



Centralia School District

November Study Session

Date and Time

Thursday November 6, 2025 at 5:00 PM PST

Thursday, November 6, 2025

Centralia High School Performing Arts Center

5:00 p.m. Board Meeting

Zoom: <https://zoom.us/j/99431240970>

Facebook: <https://www.facebook.com/centraliaschooldistrict>

Our Mission: Prioritize Students- Uphold High Expectations- Champion Hope- Cultivate Collaboration

Our Vision: All Students Achieve Academic and Personal Excellence

Agenda

Presenter

I. Opening Items

A. Call the Meeting to Order

B. Flag Salute

C. Record Attendance

Tim Browning, President

Kayla Mounts, Vice President

Sarah Holmes, Director

Cameron McGee, Director

Presenter

Deb Parnham, Director

D. Approval of the Agenda

II. Board Policy and Procedure Review

A.	Retire Policy 0551 Goals of the Administrative Organization	Lisa Grant
B.	Retire Policy 0560 District Plan	Lisa Grant
C.	Retire Policy 1810 Annual Governance Goals and Objectives	Lisa Grant
D.	Retire Procedure 1820 Board Self-Assessment	Lisa Grant
E.	Policy 1005 Key Functions of the Board	Lisa Grant
F.	Policy 1210 Annual Organization Meeting	Lisa Grant
G.	Policy 1630 Evaluation of the Superintendent	Lisa Grant
H.	Policy 1820 Board Self-Assessment	Lisa Grant
I.	Policy 1821 Standards for Individual School Directors	Lisa Grant
J.	Retire Procedure 5000 Recruitment, Selection and Evaluation of Staff	Samantha Mitchell, Exec. Director of Human Resources
K.	Retire Procedure 5020 Collective Bargaining	Samantha Mitchell, Exec. Director of Human Resources
L.	Policy 5000 Recruitment, Selection and Evaluation of Staff	Samantha Mitchell, Exec. Director of Human Resources
M.	Procedure 2021 Library Information and Technology Programs	Jeff Broome, Exec. Director of Teaching and Learning
N.	Policy 2170 Career and Technical Education	Jeff Broome, Exec. Director of Teaching and Learning
O.	Policy 2166 RTS/MTSS	Jeff Broome, Exec. Director of Teaching and Learning

Presenter

- | | | |
|-----------|---|--|
| P. | Procedure 3416 Medication at School | Tammie Jensen-Tabor, Exec.
Director of Special Services |
| Q. | Procedure 2161 Special Education and Related Services for Eligible Students | Tammie Jensen-Tabor, Exec.
Director of Special Services |
| R. | Policy 3421 Child Abuse and Neglect | Tammie Jensen-Tabor, Exec.
Director of Special Services |
| S. | Policy 3425 Accommodating Students with Adrenal Insufficiency | Tammie Jensen-Tabor, Exec.
Director of Special Services |

III. Reports to the Board

- | | | |
|-----------|----------------------|---|
| A. | Dual Language Update | Jeff Broome, Exec.
Director of Teaching and Learning |
| B. | Levy Discussion | Joe Vetter,
Executive Director of Fiscal Services |

IV. Closing Items

- A.** Future Meeting Schedule and Board Recommended Agenda Items for Future Meetings

Board Regular Board Meeting

Thursday, November 13, 2025

5:00 p.m. at Centralia High School PAC

Board Study Session

Thursday, December 4, 2025

5:00 p.m. at Centralia High School PAC

- B.** Adjourn Meeting

People with disabilities should contact the superintendent's office at least 24 hours in advance so that arrangements can be made for them to participate in board meetings.

Coversheet

Retire Policy 0551 Goals of the Administrative Organization

Section: II. Board Policy and Procedure Review
Item: A. Retire Policy 0551 Goals of the Administrative Organization
Purpose:
Submitted by:
Related Material: RETIRE 0551 Goals of the Administrative Organization.pdf



CENTRALIA SCHOOL DISTRICT BOARD POLICY #0551 GOALS OF THE ADMINISTRATIVE ORGANIZATION

The goals of the administrative organization are to provide for efficient and responsible supervision, implementation, evaluation and improvement of the instructional program, consistent with the policies established by the board; effective and responsive communication with staff, students, parents and other patrons; and the fostering of staff initiative and rapport. This can be accomplished most effectively through a democratic process which recognizes that while the responsibility and authority are vested in the board, there also must be provision for appropriate involvement of the staff and the community prior to a decision.

The district's administrative organization shall be designed so that all divisions and departments of the central office are part of a single system guided by board policies which are implemented through the superintendent. Principals and central office administrators are expected to administer their facilities in accordance with board policy and the superintendent's rules and procedures. Initiative, resourcefulness, leadership and consideration for staff, students, parents and others are essential for effective administration.

Adoption Date: July 16, 1997
Centralia School District
Revised: October 20, 2010
Classification: Optional

Coversheet

Retire Policy 0560 District Plan

Section: II. Board Policy and Procedure Review
Item: B. Retire Policy 0560 District Plan
Purpose:
Submitted by:
Related Material: RETIRE 0560 Strategic Action Plans.pdf

CENTRALIA SCHOOL DISTRICT BOARD POLICY #0560 STRATEGIC ACTION PLANS

The Centralia School District is committed to site-based leadership and collaborative decision making processes. The district believes that an ongoing process of shared collaborative decision making processes creates an environment of collegiality emphasizing "quality" decisions as well as "ownership" of the decisions being processed leading to improved learning opportunities for our students. Therefore, each site shall establish a leadership structure that will foster collaborative consensus decision making processes. In addition, each site shall establish a decision making process that clearly defines which decisions will be made in a collaborative manner, a consensus manner, an input manner, or processed using positional authority. It is intended that decision making processes define and clarify which decisions will involve staff, students, and patrons and clearly state how access to the decision making process is obtained.

Strategic Long Range Planning: The district shall maintain a strategic long range planning process with a five year "vision" to the future that sets forth an annual implementation schedule which is adopted by the Board of Directors of the district and published on an annual basis. The planning process will include administrators, certificated and non-certificated staff as well as a student and patrons of the district. The Strategic Long Range Plan shall be updated every other year to ensure that the plan always responds to current organizational needs. One of the primary function of the strategic long range planning process is to set forth the appropriate processes to continually evaluate the educational programs of the district and systematically schedule plans for improvement when necessary. The educational programs of the district shall provide students with the necessary skills so that they can become productive, participating citizens and function successfully in a world class employment market.

Site Based Planning: All sites shall complete a site based planning process which supports the district's Strategic Long Range Plan. The site planning process will involve administration, certificated and non-certificated staff, students (high school only) as well as patrons of the school district. Each site plan will support the district's Mission and Objectives and will set forth an annual implementation schedule that will be shared with the Board of Directors on an annual basis which will also include a progress report. Each site shall be responsible for communicating on a regular basis their activities, decisions and implementation schedules to all members of the school community.

The principal shall be responsible to ensure that a collaborative consensus-driven process occurs at the site level and that access to decision making processes is promoted. It is the intent of the Centralia School Board that sites be governed in a manner that fosters and promotes collaboration and involvement of parents, students and staff in the decision making processes.

Adoption Date: March 16, 1994

Centralia School District

Revised: June 16, 2010

Classification: Optional

Coversheet

Retire Policy 1810 Annual Governance Goals and Objectives

Section: II. Board Policy and Procedure Review
Item: C. Retire Policy 1810 Annual Governance Goals and Objectives
Purpose:
Submitted by:
Related Material: RETIRE 1810 Annual Goals and Objectives.pdf

**~~CENTRALIA SCHOOL DISTRICT
BOARD POLICY #1810
ANNUAL GOALS AND OBJECTIVES~~**

~~Each year the board will formulate goals and objectives. The goals and objectives may include but are not limited to the board functions of vision, structure, accountability and advocacy.~~

~~At the conclusion of the year the board may reflect on the degree to which the goals and objectives have been accomplished by conducting a board self-evaluation and engaging in board development activities where needed.~~

~~Cross References: Board Policy 1005 Key Functions of the Board
Board Policy 1820 Evaluation of the Board
Board Policy 1822 Training and Development~~

~~Adoption Date: July 22, 1981~~

~~Centralia School District~~

~~Revised: March 15, 2000; August 18, 2010; June 8, 2022~~

~~Classification: Priority~~

Coversheet

Retire Procedure 1820 Board Self-Assessment

Section: II. Board Policy and Procedure Review
Item: D. Retire Procedure 1820 Board Self-Assessment
Purpose:
Submitted by:
Related Material: RETIRE 1820P Evaluation of the Board.pdf

~~Administrative Procedure to Board Policy #1820, Evaluation of the Board~~

~~Each individual board member shall annually review the code of governance as a basis for evaluating his/her own conduct as an elected representative of the board of directors. Collectively, the board shall evaluate its performance in terms of its four major functions:~~

~~A. **Vision**—The board shall demonstrate its responsibility for providing a community vision of its schools by:~~

- ~~1. Working with the community to determine the district's educational program and what students need to know and be able to do;~~
- ~~2. Formulating educational goals based on these community expectations and the needs of students;~~
- ~~3. Encouraging leadership, instruction and assessment, and curriculum development activities directed toward goals;~~
- ~~4. Annually reviewing the district's progress and direction against its vision.~~

~~B. **Structure**—The board shall demonstrate its responsibilities for establishing a organizational structure by:~~

- ~~1. Enacting policies that provide a definite course of action;~~
- ~~2. Monitoring the implementation of policies;~~
- ~~3. Employing qualified staff;~~
- ~~4. Reviewing proposed labor agreements, staffing recommendations and staff evaluations;~~
- ~~5. Formulating budgets; and~~
- ~~6. Working to ensure a healthy learning and working environment that supports continuous improvement.~~

~~C. **Accountability**—The board shall demonstrate accountability by:~~

- ~~1. Encouraging citizen involvement in the schools.~~
- ~~2. Reviewing budget proposals, revenues and expenditures;~~

Procedure 1820P

- ~~3. Approving materials, equipment and/or methods consistent with goals;~~
- ~~4. Requiring and monitoring periodic evaluations of school programs;~~
- ~~5. Reviewing building and grounds maintenance and needs;~~
- ~~6. Reviewing transportation services and other support services; and~~
- ~~7. Initiating and reviewing internal and external audits.~~

~~B. **Advocacy**—The board shall advocate for education and on behalf of students and their schools by:~~

- ~~1. Keeping the community informed about its school~~
- ~~2. Participating in school and community activities; and~~
- ~~3. Encouraging citizen involvement in the schools.~~

~~**Date:** July 22, 1991~~

~~**Revised:** October 20, 1982; June 19, 1996; August 18, 2010; June 8, 2022~~

Coversheet

Policy 1005 Key Functions of the Board

Section: II. Board Policy and Procedure Review
Item: E. Policy 1005 Key Functions of the Board
Purpose:
Submitted by:
Related Material: 1005 Key Functions of the Board.pdf



Policy No. 1005
Board of Directors

CENTRALIA SCHOOL DISTRICT BOARD POLICY #1005 KEY FUNCTIONS OF THE BOARD

Acting on behalf of the people of each community, the school board will fulfill the following functions: The research-based WA School Board standards outline the primary functions of the school board. These standards are linked to higher student achievement and more effective governance practices:

Responsible School District Governance:

Provide responsible school district governance by:

- Conducting board and district business in a fair, respectful, and responsible manner.
- Ensuring the board is accountable and open to the public, including seeking divergent and diverse perspectives in its decision-making process.
- Respecting and advocating mutual understanding of the roles and responsibilities of board members and the superintendent.
- Adopting policies based on well-researched practices that emphasize a belief that all students can achieve at high levels and that support continuous improvement of student achievement.
- Promoting healthy relationships by communicating supportively; inspiring, motivating, and empowering others; and exercising influence in a positive manner.
- Working as an effective and collaborative team.

Vision: The board, with participation by the community, shall envision the future of the school district's educational program and formulate goals, define outcomes and set the course for the school district. This will be done within the context of racial, ethnic and religious diversity and with a commitment to each student achieving academic and personal excellence.

Creating Conditions District-Wide for Students and Staff Success:

Create conditions district-wide for student and staff success by:

- A. Providing for the safety and wellness of all students and staff;
- B. Employing and supporting quality teachers, administrators and other staff and providing for their professional development;
- C. Providing for learning essentials, including rigorous curriculum, technology and high-quality facilities;
- D. Ensuring management of the organization, operations, and resources for an efficient and effective learning environment; and
- E. Adopting and monitoring an annual budget that allocates resources based on the district's vision, goals and priorities for student learning.

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Numbered + Level: 1 + Numbering Style: A, B, C, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Font: Not Bold

Policy No. 1005
Board of Directors

Structure: To achieve the vision, the board will establish a structure which reflects local circumstances and creates an environment designed to ensure all students the opportunity to attain their maximum potential through a sound organizational framework. This includes employing a superintendent, developing and approving policies, formulating budgets, setting high instructional and learning goals for staff and students, and nurturing a climate conducive to continuous improvement.

Communication of and Commitment to High Expectations for Student Learning:

Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

- Articulating the conviction that each and every student can learn and the belief that student learning can improve regardless of existing circumstances or resources;
- Leading the development, articulation, and stewardship of a vision of learning that is shared and supported by schools and the community;
- Adopting a collaboratively developed district strategic plan focused on learning and achievement outcomes for each and every student; and
- Ensuring non-negotiable goals for student achievement are established and aligned with the district's strategic plan.

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Font: Not Bold

Accountability: The board's accountability to the community will include adopting a system of continuous assessment of all conditions affecting education, including assessments for measuring staff and student progress towards goals. The public will be kept informed about programs and progress. Staff and board training will be provided to ensure continuous improvement of student achievement.

Holding the District Accountability for Student Learning:

Hold school district accountable for meeting student learning expectations by:

- Committing to continuous improvement in student achievement at each school and throughout the district;
- Evaluating the superintendent on clear and focused expectations; and
- Measuring student academic progress and needs based on valid and reliable assessments.

Formatted: Font: Not Bold

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Engagement of the Community in Education:

Engage the local community and represent the values and expectations they hold for their schools by:

- Collaborating with families and community members, responding to diverse interests and needs, and mobilizing community resources;
- Ensuring school board and district transparency through a process that is open and accountable;

Policy No. 1005
Board of Directors

- Soliciting input from staff and a wide spectrum of the community so that a diverse range of interests and perspectives on issues is considered.

Annually, the board will reflect on the degree to which it has operated according to its key functions by conducting a board self-assessment and engaging in board development activities where needed.

For more information, visit the WSSDA School Board Standards.

Formatted: Font: Not Bold

Advocacy: ~~The board shall serve as education's key advocate on behalf of students and their schools. The board shall work to advance the community's vision for its schools, pursue the district's goals, encourage progress and energize systemic change and ensure that students are treated as whole persons in a diversified society.~~

Cross References:

1310 - Policy Adoption, Manuals and Administrative Procedures
1810 - Annual Governance Goals and Objectives
1820 - Board Self-Assessment

Management Resources:

Policy News, October 2025
Policy News, 2012 - February Issue

Cross References:	Board Policy 0100	Commitment to Strategic Planning
	Board Policy 0300	Planning Process
	Board Policy 0700	Strategic Plan Evaluation
	Board Policy 1310	Policy Adoption, Manuals and Administrative Procedures
	Board Policy 1810	Annual Goals and Objectives
	Board Policy 1820	Evaluation of the Board

Adoption Date: September 15, 2010

Centralia School District

Revised: June 8, 2022; December 2025

Classification: Priority

Coversheet

Policy 1210 Annual Organization Meeting

Section:	II. Board Policy and Procedure Review
Item:	F. Policy 1210 Annual Organization Meeting
Purpose:	
Submitted by:	
Related Material:	1210 Annual Organizational Meeting-Election of Officers.pdf



**CENTRALIA SCHOOL DISTRICT
BOARD POLICY #1210
ANNUAL ORGANIZATIONAL MEETING, ~~ELECTION OF OFFICERS~~**

At the first regular meeting in January, the board shall elect from among its members a president to serve a two -year term. At the first regular meeting in January each year, the board shall elect from among its members a vice-president. In the even numbered years at the same meeting, a WSSDA legislative representative will be elected to serve a two-year term. A newly elected or appointed (less than one year) board member will not be eligible to serve as an officer unless a majority of the board is newly ~~has been~~ appointed or elected.

If a board member is unable to continue to serve as an officer, a replacement shall be elected immediately. In the absence of both the president and the vice president, the board shall elect a president pro tempore who shall perform the functions of the president during the latter's absence.

The superintendent shall act as board secretary and perform all the duties as outlined by law.. In order to provide a record of the proceedings of each meeting of the board, the superintendent shall appoint a recording secretary of the board.

The normal order of business shall be modified for the annual organizational meeting by considering the following matters after the approval of the agenda:

Every two years:

1. Call for nominations for president to serve for a two-year term.
2. Election of a president (roll call vote).
3. Assumption of office by the new president.

Every two years:

1. Call for nominations for vice president to serve during the ensuing year.
2. Election of a vice president (roll call vote).
3. Assumption of office by the new vice-president.

Every two years:

1. Call for nominations for WSSDA legislative representative to serve for the next two years.
2. Election of a WSSDA legislative representative.
3. Assumption of office by the new WSSDA legislative representative.

Policy No. 1210
Board of Directors

Policies shall continue from year to year and board to board until and unless the board changes them.

Cross References:	1225- School Director Legislative Program
Legal References:	RCW 28A.330.010 Board president, vice-president or president pro tempore — Secretary RCW 28A.330.020 Certain board elections, manner and vote required — Selection of personnel, manner RCW 28A.330.050 Duties of superintendent as secretary of the board RCW 28A.400.030 Superintendent Duties RCW 29A.20.040 Local elected officials, commencement of term of office — Purpose
Management Resources:	2017-April Issue <u>2025- October Issue</u>

Adoption Date: January 16, 1980

Centralia School District

Revised: February 15, 1995; August 18, 2010; April 20, 2011; June 14, 2017; December 12, 2018; June 8, 2022; March 2023; December 2025

Classification: Optional

Coversheet

Policy 1630 Evaluation of the Superintendent

Section:	II. Board Policy and Procedure Review
Item:	G. Policy 1630 Evaluation of the Superintendent
Purpose:	
Submitted by:	
Related Material:	1630 Evaluation of the Superintendent.pdf



Policy No. 1630
Board of Directors

CENTRALIA SCHOOL DISTRICT BOARD POLICY #1630 EVALUATION OF THE SUPERINTENDENT

The board ~~shall~~will establish evaluative criteria and shall be responsible for evaluating the performance of the superintendent.

The superintendent shall have the opportunity for confidential conferences with the board members ~~on no less than three occasions in each year~~, the purpose of which shall be the aiding of the superintendent in ~~his/her~~their performance. The board, on the basis of the evaluation, may renew and/or extend the superintendent's contract for periods not to exceed three years.

Pursuant to state law, RCW 28a.150.230, names the school board as responsible "to adopt policies to : (a) Establish performance criteria and an evaluation process for its superintendent..." and through RCW 42.30.110(g) dictates the use of executive sessions for evaluating the performance of public employees.

In addition, state law, RCW 28A.405.100, requires that the evaluation process looks at these eight categories, at a minimum:

- Knowledge of, experience in, and training in recognizing good professional performance, capabilities, and development.
- School administration and management;
- School finance;
- Professional preparation and scholarship;
- Effort toward improvement when needed;
- Interest in pupils, employees, patrons, and subjects taught in school;
- Leadership;
- And ability and performance of evaluation of school personnel.

~~In the event that a majority of the Board considers the Superintendent's performance to be deficient in one or more areas, the Superintendent shall be so notified in writing by February 1. The notice shall include specific suggestions for improvement. WSSDA provides a goal-centered model to support the effective evaluation of the superintendent.~~

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" +
Indent at: 0.5"

Policy No. 1630
Board of Directors

RCW 28A.400.010 Employment of superintendent — Superintendent's qualifications, general powers, term, contract renewal

WSSDA Superintendent Evaluation Legal References: ~~RCW 28A.400.010 — Employment of Superintendent — superintendent's qualifications, general powers, term, contract renewal~~

Adoption Date: July 22, 1981

Centralia School District:

Revised: July 16, 1997; August 18, 2010; March 19, 2014; June 8, 2022; December 2025

Classification: Essential

Coversheet

Policy 1820 Board Self-Assessment

Section:	II. Board Policy and Procedure Review
Item:	H. Policy 1820 Board Self-Assessment
Purpose:	
Submitted by:	
Related Material:	1820 Evaluation of the Board.pdf

CENTRALIA SCHOOL DISTRICT
BOARD POLICY #1820
EVALUATION OF THE BOARDBoard Self-Assessment

~~At the conclusion of each year, Annually,~~ the board ~~shall will evaluate assess~~ its own performance in terms of ~~generally accepted research-based~~ principles of successful board operations, ~~and~~ in relation to its annual goals and objectives, ~~and Washington State School Board Standards~~. The board self-~~evaluation assessment shall will~~ address performance in the key functions of school boards:

- ~~—vision, structure, accountability and advocacy.~~ A. Responsible school board governance;
B. Communication of and commitment to high expectations for student learning;
C. Creating conditions district-wide for student and staff success;
D. Holding the district accountable for student learning; and
E. Engagement of the community in education.

