



Deer Park Board of Directors

MAY 11, 2026 WORK SESSION

Published on May 7, 2026 at 9:16 AM PDT

Date and Time

Monday May 11, 2026 at 6:00 PM PDT

Location

DISTRICT ADMINISTRATION - BOARD ROOM

Agenda

I. Opening Items

- A. Record Attendance
- B. Call the Meeting to Order

II. Flag Salute

III. Superintendent Report

- A. Report: Food Services
- B. Board Training ACEs: Mick Miller presenting
- C. Middle School Athletics

D. FAC Udate: Facilities Advisory Committee

IV. Board Discussion

A. Policies - Edits for 2nd Read

B. Policy Review: 2020, 3205, 3207

C. Board Goals

V. Closing Items

A. Adjourn Meeting

Coversheet

Policies - Edits for 2nd Read

Section: IV. Board Discussion
Item: A. Policies - Edits for 2nd Read
Purpose:
Submitted by:
Related Material: 4210-Regulation of Dangerous Weapons on School Premises (1).pdf
4260-Use of School Facilities 2nd Read Redlined.pdf
4218-Language Access Plan (1).pdf
4000 Public Information Program (1).pdf

Policy: 4210**Section: 4000 - Community Relations**

Regulation of Dangerous Weapons on School Premises

Unless authorized by this policy, it is a violation of district policy for any person to knowingly carry a firearm or dangerous weapon on school premises, school-provided transportation, areas of other facilities being used exclusively for school activities, or areas of facilities being used for official meetings of the school board. The term "school premises, includes property, or portions(s) of property, owned, rented or leased by the District when the property, or portions(s) of property, is being used exclusively for school district activities.

The District superintendent is directed to see that all school facilities post "Gun-Free Zone" signs, and that all violations of this policy and [RCW 9.41.280](#) are reported annually to the Office of the Superintendent of Public Instruction. The District superintendent will post signs providing notice of the restrictions on possessing dangerous weapons at each facility being used for official meetings of the board.

1. It is the policy of this District that the presence of firearms and other dangerous weapons in the workplace or educational environment is to be minimized as much as possible. As such, the following activities are prohibited by this policy regardless of whether such possession would violate state law, and regardless of whether the weapon is secured in a vehicle or possessed by a person with a concealed weapons permit: No District employee may bring any firearm or dangerous weapon onto any District property without prior authorization of the superintendent.
2. No person or entity renting, leasing, or otherwise being granted the right to temporary use of District property may possess, or allow its guests to possess, firearms or dangerous weapons on District premises. This provision does not extend to a property rented or leased as a personal domicile.

Dangerous Weapons

- The term "dangerous weapons" under state law includes: Any firearm;
- Any device commonly known as "nunchaku sticks," consisting of two or more length of wood, metal, plastic, or similar substance connected with wire, rope, or other means;
- Any device, commonly known as "throwing stars," which are multi-pointed, metal objects designed to embed upon impact from any aspect;
- Any air gun, including any air pistol or air rifle, designed to propel a BB, pellet, or other projectile by the discharge of compressed air, carbon dioxide, or other gas;
- Any portable device manufactured to function as a weapon and which is commonly known as a stun gun, including a projectile stun gun which projects wired probes that are attached to the device that emit an electrical charge designed to administer to a person or an animal an electric shock, charge, or impulse;

- Any device, object, or instrument which is used or intended to be used as a weapon with the intent to injure a person by an electric shock, charge, or impulse;
- The following instruments:
 - Any dirk or dagger;
 - Any knife with a blade longer than three inches;
 - Any knife with a blade which is automatically released by a spring mechanism or other mechanical device;
 - Any knife having a blade which opens, or falls or is ejected into position by the force of gravity, or by outward, downward, or centrifugal thrust or movement; and
- Any razor with an unguarded blade; Any slung shot, sandbag, or sand club;
- Metal knuckles;
- A sling shot;
- Any metal pipe or bar used or intended to be used as a club;
- Any explosive;
- Any weapon containing poisonous or injurious gas;
- Any implement or instrument which has the capacity to inflict death and from the manner in which it is used, is likely to produce or may easily and readily produce death.

In addition, the District considers the following weapons in violation of this policy: Any knife or razor not listed above, except for instruments authorized or provided for specific school activities;

Any object other than those listed above which is used in a manner to intimidate, threaten, or injure another person and is capable of easily and readily producing such injury.

Reporting Dangerous Weapons

Students

If District staff believe that a student has violated this policy, an appropriate school authority will promptly notify the student's parents or guardians and the appropriate law enforcement agency of known or suspected violations of this policy.

