

# Walla Walla Public Schools

## BOARD POLICY

Policy No. 2107

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### COMPREHENSIVE EARLY LITERACY PLAN

The district recognizes that early literacy is fundamental to students' development of listening, speaking, reading, writing and critical thinking skills. The district will develop and implement reading and early literacy services to kindergarten through fourth grade students based on student need for additional support so that every student has the opportunity to build a strong foundation for academic success.

#### General requirements

The plan will include:

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

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

If the student is not reading at grade level, the teacher and other appropriate school personnel will: 1) Advise the parent or guardian as to which interventions and/or strategies the district will use to help improve the student's reading skills; and 2) Provide strategies for parents or guardians to use at home to assist their student in improving their reading skills.

#### Requirement specific to third grade students

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

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

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

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

- The fact that their student scored below standard;
- The requirements of this policy with regard to such a score;
- The intensive improvement strategy options available;
- The school district's grade placement policy;
- Contact information for a school district employee who can respond to questions and provide additional information; and
- A reasonable deadline for obtaining the parent's consent regarding the student's improvement strategies that will be implemented and the student's grade placement.

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

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

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

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

### **Intensive reading and literacy improvement strategies**

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



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

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

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

### Reporting requirement

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

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Cross References: 2421 - Promotion/Retention

Legal References: RCW 28A.320.202 Comprehensive system of instruction and services in reading and early literacy  
RCW 28A.320.203 Reading skills –report cards  
RCW 28A.655.230 Reading skills — Meeting for grade placement and strategies for student improvement — Exemptions.  
RCW 28A.655.235 Reading skills — Intensive reading and literacy improvement strategy — Calculation of tested students at or below basic on third grade student assessment — State menu of best practices.

Management Resources: 2015 - October Policy Issue  
OSPI's Comprehensive Literacy Plan [DRAFT]

**First Reading/ New Policy: January 17, 2017**





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Policy No. 2162

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### EDUCATION OF STUDENTS WITH DISABILITIES UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 (Section 504) are identified, evaluated, and provided with appropriate educational services. Students may be a qualified disabled person under this law considered disabled under this policy even though they are not eligible for services pursuant to the Individuals with Disabilities Education (IDEA).

Section 504 ~~of the Rehabilitation Act of 1973~~ is a civil rights law that protects the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. A child is a "qualified disabled person" under Section 504 if he or she:

- (1) ~~(1) He~~ has a physical or mental impairment that substantially limits one or more major life activities (such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working), has a record of such an impairment, or is regarded as having such an impairment; and
- (2) is between the ages of 3 to 21 years old.

~~The district shall comply with the federal policies that require free appropriate public education, childfind, equal educational opportunity, confidentiality of information, parent/guardian involvement, participation in least restrictive environment, evaluations, placement, reevaluation, programming to meet individual needs, placement procedures, nonacademic services, procedural requirements, appropriate funding, accessibility, special issues related to drug or alcohol addicted students, special considerations for students having AIDS or HIV infection, and special issues related to ADD/ADHD students.~~

The superintendent or designee will establish procedures to ensure that students who are disabled within the definition of Section 504 are educated in full compliance with the law.

- A. ~~FREE APPROPRIATE PUBLIC EDUCATION~~ The district shall provide a free appropriate public education to school-age children with disabilities in the district's jurisdiction. Instruction shall be individually designed to meet the needs of the disabled students as adequately as the needs of the non-disabled students are met.
- B. ~~CHILDFIND~~ The district shall annually undertake to identify and locate every qualified disabled student residing in the district's jurisdiction who is not receiving a public education and take appropriate steps to notify disabled children and their parents/guardians of the district's responsibilities under Section 504.