The results of the self-~~evaluation assessment shall will~~ be ~~reviewed and discussed by the board-superintendent team and~~ used in setting goals for the subsequent year.

Cross References: 1822 - Training and Professional Development for Board Members

1810 - Annual Governance Goals and Objectives

1005 - Key Functions of the Board

WSSDA School Board Standards

Management Resources: 2025 – October Issue

2012 - February Issue

<u>Cross References:</u>	<u>Board Policy 1005</u>	<u>Key Functions of the Board</u>
	<u>Board Policy 1810</u>	<u>Annual Goals and Objectives</u>
	<u>Board Policy 1822</u>	<u>Training and Development for Board Members</u>

Policy No. 1820
Board of Directors

Adoption Date: July 22, 1981

Centralia School District

Revised: June 19, 1996; February 17, 1999; August 18, 2010; June 8, 2022; December 2025

Classification: ~~Priority~~ Important

Coversheet

Policy 1821 Standards for Individual School Directors

Section:	II. Board Policy and Procedure Review
Item:	I. Policy 1821 Standards for Individual School Directors
Purpose:	
Submitted by:	
Related Material:	1821 Standards for Individual School Directors.pdf



Policy: 1821

Section: 10000-Board of Directors

Standards for Individual School Directors

Each individual board member will annually review the WSSDA *Individual School Director Standards* as a basis for assessing their own conduct as an elected school director. Collectively, the board will assess its performance in terms of its six major functions:

1. Values and Ethical Behavior

Individual school directors model ethical behavior and are guided by values that:

- a) Place students' needs first.
- b) Demonstrate commitment to equity and high standards of achievement for each student.
- c) Commit to treating each individual with dignity and respect.
- d) Model high ethical standards.
- e) Advocate for public education.

2. Leadership

Individual school directors serve as educational leaders in their communities and state by:

- a) Contributing to thoughtful governance discussions and decisions by being well informed, open-minded and deliberative.
- b) Understanding that authority rests with the board as a whole and not with individual directors.
- c) Articulating and modeling appropriate school director roles and responsibilities.
- d) Actively participating in school director duties and responsibilities.
- e) Demonstrating group membership and leadership skills, working within the board structure.



Policy: 1821

Section: 10000-Board of Directors

- f) Respecting the board's role in policy making and supporting all adopted board policies.

3. Communication

Individual school directors engage in ethical, transparent and inclusive communications by:

- a) Building and maintaining positive connections with the community and staff.
- b) Communicating accurately and honestly, with awareness of the impact of their words and actions.
- c) Listening carefully and with an open mind.
- d) Maintaining civility and treating all people with respect and dignity.
- e) Maintaining confidentiality of appropriate matters.
- f) Referring people with needs or concerns to appropriate staff.
- g) Welcoming family, student, staff and community input.

4. Professional Development

Individual school directors seek continuous growth in their own skills and knowledge by:

- a) Committing the time and energy necessary to be informed and competent.
- b) Keeping abreast of current issues, research, applicable laws, regulations, and policies that affect public education.
- c) Participating in professional development, individually and with the board/superintendent team.

5. Accountability

Individual school directors are accountable in their governance role to their students.



Policy: 1821

Section: 10000-Board of Directors

families, staff, and community by:

- a) Contributing to a functioning and effective board-superintendent team.
- b) Taking personal responsibility for their own words and actions and the impact they have on others.
- c) Respecting and abiding by board decisions.
- d) Meeting expectations for transparency, including disclosing potential conflicts of interest and refraining from discussing or voting on those issues.
- e) Complying with board policies and all laws.

6. Commitment to Education Equity

Individual school directors prioritize the success of each and every student in their district by:

- a) Engaging in ongoing learning about educational equity, diversity, inclusion and cultural competency as it relates to the role of the board.
- b) Seeking to understand their own culture and how it may differ from others'.
- c) Honoring the diverse experiences, strengths and barriers to success of students, staff and families.
- d) Collaboratively and proactively working to remove barriers for students, staff and families.
- e) Ensuring multiple perspectives are heard and honored by providing equitable opportunities for input.
- f) Fostering a culture of dignity and belonging by example and through policy.

Legal References:

WSSDA Board Standards



Policy: 1821
Section: 10000-Board of Directors

Adoption: December 2025

Classification: Important

Coversheet

Retire Procedure 5000 Recruitment, Selection and Evaluation of Staff

Section:	II. Board Policy and Procedure Review
Item:	J. Retire Procedure 5000 Recruitment, Selection and Evaluation of Staff
Purpose:	
Submitted by:	
Related Material:	RETIRE 5000P Recruitment and Selection of Staff.pdf



Policy: 5000P
Section: 5000- Personnel

PROCEDURE- Recruitment and Selection of Staff

Current and projected staff needs provide the basis for staff recruitment and selection. Once needs are identified, the recruitment and selection process should result in employing a staff member who is the most qualified to fulfill the need based upon the candidate's skill, training, experience and past performance.

Identifying needs

- A.—Collect enrollment projections from each school building (use birth data to estimate “K” enrollment):
- B.—Compare building projections with long-range district projections using the cohort survival ratio:
- C.—Establish staffing needs using the lowest projections:
- D.—Identify returning staff members, including returns from leave of absence and excluding retirees:
- E.—Identify openings, recognizing the new requirements, goals and priorities of the district and including possible co-curricular assignment needs:
- F.—Review voluntary transfer requests in relation to the provisions of the collective bargaining agreement:
- G.—Identify possible involuntary transfers in relation to provisions in the collective bargaining agreement:

Recruiting

- A.—Review affirmative action plan and goals:
- B.—Develop job descriptions for each necessary position, including salary range:
- C.—Develop job announcements using information from job description; experience, preparation, salary range and other related information:
- D.—List vacancies with intention to reach potential applicants from protected employment groups in order to achieve affirmative action goals:

Screening

- A.—Identify screening and interviewing team with alternates prior to announcing the vacancy:
- B.—Review Criteria for screening:
- C.—Compile a screening summary report for each candidate to be considered, including specific reasons for eliminating candidates:



Policy: 5000P
Section: 5000- Personnel

- ~~D.—Select candidates to be interviewed. (Note: Findings should be stated on the screening summary report for each candidate that was considered.)~~
- ~~E.—Notify rejected applicants.~~

Interviewing

- ~~A.—Prepare for interview by:
 - ~~a.—Reviewing all duties and responsibilities of this position;~~
 - ~~b.—Reviewing the minimum qualifications needed to perform the duties of the position;~~
 - ~~c.—Developing a series of questions to be used in interviewing candidates, including guidelines for what to look for in response to questions; and~~
 - ~~d.—Reviewing the candidate's application folder.~~~~
- ~~B.—Meet with team to review interview questions and evaluation procedure.~~
- ~~C.—Ask each candidate to respond to a predetermined set of questions.~~
- ~~D.—Record the responses of each candidate.~~
- ~~E.—Give the candidate an opportunity to ask any question(s).~~
- ~~F.—Inform the candidate regarding the time line for hiring.~~
- ~~G.—Rate the candidate on a scale for each response to each question.~~
- ~~H.—Ask one clear and concise question at a time.~~
- ~~I.—Avoid cross-examination or pressure techniques.~~
- ~~J.—Insure fairness by asking the same questions developed from the established criteria for the position.~~
- ~~K.—Abide by the Human Rights Commission's published list of fair and unfair questions. For example:~~

For Personal Information, ASK questions such as:

- ~~1.—What are your specific goals in a job?~~
- ~~2.—What is your overall career objective?~~
- ~~3.—What specific job characteristics are important to you? Why?~~
- ~~4.—What job characteristics would you like to avoid? Why?~~
- ~~5.—Do you have any commitments which would prevent you from working the scheduled hours for this position?~~
- ~~6.—Do you have any specific health conditions which would prevent you from performing all the duties of this job?~~
- ~~7.—Describe the best supervisor you have had.~~
- ~~8.—Describe the worst supervisor you have had.~~



Policy: 5000P
Section: 5000- Personnel

~~DO NOT ASK questions such as:~~

- ~~1.—Is it Miss, Mrs., or Ms? Are you married? Do you have children?~~
- ~~2.—What does your husband/wife do? Where do you live?~~
- ~~3.—What is the origin of your name?~~
- ~~4.—Do you mind working for a female or a minority supervisor?~~
- ~~5.—Do you have a disability?~~

For Education Information, ASK questions such as:

- ~~1.—Which subjects did you excel in school?~~
- ~~2.—How did you happen to select _____ as your major?~~
- ~~3.—Did you work at a part-time job while at school?~~
- ~~4.—Are you interested in continuing your education? Why? When? Where?~~
- ~~5.—Do you feel your education prepared you for the job you are seeking with us? In what ways?~~
- ~~6.—Were you involved in any extracurricular activities?~~

~~DO NOT ASK questions such as:~~

- ~~1.—Did you go to school on a scholarship?~~
- ~~2.—Where did you live while attending college?~~
- ~~3.—What organizations did you belong to in school?~~

For Military Information, ASK questions such as:

- ~~1.—What other kinds of training or schooling have you received?~~
- ~~2.—In what ways do you feel training will help you in performing this job?~~
- ~~3.—What did you find challenging about your assignment?~~

~~DO NOT ASK questions such as:~~

- ~~1.—Were you drafted?~~
- ~~2.—Where were you stationed?~~
- ~~3.—What type of discharge did you receive from the United States military services?~~

For Employment and Experience Information, ASK questions such as:

- ~~1.—Tell me about your last job and your major responsibilities.~~
- ~~2.—What were some of the more challenging aspects of your job?~~
- ~~3.—Describe the training you received on your last job.~~
- ~~4.—In what ways do you feel your previous employment will help you in performing this job?~~
- ~~5.—If we were to contact your previous employer, what would he/she describe as your strengths? What areas might he/she suggest for improvement?~~



Policy: 5000P
Section: 5000- Personnel

- 6.—Which of your past jobs did you enjoy the most? Least? Why?
- 7.—What were your reasons for leaving your last job?
- 8.—May we contact your present employer?

DO NOT ASK questions such as:

- 1.—Why have had so many jobs?
- 2.—Why are you coming back to work after so many years?
- 3.—How do you feel about working with younger/older people?

DO NOT request, require or otherwise compel or coerce an applicant to: 1) disclose login information for their personal social networking account; or 2) access their personal social networking account in the presence of any district employee; or 3) add a district employee to their personal social networking account's contact list; or 4) alter the settings on their personal social networking account to affect any third party's ability to view it.

—The district may not refuse to hire an applicant based on the his/her failure to comply with any of the above-listed requests or requirements regarding their personal social networking account.

Verifying References

- A.—Contact candidate's previous supervisor(s). Ask prepared list of job-related questions.
- B.—Visit and/or observe candidate on site (when possible).
- C.—Contact any personal acquaintances who would know about the qualifications of the candidate.
- D.—Rate the candidate on a scale for the response to each question.

Recommending

- A.—Review available information:
 - a.—Credentials-Training, experience and recommendations
 - b.—Letters of application, responses to topics on supplementary application;
 - c.—Responses to interview questions;
 - d.—Contact with previous supervisors and personal acquaintances.
- B.—Select candidate to be recommended to superintendent.
- C.—Prepare supporting statements on behalf of the candidate to be recommended.



Policy: 5000P
Section: 5000- Personnel

~~D.—Place screening evaluation, interview evaluation, and telephone reference check reports in a file for possible future reference.~~

Employing

~~A.—Review the written recommendation and supporting information from the interviewer(s).~~

~~B.—Inform candidate that he/she will:~~

~~a.—Be recommended for the position, provided that the records of the Washington State Patrol criminal investigation system reveal that the prospective staff member is free of any convictions of offenses against children and other persons. (RCW 43.43.832);~~

~~b.—Receive a general statement about the type of contract that will be issued (letter of intent);~~

~~c.—Be expected to verify in writing his/her willingness to accept a contract if offered;~~

~~d.—Be expected to present documents which establish his/her identity, and attest, in writing, his/her eligibility to work in this country; and~~

~~e.—(Classified staff) may be subjected to a background check with the Washington State Patrol in accordance with RCW 43.43.830.~~

~~C.—Present recommendation to board in executive session (supervisor may be requested to attend).~~

~~D.—Employ candidate at official board meeting noting the type of contract to be issued.~~

~~E.—Advise unsuccessful candidates.~~

Issuing Contracts

~~A.—Secure official statements regarding the work experience from previous employers.~~

~~B.—Evaluate transcript in terms of salary schedule placement criteria.~~

~~C.—Issue appropriate contract- Replacement, Provisional, Temporary (less than one year);~~

~~D.—Issue appropriate business forms and payroll information, and register teaching certificate.~~

~~Adoption Date: December 2024~~

~~Classification:~~

~~Revised Dates:~~

Coversheet

Retire Procedure 5020 Collective Bargaining

Section: II. Board Policy and Procedure Review
Item: K. Retire Procedure 5020 Collective Bargaining
Purpose:
Submitted by:
Related Material: 5020P Collective Bargaining (Retire) (002).pdf

ADMINISTRATIVE PROCEDURES FOR BOARD POLICY #5020 COLLECTIVE BARGAINING

*****RETIRE*****

~~A strong labor contract to preserve management rights:~~

- ~~A. — Retains essential control by the district. A contract with an employee union that infringes on the functions of the board must be avoided.~~
- ~~B. — Reinforces clarity of command. The line of authority needs to be clear.~~
- ~~C. — Retains power to act decisively. Power to act decisively needs to provide for a flexible response with the authority of administration to act decisively and quickly if need be.~~
- ~~D. — Enables a district to maximize its resources and attain a high level of results. The district needs flexibility in allocating resources in order to do this.~~
- ~~E. — Effectively balances public and non-public interests. If the interest of the public and the staff are not congruent, the Board must be in a position to make the decision that will be of most benefit to the students.~~

~~Date: February 1997~~

~~Revised:~~

Coversheet

Policy 5000 Recruitment, Selection and Evaluation of Staff

Section:	II. Board Policy and Procedure Review
Item:	L. Policy 5000 Recruitment, Selection and Evaluation of Staff
Purpose:	
Submitted by:	
Related Material:	5000 Recruitment and Selection of Staff.pdf



Policy 5000
Personnel

CENTRALIA SCHOOL DISTRICT BOARD POLICY #5000 RECRUITMENT, AND SELECTION, AND EVALUATION OF STAFF

VISION Recruitment, Selection, and Evaluation of Staff

The board of directors delegates most or all recruitment and selection of school district staff to the superintendent and/or their designee(s).

Formatted: Font: Not Bold

Staff are recruited and selected to ~~assure~~ ensure ~~that students achieve academic and personal excellence. Staff all staff members~~ are highly effective, ~~and~~ have the necessary skills and experience to meet the needs of all students. ~~The district works with teacher preparation programs, communicating the teaching skills, competencies, and experiences it considers of primary importance in its staff, and provides field experiences designed to train teachers to be able to improve student achievement. Decisions about hiring, assigning, or transferring staff are based on maximizing the effectiveness of that staff member within the district's programs.~~

STRUCTURE

Staff positions are established by the board based on recommendations of the superintendent according to the needs and financial constraints of the district. ~~to provide the district's comprehensive program of education. New positions are established by the board as needed.~~ The superintendent or their designee establishes the necessary skills, competencies, qualifications, education, ~~and~~ experience, and past performance levels required for each position as it relates to the district's comprehensive program of education, to contribute toward ~~and~~ the goal of continued improvement in student ~~achievement~~ learning. Selection of staff is based on which candidate is the most qualified for the position, and is made pursuant to the district's standard screening, interviewing, reference check process, and ~~equity~~ other requirements.

Formatted: Indent: Left: 0.07", Right: 0.36", Line spacing: Multiple 1.15 li

ACCOUNTABILITY

Positions are created and filled with ~~consideration of~~ salary and budget parameters, strategic goals, student enrollment, and legal requirements. Part of the district's strategic and short-term planning processes analyze current and projected staffing requirements, ~~and needs. The filling of individual positions is done with consideration to position compensation, budget parameters, and legal requirements.~~ The superintendent or designee regularly evaluates the effectiveness of the district's staff recruitment and selection processes and reports the findings and recommendations from the evaluation to the board.

ADVOCACY

~~The board and district regularly communicate to staff, professional associations, employee bargaining units, teacher and professional preparation programs in higher education, students,~~

Page 1 of 3

Policy 5000
Personnel

~~families, and the larger community the district's commitment to hiring those people best prepared and able to improve student academic and personal success.~~

Policy 5000
Personnel

Cross References:	Board Policy 5005	Employment and Volunteers: Disclosures, Certification Requirements, Assurances and Approval
	Board Policy 5610	Substitute Employment
Legal References:	RCW 28A.400.300	Hiring and discharging of employees - Written leave policies – Seniority and leave benefits of employees transferring between school districts and other educational employers
	RCW 28A.405.210	Conditions and contracts of employment - Determination of probable cause for nonrenewal of contracts – Nonrenewal due to enrollment decline or revenue loss – Notice – Opportunity for hearing
	RCW 49.44.205	Violations of RCW 49.44.200 – Civil action - Remedies
	RCW 43.43.830	Background checks – Access to children or vulnerable persons – Definitions
	RCW 49.44.200	Personal social networking accounts - Restrictions on employer access – Definitions
	RCW 43.43.832	Background checks – Disclosure of information – sharing of criminal background information by health care facilities
	WAC 162-12	Preemployment Inquiry Guide
	WAC 392-190-0591	Public school employment and contract practices – Nondiscrimination
	AGO 62155.00 – No. 155	1961-62 Expense of Applicants
	P.L. 99-603	Immigration Reform and Control Act of 1986
	Title 8 USC, Ch. 12 §1324a and §1324b	
Sources:	Management Re-	2014 – December Issue

Policy 5000
Personnel

Adoption Date: March 20, 1985

Centralia School District:

**Revised: November 16, 1994; June 17, 1998; December 15, 2010; December 2014; April 2023;
December 2025**

Classification: ~~Priority~~ Important

Page 4 of 3

Coversheet

Procedure 2021 Library Information and Technology Programs

Section:	II. Board Policy and Procedure Review
Item:	M. Procedure 2021 Library Information and Technology Programs
Purpose:	
Submitted by:	
Related Material:	2021P Library Information and Technology Programs.pdf Policy 2021P changes table.pdf

Procedure 2021P



Administrative Procedures for Board Policy #2021 Library Information and Technology Programs

A. Library Collection Development

This procedure guides Teacher-Librarians and informs the community about the process for selecting, acquiring, evaluating and maintaining library information and technology program materials. The objective of each program is to implement, enrich and support the educational program of the district.

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

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

B. Library Materials and Electronic Resources

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

C. Suggestions for Acquisition:

~~Suggestions for acquisition or electronic resources may originate from S~~students, parents, community members ~~and or~~ teachers ~~may suggest materials for the district to acquire~~. Library information and technology staff will weigh requests, evaluate materials and select those which fulfill the needs of the instructional program. Teacher-Librarians in each school determine final selections.

D. Selection

Teacher-librarians will use multiple sources to select materials. Those sources may include the following:

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

- ~~a.~~ Vendor catalogs, American Historical Fiction, Basic Book Collection for Elementary Grades, the Best in Children's books, Children and Books, Children's Catalog, Elementary School Library Collection, European Historical Fiction and Biography, Guide to Sources in Educational Media, Junior High School Catalog

Formatted: Indent: Left: 0.5", No bullets or numbering

Formatted: Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Indent: Left: 0.5", No bullets or numbering

Formatted: Indent: Left: 0.5", No bullets or numbering

Formatted: Indent: Left: 0.5", No bullets or numbering

Formatted: Indent: Left: 0.75", No bullets or numbering

Procedure 2021P

Reference Books for School Libraries, Subject Guide to Children's Books in Print, Subject Index to Books for Intermediate Grades, Subject to Books for Primary Grades, and Westinghouse Learning Directory.