Students who have possessed a firearm on any school premises, school-provided transportation, school-sponsored activities at any facility or in areas of facilities while being used for official school board meetings shall be expelled for not less than one year pursuant to RCW 28A.600.420. The superintendent may modify the one-year expulsion for a firearm on a case-by-case basis. Further, the district may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW 9A.04.110) and displays a device that appears to be a firearm.

All expulsion and/or suspension and all other discipline of students who violate this policy will be subject to District Policy 3241 – Student Discipline.

Staff

If a District employee believes that another District employee has violated this policy, the employee will report his or her concerns to an appropriate school or District authority for

further inquiry. Any disciplinary action of an employee who willfully violates this policy will be subject to District Policy 5281 – Disciplinary Action and Discharge.

Exceptions

The following persons may carry firearms into school buildings, as necessary, although students engaged in these activities are restricted to the possession of rifles on school premises:

- A. Persons engaged in military, law enforcement, or School Resource Officer activities;
- B. Persons involved in an authorized convention, showing, demonstration, lecture or firearm safety course authorized by the Superintendent;
- C. Persons competing in firearm or air gun competitions authorized by the Superintendent; and
- D. Any federal, state, or local law enforcement officer.

The following persons who are over eighteen years of age, not employed by the District, and not enrolled as students may have firearms in their possession on school property outside of school buildings only under the following limited circumstances:

- A. Persons who have a concealed weapons permit issued pursuant to [RCW 9.41.070](#) and are (1) picking up or dropping off students at school or (2) attending official meetings of the school board held off District owned or leased property; and
- B. Persons conducting legitimate business at the school and in lawful possession of a firearm or dangerous weapon if the weapon is secured within an attended vehicle, is unloaded and secured in a vehicle, or is concealed from view in a locked, unattended vehicle. Under RCW 9.41.050, no one may lawfully possess a loaded handgun in a vehicle unless the person has a valid concealed pistol permit.

Persons may bring dangerous weapons, other than firearms, onto school premises if the weapons are lawfully within the person's possession and are to be used in a school-authorized activity or class such as a martial arts class.

Personal Protection Spray

Persons over eighteen years of age, and persons between fourteen and eighteen years of age with written parental or guardian permission, may possess personal protection spray devices on school property. No one under eighteen years of age may deliver such devices. No one eighteen years or older may deliver a spray device to anyone under fourteen, or to anyone between fourteen and eighteen who does not have parental permission.

Personal protection spray devices may not be used other than in self-defense as defined by state law. Possession, transmission or use of personal protection spray devices under any other circumstances is a violation of district policy.

- Cross References:
- 3241 - Student Discipline
 - 4260 - Use of School Facilities
 - 6112 - Rental or Lease of District Real Property

Legal References: RCW 9A.16.020 Use of force - when lawful
RCW 9.41.250 Dangerous weapons - Penalty
RCW 9.41.280 Dangerous weapons on facilities - Penalty -
Exceptions
RCW 9.91.160 Personal protection spray devices
RCW 9.94A.825 Deadly weapon special verdict - definition
RCW 28A.600.420 Firearms on school premises,
transportation, or facilities - Penalty - Exemptions

Management Resources: 2019 - October Policy
Issue

Classification: Critical
Adoption Date: **02.20**
Revised Dates: 01.10.21; 4.27.26

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Adoption Date: July 11, 1984
Revised: June 24, 2013

COMMUNITY RELATIONS

USE OF SCHOOL FACILITIES

The board ~~subscribes to the belief~~believes that public schools are owned and operated by and for the community. The public is encouraged to use school facilities but will be expected to reimburse the district for such use to ensure that funds intended for education are not used for other purposes. On recommendation of the superintendent, the board will approve the rental rates schedule.

The superintendent is authorized to establish procedures for use of school facilities, including rental rates, supervisory requirements, restrictions, and security. Those using school facilities will maintain insurance for accident and liability covering persons using the district's facilities under the sponsorship of the organization.

~~If providing insurance coverage creates an undue hardship, a group may request the superintendent to consider a waiver of the insurance requirement.~~

The district does not discriminate based on race, ethnicity, creed, religion, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation, ~~- including gender expression, or gender 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 and provides equal access to Boy Scouts of America and other designated youth groups.

Community athletics programs that use district facilities will not discriminate against any person on the basis of sex in the operation, conduct or administration of their programs. The district will provide copies of the district's nondiscrimination policy to all third parties using district facilities.

