Upon receipt of the dispute resolution packet, please sign this form and return it to the school where you are attempting to enroll or to the district's Homeless Liaison.

McKinney-Vento Dispute Resolution Form

Date: _____

I have received the explanation of the District's placement decision concerning my children/myself, (name): _____. I disagree with the district's placement decision, and I am appealing that decision for the following reasons:

I understand that the district will ensure that my child/I will have the opportunity to attend and participate at the school where enrollment is sought while the dispute is being carried out.

Parent/Guardian/Youth Signature

Date

School District Personnel Signature

Date

School District Use Only:

☐ Level I Appeal

☐ Level II Appeal

☐ Level III Appeal

Parent/Youth's Guide to the McKinney-Vento Dispute Resolution

If a parent, guardian, or unaccompanied youth wishes to appeal a school district's decision regarding school placement:

1. The parent/unaccompanied youth must submit a request for dispute resolution form to the district Liaison or the school where enrollment is sought within fifteen **(15) business days** of receiving the district's notification that they plan to enroll the student in a school other than the one requested by the parent, guardian, or youth.
2. Within five **(5) business days** of their receipt of the complaint, the Liaison must make a decision on the complaint and inform the parent or unaccompanied youth of their decision in writing.

If the parent or youth disagrees with the decision made at Level I and wishes to move the dispute resolution process forward to Level II, the parent or unaccompanied youth shall notify the district's Homeless Liaison of their intent to proceed to Level II within ten **(10) business days** of their receipt of notification of the Level I decision. If the parent or unaccompanied youth wishes to proceed to Level II, the district's Homeless Liaison will provide an appeals package that includes:

1. A copy of the parent or youth's complaint which was filed at the district Homeless Liaison at Level I
2. The decision rendered at Level I by the Homeless Liaison
3. Any additional information from the parent, guardian, unaccompanied youth, or Liaison.

If the dispute remains unresolved after a Level I appeal, the parent, guardian, or unaccompanied youth may appeal the decision to the local school district's Superintendent or the Superintendent's designee. The appeals package from the Level I dispute will be used to facilitate the following:

1. The Superintendent or Superintendent's designee (not the Homeless Liaison), will arrange for a personal conference with the parent, guardian, or unaccompanied youth. This will occur within five **(5) business days** of the parent, guardian, or youth's notification to the district of their intent to proceed to the Level II dispute resolution process. This meeting, once arranged, should happen as quickly as possible.
2. The Superintendent, or the Superintendent's designee, will provide a decision, in writing, to the parent, guardian, or unaccompanied youth with supporting evidence and reasons within five **(5) business days** of the meeting.

If the parent, guardian, or unaccompanied youth disagrees with the decision at Level II and wishes to move the dispute process to Level III, the parent, guardian, or unaccompanied youth must notify the district's Homeless Liaison of their intent to proceed to Level III within ten **(10) days of receipt** of notification of the Level II decision. If the dispute remains unresolved:

1. The Superintendent must forward all written documentation and related paperwork to the OSPI Homeless Education Coordinator or designee, for review within five **(5) business days** of receiving notification that the parent, guardian, or youth would like to proceed to Level III.
2. The entire dispute package including all documentation and related paperwork is to be submitted to OSPI in one complete package via hard copy mail delivery. Documents submitted separately from the dispute package may not be reviewed. It is the responsibility of the district to ensure the dispute packages are complete and ready for review.
3. The OSPI Homeless Education coordinator, along with appropriate OSPI personnel, will make a final decision within fifteen **(15) business days** of receipt of the complaint.
4. The final decision will be forwarded to the school district's Homeless Liaison for distribution to the parent and local Superintendent.
5. The decision made by OSPI will be the final resolution for placement of a homeless child or youth in the district.

NASELLE-GRAYS RIVER VALLEY SCHOOL DISTRICT

PROGRAM PLANS FOR TITLE I PART A and C LAP TBIP Highly Qualified 2025-26

Needs Assessment

It is generally recognized that not all students learn in the same manner or in the same setting. Students targeted for assistance through this plan have been identified by falling behind in regular education classrooms or falling short of meeting grade level standards in reading and mathematics as established by the common core standards as measured by the SBAC, EOC's, WIDA, district, and other classroom based assessments.