~~b-a. Current Review Journals:~~ Teacher-librarians may also use current review journals like:

- a. AASA Science Books and Films
- b. American Film & Video Association Evaluations
- c. Kirkus Reviews
- d. Media and Methods
- e. School Library Journal
- f. Bulletin of the Center for Children's Books
- g. Horn Book
- h. KLIATT
- i. VOYA
- j. Booklist

~~e-b.~~ All items selected for placement in the school library will do the following:

- a. Support to be consistent with the general educational goals of the State of Washington and Centralia School District and the aims and objectives of individual schools and specific courses;

~~2. All items selected for placement in the school library will:~~

~~a-1. Support and be consistent with the general educational goals of the State of Washington and Centralia School District and the aims and objectives of individual schools and specific courses;~~

b. Support and be consistent with school library media and information literacy standards established by the American Association of School Librarians and the content area standards established by the Office of the Superintendent of Public Instruction

c. Meet high standards of quality in factual content and presentation

d. Contain appropriate subject matter for the age, emotional development, ability level, learning styles, and social development of the students for whom they are selected

e. serve the intended purpose for library materials in both physical format and appearance

f. Help students gain an awareness of our pluralistic society

g. Motivate students and staff to examine their duties, responsibilities, rights, and privileges as participating citizens in our society and make informed judgements in their daily lives.

h. withstand scrutiny based on their strengths

~~b.~~ i. Clarify historical and contemporary forces by objectively presenting and analyzing intergroup tension and conflict, emphasizing recognizing and understanding social and economic problems

~~d-c. All items selected for and placed in the school library shall be selected in accordance with this procedure. Selection of materials is a continuous process. New materials become available daily.~~

2. The District Librarian will work with building tech to ensure that purchasing decisions and processes align with this procedure. The District Librarian will coordinate and supervise all district purchases.

GIFTS AND DONATIONS

Formatted

Formatted: Highlight

Formatted: Highlight

Formatted: No bullets or numbering

Formatted: Highlight

Formatted: Highlight

Formatted: Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Highlight

Procedure 2021P

Materials donated to the school library shall be accepted and/or discarded in accordance with the same criteria as applies to purchased materials.

COLLECTION ASSESSMENT AND INVENTORY

Deselection (weeding) of outdated and damaged materials is a natural part of the library's life cycle and maintenance of the quality and integrity of the collection. The library staff should Teacher-librarians will evaluate the library collection on a continuing basis in order to assure that the collection meets the mission statement and goals. of Centralia School District.

In order to effectively evaluate the status of materials, and to ensure the accuracy of the catalog, inventory of the library collection should be carried out on a periodic basis. The results of this inventory should inform and drive future selection and purchasing of materials.

Considerations for De-selection

Reasons for deselection may include: Teacher-librarians will consider the following in deciding what materials to de-select:

- Poor physical condition
- Material has not circulated for a reasonable amount of time
- Outdated in content, use, or accuracy
- Poor in quality
- Inappropriate in reading level
- Duplicate information which is no longer in heavy demand
- Unattractive format, design, graphics, and illustrations
- Contains information which is inaccessible due to lack of a table of contents, adequate indexing, and/or searching capabilities
- Material not selected in accordance with general selection criteria
- Whether the subject matter is out of date or no longer relevant to the instructional program
- Whether the item is worn, soiled, missing pages, antiquated in appearance, or unattractive
- Whether the item has circulated within a reasonable amount of time
- Whether a newer edition has superseded the item
- Whether the materials perpetuate cultural, ethnic, or sexual stereotypes
- Whether the materials aren't appropriate for students' reading levels
- Whether the materials contain appropriate subject matter for the age, emotional development, and social development of the students for whom they were selected
- Whether there are already multiple copies of an item

Formatted: Font: Bold

RECONSIDERATION OF LIBRARY/MEDIA MATERIALS REQUESTS FOR REVIEW AND REMOVAL OF LIBRARY MEDIA MATERIALS

1. **Request for Review:** A parent or legal guardian of a student enrolled in the district (a "parent") may submit a written request to review and remove library materials to the applicable teacher-librarian and principal.

Procedure 2021P

2. **Seeking Resolution:** If the parent requests, the school will arrange a meeting with the parent, the principal, and the teacher-librarian to address the parent's concerns and find solutions.
 3. **Principal's Decision:** If the issue cannot be resolved, the principal, in consultation with a teacher-librarian, will review the materials and issue a written decision on whether to remove them. The decision must be issued within 30 days of meeting with the parent or within 60 days of receiving the request to review and remove if the parent doesn't request a meeting.
 4. **Appeal Process:** If the parent or teacher-librarian disagrees with the principal's decision, they may appeal to the superintendent or designee in writing. The superintendent's or designee's decision is final and cannot be appealed. Once the final decision is made, the same materials may not be reconsidered for at least three years unless the superintendent determines a significant change in circumstances arises.
- When a concern is expressed about library resources, the library staff needs to consider both the citizen's right to express an opinion and the principles of intellectual freedom. Centralia School District library staff support the right of students, parents, or legal guardians to challenge the appropriateness of materials for themselves or their child/ward.

Formatted: Font: Not Bold

Formatted: Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5"

The principles of intellectual freedom are inherent in the First Amendment to the Constitution of the United States and are expressed in the Library Bill of Rights, adopted by the Council of the American Library Association. If instructional materials are questioned, the principles of intellectual freedom should be defended rather than the materials.

The citizen's Request for Reconsideration of Library Resources form (appendix A) is used to notify the Centralia School District administration of an objection to information resources available in the library.

Procedures for reconsideration of library materials:

- Step 1 — The library staff should:
 - Discuss the complaint with the patron and listen carefully to his or her concerns
 - Explain why the material was selected, and how it's inclusion in the collection was guided by the district collection development policy.
 - Share review source(s) for the material with the complainant.
- Step 2 — If this informal process does not resolve the matter, the complainant may submit a formal Request for Reconsideration of Library Resources. This procedure will follow that required in board policy 2021P, with the understanding that the criteria and rationale for reconsideration of library resources will differ from the criteria and rationale for reconsideration of classroom/curricular instructional materials.
- Step 3 — If the questioner wishes to file a formal challenge, a copy of the district Selection of Learning Resources policy and a Request for Reconsideration of Learning

Procedure 2021P

~~Resources form shall be handed or mailed to the party concerned by the library staff or the principal.~~

~~a. The building principal and the Director of Special Programs will be informed whenever a citizen requests a Request for Reconsideration of Library/Media Materials form.~~

~~Step 4 — The Request for Reconsideration of Learning Resources form shall be completed and signed by the complainant and filed with the principal or principal's designee.~~

~~Step 5 — The Director of Special Programs shall be informed of the formal complaint received.~~

~~Step 6 — The request for reconsideration shall be referred to the Instructional Materials Review committee for reevaluation of the resource. The Instructional Materials Review committee:~~

~~a. May choose to consult district support staff and/or community persons with related professional knowledge.~~

~~b. Shall review the challenged resource and judge whether it conforms to the principles of selection outlined in the district's Selection of Learning Resources policy.~~

~~c. Shall apply the principles espoused in the ALA Library Bill of Rights and the Freedom to Read statement (appendix C) in the review of a challenged resource.~~

~~Step 7 — The material shall remain in the library collection until the process is completed and a decision made.~~

RESOLUTION

~~The Instructional Materials Review Committee shall:~~

- ~~1. Examine the challenged resource~~
- ~~2. Determine professional acceptance by reading critical reviews of the resource and applying the principles of the Library Bill of Rights and the Freedom to Read statement adopted by the American Library Association~~
- ~~3. Weigh values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context~~
- ~~4. Discuss the challenged resource in the context of the educational program~~
- ~~5. Discuss the challenged item with the individual questioner when appropriate~~
- ~~6. Prepare a written report.~~

~~The written report shall be discussed with the individual questioner if requested.~~

Procedure 2021P

~~The written report shall be retained by the school principal, with copies forwarded to the Director of Special Programs. A minority report also may be filed.~~

~~Written reports, once filed, are confidential and available for examination by the Board of Directors and appropriate officials only.~~

~~The decision of the reconsideration committee is binding for the individual school.~~

~~Notwithstanding any procedure outlined in this policy, the questioner shall have the right to appeal any decision of the Instructional Materials Review committee to the Board of Directors as the final review panel.~~

The decisions made under this process must comply with RCW 28A.320.233, will be based on the criteria for selecting and de-selecting library materials described in this procedure, and may apply only to the student or students whose parent submitted the request to review and reconsider.

Excluding Student from a Program/Opt-Out

Upon a parent/guardian's written request based on sincerely held religious beliefs, the District will excuse a student from identified lesson(s) or material(s) and provide a reasonable, non-stigmatizing alternative. Excused students will not be penalized academically. Requests should specify the material or unit; the District will respond within five (5) school days.

Formatted: Highlight

Date: April 1996

Revised: April 20, 2011; May 17, 2017; October 18, 2017; May 22, 2024; [December 2025](#)

Here's a structured comparison between the **May 2024** version and the **December 2025** version:

 Side-by-Side Comparison: 2021P Library Information and Technology Programs

Section	May 22, 2024 Version	December 2025 Version
Library Collection Development	Focused on supporting curriculum and student needs.	Reaffirmed goals with added emphasis on diversity, lifelong reading, and artistic merit.
Selection Sources	Included standard catalogs and review journals.	Expanded list with more current review sources (e.g., <i>VOYA</i> , <i>Booklist</i> , <i>Horn Book</i>).
Selection Criteria	Aligned with state and district goals, age appropriateness, and educational value.	Added emphasis on pluralism, civic awareness, and scrutiny resilience.
Gifts and Donations	Accepted if aligned with selection criteria.	No change in policy, but reaffirmed alignment with purchased materials criteria.
Collection Assessment (Weeding)	General guidance on deselection.	More detailed criteria added (e.g., stereotypes, multiple copies, outdated appearance).
Review and Removal Requests	Mentioned parent review process.	Formalized process with timelines, appeal steps, and 3-year reconsideration rule.
Opt-Out Provision	Not explicitly stated.	New section added allowing opt-out for religious reasons with non-stigmatizing alternatives.
Oversight and Purchasing	District librarian involved in purchases.	Clarified coordination with building techs and centralized supervision.

Coversheet

Policy 2170 Career and Technical Education

Section: II. Board Policy and Procedure Review
Item: N. Policy 2170 Career and Technical Education
Purpose:
Submitted by:
Related Material: 2170, Career and Technical Education.pdf



CENTRALIA SCHOOL DISTRICT BOARD POLICY #2170 CAREER AND TECHNICAL EDUCATION

The Centralia School District will provide a program of Career and Technical Education to assist students in making informed and meaningful educational and career choices, and to prepare students for post-secondary options. The district's Career and Technical Education is a planned program of courses, pathways and learning experiences that begins with exploration of career options. Additionally, the district's Career and Technical Education program supports basic academic and life skills, enables achievement of high academic standards, incorporates leadership training, provides options for high-skill development and high-wage employment preparation and includes advanced and continuing education courses and credentials. The program and its courses will be included as part of the regular curriculum of the Centralia School District.

The Centralia School District will establish local Career and Technical Advisory Committees to assist in the design and delivery of the district's Career and Technical Education program. Committees will advise the district on current labor market needs and the programs necessary to meet those needs. The district's Career and Technical Education program will be related to employment demands, current and future, and to the needs and interests of students.

The board will annually review and approve the district plan for the design and delivery of its career and technical education program. The plan will ensure academic rigor, align with education reform, establish program performance targets aligned to the district strategic priorities, address the skill gaps of Washington's economy and provide opportunities for dual credit.

The superintendent or designee will develop procedures which will ensure that all programs and courses are operated in conformity with the Centralia School District's plan for Career and Technical Education with all federal and state rules and regulations and does not discriminate on the basis of gender, race, ethnicity, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, homelessness, immigration or citizenship status, marital status, the presence of any sensory, mental, or physical disability, neurodivergence, ~~or the use of a trained dog guide or service animal by a person with a disability in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups~~, religion, and honorably discharged veteran or military status. Additionally, the superintendent will seek and utilize all available state and federal sources of revenue for the financial support of Career and Technical Education in the district.

If the district receives funds through the work-integrated learning initiative to provide experiences for its students, it will comply with the conditions of receiving such funds.

Policy No. 2170
Instruction

Cross References: 2413 - Equivalency Credit Opportunities
 2140 - Guidance and Counseling

Legal References: RCW 28A.150.500 Educational agencies offering vocational educational programs — Local advisory committees — Advice on current job needs
 RCW 28A.230.130 Program to help students meet minimum entrance requirements at baccalaureate-granting institutions or to pursue career or other opportunities — High school course offerings for postsecondary credit
 Chapter 28A.700 RCW Secondary career and technical education
 20 U.S.C. 2301 et seq. Carl D. Perkins Career and Technical Education Act of 2006

Management Resources: 2018 - May Policy Issue
 2011 - June Issue
 2009 - February Issue

Adoption Date: March 18, 2009

Centralia School District

Revised: December 21, 2011; June 12, 2024; [December 2025](#)

Classification: Priority

Coversheet

Policy 2166 RTS/MTSS

Section:	II. Board Policy and Procedure Review
Item:	O. Policy 2166 RTS/MTSS
Purpose:	
Submitted by:	
Related Material:	2163, Response to Intervention.pdf 2163P, Response to Intervention-MTSS 6.24.25 (1).pdf

*** Not Previously Adopted***

CENTRALIA SCHOOL DISTRICT BOARD POLICY #2163 RESPONSE TO INTERVENTION

It is the district's policy to ensure that all students receive high quality, scientific, standards-based general education core instruction and, as appropriate, strategic and intensive intervention supports matched to student needs. The district utilizes the core principles of the Response to Intervention (RTI) process which combines systematic assessments, strategic interventions, pro-
gress monitoring, decision-making and a multi-tiered services delivery model to improve educational and behavioral outcomes for all students.

The district's process identifies students' challenges early and provides appropriate instruction by ensuring that students are successful in the general education classroom. In implementing the RTI process, the district will apply:

In implementing the RTI process, the district shall:

- A. Use Scientific, research-based intervention~~core instruction~~ in the general education setting;
- B. Monitor each student's progress;Measure the student's response to intervention; and
- C. Use assessment data to inform instruction;RTI data to inform instruction.
- ~~D. Provide research based interventions for students not achieving mastery from core instruction.~~

The superintendent shall develop procedures to implement student interventions, using teacher observations and classroom, school, or district assessments to identify students who are at risk of academic or behavioral problems and in need of science research-based interventions. ~~an RTI system at each school to identify students who are at risk of not meeting academic and thereby in need of research-based interventions. Interventions shall consist of a three levels of assistance that increase in intensity.~~

Intervention will consist of three levels of assistance that increase in intensity. The three levels will include:

- A. Screening and classroom interventions;
- B. Targeted small group intervention; and
- C. Intensive interventions.

Parent Involvement in the RTI Process

The district will inform parents regarding the use of scientific, research-based interventions, including a) the state's guidelines regarding the amount and nature of students' performance data collected and the general education services provided; b) strategies used to increase the student's rate of learning; and c) the parents' right to request a special education evaluation.

Policy No. 2163
Instruction

Cross References: 3123 - Withdrawal Prior To Graduation
 2161 - Special Education and Related Services for Eligible Students
 2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973

Legal References: Chapter 392.172A WAC Rules for the Provision of Special Education
 WAC 392-172A-03060 Process based on a student's response to a scientific research-based intervention

Management Resources: Policy News, December 2007 Response to Intervention (RTI)
~~Cross References: 3123 Withdrawal Prior to Graduation~~

~~Management Resources:~~
~~Policy News, December 2007 Response to Intervention (RTI)~~

Adoption Date: _____
Centralia School District
Revised: June 12, 2024
Classification: Essential

Procedures 2163PP
Pre

Administrative Procedures for Board Policy #2163 Response to Intervention

*** not previously adopted***

Formatted: Justified

~~Model~~ District General Education Response to Intervention Procedures

When using a process based on a student's response to scientific, research-based intervention that may be used for the identification of students with a specific learning disability, the district will implement the response to intervention (RTI) procedures listed below in all ~~or some~~ of its schools, and at all ~~or some~~ grade levels. The district will continue to increase its RTI efforts to reach district-wide implementation by the end of the 20XX-20XX-2027-28 school year.

~~(Briefly describe plan to implement RTI on a district-wide basis.)~~ The Centralia School District will continue to prioritize the intentional development of K-12 MTSS systems focused on powerful core instruction and systems for both academics and behavior, designed to ensure that all students are meeting grade-level standards and graduating on time. We will have full implementation of this system by the 2027-28 School year.

The district provides information about its RTI policy and procedures via ~~_____~~ *(insert methods (i.e., district website, school website, student handbooks, _____, quarterly newsletters, etc.))*. Which includes a description of parents' rights under a RTI process consistent with WAC 392-172A-03055(4)(b) and WAC 392-172A-03080(1)(g)(ii)(A)-(C) at <http://www.k12.wa.us/SpecialEd/regulations.aspx>.

Tier I: Core Classroom Instruction

~~High quality~~ High-quality, effective and engaging Tier I instruction is delivered in the general education setting, by a general education teacher and is designed to meet the needs of all students. Tier I includes the research-based core curriculum, scope, sequence, and pacing guide, adopted and used by all schools. Curriculum is implemented and instruction is delivered as planned and intended (i.e., with fidelity), as intended as determined through regularly scheduled monitoring of fidelity by the building principal or designee. It is the responsibility of the classroom teacher to provide differentiated instructional to meet the various needs of learners in the classroom.

Commented [GU1]: Where does differentiation fit in tier 1? I wonder if we don't state it if teachers will continue to think it is not their responsibility

A. Universal Screening—Implemented 2025-26 School year

Universal Tier I instructional screenings in the areas of ~~_____~~ *(optional: specify content areas (i.e., reading, mathematics, written expression, behavior), reading, math, and social emotional learning)* are conducted two or at least three times throughout the school year at fixed intervals to identify each student's level of proficiency for grades K-6. Universal screenings are administered and scored by trained ~~_____~~ *(insert staff (i.e., central office administrator, building leadership team, classroom teachers, etc.))* staff based on the district's aligned assessment calendar. ~~_____~~ *(insert timeframes (i.e., within the first two week of September, January and May; or fall, winter, spring))* Universal screening results are aggregated at the ~~_____~~ *(insert levels (i.e., building, grade level, classroom, and student level))* classroom, building, and district levels and provided to the building principal and the school board on regular intervals ~~_____~~ *(insert timeframe (i.e., one school day, one week))* from the time the screenings are administered.

(Optional: District may also attach a matrix noting the tools used for universal screening, progress monitoring and conducting diagnostic assessments at each grade level and content area by Tier.)

Tier I: Intervention—Implemented during 2025-26 School year

If 80 percent or more of children in a classroom score below the 40% national norm benchmark on any

Procedures 2163PP Pre

instructional screening, the school-based team, including the building principal, will meet to consider the need for additional classroom supports and interventions at Tier I.

A. Students Below Cut Score—Data rules

The district's established cut scores, based upon accurate and efficient universal screening measures, identify which students are at academic risk. After confirming that Tier I instruction was monitored and implemented with fidelity, students who score below the district's cut scores will receive Tier II strategic interventions. Students who score below benchmark, but above the established cut score will be reviewed by the ~~school-based~~ school-based team as described below.

B. Students Below Benchmark, But Above Cut Scores

Following each universal screening administration during the school year, the student support team (SST) ~~_____ (insert title of team, such as a: Student Support Team (SST), Decision-Making Team (DMT), Collaborative Academic Support Team (CAST), Problem Solving Team (PST), Intervention Support Team (IST), or Grade-Level Team (GLT))~~ will review the program and progress of any student who does not score at benchmark on any instructional screening, but who does score above the district's established cut score, to assure the student is receiving differentiated, needs-based instruction. In addition, the team's review will include the fidelity of program implementation, pacing, and appropriateness of instructional groupings.

Tier I: Progress Monitoring Implemented during the 2025-26 school year

Using curriculum-based curriculum-based measures and/or assessments (CBMs or CBAs), monitoring of the student's progress toward end-of-year benchmarks will ~~occur monthly~~ ~~occur~~ ~~(insert frequency (twice per week; weekly))~~ until progress monitoring data consistently demonstrates the student is on a trajectory to meet end-of-year benchmarks. Student progress monitoring at Tier I is administered and scored by the general education teacher. If, after six weeks of progress monitoring, the student is not on a trajectory to meet end-of-year benchmarks, the student will be provided Tier II strategic interventions, unless the school based team (Student Support Team) specifically determines and can substantiate, based on the progress monitoring data, that further progress monitoring is required before Tier II strategic interventions are provided.

For students who have "exited" from a higher level of intervention, general education teachers will monitor the progress of those students regularly ~~_____ (insert frequency (i.e., weekly; monthly))~~ ~~(insert duration as appropriate (i.e., for 6 weeks))~~ to ensure they are continuing to make sufficient progress.