For rental rate purposes, organizations seeking the use of school facilities have been divided into three categories:

Group 1a—School or Child Related Groups or Other Government Agencies include those organizations whose main purpose is to promote the welfare of students, or to provide members of the community access to government programs or opportunities for civic participation. Examples of these groups are: Scouts, Campfire, PTA, 4-H, city or county sponsored recreation groups, polling places, political caucuses and governmental groups and those Deer Park youth sports organizations that are affiliated with our high school athletic programs. The district will provide official recruiting representatives of the state and United States military forces, Job Corps, Peace Corps and AmeriCorps with access to school facilities (including number of days and type of presentation space) equal to and no less than the access provided to other post-secondary occupational or educational representatives.

When facilities are used outside of regular school hours, or when the district incurs extra

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utility, cleaning or supervision costs, a fee, established by the superintendent, will be charged to recoup those costs. Additionally, youth organizations engaged in sports activities and using school facilities must provide a statement of compliance with the policies for the management of concussion and head injury in youth sports as required by RCW 28A.600.

~~Group 1b—Government Related Groups are those who wish to use school facilities to provide members of the community access to government programs or opportunities for civic participation. Examples of such groups are: City or County sponsored recreation groups, polling places, political caucuses and governmental groups. When facilities are used outside of the regular school hours, or when the district incurs extra utility, cleaning or supervision costs, a fee, to be established by the superintendent, will be charged to recoup those costs.~~

~~Group 2—Nonprofit Groups includes those organizations which may use school facilities for lectures, promotional activities, rallies, entertainment, college courses, or other activities for which public halls or commercial facilities generally are rented or owned. The district may charge a rental rate in excess of costs incurred. Excess charges may be waived when a service club or other nonprofit group is raising funds for charitable purposes. To be granted this exception, the charitable organization must be recognized by the Philanthropic Division of the Better Business Bureau and/or Secretary of State.~~

Professional fund raisers representing charities must provide evidence that they are registered and bonded by the state of Washington. Such fund-raisers must provide evidence that the charity will receive at least sixty (60) percent of the gross revenues received from the public prior to approval to use the facilities.

Similar treatment may be granted public universities and colleges when offering college courses within the community or when any university/college is offering a course for staff at the request of the district. Nonprofit groups of the kind that in most communities have their own facilities (churches, lodges, veterans groups, granges, etc.) who wish to use district facilities on a regular, but temporary, basis may do so under this rental rate, ~~but for no more than two years and may not average more than twelve hours of use per week.~~

~~Group 3—Commercial Enterprises include profit-making organizations and business-related enterprises. While the district would prefer these organizations use commercial or private facilities, facilities may be rented for nonregular use at the prevailing rate charged by commercial facilities in the area.~~

District-sponsored activities, including curricular and co-curricular functions, retain first priority in use of facilities. Authorization for use of school facilities will not be considered as endorsement or approval of the activity group or organization.

Legal References:

AGO 1973 No. 26 Initiative No. 276--School districts--Use of school facilities for presentation of programs--Legislature--Elections
RCW 28A.320.510 Night schools, summer schools, meetings, use of facilities for
28A.335.150 Permitting use and rental of play-grounds, athletic fields, or athletic facilities
28A.335.155 School district facilities--Liability immunity
[20 USC Sec. 7905 Boys Scout of America Equal Access Act](#)
[34 CFR Sec. 108.6 Equal Access to Public School Facilities For The Boy Scouts of America and](#)

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Other Designated Youth Groups

RCW 28A.230.180 Access to campus and student information directories by official recruiting representatives - Informing students of educational and career opportunities.

RCW 4.24.660 Liability of school districts under contracts with youth programs

Classification: Critical

Revisions: 3/5/01, 10/27/08

Policy: 4218
Section: 4000 - Community Relations

Language Access ~~Plan~~ Plan

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

At a minimum, the District's plan for a language access ~~program~~ plan will adhere to the principles of an effective language access program for culturally responsive, systematic family engagement, which are incorporate the procedures that accompany this policy and address:

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

The District will implement its Language Access Program by the 2023-2024 school year.

Parent Identification of Families Needing Language Access Services

The District will accurately and in a timely manner identify ~~LEP-parents~~ family members of students with limited English proficiency and provide them information in a language they can understand regarding the language service resources available within the District.

Oral Interpretation

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

Written Translation

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

- registration, application, and selection;
- academic standards and student performance;
- safety, discipline, and conduct expectations;
- special education and related services, Section 504 information, and McKinney-Vento services;
- policies and procedures related to school attendance;
- requests for parent permission in activities or programs;

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- opportunities for students or families to access school activities, programs, and services;
- student/parent handbook;
- the District’s Language Access Plan and [Program and](#) related services or resources available;
- school closure information; and
- any other documents notifying parents of their rights under applicable state laws and/or containing information or forms related to consent or filing complaints under federal law, state law, or District policy.