Program Plan

The Title I-A and C paraeducators, TBIP personnel, and certificated teachers will work with the regular education teachers in grades K-5 (TBIP & MEP K-12) to provide supplemental services and support the students identified for assistance in the areas of reading and/or mathematics. (TBIP will work in building vocabulary, fluency, and comprehension skills with LEP students K-12). LAP para-educators and certificated teachers will provide supplemental support to those identified students in the area of mathematics, ELA or disruptive behavior for students in grades K-12, with a focus on K-4 literacy.

Process for Identifying Underachieving Students in Title I & LAP

Certificated staff and instructional assistants will review all test data, including group and individual test scores from classroom, district, and state assessments. All students in grades K-12 will be screened and rank ordered in September. The Title I/LAP program will allow the Naselle-Grays River Valley School District to provide one or more of the following: supplemental readiness, reading, and/or mathematical skills to those students who are identified with deficiencies in the targeted areas. Students are administered statewide assessments in the basic skills areas. The students who fall below the state standard (SBAC, EOC's, WIDA other district level assessments), show losses compared to previous assessments, and/or are underachieving due to their academic deficits, as identified by the statewide assessments, will be the students targeted for additional instruction through the Title I-LAP-Migrant-Bilingual Programs.

In all grade levels, in the areas of Reading, Writing, and Mathematics, the students will be rank ordered using a combination of screening tools (STAR, SBAC, EOC's, WIDA), teacher recommendations, parent referrals, and a Child Find team. Various grade level assessments and also previous year's performances will be the criteria used to determine selection of program eligibility. Those students who are most deficient in the basic skills will be priority for the program. At every level, Migrant and Bilingual students are also eligible for Title I/LAP services and will be selected on the same basis as all other students. The Migrant program will prioritize those students who are in Tier I or POS (priority of service) students. All homeless children will be identified and automatically eligible for any Title IA,

Migrant, Bilingual educational services as well as transportation, meals, or personal needs. Those students who are enrolled in our school district less than 165 days shall become a priority for services through the Migrant Program. Additionally, any students who have been identified through the assessment process as “at risk for failure” shall be identified and provided remediation through the Migrant Program.

Kindergarten

Students will be administered a screening device, which will include a reading benchmark fluency test on letter recognition. A STAR Early Literacy test will also be administered. The WIDA teacher and parent recommendations will also be considered. Students not meeting grade level expectations will be provided opportunities for Title I assistance in mathematics and LAP assistance in reading.

First Grade

Students in first grade will be screened and rank ordered in September in reading/math. A STAR Early Literacy test, numbers test, WIDA, and/or other district level assessments, combined with teacher and parent recommendation, will be used to establish rank order. Students not meeting grade level expectations will be provided opportunities for Title I in math and LAP assistance in reading.

Second -Third-Fourth Grade

Students in second, third, and fourth grades will be screened and rank ordered in September using an individual reading/mathematics inventory and use of the STAR math and reading assessments. WIDA or SBAC scores will also be reviewed from spring of the previous year. A reading benchmark fluency test will also be administered via Read Live. Teacher and parent recommendation will also be a consideration. Students falling behind the standard in mathematics will be provided an opportunity for Title I assistance and those falling behind standard in reading/language arts will be provided an opportunity for LAP assistance.

Fifth Grade

SBAC and WIDA scores from the previous spring will be reviewed. Teacher and parent recommendations will also be considered. Any students falling below the standard in mathematics, reading and/or language arts will be provided opportunities for Title I assistance. Students in fifth grade will be screened and rank ordered in September in reading, writing, and mathematics. A reading benchmark fluency test will also be administered. An individual Reading/Math inventory will be given to each identified student using the STAR math and reading assessments.

Sixth Grade

SBAC, WIDA scores from the previous spring will be reviewed. Teacher and student recommendations will also be considered. Any students falling below the standard will be provided opportunities for LAP assistance. Students in sixth grade will be screened and rank ordered in September in reading, writing, and mathematics. An individual Reading/Math inventory may be given to each student using the STAR math and reading assessments. A reading benchmark fluency test will also be administered. WIDA II will be utilized to identify students in need of supplemental support.

Seventh Grade

SBAC scores from the previous spring will be reviewed. Any students falling below the standard will be provided opportunities for LAP assistance. Qualifying students in seventh grade will be screened and rank ordered in September in mathematics and reading. An individual math and reading assessment will be given to each student falling below the standard using the STAR math and reading assessments

Eighth Grade

SBAC scores from the previous spring will be reviewed. Any students falling below the standard on the SBAC will be provided an opportunity for LAP assistance. Qualifying students in eighth grade will be screened and rank ordered in September in mathematics and reading. An individual math and reading assessment will be given to each student identified as falling below the standard using the STAR math and reading assessments.