Tier II: Strategic Interventions—Implemented 2026-27 School year

Tier II strategic interventions will be designed by the ~~Student Support Team (SST)~~ ~~_____ (insert title of school-based team)~~ and delivered primarily in the general education setting, by a general education teacher, but may be delivered in other or additional settings or by other trained staff as appropriate to the specific intervention. For intervention groups, the students with the greatest need should be placed with the classroom teacher. ~~_____ ((Optional) in the areas of (insert content areas (i.e., reading, writing, mathematics, behavior)) at _____ (insert grade-levels). When possible a push in model of support should be used to ensure that students have access to core content. Tier II interventions are scientifically, research-based, matched to student need, and implemented with fidelity and monitored by the principal or his or her designee through the SST process.~~ ~~Tier II interventions will be described on a student intervention plan using form _____ (insert title or number (OSPI has developed an intervention form which may be accessed on the website at <http://www.k12.wa.us/SpecialEd/RTI.aspx> under Appendix F of the RTI manual and may be modified as needed to meet the district's needs)).~~

Tier II interventions are provided in addition to regularly scheduled core instruction in the general education curriculum and will be delivered in small groups, ~~of no more than six students, ideally, at least three times each school week for not less than 30 minutes per session~~ frequency and duration of the intervention will be determined by the needs of the student. Tier II interventions will be delivered for at least six weeks, unless

Procedures 2163PP
Pre

progress monitoring data reveals a need for a change in intervention, frequency, or duration.

Tier II: Progress Monitoring Implemented 2026-27 School year

Using CBMs and/or CBAs, progress will be monitored at least every ~~two~~four weeks, or more frequently as determined by the ~~school-based~~school-based team, against established benchmarks. ~~Tier II progress monitoring measures are administered, scored and results are charted by (insert titles of staff trained to administer progress monitoring measures at this level (i.e., general education teachers; para educators; reading specialist; etc.))~~ The student's parents will be provided results of these repeated assessments of achievement using traditional communication methods, including phone, conference, or email. All communication will occur in languages that are understandable by the parents, per our language access policy. ~~(insert frequency (i.e., at every 6 week interval; monthly; etc)) using form (insert title or number).~~

A. Responsiveness and Non-Responsiveness to Tier II Intervention- Implemented 2026-27 School year

If, after six school weeks of Tier II intervention, the student has made no progress toward benchmarks based on at least three progress monitoring data points below the aim line, or has made progress, but is not on a trajectory to meet end-of-year benchmarks, ~~the~~ ~~(insert title of school-based team)~~the Student Support Team (SST) will meet to review the student's program and progress, to assure the student is receiving differentiated, needs-based instruction. In addition, the team's review will include fidelity of program implementation, pacing and appropriateness of instructional groupings. Based on its review, the team will determine whether:

1. Additional diagnostic assessments are warranted, and if so, in what areas and by whom;
2. Additional changes to the instructional or behavioral interventions are required;
3. The Tier II intervention should continue because progress monitoring data indicate the intervention is working even though the student has not yet met benchmarks;
4. The student should return to Tier I core instruction with continued progress monitoring because the student has met benchmarks; or
5. The student requires Tier III intensive intervention.

If, after an additional six weeks of Tier II intervention using the same, modified, or different strategies (or up to a total of 12 school weeks of Tier II intervention) the student has made no progress toward benchmarks, the student will begin receiving Tier III intensive interventions. If not yet administered, diagnostic assessments will be conducted by ~~(insert staff (reading specialist; speech and language pathologist; school psychologist, etc.))~~the instructional facilitator and results will be utilized in designing the Tier III intensive intervention.

If the student has made progress, but is not on a trajectory to meet end-of-year benchmarks, (1) through (5) above will be revisited by the ~~school-based~~school-based team accordingly.

Tier III: Intensive Interventions—Implemented 27-28 school year

Tier III intensive interventions will be designed by the Student Support Team (SST) ~~(insert title of team)~~ and delivered primarily in the general education setting, by a general education teacher and additional staff, but is likely to be delivered in other or additional settings, or by other trained staff as appropriate to the specific intervention. Tier III intensive interventions are scientifically, research-based, matched to student need, and implemented with fidelity, as monitored by the principal or his or her designee. Tier III interventions will be in addition to regularly scheduled core instruction in the general education curriculum, and will be delivered in group settings smaller than those for intervention delivered in Tier II, and with an increased frequency (i.e., five times per week), duration, but not less than six weeks, and/or intensity (i.e., 60 minutes per session) than provided within Tier II. Tier III intensive interventions

Procedures 2163PP
Pre

will be described in the student's intervention plan. Students receiving tier 3 interventions at the end of a school year should have the same intervention to start the next school year as quickly as possible and with in the first two weeks of school at the latest.

Tier III: Progress Monitoring--Implemented 27-28 school year

Using CBMs or CBAs, progress will be monitored weekly against established benchmarks. Tier III progress monitoring measures are administered, scored, and results are shared with the student support team charted by _____ (insert titles of staff trained to administer progress monitoring measures at this level (i.e., general education teacher, school psychologist, title I teacher, special education teacher, reading specialist, para educator, etc.)). The student's parents will be provided results of these repeated assessments of achievement at a regular interval achievement _____ (insert frequency (i.e., at every 6 week interval; monthly; etc)) using form (insert title or number).

Formatted: Font: Not Italic

Formatted: Font: Not Italic

A. Non-Responsive to Tier III Intensive Intervention

If, after six school weeks of Tier III interventions (or up to a total of 18 school weeks of combined Tier II or III interventions), the student has made no progress toward benchmarks as indicated by at least three data points below the aim line, the _____ (insert title of team) Student Support Team (SST) will may consider a referral for an initial evaluation for special education services or other long-term planning, such as an evaluation for services under Section 504 of the Rehabilitation Act. If appropriate, the Tier III intervention will be continued after any necessary modification during the evaluation process, if the student has not received at least two phases of Tier III intensive interventions. These intervention timelines can accumulate and continue from year to year.

B. Responsive to Tier III Intensive Intervention

If, after six school weeks of Tier III interventions (or up to a total of 18 school weeks of intervention), the student has made progress toward benchmarks, but is not on a trajectory to meet end-of-year benchmarks, the _____ (insert title of team) SST will meet to review the student's program and progress, to assure the student is receiving differentiated, needs-based instruction. In addition, the team's review will include fidelity of program implementation, pacing, and appropriateness of instructional groupings. Based on its review, the team will determine whether:

1. Additional diagnostic assessments are warranted, and if so, in what areas and by whom;
2. Additional changes to the instructional or behavioral interventions are required;
3. The Tier III intervention should continue because progress monitoring data indicate the intervention is working even though the student has not yet met benchmarks;
4. The student should return to Tier I or Tier II with continued progress monitoring, as prescribed above, because the student has met or is on trajectory to meet end-of-year benchmarks; or
5. A referral for an initial evaluation for special education is required.

If, after an additional six school weeks of Tier III interventions (or up to a total of 24 school weeks of combined Tier II and Tier III interventions), the student has made progress toward benchmarks, but is not on a trajectory to meet end-of-year benchmarks, the _____ (insert title of team) Student Support Team (SST) will refer the student for an initial evaluation for special education services.

Formatted: Font: Not Italic

Procedures 2163 ~~PP~~
~~Pre~~

~~These procedures are designed to permit students to move between Tiers of intervention based on the student's progress against benchmarks as determined by the ~~(insert title of team)~~ Student Support Team (SST). Student intervention plans, ~~and~~ progress monitoring, and diagnostic data will be provided to the special education evaluation group at the time of referral.~~

Date: _____

Revised:

Coversheet

Procedure 3416 Medication at School

Section:	II. Board Policy and Procedure Review
Item:	P. Procedure 3416 Medication at School
Purpose:	
Submitted by:	
Related Material:	3416P Medication at School-updated.pdf



Procedure 3416P

Administrative Procedures for Board Policy #3416 Medication At School

~~A.~~ Each school principal, in consultation with the school Registered Nurse (RN), will authorize two or more staff members to administer medications including over the counter medications. These designated staff members will receive RN delegation, and training prior to the opening of school each year. The training will be documented in a consistent format. The documentation of training will be maintained within the health room of each school building or program in which students are provided care. The district will record the names of individuals receiving the Administration of Medication training and the training dates. These records will be kept available for audits.

Formatted: No bullets or numbering

For purposes of this procedure, "medication" means oral medication, topical medication, eye or ear drops and nasal spray. This definition DOES NOT include over-the-counter topical sunscreen products regulated by the US Food and Drug Administration (see sunscreen section below). Oral medications are administered by mouth either by swallowing or by inhaling and may include administration by mask if the mask covers the mouth or mouth and nose.

Medication may be administered to students on a scheduled basis upon written authorization from a parent/legal guardian/adult in loco parentis (hereinafter referred to as "parent") with a written request by a licensed health care professional prescribing within the scope of their prescriptive authority. If the medication is to be administered more than fifteen consecutive days the written request must be accompanied by written instructions from a licensed health care professional. Requests will be valid for not more than the current school year. All new orders for medication or medication order changes must be approved by the supervising RN prior to school staff administering the first dose.

All medications must be properly labeled and be contained in the original container. Individuals administering medications will:

~~B.A.~~ Collect the medication directly from the parent/guardian (students should not transport medication to and from school except for medications needed for the treatment of medical emergencies). Collect a medication request and authorization form properly signed by the parent/guardian and by the LHP including instructions from the LHP if the medication is to be administered for more than fifteen consecutive days.

~~E.B.~~ Count the medication and record the number pills or amount of liquid medication received, with initials and date received, on the medication log. It is preferable to have two people count and initial;

~~D.C.~~ counting of controlled substances at least weekly as recommended by the Board of Pharmacy. On weekly medication counts, the nurse must have assistance and a witness to the actual count of the medications;

~~E.D.~~ Store the prescription or OTC medication (not more than a twenty (20) day supply) in a locked, substantially constructed cabinet or limited access area (for emergency medications);

Page 1 of 4

Procedure 3416P

F.E. Maintain a current record which indicates that the medication was administered. If a dose is missed, note the reason, e.g. "absent." This record must be kept for 8 years;

G.F. Medications may not be given after the date specified on the authorization form or expiration date on the label

H.G. Report medication errors to the school nurse immediately.

Provide supervision by a physician or registered nurse. A copy of the medication policy will be provided to the parent upon request.

Oral or topical medications, eye drops, ear drops, or nasal spray- may be administered by a registered nurse, a licensed practical nurse, designated staff who are delegated to, trained, and supervised by the RN.

Nasal sprays containing controlled substances may only be administered by a school nurse if a school nurse is in the building. If a school nurse is not in the building, the task may be delegated to an authorized school employee. A parent-designated adult with training as required by RCW 28A.210.260 may also administer the medication when a nurse is not in the building. After a school employee who is not a school nurse administers a nasal spray that is a controlled substance, the employee must summon emergency medical assistance as soon as practicable except in instances when the administration of the nasal spray occurs routinely as documented in emergency care plan signed by parent or guardian and LHP.

No medication will be administered by injection by unlicensed school staff except when a student is susceptible to a, life -threatening anaphylactic condition consistent with Policy and Procedure 3419- Self-Administration of Asthma and Anaphylaxis Medications and Policy and Procedure 3420-Anaphylaxis Prevention and Response when acting as a parent designated adult for students with diabetes, or when acting as designated trained responder for opioid overdose reversal medication administration consistent with Policy and Procedure 3424- Opioid Related Overdose Reversal.

The parent will submit a written authorization to act according to the specific written orders and supporting directions provided by licensed health professional prescribing within his or her prescriptive authority (e.g., medication administered to counteract a reaction to an insect sting). Such medication will be administered by staff trained by the supervising registered nurse to administer such an injection.

Written orders for emergency medication, signed and dated, from the licensed health professional prescribing within his or her prescriptive authority will:

- A. State that the student suffers from a health condition which may result in an emergency;
- B. Identify the drug, the mode of administration, and the dose;
- C. Indicate when the medication will be administered based on anticipated or actual symptoms;
- D. Recommend follow-up after administration, administration of additional medications, transport hospital; and

Procedure 3416P

- E. Specify how to report to the health professional prescribing within his or her prescriptive authority and any record keeping recommendations.

If a health professional and a student's parent request that a student be permitted to carry his/or her own medication and/or be permitted to self-administer the medication, the principal may grant permission after consulting with the school nurse. The process requesting and providing instructions will be the same as established for oral medications. The principal and nurse will take into account the age, maturity and capability of the student; the nature of the medication; the circumstances under which the student will or may have to self-administer the medication and other issues relevant in the specific case of multi-dose devices (like asthma inhalers), students will only carry one day's supply of medication at a time. Violations of any conditions placed on the student permitted to carry and/or self-administer his or her own medication may result in termination of that permission, as well as the imposition of discipline when appropriate.

SUNSCREEN

Over-the-counter topical sunscreen products may be possessed and used by students, parents, and school staff, without a written prescription or note from a licensed health care provider, if the following conditions are met:

- The product is regulated by the US Food and Drug Administration as an over-the-counter sunscreen product; and
- If possessed by a student, the product is provided to the student by their parent or guardian.

Students who possess over-the-counter topical sunscreen products that meet the above criteria may carry up to 8 ounces at a time, preferably with the container in a plastic bag.

Violations of any conditions placed on the student permitted to carry and/or self-administer his or her own sunscreen products may result in confiscation and termination of that permission, as well as the imposition of discipline when appropriate.

School staff may assist students in application of sunscreen products in certain circumstances and in the presence of another staff member. The appropriate staff member will take into account the age, maturity, and capability of the student, the need for the application of the sunscreen, and other issues relevant in the specific case, before assisting students in application of sunscreen products at school or during school sponsored events. However, staff members are not required to assist a student in applying sunscreen.

Parent-Designated Adult Care of Students with Adrenal Insufficiency, Epilepsy or Diabetes

This policy and procedure for parent designated adults caring for students with adrenal Insufficiency, epilepsy or students with diabetes are:

- 3411- Accommodating Students with Seizure Disorders or Epilepsy
- 3415- Accommodating Students with Diabetes
- 3245- Accommodating Students with Adrenal Insufficiency

Procedure 3416P

Date: August 2001

Revised: June 20, 2012; November 19, 2012; December 17, 2014; April 25, 2018; March 27, 2024; December 2025

Page 4 of 4

Coversheet

Procedure 2161 Special Education and Related Services for Eligible Students

Section: II. Board Policy and Procedure Review
Item: Q. Procedure 2161 Special Education and Related Services for Eligible Students
Purpose:
Submitted by:
Related Material: 2161P Special Education and Related Services for Eligible Students 10-25.pdf



Administrative Procedure to Board Policy #2161, Special Education and Related Services For Eligible Students

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

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

Free Appropriate Public Education (FAPE)

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

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

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

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

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

Students Covered by Public or Private Insurance

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

2161P

Page 2 of 36

- A. Require parents to sign up for or enroll in public benefits or insurance programs in order for their student to receive FAPE under Part B of the IDEA;
- B. Require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim;
- C. Use a parent or student's benefits under a public insurance programs if that use would:
 - 1. Decrease available lifetime coverage or any other insured benefit;
 - 2. Result in the family paying for services required after school hours that would otherwise be covered by the public insurance program;
 - 3. Increase premiums or result in discontinuation of insurance; or
 - 4. Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

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

- A. Obtain parent consent in accordance with [Chapter 392-172A WAC](#) each time the district wishes to access benefits for a new procedure; and
- B. Inform the parents that their refusal to permit the district to access their insurance does not relieve the district of its responsibility to ensure that all required services are provided at no cost to the parents.

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

- A. ~~A~~ statement of the parental consent provisions;
- B. ~~A~~ statement of the "no cost" provisions;
- C. ~~A~~ statement that the parents may withdraw their consent to disclose personally identifiable information to the agency responsible for administering the state's public benefits or insurance, and
- D. ~~A~~ statement that a parent's withdrawal or refusal to consent does not relieve the school district of its responsibility to ensure that all required services are provided at no cost to the parents.

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

- 1. The personally identifiable information that may be disclosed, such as records or information about the services that may be provided to the student;
- 2. The purpose of the disclosure;
- 3. The agency to which the disclosure will be made; and
- 4. That the parent understands and agrees that the public agency may access the parent's or student's public benefits or insurance to pay for services under the act.

Procedure 2161P

Page 3 of 36

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

Evaluation or IEP Case Manager is responsible for providing the required notices and requests for consent to parents under this section.

Parent Participation in Meetings

The district encourages parental involvement and the sharing of information between ~~the~~ district and parents to support the provision of appropriate services to its students. As used in these procedures, the term "parent" includes biological and adoptive parents, legal guardians, persons acting in the place of a parent, such as relatives and stepparents, foster parents, persons appointed as surrogate parents, and adult students.

Parents (and as appropriate, students) will be provided the opportunity to participate in any meetings with respect to the identification, evaluation, educational placement and provision of a FAPE, including IEP team meetings, school discipline, and truancy meetings.

When a meeting is scheduled, parents will be:

- A. notified of the meeting early enough that they will have an opportunity to attend;
- B. Notified of the availability of interpretation and translation services at no cost to the parents;
- C. notified of the purpose, time, location of the meeting and who will be in attendance.
- D. The parent will be notified that the district or the parent may invite others who have knowledge of special expertise of the student; and
- E. The meetings will be scheduled at a mutually agreeable time and place.

The district ~~shall~~will take whatever action is necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English. The district will maintain documentation of the language in which families prefer to communicate and whether a qualified interpreter for the student's family was provided.

The staff person responsible for inviting the parents to meetings will keep documentation of the information provided and the methods used to notify the parents of the meeting. The district may proceed with the IEP or placement meeting if the district is not able to convince the parent to attend. In this case, the district will document its attempts to arrange the meeting. This documentation will include records of telephone calls and the results, copies of correspondence sent to the parent and/or other means used to contact the parent.

This documentation will be kept in the student's special education file.

The IEP Case Manager is responsible for notification, form use and other arrangements.

If the parent cannot attend the IEP or placement meeting but wishes to participate, the district will arrange for other means to participate. This can include individual or conference phone calls, video or other means of conferencing.

Formatted: No underline

Formatted: No underline

Formatted: No underline

A meeting does not include informal or unscheduled conversations involving district personnel; conversations on issues such as teaching methodology, lesson plans, coordination of service provisions; or preparatory activities that district personnel engage in to develop a proposal or a response to a parent proposal to be discussed at a later meeting.

Identification and Referral (Child Find)

A. Identification

The purpose of Child Find is to locate, evaluate and identify children with suspected disabilities in need of special education services including those who are not currently receiving special education and related services and who may be eligible for those services. Activities are to reach:

1. Children residing in the school district boundaries, including preschool-aged children;
2. Children attending approved, nonprofit private elementary and secondary schools located within the district boundaries. Highly mobile children (such as homeless, foster care, and migrant children);
3. Highly mobile children (such as homeless, foster care and migrant children);
4. Children who have a disability and may need special education services even though they are advancing from grade to grade; and
5. Children at home or home-schooled.

The district will consult with parents and representatives of private school students to ensure its Child Find activities are comparable in approved, nonprofit private schools located within district boundaries, these consultations will occur annually, by meetings.

The district reaches students who may be eligible for special education services through:

1. Notification to parents of child find activities in annual informational packet/mailings;
2. Notification to parents district-wide through local papers or other media;
3. Information regarding child find on the district's [website](#);
4. Notification to private schools located in the district's boundaries;
5. District informational mailings;
6. Informational packet regarding screening and referral in school buildings and public locations including DSHS community service offices, Employment Security offices, grocery stores, laundromats, daycares, community preschool sites, and physicians' offices;
7. Notifying and coordinating with the designated Part C lead agencies;
8. Early childhood screenings conducted by the district;
9. Coordination with other public and private agencies and practitioners;
10. Written information provided to district staff on referral procedures;
11. Training teachers and administrators on referral-evaluation-identification procedures; and
12. Review of student behavior, discipline and absentee information and information gathered from district-wide assessment activities.

When district staff have concerns that a student may have a suspected disability ~~which that~~ could result in eligibility for special education services, they will notify the School Psychologist in writing.

Procedure 2161P

Page 5 of 36

The district's special education department conducts early childhood screenings for ages three to five. These occur monthly at the District Office. ~~When~~ When parents or others inquire about screenings, the caller will be referred to the Special Education Administrative Assistant.

Formatted: Font: Not Bold, No underline

The screening process involves the following:

1. Parents are asked to provide information to assist in assessing their child. ~~and~~
2. Children are screened to assess cognitive, communication, physical, social-emotional and adaptive development. Parents will be notified at the screening of the results and the parents will also be provided written notice of the results within ten days of the screening. If the screening supports evaluation, the district will obtain written consent for evaluation at the exit interview if possible, or will include consent forms with the written notice notifying the parents of the results. If the screening results indicate that the child does not need an evaluation, written notice will be sent to the parents within 10 days of the screening explaining the basis for the district's decision not to evaluate. Evaluation occurs in accordance with evaluation procedures.