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

Staff Guidance

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

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

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

Review and Update

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

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

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

~~The superintendent is authorized to establish procedures and practices for implementing this policy.~~

Cross References: 3210 - Nondiscrimination
 4129 - Family Involvement
 4217 - Effective Communication

Legal References: Chapter 28A.155 RCW Special Education
 Chapter 28A.642 RCW Discrimination prohibition
 Chapter 49.60 RCW Discrimination – Human Rights Commission
 Chapter 392-400 WAC Pupils
 WAC 392-400-215 Student rights
 Title VI of the Civil Rights Act of 1964

Management Resources: 2019 - July Policy Issue
2016 - July Issue
OSPI website: Interpretation and Translation Services

[Classification: Critical](#)

Adoption Date: **1.17**

Revised Dates: **07.19; 1.21**

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Policy:
4001~~0~~ Section: 4000 - Community Relations

Public Information Program

The district will strive to maintain effective two-way communication channels with the public. Such channels will enable the board and staff to interpret the school's performance and needs to the community and provide a means for citizens to express their needs and expectations to the board and staff.

The superintendent, ~~or assistant superintendent, or designee~~ will establish and maintain a communication process within the school system and between it and the community. Such a public information program will provide for a district annual report, news releases at appropriate times, news media coverage of district programs and events, and regular direct communication between individual schools and the community members they serve. The public information program will also assist staff in improving their skill and understanding in communicating with the public.

Community opinion may be solicited through parent organizations, parent-teacher conferences, open houses and other such events or activities which may bring staff and citizens together. At times, board meetings may be scheduled at neighborhood schools. Survey instruments and/or questionnaires may be developed in order to gain a broad perspective of community opinion.

The board is a nonpartisan public body and ~~as such~~ will not endorse political candidates. Neither staff nor students will be asked to disseminate campaign materials from the schools nor will any of the district's facilities or communications services be used to disseminate such material.

The superintendent ~~or designee~~ will identify staff ~~who have~~with significant public information responsibilities and establish guidelines for their work. The guidelines will address such matters as authority for making releases and the nature and content of bulletins to parents.

Staff Communications with the Public

Staff share the responsibility for communicating and interpreting the district mission, its policies, programs, goals and objectives to members of the community. Staff will perform their services and functions to the best of their ability and communicate with members of the community, parents, students and other staff in a sincere, courteous and considerate manner. Staff will strive to develop and maintain cooperative school-community relations and to achieve the understanding and mutual respect that are essential to the success of the district.

Confidential information about students or other staff will be released only as permitted by ~~statute-law~~ and district policies and procedures.

Public Health Information

The district will post a prominent link on its website's homepage and on each schools' homepage to information from the Department of Health that addresses substance use trends; overdose symptoms and response; and the secure storage of prescription drugs, over-the-counter medications, and firearms and ammunition.

To keep students, families, and community members informed about available health resources, the district will make the information described above from the Department of Health accessible through internet-based communications (like the district's social media accounts) and through digital and nondigital communications. The district will post this information at least twice each school year.

Collection Of Disciplinary Data

The district will collect data on student disciplinary actions taken in each school, and the information will be available to the public on request. This information may not be personally identifiable, and will not include a student's name, address or social security number.

District Annual Report

An annual [district](#) report addressing the activities of the ~~school~~ district and the administration's recommendations for improvement of student learning and district operations will be prepared by the superintendent [or designee](#) and presented to the board as soon as possible after the close of each school year. Upon board approval, the report will be made available to the public and used as one means for informing parents and community members, the Office of the Superintendent of Public Instruction, and other districts in the area, of the programs and conditions of the district's schools. The district ~~is required to~~ [must](#) ensure awareness of and compliance with certain statutory requirements as specified in [Policy 2106 \(Program Compliance\)](#). When the district is not in compliance, such deviations will be incorporated into the annual report.

Cross References: 4020 - Confidential Communications
 2106 - Program Compliance
 2004 - Accountability Goals

Legal References: [HB 1230 \(2023\) School-Public Health Information](#)
 RCW 28A.150.230 District school directors' responsibilities
 RCW 28A.655.100 Performance goals - Reporting requirements

[Classification: Important](#)
Adoption Date: **7.11.1984**
Revised Dates: **10.00; 10.11; 5.21;**

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Coversheet

Policy Review: 2020, 3205, 3207

Section: IV. Board Discussion
Item: B. Policy Review: 2020, 3205, 3207
Purpose:
Submitted by:
Related Material: 3207-Prohibition_of_Harassment_Intimidation____... (1).pdf
2020-Course_Design_Selection_and_Adoption_of_I... (1).pdf
3205-Sexual_Harassment_of_Students_Prohibited (1).pdf

Prohibition of Harassment, Intimidation and Bullying

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

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

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

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

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

Behaviors/Expressions

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

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

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

Training

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

Prevention

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

Interventions

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the aggressor, and to restore a positive school climate.