Ninth Grade

SBAC scores from the previous spring will be reviewed. Any students falling below the standard on the 8th grade SBAC will be provided an opportunity for LAP assistance. Qualifying students in 9th grade will be rank-ordered in September in mathematics. An individual STAR math assessment will be given to each student falling below the standard. Areas of greatest academic need will determine how assistance will be provided (i.e., in the classroom or through a pullout LAP class).

Tenth Grade

SBAC scores from the previous years will be reviewed. An individual math assessment (STAR) will be given to each student falling below the state standard on the SBAC. Any students falling below the standard on their 8th grade SBAC will be provided an opportunity for LAP assistance. Areas of greatest academic need will determine how the assistance will be provided.

Eleventh-Twelfth Grade

SBAC and/or STAR math scores from the previous spring and/or summer will be reviewed. Any students falling below the standard on the SBAC math test will be provided an opportunity for LAP assistance. Areas of greatest academic need will determine how assistance will be provided.

Title I-Part C Supplemental Services

Migrant Students who are on the Priority for Services list from OSPI will be prioritized to receive supplemental services in Reading Readiness, Math, and ELA. The District MEP Coordinator will review SBAC, EOC's, WIDA other district level assessment and MSIS Needs Assessment Reports before serving at-risk migrant students.

TBIP Services

Bilingual students who receive a WIDA score in Beginning and/or intermediate levels will receive TBIP services in ELA. Students who scored Proficient will be monitored for the next three years after the assessment and will also receive services when needed.

Roles and Communication

Roles of students, parents/guardians, and teachers

The role of each Title I/LAP student is outlined in a compact which is signed by parent/guardian, paraeducator, and student.

Communication procedures regarding student accomplishments

Quarterly reports indicating student progress will be sent to Title I-A/LAP parents/guardians at each grading period with the exception of the 1st quarter when teachers will conference with parents regarding Title IA/LAP progress. The Title I/LAP staff will work with classroom teachers to assess progress. In addition, the classroom teacher will send out their report cards reflections on achievements four times a year. Parents of students enrolled in the LAP program will have a conference in November. Title I and LAP progress reports will be mailed home 3 times a year.

TBIP

A parent notification will be sent out to notify them of their child's status in the program and student's WIDA annual assessment results at the beginning of each year.

How State Level and Classroom Assessments are Used to Inform Instruction

Through the use of state and classroom assessments, specific skill areas in greatest need will be determined and strategies for instruction developed. Reading levels, fluency, phonics skills and mathematical abilities will be identified through the assessment data.

Identification and Implementation of Focused and Intentional Instructional Strategies

In the area of reading, small group instruction will focus on fluency, comprehension, basic phonics, vocabulary, and other areas of need as determined by various assessment tools or teacher recommendations. Students will work in small groups with Title I/LAP para-educators to increase achievement in the areas identified in need of remediation.

In the areas of math, small group and/or individual instruction will focus on the areas of concepts, probability & statistics, estimation, problem solving, and any other areas which have been determined through various assessments utilized, along with teacher recommendations. Students will work as individuals or in small groups with Title I/LAP para-educators to increase achievement in the areas identified in need of remediation.

How Highly Qualified Instructional Staff are Developed and Supported in the Program

Professional Development

100% of the District's para-educators are "Highly Qualified" as required by NCLB. The highly qualified status may be reflected through: an Associate's degree from a community college; 2 years of study at an institution of higher learning; or by passing the state approved assessment. Attendance at ESD classes for paraprofessionals is encouraged and paid for through building professional development funds.

Up to 5 percent of the Title I PART A budget may be set aside for use in the professional development of Title I Part A&C/TBIP staff. Para-educators will have access to paraeducator.com for professional development. These are available for use to pay for expenses for training attended by the staff involved in the instruction of Title I students. The District provides an additional \$250 per paraeducator to attend workshops/trainings. (TBIP Professional Development will use Title III funding).

Instructional Assessment (Indicators of Success)

Data on student achievement is being collected from many sources. The state assessments include the SBAC and WIDA. District assessments include level tests in reading and math and a district writing assessment using the 6 trait writing mode. Additionally, all students are given classroom based assessments, which result in more data to assess student achievement. The purpose of these assessments is to provide data regarding the progress of all students in achieving success at meeting the Common Core Standards. STAR Reading, STAR Math, and Read Live also used in determining the success level of students. Migrant-Bilingual students are included in all state and district testing. Expectations for growth are the same as for all other students.