B. Referral

A student, whether or not enrolled in school, may be referred for a special education evaluation by parents, district staff or other persons knowledgeable about the student. Each building principal will responsible for ensuring that staff understands the referral process. Referrals are required to be in writing unless the person referring is unable to write. A person who makes a referral orally should be asked to either make the referral in writing or go to the main office of the building for assistance in making the referral with the support of a qualified interpreter when needed.

When a referral is made, the district must act within a 25 school-day timeline to make a decision about whether or not the student will receive an evaluation for eligibility for special education services.

All certificated employees will document referrals immediately upon a referral being made to or by them. All other staff receiving a referral from another person will notify a certificated staff member. The staff member (School Psychologist or SLP): (a) records the referral, (b) provides written notice of the referral to the parent, and (c) advises the multidisciplinary team member to collect and review district data and information provided by the parent to determine whether evaluation is warranted.

During the referral period, multidisciplinary team members will collect and review existing information from all sources, including parents. Examples may include:

1. Child's history, including developmental milestones;
2. Report cards and progress reports;
3. Individual teacher's or other provider information regarding the child including observations;
4. Assessment data;
5. Medical information, if provided;
6. Other information that may be relevant to assist in determining whether the child should be evaluated.

2161P

Page 6 of 36

If the review of data occurs at a meeting the parent will be invited. The Special Education department staff member (School Psychologist or SLP) provides written notice to the parents of the decision regarding evaluation, whether or not the parents attend the meeting.

Recommendations regarding evaluation are forwarded to the special education department.

After the multidisciplinary team reviews the request for evaluation and supporting data and does not suspect that the child has a disability, the district may deny the request. In this case, written notice, including the reason for the denial and the information used as the basis for the denial, must be given to the parent.

If the determination is that the child should be evaluated, the reviewers will include information about the recommended areas of evaluation, including the need for further medical evaluation of the student. This information will assist the district in providing parents prior written notice and will assist the district in selecting appropriate evaluation group members. The Evaluation Case Manager is responsible for notifying parents of the results using prior written notice. When the determination is that the child will be evaluated, parent consent for evaluation and consent for release of appropriate records will be sent or provided with the notice.

Special Education Department staff (School Psychologist or SLP) will seek parental consent to conduct the evaluation. The school district is not required obtain consent from the biological parent if:

1. The student is a ward of the state and does not reside with a parent;
2. The parent cannot be located, or their rights have been terminated; or
3. Consent for an evaluation is given by an individual appointed to represent the student.

When the parent provides consent, the district select an evaluation group. The evaluation group is to complete the evaluation within 35 school days after the district's receipt of parent consent, unless:

1. The parents and district agree in writing to the timeline;
2. The parent fails or refuses to make the student available for the evaluation, or
3. The student enrolls in another school district after the evaluation ~~is begun but before completion and the parent and new district have an agreement for completion of the evaluation begins but before its completion, and the parent and new district coordinate it's completion~~ agree to complete it.

If a parent does not provide written, informed consent for the evaluation, notify the Executive Director of Special Education who will make a determination as to whether the district wishes to use mediation to seek agreement to evaluate or file a due process hearing to override the parent's refusal to consent. The district may not override a parent's refusal to consent for an evaluation if the student ~~is or is~~ or is unilaterally placed in a private school. If the parent does not provide written informed consent and the district does not use mediation or due process, the Evaluation Case Manager will provide the parent with prior written notice informing the parent that the district cannot proceed with the evaluation to determine eligibility and is not responsible for providing special education and related services without an initial evaluation to determine eligibility.

Evaluation and Reevaluation**A. Evaluation of Students ~~M~~oving from Part C to Part B and Participation in Transition Planning Conferences**

The district will participate in transition planning conferences, arranged by the local lead agency as designee of the Part C lead agency for each student who may be eligible for preschool services. Transition plans will be designed to promote uninterrupted provision of appropriate services to the child.

1. The School Psychologist or Special Education Specialist will serve as the point of contact with the family resource coordinator for timely execution of transition planning conferences that are arranged at least 90 days before the student's third birthday by the designee of the Part C agency;
2. Within 25 school days following the transition planning conference, a determination whether or not to evaluate the student for Part B services will be made;

The district will follow the procedures for timelines and evaluation requirements for students moving from Part C to Part B. Students turning three, who were previously determined eligible for early intervention services under Part C of the IDEA, will be evaluated for initial eligibility for special education services under Part B of the IDEA. The evaluation must be completed in enough time to develop an initial IEP by the date of the student's third birthday.

Evaluation Requirements

The purpose of the evaluation is to collect information about a student's functional, developmental and academic skills and achievements from a variety of sources, to determine whether a student qualifies for special education and related services, and to develop an IEP. This includes information provided by the parent. All information gathered in this process is reviewed by the IEP team or other group of qualified professionals.

1. Whether the student is eligible for special education and any necessary related services; and,
2. The nature and extent of special education and related services needed by the student, including information related to enabling the child to be involved in and progress in the general education curriculum.

The Evaluation Case Manager will select the members of the evaluation group. Members selected must be knowledgeable about the student and the areas of his or her suspected disabilities. Qualifications of a group member include having the appropriate professional license or certification, and may include outside practitioners when necessary. When assessing for specific learning disabilities, the parent and a group of qualified professionals must be part of the group. If the student requires a medical evaluation in order to determine eligibility, the district will coordinate with the parents to arrange for the evaluation at district expense or by public or private insurance if the parent consents to allow the district to use the insurance.

Formatted: Indent: Left: 0"

There are many legal requirements for conducting evaluations. Evaluation procedures or materials must be free of racial, cultural or sexual/gender bias and they must be used for the purpose for which they are valid and reliable. Tests must be appropriate for the student's age and stage of developmental level. Tests should be administered in the native language of the student or conducted in the mode of communication most familiar to the student. If it appears to be clearly not feasible to conduct a procedure or test in the mode of communication most frequently used by the student, the IEP team will contact the special education director to develop an individualized strategy for valid evaluation of the student's skills. The inclusion of parents in this collaboration is desirable and strongly encouraged.

Specific areas to be included in the evaluation are determined by the evaluation manager the multidisciplinary team and other qualified professionals, as appropriate, as part of a review of existing data concerning the student. The evaluation does not rely on one source or procedure as the sole criterion for determination and should include:

1. Review of existing data, including corresponding response to intervention (RTI) documentation;
2. Relevant functional and developmental information;
3. Information from parents;
4. Information from other providers;
5. Information related to enabling access to and progress within the general education curriculum and assisting in determining whether there is a disability and the content of the IEP;
6. Current classroom-based evaluations, using criterion-referenced and curriculum-based methods, anecdotal records, and observations;
7. Teacher and related service providers' observations; and
8. Testing and other evaluation materials, which may include medical or other evaluations when necessary.

All current evaluation data ~~as well as data previously reviewed by the team~~ as well as data previously reviewed by the team, must be considered. Professional members of the evaluation team need to be familiar with qualifying disability definitions and criteria in federal and state rules.

This review of existing data may be in the form of a meeting of IEP team ~~members, or~~ members or may be conducted without a meeting. It includes data provided by parents, data gathered in the general education classroom or from state and district level assessments. The data may provide information about the student's physical condition, social or cultural background and adaptive behavior.

When additional assessments are necessary, the group members have the responsibility of selecting, administering, interpreting, and making judgments about evaluation methods and results, and ensuring that the tests and assessments are administered by qualified personnel in accordance with the instructions of the test producer. The gathering of additional data in combination with existing data must be sufficiently comprehensive to address all areas of the suspected disability and any special education needs, whether linked to the disability category or not. If the IEP Team determines that no additional data are needed, the IEP team will notify the student's parent of that determination and the reasons for it, and inform them of their right to request additional assessments. The district will complete the evaluation using existing data.

Procedure 2161P

Page 9 of 36

Parents and district staff are encouraged to work towards consensus, but the school district has the ultimate responsibility to determine whether the student has a disability or not. The evaluation case manager ~~evaluation manager~~ will provide the parent with prior written notice of the eligibility decision, as well as a copy of the evaluation report. If the parent disagrees with the eligibility decision they will be informed of their dispute resolution options described in the procedural safeguards.

C. Specific Learning Disability (SLD)

1. The district continues to use the severe discrepancy approach for identifying students with a SLD.

Student response is only one element of determining whether a child has a specific learning disability. The evaluation will be comprehensive and address all areas of suspected disability and will also include whether the child performs adequately to meet the grade-level standards in the general curriculum and a determination that the failure to make progress is not the result of:

- A. A physical, mental, emotional, cultural or environmental factor or limited English proficiency; or
- B. Inadequate instruction in reading or mathematics.

The district must act promptly on a referral. Anyone, including parents and teachers, can make a referral at any time. A student cannot be required to progress through all levels of intervention before being evaluated if evidence exists to suspect a disability.

D. Evaluation of Transfer Students

If a student transfers into the ~~school~~ district while an evaluation process is pending from the other district, the ~~evaluation manager~~ Evaluation Case Manager is responsible for determining the status of evaluations conducted to date and making a determination as to whether the evaluation can be completed within the 35 school day timeline from the date the parent provided consent. If the determination is that additional time will be needed, The ~~evaluation manager~~ Evaluation Case Manager will notify the parent and obtain the parent's agreement to establish a new timeline.

E. Eligibility

The evaluation group and the parent will determine whether or not the student is a special education student.

1. A student is not eligible if the determinant factor is lack of appropriate instruction in reading or math, based upon the state's grade level expectations or limited English proficiency; ~~and~~
~~Eligibility may be determined by documented professional judgment when:~~
 - ~~properly validated testes are unavailable; or~~
 - ~~2. Corroborating evidence indicates that results were influenced due to measuring a disability.~~

Formatted

The parent will be provided with a copy of the evaluation report and the documentation of ~~determination of the~~ eligibility ~~determination~~.

Parents will also be provided with prior written notice of the eligibility decision ~~within ten school days of the decision~~. The evaluation case manager is responsible for sending the notice.

Students remain eligible for special education services until one of four events occur:

1. The student is determined through a reevaluation to no longer be eligible for special education;
2. The student has met the district's high school graduation requirements;
3. The student has reached the age of 21. A special education student whose ~~21st~~^{2nd} birthday occurs during the current school year after August 31, shall will continue to be eligible for special education and any necessary related services for the remainder of the school year; or
4. The student no longer receives special education services based upon a parent's written revocation of services.

Formatted: Superscript

When a special education student is expected to graduate prior to age 21, or when graduation is part of the transition plan, the IEP team will document a student's progress towards achieving course credits towards graduation on the transition portion of the IEP. The district will provide prior written notice to parents and adult students that the student is expected to graduate and will no longer be eligible for special education services. The district will also provide the parents and student with a summary of academic achievement and functional performance and recommendations to assist the student with postsecondary goals. See Policy and Procedure 2410 [High School Graduation Requirements](#).

Formatted: Font: Times New Roman, 12 pt

Formatted: List Paragraph, Numbered + Level: 1 +
Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left +
Aligned at: 0.25" + Indent at: 0.5", Tab stops: 0.5", Left +
Not at 0.25" + 1.5"

F. Evaluation Report

Each person conducting an assessment of the student will specify the procedures and instruments used, ~~and~~ their results and the significance of findings related to the student's instructional program, including a specification of the factors interfering with performance and the special education and related services needed.

The evaluation group will determine who is most appropriate to develop the evaluation report reflecting the evaluation information. This will be completed before the conclusion of the evaluation period and will, at a minimum:

1. ~~Each person conducting an assessment of the student will specify the procedures and~~ identify the disability ~~which that~~ requires special education and related services, if a disability exists;
2. Discuss assessments and review data supporting conclusions regarding eligibility;
3. Include the additional information required for the specific learning disability eligibility category, if applicable;
4. Describe how the disability or disabilities affect the student's involvement and progress in the general curriculum;
5. Make recommendations to the IEP team with respect to special education and related services needed, materials or equipment, instructional and curricular practices, student management strategies, the need for extended school year services beyond 180 school days, and location of services;
6. Include other information, as determined through the evaluation process and parent input;
7. Include the additional information required for the specific learning disability eligibility category;
8. Provide any necessary professional judgments and the facts or reasons in support of the judgments; and

9. Be signed and dated by each professional member of the group certifying that the evaluation report represents his or her conclusion. Any professional group member who disagrees with the conclusions will prepare a statement representing their conclusion.
10. The evaluation case manager is responsible for notifying parents of the date, time and location of evaluation meetings by following the procedures in the parent participation section for inviting parents to meetings.

G. Reevaluations

A reevaluation of a student receiving special education or related services is conducted if academic achievement and functional performance has improved to warrant a reevaluation, if the IEP team suspects that the student may no longer be a student with a disability or if the child's parent or teacher requests a reevaluation. A reevaluation does not occur more than once per year, unless ~~the~~ parent and ~~school-district~~ agree otherwise. A reevaluation must occur at least once every three years, unless ~~the~~ parent and school agree otherwise. A reevaluation must occur at least once every three years, unless ~~the~~ parent and ~~school-the district staff~~ agree that a reevaluation is unnecessary. A waiver agreement that an evaluation is unnecessary will be confirmed through written consent to the parent. The evaluation case manager will schedule a review of this determination and notify the special education department.

~~Students who turn six who met the eligibility requirements for the disability category of were previously eligible under the category "Developmentally Delayed"(DD) under the criteria for ages three to six years need not must be reevaluated at age six under the criteria for six to nine years until three years after their initial evaluation was completed. before age nine to determine eligibility within another category.~~

Students who were previously eligible under the category "Developmentally Delayed" must be reevaluated before age ten to determine eligibility within another category.

As part of any re-evaluation, the IEP team members, and any other professionals the district determines appropriate, will review existing data that includes:

1. Evaluations and information provided by the parents;
2. Current classroom-based assessment, local or state assessments, and ~~classroom~~ basedclassroom-based observations; and
3. Observations by other teachers and related services provider's data.

Based on this review the team will determine whether any additional data is necessary to determine:

1. Whether the student continues to be eligible for special education and any necessary related services;
2. The present levels of performance and educational needs; and
3. Whether any additions or modifications to the student's program are needed. This review can occur with or without a meeting or through individual review. If the IEP team members and any other persons reviewing the data determine that no further testing is necessary, the district will notify the parents of this determination, using written prior notice and will inform parents that they have the right to request assessments if they disagree with the determination that additional testing is not necessary. Parent consent is not required if the reevaluation does not require additional testing;
4. If additional testing is needed:

2161P

Page 12 of 36

- a) ~~the~~The evaluation manager evaluation case manager will request written parental consent for reevaluation and provide prior written notice identifying the areas of assessment;
- b) If the parents do not return the signed consent form the district shall contact the parent again explaining the need for reevaluation and parent consent. In addition, the district will document its reasonable attempts to obtain consent such as telephone calls, e-mails, personal contact and other efforts to obtain consent;
- c) If the parents do not respond to the request for consent, and the district has documented its reasonable attempts to obtain consent, the district can proceed with the re-evaluation;
- d) If the parents refuse to consent to the reevaluation, the evaluation group will notify the Executive Director of Special ~~Education Student Support Directors~~Services that the district can determine whether it will seek mediation in order to obtain consent or request a due process hearing to ask an administrative judge to override the parent's refusal to consent.

After the reevaluation is completed, the evaluation case manager will invite parents to the eligibility meeting and will provide prior written notice after the meeting of the results of the reevaluation to parents in their primary language, indicating one or more of the following:

1. Whether the student continues to be eligible and in need of special education;
2. Present levels of performance and educational needs of the student; and
3. Whether any additions or modifications to the special education and related services are needed to enable the student to meet IEP annual goals and to participate, as appropriate, in the general curriculum.

~~This notice will occur within ten school days of the eligibility decision.~~ The ~~The~~ evaluation case manager is responsible for sending the notice.

H. Re-evaluation and Graduation

No reevaluation is required when special education eligibility terminates due to graduation from high school with a regular diploma or due to reaching the end of the school year during which the student turned ~~22~~4. Instead, the district will provide prior written notice to the parent by June 1st and the IEP team will provide the student with a summary of academic achievement and functional performance including recommendations on how to assist the student in meeting post-secondary goals. One month before the student's anticipated last day of school IEP Case Manager is responsible for assuring that the IEP team completes the summary of academic achievement and functional performance.

Independent Educational Evaluations (IEE)

Parents of students eligible for special education, have the right to obtain an independent educational evaluation (IEE) at public expense if the parent disagrees with the school district's evaluation.

When parents request an IEE the district must decide within 15 calendar days whether or not to agree to provide it. Any parent request for an ~~independent evaluation~~IEE should be immediately referred to the Executive Director of Special Education. The Executive Director of Special Education will review the request and determine whether or not the request is warranted. If the district agrees to provide an IEE, arrangements will be made promptly. If the district denies the request to pay for an IEE, it must file for a due process hearing within 15 calendar days of the

parent's request. The district may request mediation as an option after filing the due process hearing. If the parents withdraw their request for an IEE the due process can be dismissed.

When a parent requests an IEE, the district must provide parents with a list of district criteria and evaluators. If the ~~school~~ district initiates a hearing and a decision is made that the district's evaluation is appropriate, the parent still has the right to an IEE but not at public expense. A parent is only entitled to one IEE at public expense each time the district conducts an evaluation with which the parent disagrees.

If the parent obtains an IEE at either public or private expense, any results of the IEE must be considered by the district in any decision made with respect to if providing FAPE to the student if the IEE meets the district's criteria. The IEE may also be presented as evidence at a hearing regarding the student.

The following criteria are established for the selection of an individual to conduct an IEE at public expense. These criteria are established in order to identify the knowledge, experience and qualifications of individuals selected to conduct the evaluations. Any individual selected to conduct either a district evaluation or an IEE must be:

1. Licensed, credentialed or otherwise qualified within the state of Washington or state of residence/practice to perform an evaluation in the specific professional discipline for which an independent evaluation is sought;
2. Knowledgeable and experienced in evaluating children with similar disabilities;
3. Geographically located within the state of Washington; and
4. Available to the district at a maximum fee, which does not exceed by more than 25% the prevailing average for similar evaluations within the state of Washington.

Exceptions to the criteria will be granted only when it can be shown that the unique circumstances of the child or the disability:

1. Make it impossible to identify anyone within the state of Washington who holds the appropriate credentials or experience necessary to conduct the evaluation; or
2. Require a specialized evaluator whose fee exceeds the prevailing average by more than 25%; or
3. Include factors, ~~which that~~ would warrant an exception in order to obtain an appropriate evaluation.

Individualized Education Programs (IEP)

A. IEP Development

The Individualized Education Program (IEP) is the written statement reflecting the implementation of instructional programs and other services for special education students based on the evaluation and student needs.

An IEP must be in effect before the initiation of special education services. The IEP must be developed within 30 calendar days after the student's initial determination of eligibility for special services. IEPs must be updated annually, or revised more frequently if needed to adjust the program and services.

Parent consent is required before the initial provision of special education services. If a parent refuses to consent to the provision of special education services, the district may not

2161P

Page 14 of 36

use mediation or due process to override a parent's refusal. When a parent refuses to provide consent the evaluation manager the IEP Case Manager will notify the parent that the district does not have a FAPE obligation to the student. The notification will be documented in the student's file.

The district will maintain a copy of the current IEP, which is accessible to all staff members responsible for providing education, other services or implementation of the IEP. All staff members will be informed of their responsibilities for its implementation. This includes not only teachers and other service providers, but also bus drivers, playground and lunchroom supervisors, nursing staff and others who may be responsible for the proper implementation. The special education teacher/~~specialists~~specialists responsible for ensuring that staff members are knowledgeable about their responsibilities.

IEPs will be implemented without undue delay following IEP meetings, regardless of the payment source for special education and/or related services.

Parents are members of the IEP team and shall have the opportunity to fully participate. The district will make sure that the parents understand the proceedings, including arranging for an interpreter for parents who are deaf or whose native language is other than English. The district will also ensure that meeting locations are accessible. The Student Support Cooperative The IEP Case Manager is responsible for coordinating interpreters and making arrangements for the meeting location. The district will provide parents/guardians with a copy of the district's Required Notification of Isolation or Restraint of Students with IEPs or Section 504 Plans policy (Policy 3247) when the student's IEP is created.