The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

Students with Individual Education Plans or Section 504 Plans

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

Retaliation/False Allegations

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

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

Compliance Officer

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

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

Cross References: 2161 - Special Education and Related Services for Eligible Students
3200 - Rights and Responsibilities
3205 - Sexual Harassment of Students Prohibited
3210 - Nondiscrimination
3211 - Transgender Students
3241 - Classroom Management, Discipline and Corrective Action

Legal References: RCW 28A.600.477 Prohibition of harassment, intimidation, and bullying
RCW 28A.600.480 Reporting of harassment, intimidation, or bullying—Retaliation prohibited—Immunity
WAC 392-190-059 Harassment, intimidation and bullying prevention policy and procedure – School districts.
Chapter 492-405 WAC Harassment, Intimidation and Bullying

Adoption Date: 4/28/03

Revised Dates: **6/27/11, 1/27/14,
2/23/15; 7/8/24**

Course Design, Selection and Adoption of Instructional Materials

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

Definitions

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

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

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

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

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

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

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

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

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

Course Design

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

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

Selection and Adoption of Instructional Materials

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

1. Applicable state and federal laws;
2. Goals and/or learning standards of the district and state; and
3. Procedures established by the instructional materials committee which address the criteria detailed in the corresponding procedure 2020P.

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

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

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

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

Cross References: 2027 - District Ownership of Staff-Created Work

Legal References: RCW 28A.150.230 District school directors' responsibilities
RCW 28A.320.230 Instructional materials — Instructional materials committee
RCW 28A.320.170 Tribal history and culture [as amended by SSB 5433]
RCW 28A.405.060 Course of study and regulations — Enforcement — Withholding salary warrant for failure
Chapter 28A.640 RCW Sexual Equality
WAC 180-44-010 Responsibilities related to instruction
WAC 392-190-055 Textbooks and instructional materials — Scope — Elimination of bias

Adoption Date: 07/11/1984

Revised Dates: **01/22/05, 02/11/11, 05/18/15**

Sexual Harassment of Students Prohibited

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

Definitions

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur adult to student, student to student or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of students by other students, employees, or third parties involved in school district activities.

The term "sexual harassment" may include:

- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communication that interferes with an individual's educational performance or creates an intimidating, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;
- sexual demands when submission is a stated or implied condition of obtaining an educational benefit;
- sexual demands where submission or rejection is a factor in an academic, or other school-related decision affecting an individual.

A "hostile environment" has been created for a student when sexual harassment is sufficiently serious to interfere with or limit the student's ability to participate in or benefit from the school's program. The more severe the conduct, the less need there is to demonstrate a repetitive series of incidents. In fact, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent, or egregious.

Investigation and Response

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

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

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

Retaliation and False Allegations

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Staff Responsibilities

The superintendent will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy.

Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.

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

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

Notice and Training

The superintendent will develop procedures to provide age-appropriate information and education to district staff, students, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum sexual harassment recognition and prevention and the elements of this policy will be included in staff, student, and regular volunteer orientation. This policy and the procedure, which includes the complaint process, will be posted in each district building in a place available to staff, students, parents, volunteers, and visitors. Information about the policy and procedure will be clearly stated and conspicuously posted throughout each school building, provided to each employee and reproduced in each student, staff, volunteer, and parent handbook. Such notices will identify the District's Title IX coordinator and provide contact information, including the coordinator's email address.

Policy Review

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

Cross References: 3207 - Prohibition of Harassment, Intimidation, and Bullying of Students
 3210 - Nondiscrimination
 3211 - Gender-Inclusive Schools
 3241 - Student Discipline
 5010 - Nondiscrimination and Affirmative Action
 5011 - Sexual Harassment of District Staff Prohibited

Legal References: 20 U.S.C. §§ 1681-1688
 WAC 392-190-058 Sexual harassment

RCW 28A.640.020 Regulations, guidelines to eliminate discrimination ☐☐☐
Scope ☐☐☐ Sexual harassment policies
34 C.F.R. ☐☐ 106

Management Resources: 2020 - August Issue
 2015 - July Policy Alert
 2014 - December Issue
 2010 - October Issue

Last Revised: **2/25/17, 4/28/25**

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