Professional Development

Faculty and staff at Naselle-Grays River Valley School District will participate in staff development activities at the district and building level. In addition, staff may attend professional development training sponsored by outside agencies. All of these activities are supported by building and district resources and are available to any interested staff member (certified and classified), including all special program staff, as resources permit. We will encourage attendance at workshops in cultural awareness training and special needs of second language acquisition learners.

The Migrant Program staff also has the opportunity to attend the summer trainings and special staff development and inservice opportunities presented by ESD 189-Migrant staff. TBIP staff also has the opportunity to attend WIDA professional development through on-line courses.

In addition to the School Improvement Plan activities, the professional development opportunities hosted by the district are available for classified staff. The district will provide training sessions for increasing student achievement. In-service training for all new instructional materials will be provided. All paraeducators are encouraged to attend these training sessions.

For the certified staff, monthly building level meetings, which include all special program staff are held to discuss curriculum issues as they relate to the state standards and district benchmarks. The district provides follow-up training on the use of benchmarks in instructional planning and in newly adopted curriculum pieces (including reading, writing, and mathematics). Assessment training opportunities are provided in the current professional development planning.

Coordination and Integration of Services

Coordination with Regular Program and Other Support Programs

All students served by the program staff are receiving reading, writing, and math instruction in their regular education classrooms, in addition to extra program support. Classroom teachers and the instructional assistants working with them meet regularly to plan and learn effective methods to use with students to increase their reading, writing, and mathematics skills. The purpose of the coordination is to provide the students with best practice instruction to meet the state essential academic learning requirements and district benchmarks. Special Programs planning is included in the overall school planning process for improving student achievement.

Coordination with Other Educational Services

Summer school programs in Reading and Math for grades 1-4 may be offered, contingent upon district level funding. A mathematics summer school may also be offered to 7-11th grade students who do not meet the Mathematics standard on the SBAC/HSPE or fail a middle or high school mathematics course.

All programs are designed to support the regular classroom programs. For students receiving services through any combination of Title I, LAP, Migrant, Bilingual programs, everyone will work to support each other working toward the same benchmarks and goals as indicated in district level curriculum. All students, including those in the Migrant and/or Bilingual programs, are eligible for and receive services through all federal, state, and district programs on the same basis as all other children.

Summer school programs are offered through school district and/or LAP funding. This is provided for K-4 students, including Title I, LAP, Migrant, and Bilingual students. Determination for enrollment is based on teacher recommendation and parent request. Summer school services are described to parents of students enrolled in the Migrant or Bilingual programs and are recommended to parents by the Migrant Home visitor during contacts where appropriate.

Program Activities

- * Extended learning time opportunities occurring before or after the regular school day or on Saturday
- * Professional development for certificated and classified staff that focuses on the needs of a diverse student population
- * Specific literacy and mathematics content and instructional strategies on differentiating instruction
- * The use of student work to guide effective instruction
- * Consultant teachers to assist in implementing effective instructional practices by teachers serving participating students
- * Tutoring support for participating students. The emphasis of tutoring support through the Title/LAP program will be focused primarily in the areas of Reading, Writing, and/or Mathematics. Through the use of IXL and Read Naturally programs, assistance will be provided to those students who are in need of remediation due to low test scores and performance. The STAR Reading/Math programs will be used to assess student's progress and growth.
- * Outreach activities and support for parents of participating students

Beyond the Regular School Year

The district may provide an intensive jump start summer school program for students identified for assistance in the areas of reading and mathematics in grades 1-4 if revenue is available.

The district may provide an intensive summer school mathematics opportunity for those 7th-9th graders not meeting the SBAC/EOC's/WIDA standard if funding is available. The program will assist those students in the area which has the greatest need as determined by SBAC/EOC/WIDA data, classroom assessment, and/or teacher referral.

Parental Involvement

Parental involvement and support is essential to the overall educational success of a child. We will work to provide opportunities where parents and the district work together for the benefit of the child. It is imperative that the parents are included as stakeholders in the educational process of their children. As stakeholders, parents are encouraged to visit and volunteer in the school or classroom. All parents of Title I/LAP/TBIP students will be invited to a meeting where the policies and Title I/LAP/TBIP program services will be discussed (Fall Open House).

Parents will be invited to parent/teacher meetings to discuss student achievement. Parents will also be asked to volunteer or given the opportunity to volunteer. Parent engagement meetings will be held 3 times a year. Parents are encouraged to attend school-wide Open House and also classroom "Open Houses." Other parent involvement activities may include: Math Game Night, Family Reading Night, and Pre-school Information. Newsletters regarding additional opportunities will be sent home and posted on the school website.