B. IEP Team:

The IEP team includes:

1. The parent(s) of the student;
2. Not less than one general education teacher (or preschool teacher) of the student if the student is or will be participating in the general education environment. The general education teacher will, to the extent appropriate, participate in development of the student's IEP, including determinations of appropriate positive behavioral interventions and supports for the student; and supplementary aids and services, program modifications, and support for school personnel consistent with WAC 392-172A and WAC 392-172A-03110(2)(b);
3. Not less than one special education teacher, or if appropriate, at least one special education provider of the student;
4. A representative of the district, who is qualified to provide or supervise the provision of special education and related services, is knowledgeable about general education curriculum, and is knowledgeable about the availability of district resources;
5. An individual who can interpret the instructional implications of the evaluation results;
6. Any other individuals who have knowledge or special expertise about the student. These individuals may be invited by both the district and the parents, at the discretion of the person making the invitation;
7. The student, when appropriate, or when required;
8. Students must be invited when the purpose of the meeting includes discussion of transition needs or services;

Formatted: Indent: Left: 0"

Procedure 2161P

Page 15 of 36

9. If another agency is or may be responsible for payment or provision of transition services, an agency representative will be invited, with the parent's consent. If the agency representative cannot attend the meeting, district personnel shall keep the representative informed of the meeting and obtain agency information that will assist in the service provision;
10. In the case of a student who was served under part C of IDEA, of the Part C service coordinator or other designated representatives of the Part C system as specified by the state lead educational agency for Part C at the initial IEP meeting if requested by parent.

The parents and district must agree in writing before any of the above required team members are excused from all or part of a meeting. If a required team member's area of the IEP is being discussed or modified, then the parent and district must consent to their excusal; and that specific team member must provide advance written input for his/her part of the IEP prior to the meeting.

Existing team members may fill more than one of these roles if they meet the criteria for the role.

(Refer to the Parent Participation in Meetings section of this procedure for the requirements of a parent invitation to IEP meetings.)

Sometimes parents do not attend IEP meetings. There will also be times where the parents do not agree with the IEP as proposed, and despite attempts to reach agreement on IEP content, the team does not reach agreement. If a parent attends the IEP meeting and agreement is not reached on the IEP, the team shall determine whether another IEP meeting should be scheduled as soon as mutually possible, or whether there is enough information to complete the IEP. When the decision is made that the IEP will be implemented the District must send prior written notice of the decisions reached to the parent, including the date the IEP will be implemented.

When the parents do not attend the IEP meeting, despite the district's efforts to ensure participation, or if the team does not reach agreement, it is the district's obligation to offer an appropriate educational program:

1. Have IEP members present sign the IEP (or document participation if any member is unwilling to sign);
2. Send a copy to the parent, and provide the parent prior written notice that the district intends to implement the IEP;
3. Forward the documentation of actual or attempted contacts to the Student Support Cooperative for processing when parents do not attend the meeting.

When making changes to an IEP after the annual IEP meeting for a school year, the parent and the district may agree not to convene an IEP meeting for the purpose of making changes. The parent and the district must complete a written document indicating the changes and inform IEP team members and appropriate individuals of the changes. The IEP Case Manager or IEP service provider manages the IEP changes and is responsible for IEP amendments. If the parent requests that the district revise the IEP to include the amendments the special education teacher/itinerant IEP case manager or appropriate IEP service provider will revise the IEP, as appropriate.

C. IEP Preparation and Content

IEP teams will consider the recommendations in the most recent evaluation to develop the IEP.

In developing the IEP, the team should consider:

1. The strengths of the student including the academic, developmental and functional needs of the student and the concerns of the parents for enhancing the education of their child;
2. Whether positive behavioral interventions and supports, including a behavioral intervention plan, as defined by WAC 392-172A-01031, are needed to address the student's behavior;
3. The language needs of the student as those needs relate to the student's IEP, for a student with limited English proficiency;
4. Whether Braille instruction is appropriate for a student who is blind or visually impaired;
5. The communication needs of the student (and in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs), opportunities for direct communications with peers and professional personnel in the student's language and communication mode; academic level; and full range of needs, including opportunity for direct instruction in the student's language and communication mode; and
6. Whether assistive technology devices or services are needed.

IEP content includes:

1. The student's present levels of academic and functional performance with a description of how the disability(ies) affect the student's involvement and progress in the general curriculum or preschool activities.
2. Measurable academic and functional annual goals for the student (including benchmarks or short term objectives if the student is participating in alternate assessments) that will meet the student's needs resulting from the disability(ies) to enable involvement and progress in the general curriculum or in preschool activities, and will meet the student's other educational needs.
3. A statement of special education services, any necessary related services, and supplementary aids and services based on peer-reviewed research to the extent practicable to be provided to the student and program modifications or supports for personnel so that the student may advance towards annual goals, progress in the general curriculum and be educated and participate with other special education students and non-disabled students and participate in extracurricular and other nonacademic activities.
4. A statement of the extent, if any, that the student will not participate with non-disabled students in general classroom, extra-curricular and non-academic activities.
5. A statement of any individual appropriate accommodations in the administration of state or district-wide assessments of student achievement that are needed to measure academic achievement and functional performance of the child on state assessments. If the team determines that the student will not participate in a particular assessment, the IEP will address why the student cannot participate in the regular assessment(s) and why the particular alternative assessment is appropriate for the child;
6. The date for the beginning of services and the anticipated frequency, location and duration of services and modifications;
7. A statement of how the student's progress towards goals will be measured, how the student's parents will be regularly informed of their child's progress towards the annual goals and whether the progress is sufficient to enable the student to achieve the goal by the end of the year. Measurement of the student's progress will be based on the data collected as designated on the IEP. The individual responsible for implementing the goal is responsible for maintaining the data used to measure progress. Information to the

Procedure 2161P

Page 17 of 36

parents can be provided at the same time the district issues progress reports or report cards, or other agreed times as identified in the IEP.

8. With an IEP that is in effect when the child turns 16, or sooner if the IEP team determines it is appropriate, a statement of needed transition services and any interagency responsibilities or needed linkages. The transition component must include appropriate measurable postsecondary goals based on age appropriate transition and assessments related to training, education, employment, and independent living skills where appropriate, and the transition services (including courses of study) needed to assist the child in reaching those goals;
9. Emergency response protocols, if determined necessary by the IEP team for the student to receive FAPE and parents provide consent
10. A behavioral intervention plan (BIP), if determined necessary by the IEP team for a student to receive FAPE. The BIP must meet the requirements stated in WAC 392-172A-01031;
11. A behavioral intervention plan (BIP), if determined necessary by the IEP team for a student to receive FAPE. The BIP must meet the requirements stated in WAC 392-172A-01031;
12. The procedures by which parents/guardians will be notified of the use of isolation or restraint or a restraint device on their student (See Procedure 3246). If the student is placed in an authorized entity under RCW 28A.155.060, the IEP will specify any additional procedures required to ensure the authorized entity fully complies with state restraint and isolation laws.

13. A statement regarding transfer of rights at the age of majority. IEP case manager will prior written notice to the student one year prior to student turning 18 years of age; and

12.

A statement regarding transfer of rights at the age of majority. IEP case manager will prior written notice to the student one year prior to student turning 18 years of age; and

14. Extended school year (ESY) services. The consideration for ESY services is a team decision, based on information provided in the evaluation report and based on the individual needs of a student. ESY services are not limited by categories of disability, or limited by type amount or duration of services. If the need for ESY services is not addressed in the IEP and ESY services may be appropriate for the student, the IEP team will meet by May 15th to address the need for ESY. Factors for the team to consider when determining the need for ESY may include, but are not limited to: 1) Evidence of regression or recoupment time based on documented evidence; or 2) A documented determination based on the professional judgement of the IEP team including consideration of the nature and severity of the student's disability, the rate of progress and emerging skills.

13. The district will follow Policy 3246 and 3246P (Restraint, Isolation and Other Uses of Reasonable Force) regarding the use of restraint or isolation.

Use of Isolation, Restraint, and Restraint Devices

A. Definitions

1. Imminent: The state or condition of being likely to occur at any moment or near at hand, rather than distant or remote.
2. Isolation: Restricting a student alone within a room or any other form of enclosure, from which the student may not leave. It does not include a student's voluntary use of a quiet space for self-calming, or temporary removal of a student from his or her

Formatted: No bullets or numbering

Formatted: No bullets or numbering

~~regular instructional area to an unlocked area for purposes of carrying out an appropriate positive behavior intervention plan.~~

~~3. Likelihood of serious harm: A substantial risk that physical harm will be inflicted by a student:~~

- ~~a. Upon his or her own person, as evidenced by threats or attempts to commit suicide or inflict physical harm on oneself;~~
- ~~b. Upon another, as evidenced by behavior that has caused such harm or that places another person or persons in reasonable fear of sustaining such harm;~~
- ~~c. Upon the property of others, as evidenced by behavior that has caused substantial loss or damage to the property of others; or~~
- ~~d. After the student has threatened the physical safety of another and has history of one or more violent acts.~~

~~4. Positive Behavioral Intervention: Strategies and instruction that can be implemented in a strategic manner in order to provide alternatives to challenging behaviors; reinforce desired behaviors, and reduce or eliminate the frequency and severity of challenging behaviors. Positive behavioral interventions include the consideration of environmental factors that may trigger challenging behaviors and teaching a student the skills to manage his or her own behavior.~~

~~5. Restraint: Physical intervention or force used to control a student, including the use of a restraint device. It does not include appropriate use of a prescribed medical, orthopedic or therapeutic device when used as intended, such as to achieve proper body position, balance, or alignment or to permit a student to safely participate in activities.~~

~~6. Restraint Device: A device used to assist in controlling a student, including, but not limited to, metal handcuffs, plastic ties, ankle restraints, leather cuffs, other hospital-type restraints, pepper spray, tasers, or batons. Restraint device does not mean a seat with a harness used to safely transport students. This definition is consistent with RCW 28A.600.485 (1)©, and is not intended to endorse or encourage the use of such devices or techniques with district students.~~

~~B. Practices presumed to be unreasonable when correcting or restraining any student under the age of 18:~~

~~Under RCW 9A.16.100, the following is a non-exclusive list of acts that are presumed unreasonable when correcting or restraining a child:~~

- ~~1. Throwing, kicking, burning, or cutting a child;~~
- ~~2. Striking a child with a closed fist;~~
- ~~3. Shaking a child under the age of three;~~
- ~~4. Interfering with a child's breathing;~~
- ~~5. Threatening a child with a deadly weapon; or~~
- ~~6. Doing any other act that is likely to cause bodily harm to a student greater than transient pain or minor temporary marks.~~

~~This non-exclusive list should not be read so as to imply that another, unlisted form of correction or restraint is permissible. Whether or not an unlisted use of force or restraint is presumptively permissible depends upon a balanced consideration of all relevant state laws and regulations, and whether the use is reasonable under the totality of the circumstances.~~

~~C. Conditions specific to use of isolation:~~

- ~~1. The isolation must be discontinued as soon as the likelihood of serious harm has dissipated;~~

- ~~2. The enclosure will be ventilated, lighted and temperature controlled from inside or outside for purposes of human occupancy.~~
- ~~3. The isolation enclosure will permit continuous visual monitoring of the student from outside the enclosure.~~
- ~~4. An adult responsible for supervising the student will remain in visual or auditory range of the student at all times.~~
- ~~5. Either the student shall be capable of releasing himself or herself from the enclosure, or the student shall continuously remain within view of an adult responsible for supervising the student.~~
- ~~6. Any staff member or other adults using isolation must be trained and certified by a qualified provider in the use of isolation, unless trained personnel are not immediately available due to the unforeseeable nature of the emergency.~~

~~D. Conditions specific to use of restraint and restraint devices:~~

- ~~1. The use of restraint must be discontinued as soon as the likelihood of serious harm has dissipated;~~
- ~~2. The restraint will not interfere with the student's breathing;~~
- ~~3. Any staff member or other adults using restraint must be trained and certified by a qualified provider in the use of such restraint, unless trained personnel are not immediately available due to the unforeseeable nature of the emergency.~~
- ~~4. Restraint device may be used to obtain possession of a known or reasonably suspected weapon or other dangerous object on a person or within the control of a person. In the case of a restraint device, either the student will be capable of releasing him or herself from the restraint device or the student shall continuously remain within view of an adult responsible for supervising the student. The use of a restraint device must be discontinued as soon as the likelihood of serious harm has dissipated.~~

~~E. Prohibited practices involving restraint, use of force, and discipline:~~

~~The following practices are prohibited with students eligible for special education services:~~

- ~~1. District personnel are prohibited from using aversive interventions;~~
- ~~2. District personnel are prohibited from physically restraining or isolating a student, except when the student's behavior poses an imminent likelihood of serious harm as defined above;~~
- ~~3. No student may be stimulated by contact with electric current, including, but not limited to, tasers;~~
- ~~4. A student may not be denied or subjected to an unreasonable delay in the provision of food or liquid as a form of punishment;~~
- ~~5. A student may not be recipient of force or restraint that is either unreasonable under the circumstances or deemed to be an unreasonable form of corporal punishment as a matter of state law (see above, for example, for a list of practices presumed to be unreasonable when used in correcting or restraining a child);~~
- ~~6. A student must not be denied or subjected to an unreasonable delay in the provision of common hygiene care;~~
- ~~7. A student must not be denied or subjected to an unreasonable delay in the provision of medication;~~
- ~~8. A student may not be excluded from his or her regular instructional or service area and isolated within a room or any other form of enclosure, except under the conditions set forth in WAC 392-172A-02110;~~
- ~~9. A student must not be forced to listen to noise or sound that the student finds painful;~~

- ~~10. A student must not be forced to smell or be sprayed in the face with a noxious or potentially harmful substance;~~
- ~~11. A student must not be forced to taste or ingest a substance which is not commonly consumed or which is not commonly consumed in its existing form or concentration;~~
- ~~12. A student's head must not be partially or wholly submerged in water or any other liquid;~~
- ~~13. A student must not be physically restrained or immobilized by binding or otherwise attaching the student's limbs together or by binding or otherwise attaching any part of the student's body to an object, except under the conditions set forth in WAC 392-172A-02110.~~

~~F. Documentation and Reporting Requirements~~

~~Districts must follow the documentation and reporting requirements for any use of isolation, restraint, or a restraint device consistent with RCW 28A.600.485 and the parental notification requirement of RCW 28A.155.210. See Policy and Procedure 3246.~~

Transfer Students

Students who transfer from one district to another within the state continue to be eligible for special education and any necessary related services. When an eligible student transfers into the district, the building principal, registrar or counselor will notify the School Psychologist, ~~Student Support Cooperative~~ and/or The School Psychologist, IEP team and principal, as necessary, in consultation with parents will review the student's IEP to ensure the district provides services comparable to those in the previous IEP until the district adopts the previous IEP or develops, adopts and implements a new IEP.

When a student who was identified as eligible for special education transfers from out of state into the district, the building secretary, registrar or counselor will notify the ~~Student Support Cooperative~~ School Psychologist and/or as soon as possible. The evaluation manager (School Psychologist or Speech Language Pathologist) will review the evaluation, eligibility documentation and IEP, to determine whether or not the student meets state eligibility criteria. If the student meets the state eligibility criteria, the district will follow the procedures described in the previous paragraph to provide comparable services until the district develops an IEP for that student. If the student needs to be evaluated to determine eligibility in this state, the ~~School Psychologist~~ the evaluation manager will notify the parents, obtain consent and evaluate the student for eligibility within 35 school days of the receipt ~~of~~ the parent's consent. The district, in consultation with the parents, will continue to provide special education services comparable to the services on the student's IEP, pending the results of the initial evaluation.

The ~~Student Support Office~~ Special Services office must take reasonable steps to promptly obtain records, including IEP supporting documents and any other records related to special education or related services from the previous school. The school registrar will request special education records at the time the student registers. The school psychologist, with support from special education secretarial staff as necessary, will follow up with sending school district if records are not provided upon initial records request

Placement

No student may receive special education and related services without being determined eligible for services, and thus the evaluation process and IEP development precedes the determination of the special education placement. When a student has been evaluated and the evaluation team and parent have determined student eligibility and the need for special education and related services,

programming decisions must occur. These decisions are made on the basis of information generated through the evaluation and IEP processes. The actual program is considered within the context of the least restrictive environment (LRE) and the continuum of placement alternatives (reviewed below). When determining initial eligibility for special education, including determination of the appropriate placement, the parent or adult student must provide written consent for services before the student receives special education services. Notification to parents, and consent to receive initial services must be obtained before special education services and any necessary related services are provided to an eligible student. If the parents do not consent to the provision of special education and related services, the district will offer and explain the benefits of mediation. If the mediation option is not effective, the district will not provide special education services to the student. The district will notify the parents that the student is eligible for services and that the district is willing to provide the services when the parent provides written consent. The notification will also inform parents that the district has no FAPE obligation to the student when parents refuse to provide consent.

When program decisions are addressed by the IEP team, proper consideration must be given to the LRE. Within the educational setting, the student should be placed, whenever possible:

1. In the school the disabled student would normally attend, and
2. With non-disabled students in the general educational setting, to the maximum extent possible.

Special classes, separate schools or removal of students with disabilities from the general education environment occurs only when the nature or severity of the disability is such that education in the general education classroom with use of supplementary aids and services cannot be satisfactorily achieved.

If the IEP team believes that the student will not be successful within the general education classroom, the team will consider:

1. The educational benefits of placement full-time in a regular classroom;
2. The non-academic benefits of such a placement;
3. The effect the student will have on the teacher and other students in the regular classroom; and
4. The costs of placing the student in the regular classroom.

The degree to which the student is to be integrated into the general classroom setting is dependent upon the identified needs of the student. This placement is to occur unless the nature of the needs is so severe that this cannot be satisfactorily achieved, even with supplementary aids and services. If the placement is in another building, the appropriate educational placement will be as close to the student's home as reasonably possible.

Within the nonacademic setting students will be provided non-academic and extracurricular activities with non-disabled students nonacademic and extracurricular activities may include special interest groups, clubs, referral to agencies that provide assistance to individuals with disabilities and post-secondary employment support. Limits on nonparticipation or conditions of participation must be designated in the IEP.

The district will also make opportunities available for students eligible for special education to participate with non-disabled students in the district's art, music, industrial arts, computer, career

2161P

Page 22 of 36

technical education classes. Within the district, a continuum of alternative placement options exists spanning from service providers within a general education classroom, resource room, self-contained ~~self management/behavior classrooms~~, homebound, and out-of-District provisions. These options are intended to address the individual needs of students, and they are considered according to the following process:

The placement of each student with a disability will be determined annually, or sooner if appropriate, by the IEP team.

The appropriateness of placement options will be based upon various decisions, including:

1. Data-based judgments in IEP development;
2. Judgments (data-based) in determining LRE;
3. The reasonable probability of the placement option(s) assisting the student to attain annual goals and objectives and the quality of services needed; and
4. The consideration of potentially harmful effects upon the student or on the quality of services needed.

Placement options along the continuum must include alternative placement options identified in the definition of special education and make provisions for supplementary services such as resource room or itinerant instruction to be provided in concert with the general education placement.

Students Unilaterally Enrolled in Private Nonprofit Schools by Parents

On November 1st of each year the district shall conduct an annual count of the number of private elementary and secondary school students eligible for special education, who are unilaterally enrolled by their parents in a private school located within district boundaries. The Executive Director of Special ~~Services~~ ~~Education~~ have timely and meaningful consultation with appropriate representatives of private schools and representatives of parents of private school students and make determinations about who will receive services and what services will be provided. The purpose of the child count is to determine the proportionate amount that the district must spend on providing special education and related services, including transportation, to private elementary or secondary school students in the next fiscal year.

The district is required to spend a proportionate amount of federal special education Part B and Section 619 funds to provide special education and related services to private school students. In order to determine which students will receive services, what services will be provided, how and where the services will be provided, and how services provided will be evaluated, the district shall consult with appropriate representatives and parents of private school students. The district shall make the final decision with respect to services to be provided to eligible private school students

The Executive Director of Special ~~Education~~ ~~Services~~ is responsible for private school involvement and service plan development. A private school student has no individual entitlement to any service or amount of service (s) he would have received if enrolled in a public school to receive FAPE. However, for each private school student receiving special education or related services, the District shall initiate and conduct meetings to develop, review and revise a service plan describing the specific special education and related services that the District will

Procedure 2161P

Page 23 of 36

provide. The service plan must (1) meet IEP content requirements as appropriate; and (2) be developed, reviewed, implemented and revised annually consistent with the requirements for IEP review. The District shall make every effort to include a representative from the private school at each meeting. If the private school representative is not able to attend, the District shall use other methods, including individual or conference telephone calls, to assure the representative's participation.

The student support director will designate a group of qualified professionals as needed for the service plan development. Private school students may receive a different amount of services than special education students in public schools. However, the services provided to special education private school students will be provided by personnel meeting the same standards as personnel providing the services in the district.

Services to students in private schools including private sectarian schools may be provided on-site. District personnel may be made available to nonsectarian private schools only to the extent necessary to provide the services required, if those services are not normally provided by the private school. Services shall not include payment of private school teachers' or other employees' salaries, except for services performed outside regular private school hours and under public supervision and control.

Equipment and/or supplies may be placed on private school premises for the period of time necessary for the services plan program, but the district shall retain and exercise title and administrative control of said equipment/supplies. The district shall keep records and make an accounting assuring that said equipment/supplies is/are used solely for the services plan program. Said equipment/supplies shall be removed if necessary to avoid its/their use for other purposes or if no longer needed for the services plan program. No district funds shall be used for repairs, minor remodeling or construction of private school facilities.

Evaluation of IEP Case Manager

The district shall provide services to students in private schools in a manner that (1) maintains physical and administrative separation between the private and public school programs, and (2) does not benefit the private school at public expense.

Contracts with Authorized Entities

The district may contract with private schools approved by the state board of education under RCW 28A.305.130, other private in-state entities, and any out-of-state entities authorized by the office of superintendent of public instruction to provide special education and related services to students with disabilities. The district must enter into a written contract with the authorized entity that establishes the responsibilities of the district and authorized entity and sets forth the rights of students with disabilities placed in place in the authorized entity. This contract must include the following:

1. The names of the parties and the name of the student placed in the authorized entity;
2. The locations and settings of the education and related services to be provided;
3. A description of the opportunities for the student to meet a program for basic education that meets the goals of RCW 28A.150.210;
4. When applicable, a description of the opportunities for the student to either meet high school graduation requirements under RCW 28A.230.090 or to earn a high school equivalency certificate under RCW 28B.50.536 or laws of the state in which the authorized entity is located;

Formatted: No underline

2161P

Page 24 of 36

5. A schedule, of at least once per academic term, for the authorized entity to provide to the district student progress reports describing how the student is meeting personalized learning outcomes;
 6. The total contract cost and applicable charge and reimbursement systems, including billing and payment procedures;
 7. Acknowledgement that the authorized entity is responsible for full reimbursement of any overpayments determined to have been made by the district;
 8. Acknowledgement that the authorized entity has a list of staff members providing the education and related services and a copy of the license that qualifies each staff member to provide the service;
 9. Agreement by the authorized entity to employ or contract with at least one licensed teacher with special education endorsement;
 10. Acknowledgement that the staff of the authorized entity are regularly trained on the following:
 - The constitutional and civil rights of students in schools;
 - Child and adolescent development;
 - Trauma-informed approaches to working with children and youth;
 - Cultural competency, diversity, equity, and inclusion, including best practices for interacting with students from particular backgrounds including English learner, LGBTQ, immigrant, female, and nonbinary student;
 - Student isolation and restraint requirements under RCW 28A.600.485;
 - The federal Family Educational Rights and Privacy Act, Title 20 U.S.C. Sec. 1232g requirements regarding access to and dissemination of student information;
 - Recognizing and responding to student mental health issues; and
 - Educational rights of students with disabilities, the relationship of disability to behavior, and best practices for interacting with students with disabilities.
- a. Acknowledgement that the district and the authorized entity have clearly established their respective responsibilities and processes for student data collection and reporting;
 - b. Acknowledgement that the authorized entity will promptly submit to the district any complaints it receives;
 - c. Acknowledgement that the authorized entity will submit other information required by the district or OSPI;
 - d. Acknowledgement that the authorized entity must comply with student isolation and restraint requirements under RCW 28A.600.485;
 - e. Acknowledgement that the authorized entity will notify OSPI and every district with which it contracts of:
 - Any major program changes that occur during the authorization period, including adding or eliminating the type of programs available to students; and
 - Of any complaints it receives regarding services to students, as well as any law enforcement incident reports involving the authorized entity and its enrolled students.
 - f. Acknowledgement that the authorized entity must comply with all relevant Washington state and federal laws applicable to school districts;

Procedure 2161P

Page 25 of 36

- g. Acknowledgment that the district must provide OSPI with the opportunity to review the contract and related documentation upon request.

The district will conduct an annual on-site visit to any authorize entity it contracts with to confirm that the health and safety of the facilities, the staffing qualifications and levels, and the procedural safeguards are sufficient to provide a safe and appropriate learning environment for students. The district may arrange for another school district to complete the annual on-site visit on its behalf, so long as the other school district conducting the visit provides a written report documenting the results of the visit and any concerns about the learning environment.

The district will provide the following documents to the parents or guardians of each student placed in the authorized entity:

1. A summary of the district's and authorized entity's responsibilities and processes for reporting incidents of restraint and isolation under RCW 28A.600.485; and
 2. A copy of the complaint procedure developed by OSPI.
11. The district shall report to OSPI and the office of the Washington state auditor any concerns the school district has about overbilling by the authorized entity

Procedural Safeguards

A. Notice of Procedural Safeguards

In addition to protections provided to parents of eligible students, parents also have procedural safeguard protections when a student's identification, evaluation or placement is at issue. The school district Evaluation or IEP Case Manager will provide a copy of the procedural safeguards notice to the parents and adult students ~~one time~~ once a year and:

1. Upon initial referral or parent request for evaluation;
2. Upon receipt of the parent's first state complaint and first request for due process hearing in a school year;
3. Upon a disciplinary action that will result in a disciplinary change of placement; and
4. Upon request by the parent

The procedural safeguard notice used by the district includes a full explanation of all the procedural safeguards relating to independent educational evaluation, prior written notice, parental consent, access to educational records, discipline procedures for students who are subject to placement in an interim alternative educational setting, requirements for unilateral placement by parents of children in private schools at public expense, state complaint procedures, mediation, the child's placement during pendency of due process proceedings including requirements for disclosure of evidence, due process hearings, civil actions and attorney's fees. Copies of the district's special education procedural safeguards are available at the Special ~~Services Education~~ Office located at the District Office and at each school (contact school psychologist or special education teacher).

B. Consent

The district will obtain informed, written parental consent before:

1. Conducting an initial evaluation;
2. Providing initial special education and related services to a student; and
3. Conducting a reevaluation if the reevaluation includes administration of additional assessments.

2161P

Page 26 of 36

Parental consent is not required to review existing data as part of an evaluation or reevaluation, or to administer a test or other evaluation that is administered to all students unless consent is required of all students' parents.

Informed consent means that the parent or adult student:

1. Has been fully informed of all information that is relevant to the activity for which the district is asking consent, and that the information is provided in his or her native language or other mode of communication;
2. Understands and agrees in writing to the activity for which consent is sought and the consent describes the activity and lists and records which will be released and to whom; and
3. Understands that the granting of consent is voluntary and may be revoked at any time. If consent is revoked, the revocation does not negate an action that has occurred after the consent was given and before the consent was revoked.

The district may not use a parent's refusal to consent to one service or activity to deny the parent or child any other service, benefit or activity of the district.

If the district is unable to obtain a parent's consent, the district may use mediation procedures to obtain a parent's consent or request a due process hearing asking the administrative law judge to override the parent's refusal to consent to an evaluation or reevaluation. The district may not request a due process hearing to override a parent's refusal to consent to initial special education services. The district may not use medication or due process procedures to override a parent's refusal to consent to an evaluation or re-evaluation if the student is homeschooled or enrolled in a private school.

C. Revocation of Consent

Parents may revoke consent for the continued receipt of special education and related services. If parents revoke consent, the staff member receiving the revocation will forward the revocation to the Executive Director of Special ~~Services Education~~ care of the Special ~~Education Secretary~~ Services Administrative Assistant.

Upon receipt of the parent's written notice of revocation, the IEP Case Manager or Executive Director of Special Education:

1. ~~Will~~ will provide prior written notice for a reasonable time before the district stops providing services. The notice will include information about the effect of revocation and will inform the parent of the date the district will stop providing special education and related services

Discontinuation of special and education and related services in response to the parent's written revocation will not be in violation of FAPE and eliminates the district's requirement to convene an IEP meeting or develop an IEP. However, the district does have a continuing Child Find duty, and staff will follow referral procedures if they believe the student should be referred for special education. In addition, parents may request that the district conduct an initial evaluation for eligibility for special education services after they have revoked consent for continued services.

D. Prior Written Notice

Procedure 2161P

Page 27 of 36

Prior written notices are provided to parents when a district makes a decision relating to a student's identification, evaluation, placement or provision of a FAPE. Prior written notices document the decisions made by the IEP teams and/or evaluation group.

The district will provide prior written notice to the parent of whenever the district proposes or refuses to initiate or change the identification, evaluation, educational placement or provision of a FAPE to the student.

The prior written notice will include:

1. A statement that the parents have procedural safeguard protections, and if a copy of the procedural safeguards does not accompany the notice, a statement that describes how a copy of the statement of procedural safeguards may be obtained;
2. A description of the action proposed or refused by the district;
3. An explanation of why the district proposes or refuses to take the action and a description of other options that the district considered and the reasons why the options were rejected;
4. A description of any other factors which are relevant to the district's proposal or refusal;
5. A description of each evaluation procedure, test, record, or report the district used as a basis for the proposal or refusal;
6. A description of any evaluation procedures the district proposes to conduct and sources for parents to contact to obtain assistance in understanding the procedural safeguards provision of this chapter.

Prior written notice and the notice of procedural safeguards must be provided in the native language of the parent or other mode of communication used by the parent unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the district will take steps to ensure that the notice is translated orally or by other means to the parent. This may involve:

1. Arranging for an interpreter if English is not the native language of the parent or if the parent has a hearing impairment; or
2. Providing notice orally if the written language is not a native language.

The district will document in writing how this information was provided and that the parent understands the content of the notice. The evaluation manager or IEP Case Manager shall be responsible for submitting prior written notice to parents.

E. Transfer of Educational Rights to an Adult Student

When a student eligible for special education reaches the age of 18, all educational rights under Part B of the IDEA, previously exercised by the parent, transfer to the student, unless the student is determined incapacitated in a guardianship proceeding or the district has appointed an educational representative for the student. When the student turns 18, the [Student Support Cooperative IEP Case Manager](#) will send any required notices to both the parent and the adult student. The IEP Case Manager is responsible for providing transfer of educational rights of an adult student.

At an IEP meeting occurring one year before the student turns 18, the district will inform the parents and the student that educational rights will transfer to the student, and the

district will inform the student about those educational rights. This information will be documented on the IEP.

Appointment of an Educational Representative

A student over the age of eighteen is presumed to be capable of making educational decisions and able to provide informed consent unless he or she is determined to be “incapacitated” through a legal guardianship proceeding. If a parent, another interested party, or the district believes that a student over the age of eighteen is unable to provide informed consent or to make educational decisions, and student does not have a legal guardian, the parent or other interested party may ask the district to appoint an educational representative. This determination will only be made if two separate professionals state that they conducted an examination and interviewed the student, and concluded the student is incapable of providing informed consent. The district will inform the student of the decision and appoint ~~either~~ the spouse, the student’s parents, another adult or a surrogate educational representative to represent the student. The appointment of the educational representative will continue for one year.

The student or other adult may challenge the certification at any time. If a challenge occurs, the district will not rely on the education representative, until the representative is recertified.

Confidentiality and Records Management

The Executive Director of Special [Education Services](#) and each ~~P~~ principal at each building are responsible for maintaining the confidentiality of personally identifiable information pertaining to special education and all other students. The Executive Director of Special [Education Services](#) will maintain, for public inspection, a current list of the names and positions of district employees who have access to personally identifiable information of special education students. The district will provide parent and adult students, upon request, a list of the types and locations of educational records collected, maintained, or used by the district.

The district will provide instruction ~~annually~~ [annually to](#) employees collecting or using personally identifiable information on the procedures to protect the confidentiality of personally identifiable information. The training will address the protections outlined in [WAC 392-172A](#), state law and federal regulations implementing the [Family Educational Rights and Privacy Act, FERPA, \(34 CFR Part 99\)](#).

Upon request, the parent(s) of a special education student or adult student will be afforded an opportunity to inspect, review and challenge all educational records which shall include, but not be limited to, the identification, evaluation, delivery of educational services, and provision of FAPE to the student. The district shall comply with the request promptly and before any meeting regarding an IEP or hearing relating to the identification, evaluation, and educational placement of the student or provision of FAPE to the student, including disciplinary proceedings. In any case, the district shall respond no more than 45 calendar days after the date the district received the request. If an educational record includes information on more than one student, the parents (and/or adult student) may only inspect and review information relating to their child. School personnel receiving requests for special educational records will immediately forward the request to the Communications and Relations Coordinator and/or Special Education Administrative Assistant.

If parents believe that information in an education record is inaccurate or misleading, or violates the privacy or rights of the student, they may request that the district amend the information. Policy and Procedure 3231, Student Records, describes the process and timelines for challenges to and hearings regarding student records.

The district follows the guidelines for records retention outlined in the Secretary of State's General Records Retention Schedule and Records Management Manual. The district shall inform parents or adult students when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the student. The information shall be destroyed at the request of the parent(s) or adult student, or will be provided to the parent or adult student upon their request. However, a permanent record of the student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed and year completed will be maintained without time limitation.

Records management is also governed by Policy and Procedure 4040, Public Access to District Records.

A. Surrogate Parents

A surrogate parent is a person appointed by the school district to act on behalf of a student to help ensure the rights of the student to a FAPE when a parent cannot be identified, the whereabouts of the parent are unknown or the student is a ward of the state and does not have a foster parent.

The Evaluation Case Manager or IEP Manager is responsible for determining the need for appointment of a surrogate parent.

Natural or adoptive parents, foster parents, persons acting in the place of a parent, such as stepparents or relatives, and persons with legal custody or guardianship are considered parents. Students who are homeless and not living with a parent may need a surrogate parent.

The following is guidance for the district to follow to assist in determining the status of the parent's rights to make educational decisions:

1. In cases where the student is in out of home care the district must determine the legal custodial status of the child.
2. Parents who have voluntarily placed their child in state placement still retain legal custody of the child and retain the right to make educational decisions. In this situation the student is not a ward of the state.
3. Parents whose children are placed in group care, pending a determination of "dependency" may still retain rights to make educational decisions unless otherwise ordered by the court.
4. When a disposition order and order of dependency is issued, the state becomes the legal as well as physical custodian of the child. Parents may no longer have the right to make educational decisions during this stage of dependency.
5. Parents whose parental rights are terminated no longer have the right to make educational decisions on behalf of their child.

When a student is placed in foster care, the foster parent may act as the parent. When a student is placed in group care, the district will work with the parents, case-worker(s),

Formatted: Font: Times New Roman, 12 pt

Formatted: List Paragraph, Numbered + Level: 1 +
Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left +
Aligned at: 0.25" + Indent at: 0.5"

2161P

Page 30 of 36

foster parents, and others who have knowledge of the student's legal status in order to determine the need for appointment of a surrogate.

When selecting a surrogate parent the district will select a person willing to participate in making decisions regarding the student's educational program, including participation in the identification, evaluation, placement of, and provisions of FAPE to the student.

If a student is referred for special education or a special education student transfers into the district who may require a surrogate parent, the ~~Student Support Cooperative~~Special Services department will be notified of the potential need. The ~~Student Support Cooperative~~Executive Director of Special Services will then select a trained individual who can adequately represent the student to ensure that all student rights are observed.

The person selected as a surrogate:

1. Must have no interest that conflicts with the interests of the student he or she represents;
2. Must have knowledge and skills that assure adequate representation of the student; and
3. May not be an employee of a school district and/or other agency ~~which that~~ is involved in the education or care of the student. This includes OSPI, ~~DSHS, district~~DSHS, district employees and group care providers.

The district will, at a minimum, review with the surrogate parent procedural safeguards, parent involvement in the special education process, parent education publications, and special education regulations. The district will provide training for surrogate parents and establish a list of persons willing and able to serve as surrogate parents.

Mediation

The purpose of mediation is to offer both the parent and the school district an alternative to a formal due process hearing. Mediation is voluntary and requires the consent and agreement of both parties. Mediation cannot be used to deny or delay access by a parent to a due process hearing. Mediation is used to resolve disagreements concerning the identification, evaluation and delivery of educational services or provision of a FAPE to a special education student. Mediation may be terminated by either party at any time during the process.

The primary participants are the parent(s), school district representative(s), and mediator. The process is voluntary, confidential, and informal. It is a collaborative process, conducted in a non-adversarialno adversarial manner. Mediation services will be provided by ~~the Office of the Superintendent of Public Instruction (OSPI)~~ at no cost to either party.

The district's Student Support Director is responsible for coordinating requests for mediation. If a parent requests mediation, notify the director and the director will respond to the parent and coordinate with OSPI's contracted agent. Staff members are reminded that discussions that occur during the mediation process shall be confidential.

One person designated by the district to attend the mediation must have authority to bind the district in any agreement reached through mediation.

Due Process Hearing

Both parents and districts may file due process hearings involving the identification, evaluation, placement or provision of FAPE to a student. IDEA requires that specific information be provided as part of a due process hearing request. The requirements are identified in the notice of procedural safeguards. If parents request information about how to file a due process hearing, the district will provide the parent with a due process hearing request that contains the required information. Due process hearing request forms are available by contacting the Special Education Administrative Assistant in the Special Education Office and on the OSPI Special Education and Administrative Resources website.

If any staff receives a request for a due process hearing, a copy of the request should be immediately forwarded to the Executive Director of Special Education. ~~If the parent has not filed the request for hearing with OSPI, the district will forward the parent request to OSPI Administrative Resources Section. The district may not delay or deny a parent's due process hearing request.~~ Parents are entitled to a copy of the notice of procedural safeguards if this is the first due process hearing in a school year. The Executive Director of Special Education is responsible for providing the parents a copy of the procedural safeguards in this situation and documenting that the safeguards were provided to the parent. When a parent files a due process hearing, the student remains in the placement at the time of the request for hearing unless the parents and district agree to a different placement. See the discipline section below for placements when a disciplinary action is challenged.

When parents file a request for a due process hearing, the Executive Director of Special Education will immediately schedule a resolution meeting. The meeting must occur within 15 days after a parent files a due process request with the district and provides a copy of the request to OSPI, or, within seven days if the hearing request involves an expedited hearing regarding discipline. The Executive Director of Special Education will determine the appropriate district staff that will attend the resolution meeting. The district will ensure that one of the district representatives attending the resolution meeting has authority to bind the district in any resolution agreement. The district will not bring district counsel to a resolution meeting unless the parent is bringing an attorney to the meeting.

Any resolution agreement reached will be documented in writing and is binding on the parties. The document will inform the parent of their right to void the agreement within three business days of signing the agreement.

Discipline

Students eligible for special education may be disciplined consistent with the disciplinary rules that apply to all students. The district shall determine on a case-by-case basis whether discipline that is permitted under WAC 392-400 should occur. However, students eligible for special education must not be improperly excluded from school for disciplinary reasons that are related to their disability or related to the district's failure to implement a student's IEP. The district shall take steps to ensure that each employee, contractor and other agents of the district responsible for education or care of a student is knowledgeable of special education disciplinary rules.

A. Removal Up to Ten Days

2161P

Page 32 of 36

The building principal The building principal or assistant principal may order the removal of a special education student from a current placement. The district need not provide services to a student who is removed from the current placement for ten school days or less in any school year, if services are not provided to a student without disabilities.

B. Removal for More than Ten Days

Once a student has been removed from placement for a total of ten school days in the same school year, and if the district determines that the removal is not a change of placement, the district must, during subsequent days of removal, provide appropriate services to the extent necessary to enable the student to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. The building principal and Special [Education Services](#) Director as needed in consultation with one or more of the student's teachers, shall make the determination of such necessary services.

C. Change in Placement

A change of placement occurs when an eligible student is:

1. Removed from his or her current placement for more than ten consecutive school days in a school year, or
2. Subjected to a series of removals cumulating in a school year and which constitute a pattern of removal because: 1) the series of removals total more than ten school days in a year; 2) the student behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and 3) because of factors such as the length of each removal, the total amount of time a student is removed, and the proximity of the removals to one another.

Whether a pattern of removal constitutes a change in placement is determined on a case-by-case basis by the building ~~P~~principal, IEP team and ~~Executive Director of Special Services~~[special education director](#), as necessary, and is subject to review through due process and judicial proceedings. The building principal will be responsible for contacting the ~~Director of Student Support~~[Executive Director of Special Services](#) to review all situations where disciplinary action will exceed ten days.

D. Manifestation Determination

Within ten school days after the date on which the district makes a decision to change the student's placement, the district shall conduct a "manifestation determination" meeting to determine the relationship between the student's disability and the behavior subject to the disciplinary action.