In the spring of the school year, parents and community members will be invited to join Title I-A/LAP/TBIP staff in evaluating the overall effectiveness of the program and current procedures and policies. Recommendations and revisions for the Title I-A/LAP/TBIP program for the following year may be made at this time.

A meeting will be held to evaluate effectiveness of current procedures and policies. Parents will be encouraged to be part of the development of the school-parent compact, planning, and reviewing improvements for the programs each spring. Attendees of the meeting will include Title I Coordinator, Title I para-educators, LAP, and Migrant-Bilingual staff. Copies of the policy will be available upon request. Parents will be an integral part of this process, which will include evaluation and revision of the program strategies.

Reviewed and approved by:

_____	Title I-A Coordinator Date
_____	Title I Para-ed Date
_____	LAP Para-ed Date
_____	Title I-C para-ed/Coordinator Date
_____	TBIP Coordinator/Date
_____	Parent Representative Date

Key Terms & Definitions

ELL-English Language Learners

EOC- End of course exam or assessment

LAP-Learning Assistance Program. State funded program that offers supplemental services for students scoring below grade-level standard in English language arts (ELA) and mathematics. The services focus on accelerating student growth to make progress toward grade level.

LEP-Limited English Proficient. Generally a term associated with the TBIP program and refers to students who are learning English. See below.

MEP-Migrant Education Program. Supported by Title I-C. See below.

MSIS - Migrant Student Information System

SBAC – Smarter-balanced Assessment Consortium

STAR-Standardized Test for the Assessment of Reading and or Math

TBIP-Transitional Bilingual Instruction Program. TBIP is funded through the Transitional Bilingual Instruction Act of 1979 ([RCW 28A.180](#)) and provides English language instructional support until eligible students can meet the program's exit criteria. The World-Class Instructional Design and Assessment (WIDA) is the approved State exam to measure students' language proficiency.

TITLE I A: Provides federal funding to elementary and secondary schools for programs and services to help disadvantaged students succeed. Funding is provided for schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated primarily on census poverty estimates and the cost of education in each state. Title I is similar to LAP, but it is federally funded instead of funded by the State.

TITLE I C: Federal program to support students who qualify for the Migrant program. Funds support programs for migratory children and help ensure students are not penalized by disparities among states in curriculum, graduation requirements, and academic standards.

WIDA-World-Class Instructional Design and Assessment (approved State assessment to measure students' language proficiency.)

**Naselle-GRV School District Harassment, Intimidation or Bullying (HIB)
Incident Reporting Form**

Reporting Person (optional): _____

Targeted Student: _____

Your email address (optional): _____ **Today's Date:** _____

Your Phone number (optional): _____

Name of school adult you've already contacted (if any): _____

Name(s) of alleged bullies (if known) _____

On what dates did the incident(s) happen (if known): _____

Where did the incident happen? Circle all that apply.

Classroom Hallway Restroom Playground Locker Room Lunchroom Sports Field
Parking Lot School Bus Internet/Social Media Cell Phone At or during a School Activity
Off School Property On the way to/from School

Other (Please describe.) _____

Please check the box that best describes what the bully did. Please choose all that apply.

- ☐ Hitting, kicking, shoving, spitting, hair pulling, or throwing something at the student
- ☐ Getting another person to hit or harm the student
- ☐ Teasing, name-calling, making critical, offensive, or threatening remarks in person, by phone, email, social media
- ☐ Putting the student down and making the student a target of jokes
- ☐ Making rude and/or threatening gestures
- ☐ Excluding or rejecting the student
- ☐ Making the student fearful, demanding money or exploiting
- ☐ Spreading harmful rumors or gossip
- ☐ Cyberbullying (bullying by calling, texting, emailing, social media, etc.)
- ☐ Other

If you select other, please describe: _____

Why do you think the incident of harassment, intimidation or bullying occurred?

Were there any witnesses? Yes ☐ If ☒ yes, please provide their names: _____

Did a physical injury result from this incident? If yes, please describe. _____

Was the target absent from school as a result of the incident? Yes ☐ No ☒ yes please describe _____

Is there any additional information? _____

Thank you for reporting!

For Office Use-----

Received by: _____

Date received: _____

Action taken: _____

Parent/Guardian contacted: _____

Circle one: Resolved Unresolved

Referred to: _____