The review of the relationship between a student's disability and the behavior subject to the disciplinary action will occur at a meeting that includes the parent and relevant members of the IEP team who are selected by the parent and the district. The IEP Case Manager, Principal ~~or~~ [S](#)~~chool P~~psychologist will contact he parent in order to determine relevant IEP team members and to provide notice of the meeting. The team shall review all relevant information in the student's file, including the IEP, teacher observations and information provided by the parent to determine:

1. If the conduct was caused by or had a direct and substantial relationship to the child's disability; or

2. If the conduct in question was the direct result of the district's failure to implement the student's IEP.

If the team determines that the behavior resulted from any of the above, the behavior must be considered a manifestation of the student's disability.

If the team determines, specifically, that the conduct was the direct result of the district's failure to implement the IEP, The district will take immediate action to remedy the deficiencies and will;

1. Conduct a functional behavioral assessment (unless already completed) and implement a behavioral intervention plan if one is not already in place; or
2. Review the existing behavioral intervention plan and modify it to address the behavior; and
3. Return the child to the placement from which he or she was removed from unless the parents and the district agree a change is necessary as part of the behavioral intervention plan, or unless the infraction involves drugs, weapons or serious bodily injury.

Special Circumstances

School personnel may order a change in placement to an appropriate interim alternative educational

setting for the same amount of time that a student without disabilities would be subject to discipline, but for not more than 45 days, if a special education student:

1. Possesses a "dangerous weapon," or carries such a weapon to school or to a school function; or
2. Knowingly possesses or uses "illegal drugs," while at school or a school function; or
3. Sells or solicits the sale of a "controlled substance," while at school or a school function.
4. Inflicts serious bodily injury upon another person while at school or a school function. Serious bodily injury means a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

Any interim alternative educational setting in which the student is placed is determined by the student's IEP team and will:

1. Be selected so as to enable the student to participate in the general curriculum although in another setting and progress toward meeting the goals set out in the student's IEP; and
2. Include services and modifications designed to address the behavior, to prevent the behavior from recurring.

The district may ask an administrative law judge, or seek injunctive relief through a court having jurisdiction of the parties, to order a change in placement to an appropriate interim alternative educational setting, for not more than 45 school days, or seek injunctive relief through a court having jurisdiction of the parties, when:

1. The district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. If the student's IEP team believes that the student may not be maintained in his or her current placement, the IEP team should work with the district's Executive Director of Special [Services Education](#).

2161P

Page 34 of 36

Unless the parent and the district agree otherwise, if a parent requests a hearing to challenge either the manifestation determination or the interim alternative educational setting, the student must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five day period, whichever occurs first.

Basis of Knowledge

A student who has not been determined eligible for special education services may assert the protections afforded special education students who are disciplined if the district had knowledge that the student was eligible for special education before the behavior that precipitated disciplinary action occurred.

The district is deemed to have knowledge if:

- A. The parent expressed concern in writing (or orally, if the parent does not know how to write or has a disability that prevents a written statement) to district supervisory or administrative personnel or a teacher that the student is in need of special education and related services;
- B. The parent requested that the student be evaluated for special education services; or
- C. The teacher or other school personnel has expressed concern about a pattern of behavior demonstrated by the student to the director of the special education department or to other supervisory staff.

If ~~instituting disciplinary action that would exceed ten days, and the principal~~the principal institutes disciplinary action that would exceed ten days and believes that one or more of these events apply to the student, the principal will notify the special education department to determine the appropriate disciplinary procedures.

The district is not deemed to have knowledge if, as a result of receiving the information described above, the district either:

- A. Conducted a special education evaluation of the student and determined that the student was not eligible for services; or
- B. The parent of the student has not allowed an evaluation of the child or has refused services.

If the district is not deemed to have knowledge that a student is eligible for special education services, is a special education student, the student may be disciplined as a student without disabilities who engages in comparable behaviors. If a request to evaluate the student is made while the student is excluded, the district will expedite the shall conduct an evaluation, which is requested during the time period such a student is subjected to disciplinary measures, in an expedited manner. Until the evaluation is completed, such a student shall remain in the educational placement determined by the district, which ~~can~~could include suspension or expulsion ~~without educational services~~.

Notwithstanding the foregoing, the district may report a crime committed by a special education student to appropriate authorities. In the event of such a report, the district shall ensure that copies of the student's special education and disciplinary records are transmitted for consideration by the appropriate authorities to whom the crime is reported, to the extent transmission of the records is permitted by the Family Educational Rights and Privacy Act (FERPA).

Staff Qualifications

All employees of the district funded in whole or part with state or federal excess special education funds will meet the standards established by the State Board of Education (SBE) and defined in WAC 392-172-A-02090.

All employees will hold such credentials, certificates or permits as are now or hereafter required by the SBE for the particular position of employment and shall meet such supplemental standards established by the district.

All special education teachers providing, designing, supervising, evaluating or monitoring the provision of special education shall possess "substantial professional training." This shall be shown by the issuance of an appropriate special education endorsement on an individual teaching certificate issued by the Superintendent of Public Instruction.

In the event a special education teacher does not have a certificate endorsed in special education, a district may apply for a pre-endorsement waiver through the special education section of the OSPI. To qualify for the special education pre-endorsement waiver, the teacher must meet SBE criteria.

If the district must temporarily assign a classroom teacher without a special education endorsement to a special education position, the Executive Director of Special Education will document the following in writing ~~that~~:

1. The district is unable to recruit a teacher with the proper endorsement who ~~was is~~ qualified for the position; ~~and/or~~
2. The need for a teacher with such an endorsement could not have been reasonably anticipated and the recruitment of such a classroom teacher at the time of assignment was not reasonably practical; ~~and/or~~
3. The reassignment of another teacher within the district would be unreasonably disruptive to the current assignments of other classroom teachers or would have an adverse effect on the educational program of the students assigned to the other teacher.

If one or more of these criteria can be documented, and the district determines that a teacher has the competencies to be an effective special education teacher, and the teacher has completed six semester hours or nine quarter hours of course work which are applicable to the special education endorsement, the district can assign the teacher to special education in compliance with the process for making out-of-endorsement assignments and reporting them to the state.

Classified staff will present evidence of skills and knowledge necessary to meet the needs of students with disabilities. The district will provide training to classified staff to meet the state recommended core competencies.

Personnel Development

In order to provide a staff development program to improve the quality of instructional programs, the following procedures will be employed:

1. Special education concerns will be identified through a staff needs assessment completed by administrators, teachers, educational staff associates, program assistants, parents and volunteers. ~~;~~

2161P
Page 36 of 36

2. All personnel who use restraint, restraint devices and/or isolation must be certified and annually trained in the use of such restraint, restraint devices, and/or isolation.
- ~~2. Training must be provided annually to all personnel who may be providing aversive interventions under a student's IEP;~~
3. In-service training schedules will be developed based upon the results of the district assessment and in support of needs identified.
4. Training activities will be conducted for regular general and special education staff, and staff of other agencies and organizations and private school staff providing services for students eligible for special education ~~student, and~~
- ~~5. Training for classified staff in the state-recommended core competencies will occur through school based in-service training.~~

~~6. Public Participation~~

Any application and any required policies, procedures, evaluations, plans, and reports are readily available to parents and other members of the public through the district's special education office and the office of the superintendent. A notice regarding the availability of such documents will be placed on the district's website.

Date: January 29, 2010

Revised: January 21, 2015; March 15 2017; January 2019; March 2025; September 2025.

Formatted: Indent: Left: 0.25", No bullets or numbering

Formatted

Coversheet

Policy 3421 Child Abuse and Neglect

Section:	II. Board Policy and Procedure Review
Item:	R. Policy 3421 Child Abuse and Neglect
Purpose:	
Submitted by:	
Related Material:	3421P Child Abuse Neglect and Exploitation Prevention 10-25.pdf



Procedure 3421P

Administrative Procedures to Board Policy #3421 Child Abuse ~~and~~, Neglect, ~~and~~ Exploitation Prevention

Each school principal will ~~develop and~~ implement an instructional program that will teach students:

- A. How to recognize the factors that may cause people to abuse, neglect, or exploit children;
- B. How one may protect oneself from incurring these forms of maltreatment; and
- C. What resources are available to assist an individual who does or may encounter an abusive situation.

To facilitate such a program, staff development activities may include such topics as:

- Child growth and development
- Identification of child abuse, neglect, and exploitation
- Effects of child maltreatment on child growth and development
- Personal safety as it relates to potential child abuse ~~or~~, neglect, ~~and~~ exploitation
- Parenting and supervision skills
- Life situations/stressors which may lead to child ~~abuse or neglect~~ ~~maltreatment~~; ~~and~~ ~~or~~
- Substance abuse

Reporting Responsibilities under RCW 26.44.020(12) and RCW 26.44.030 (1(d))

Staff are expected to report every instance of suspected child abuse or neglect. The following procedures are to be used in reporting instances of suspected child abuse or neglect:

- A. When there is reasonable cause to believe that a student has suffered abuse, neglect, or exploitation, staff or the principal will immediately contact the nearest office of the Child Protective Services (CPS) of the Department of Social and Health Services (DSHS). If the situation is urgent and CPS cannot immediately respond, staff shall immediately contact the local law enforcement agency. This contact must be made at the first opportunity, but no later than within forty-eight (48) hours after it is decided reasonable cause exists that an incident has occurred.

Staff will also advise the principal regarding instances of suspected abuse, neglect, or exploitation as well as reports that have been made to CPS or law enforcement. In his/her absence the report will be made to the nurse or counselor.

A staff member may contact CPS to determine if a report should be made. Any doubt about the child's condition will be resolved in favor of making the report.

- B. A written report will be submitted promptly to the agency to which the report was made. The report will include:
 1. The name, address and age of the child;
 2. The name and address of the parent or person having custody of the child;
 3. The nature and extent of the suspected abuse or neglect;
 4. Any evidence of previous abuse, including the nature and extent;

Procedure 3421P

~~4.5. or any~~Any other information that may relate to the cause or extent of the abuse or neglect; and

~~5.6.~~The identity, if known, of the person accused of inflicting the abuse.

~~C. When the district receives a report that a school employee has committed an act of sexual misconduct, it will notify the parents of the alleged victim within forty-eight (48) hours. The notice will include information regarding their rights under the public records act, chapter 42.56 RCW, to request the public records regarding school employee discipline. This information shall be provided to all parents on an annual basis.~~

~~D.C.~~ Child abuse as defined by the statutes can be inflicted “by any person” and may include student-on-student abuse. These cases also require reporting to CPS or law enforcement.

Reporting Responsibilities under RCW 28A.320.160 and RCW 28A.400.317

A staff member or contractor who has knowledge or reasonable cause to believe that a student has been a victim, target, or recipient of physical or sexual abuse, sexual misconduct, or assault by another school employee or contractor must report the abuse, misconduct, or assault to the appropriate school administrator. If the administrator determines they have reasonable cause to believe that the sexual misconduct, physical or sexual abuse, or assault has occurred, they will make a report to law enforcement in accordance with RCW 26.44.030.

While determining whether reasonable cause exists, the administrator will contact all parties involved in the complaint and will immediately notify the parents and legal guardians of the student who is alleged to be the victim, target, or recipient of the physical or sexual abuse, sexual misconduct, or assault.

The district will provide parents and legal guardians with information regarding their rights under the Public Records Act, chapter 42.56 RCW, to request the public records regarding school employee discipline. This information will be provided to all parents and legal guardians on an annual basis.

Formatted: Normal

Defining Child Abuse and Neglect:

For definitions regarding abuse and neglect, staff should review RCW 26.44.020, RCW 26.44.030, and WAC 110-30-0030.

Formatted: Font color: Auto

Formatted: Font: Not Bold

Child abuse or neglect means:

- ~~A. Injury of a child by any person under circumstances which cause harm to the child's health, welfare, or safety;~~
- ~~B. Sexual abuse or sexual exploitation by any person under circumstances which cause harm to the child's health, welfare, or safety; or~~
- ~~C. The negligent treatment or maltreatment of a child by a person responsible for or providing care to the child.~~

Formatted: Font color: Auto

Procedure 3421P

Physical abuse means the nonaccidental infliction of physical injury or physical mistreatment on a child that harms the child's health, welfare, or safety. It may include, but is not limited to, such actions as:

- a. Throwing, kicking, burning, or cutting a child;
- b. Striking a child with a closed fist;
- c. Shaking a child under age three;
- d. Interfering with a child's breathing;
- e. Threatening a child with a deadly weapon; or
- f. Doing any other act that is likely to cause and that does cause bodily harm greater than transient pain or minor temporary marks or that is injurious to the child's health, welfare, or safety.

Physical discipline of a child, including the reasonable use of corporal punishment, is not considered abuse when it is reasonable and moderate is inflicted by a parent or guardian for the purposes of restraining or correcting the child.

Sexual abuse means committing or allowing to be committed any sexual offense against a child as defined in the criminal code. The intentional touching, either directly, or through the clothing, of the sexual or intimate parts of a child or allowing, permitting, compelling, encouraging, aiding, or otherwise causing a child to engage in touching the sexual or other intimate parts of another for the purpose of gratifying the sexual desire of the person touching the child, the child, or a third party.

A parent or guardian of the child, a person authorized by the parent or guardian to provide child care for the child, or a person providing medically recognized services for the child, may touch a child in the sexual or other intimate parts for the purposes of providing hygiene, child care, and medical treatment or diagnosis.

Sexual exploitation includes, but is not limited to, sex trafficking and commercial sexual exploitation and includes such actions as allowing, compelling, encouraging, aiding, or otherwise causing a child to participate in one or more of the following:

- a. Any sex act when anything of value is given to or received by any person for the sex act;
- b. Sexually explicit, obscene, or pornographic activity to be photographed, filmed, or electronically reproduced or transmitted;
- c. Sexually explicit, obscene, or pornographic activity as part of a live performance or for the benefit or sexual gratification of another person.

Negligent treatment or maltreatment means an act or a failure to act, or the cumulative effects of a pattern of conduct, behavior, or inaction on the part of a child's parent, legal custodian, guardian, or caregiver that shows a serious disregard of the consequences to the child and create a clear and present danger to the child's health, welfare, or safety.

These signs may signal the presence of child abuse or neglect:

The child:

- Shows sudden changes in behavior or school performance.

Procedure 3421P

- Has not received help for physical or medical problems brought to the parents' attention.
- Has learning problems (or difficulty concentrating) that cannot be attributed to specific physical or psychological causes.
- Is always watchful, as though preparing for something bad to happen.
- Lacks adult supervision.
- Is overly compliant, passive, or withdrawn.
- Comes to school or other activities early, stays late, and does not want to go home.

The parent or other adult caregiver and the child:

- Shows little concern for the child.
- Denies the existence of or blames the child for the child's problems in school or at home.
- Asks teachers or other caretakers to use harsh physical discipline if the child misbehaves.
- Sees the child as entirely bad, worthless, or burdensome.
- Demands a level of physical or academic performance the cannot achieve.
- Looks primarily to the child for care, attention, and satisfaction of emotional needs.

The parent or other adult caregiver and child:

- Rarely touch or look at each other.
- Consider their relationship entirely negative.
- State that they do not like each other.

Common indicators of Physical Abuse:

Consider the possibility of physical abuse when the **child**:

- Has unexplained burns, bites, bruises, broken bones, or black eyes.
- Has fading bruises or other marks noticeable after an absence from school.
- Is frightened of the parents and protests or cries when it is time to go home.
- Shrinks at the approach of adults.
- Reports injury by the parent or another adult caregiver.

Consider the possibility of physical abuse when the **parent or other adult caregiver**:

- Offers conflicting, unconvincing explanations, or no explanation for the child's injury.
- Describes the child as "evil", or in some other very negative way.
- Uses harsh physical discipline with the child.
- Has a history of abuse as a child.

Common Indicators of Emotional Abuse:

Procedure 3421P

Consider the possibility of emotional maltreatment when the **child**:

- Shows extremes in behavior, such as overly compliant or demanding behavior, extreme passivity, or aggression.
- Is either inappropriately adult-like (parenting other children, for example) or inappropriately infantile (frequently rocking or head-banging for example).
- Is delayed in physical or emotional development.
- Has attempted suicide.
- Reports a lack of attachment to the parent.

Consider the possibility of emotional maltreatment when the **parent or other adult caregiver**:

- Constantly blames, belittles, or berates the child.
- Is unconcerned about the child and refuses to consider offers of help for the child's problems.
- Overtly rejects the child.

Common Indicators of Sexual Abuse:

Consider the possibility of sexual abuse when the **child**:

- Has difficulty walking or sitting.
- Suddenly refuses to change for gym or participate in physical activities.
- Reports nightmares or bedwetting.
- Experiences a sudden change in appetite.
- Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behavior.
- Becomes pregnant or contracts a venereal disease, particularly if under age 14.
- Runs away.
- Reports sexual abuse by a parent or another adult caregiver.

Consider the possibility of sexual abuse when the **parent or other adult caregiver**:

- Is unduly protective of the child or severely limits the child's contact with other children, especially of the opposite sex.
- Is secretive and isolated.
- Is jealous or controlling with family members.

Procedure 3421P

Common Indicators of Neglect:

Consider the possibility of neglect when the **child**:

- Is frequently absent from school.
- Begs or steals food or money.
- Lacks needed medical or dental care, immunizations, or glasses.
- Is consistently dirty and has severe body odor.
- Lacks sufficient clothing for the winter.
- Abuses alcohol or other drugs.
- States that there is no one at home to provide care.

Consider the possibility of neglect when the **parent or other adult caregiver**:

- Appears indifferent to the child.
- Seems apathetic or depressed.
- Behaves irrationally or in a bizarre manner.
- Is abusing alcohol or other drugs.

NOTE: Indicators in and of themselves do not necessarily prove that abuse, neglect, or exploitation has occurred. However, they still may warrant a referral to CPS or law enforcement. When in doubt, staff should consult with CPS about making a report.

Date: June 16, 2010

Revised: March 19, 2014; July 20, 2016; April 2024; September 2025

Coversheet

Policy 3425 Accommodating Students with Adrenal Insufficiency

Section:	II. Board Policy and Procedure Review
Item:	S. Policy 3425 Accommodating Students with Adrenal Insufficiency
Purpose:	
Submitted by:	
Related Material:	3425 Accommodating Students with Adrenal Insufficiency.pdf



Policy: 3425
Section: 3000- Students

Accommodating Students with Adrenal Insufficiency

Individual Health Plans

The district will develop an individual health plan for each student with adrenal insufficiency. The plan will include emergency plans, be updated at least annually, and be distributed to the appropriate staff based on the student's needs and staff level of contact with the student.

In developing the individual health plan, the district will acquire parent requests and instructions, and orders from licensed health professionals prescribing within the scope of their prescriptive authority for monitoring and treating adrenal insufficiency at school.

The district may need to provide exceptions to school policies to implement a student's individual health plan. If that's necessary, the exceptions will be described in the health plan.

The district will follow Policy 3416 and 3416P in administering adrenal insufficiency medication, including the proper storage of medical equipment and medication provided by the parent.

Parent-Designated Adults

Parents may assign a parent-designated adult to care for their student.

A parent-designated adult means an adult who is authorized by the parents of a student with adrenal insufficiency to provide care for the child consistent with the student's individual health plan, volunteers to do so, receives additional training selected by the parents, and provides care to the student consistent with their individual health plan. A parent-designated adult may be a district employee.



Policy: 3425

Section: 3000- Students

A parent-designated adult must complete training selected by the student's parents in the proper procedures to care for the student, including administering an emergency injection of corticosteroid during an adrenal crisis, consistent with the student's individual health plan. The training may be provided by an organization that offers training for staff caring for students with adrenal insufficiency or for caretakers of children with adrenal insufficiency.

For a district employee who isn't licensed under chapter 18.79 RCW to be a parent-designated adult, they must voluntarily file a written, current, and unexpired letter of intent stating their willingness to be a parent-designated adult. If an employee who isn't licensed under chapter 18.79 RCW chooses not to file such a letter, the employee may not be subject to reprisal or discipline for refusing to file it.

The district will collect and store legal documents for the parent-designated adult to provide care if necessary.

Immunity

The district, a district employee, or a parent-designated adult shall not be liable in any criminal action or for civil damages for providing assistance or services to a student with adrenal insufficiency under this policy if they acted in good faith and substantially complied with the student's individual health plan and the instructions of the student's licensed health care professional.

Cross References:

3416 - Medication at School

2162 - Education of Students With Disabilities Under
Section 504 of the Rehabilitation Act of 1973

5630 - Volunteers

Legal References:

RCW 28A.210.260 Public and private schools—
Administration of medication—Conditions



Policy: 3425

Section: 3000- Students

RCW 28A.210.350 Student with diabetes, epilepsy or other seizure disorders, or adrenal insufficiency—Compliance with individual health plan—Immunity

RCW 28A.210.358 Students with adrenal insufficiency—Individual health plans—Parent-designated adult

Adoption Date: December 2025

Classification: Critical