~~C. EQUAL EDUCATIONAL OPPORTUNITY The district shall provide students with disabilities an equal opportunity to participate in and benefit from the educational services it provides to non-disabled students. The teachers of disabled students shall meet comparable standards for certification that teachers of non-disabled students meet. Facilities shall be of comparable quality and appropriate materials and equipment shall be available.~~

~~D. CONFIDENTIALITY OF INFORMATION The confidentiality of student records will be maintained throughout the period of time when such records are collected, stored, disclosed, or destroyed by the district.~~

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~~E. PARENT/GUARDIAN INVOLVEMENT The district shall develop procedures that insure parent/guardian involvement in granting permission for evaluation, placement, and periodic review of an individual student's educational program under Section 504.~~

~~F. PARTICIPATION IN THE LEAST RESTRICTIVE ENVIRONMENT The district shall develop procedures to ensure that disabled students are educated and provided non-academic and extra-curricular services and activities set forth in 34 CFR 104.37 within the regular educational environment to the maximum extent appropriate to meet the individual needs of the disabled student.~~

~~G. EVALUATIONS The district shall develop evaluation procedures that are consistent with state and federal requirements, including referral, evaluation methods and timeline(s), areas of evaluation, periodic review, evaluation safeguards, reporting and documenting the determination of eligibility and independent educational evaluation.~~

~~H. PLACEMENT The district shall develop procedures for implementing state and federal requirements regarding the delivery of services under Section 504 including least restrictive environment, nonacademic and extra-curricular services, alternative service delivery options, placement considerations and annual review, and initial placement.~~

~~I. RE-EVALUATIONS The district shall provide for periodic reevaluation of disabled students served under Section 504.~~

~~J. PROGRAMMING TO MEET INDIVIDUAL NEEDS The district recognizes that to be appropriate, educational programs for students with disabilities must be designed to meet their individual needs to the same extent that the needs of non-disabled students are met. To adequately meet individual needs, academic and related services for students with disabilities may need to be significantly different in character from those offered to students without disabilities. A documented procedure such as the development of an individualized accommodation plan by a knowledgeable team of educational professionals is recommended.~~

~~K. NON-ACADEMIC SERVICES The district shall provide nonacademic and extracurricular services and activities in such a manner as is necessary to afford disabled students an equal opportunity for~~



~~participation in such services and activities. Procedures shall be developed to ensure equal access to the following nonacademic and extracurricular services and activities which may include counseling services, physical recreation athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the district, referrals to agencies which provide assistance to disabled persons, and employment of students, including both employment by the district and assistance in making available outside employment. The reasonable health and safety standards for all students shall be observed.~~

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~~L. PROCEDURAL REQUIREMENTS The district shall ensure compliance with the requirements of Section 504 by doing the following:~~

- ~~1. Provide written assurance of non-discrimination whenever the district receives federal money.~~
- ~~2. Designate an employee to coordinate the district's Section 504 compliance activities. The Section 504 Coordinator for the district is the Assistant Superintendent.~~
- ~~3. Provide grievance procedures to resolve complaints of discrimination: students, parents/guardians, or employees are entitled to file grievances. (The grievance procedures are set out in Procedure 5010.)~~
- ~~4. Provide notice to students, parents/guardians, employees, unions, and professional organizations of nondiscrimination in admission or access to, or treatment or employment in, its programs or activities. Notice shall also specify the Section 504 Coordinator for the district. Notice shall also be included in the student/parent handbooks.~~
- ~~5. Annually identify and locate all Section 504 qualified disabled children in the district's geographic area who are not receiving a public education.~~
- ~~6. Annually notify disabled persons and their parents/guardians of the district's responsibilities under Section 504.~~
- ~~7. Establish and implement procedural safeguards to be provided to parents/guardians with respect to actions regarding the identification, evaluation, or educational placement of persons who, because of disability, need or are believed to need special instruction or related services, that includes:
  - ~~a. Notice of their rights~~
  - ~~b. An opportunity to examine relevant records~~
  - ~~c. An impartial hearing that may be initiated by either the parents/guardians or the school district, with opportunity for participation by the student's parents/guardians. The student/parent/guardian is entitled to have representation by legal counsel.~~
  - ~~d. A review procedure~~~~



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~~M. APPROPRIATE FUNDING~~ The district recognizes that the regular education funding of the district is the funding source for serving students who are qualified as disabled under Section 504 only. However, if students are dual identified as Section 504 and IDEA eligible, state and federal special education funds can be used. The district shall not use money appropriated by the IDEA to serve students found disabled under Section 504 but not the IDEA.

~~N. ACCESSIBILITY~~ The district will comply with all federal and state requirements regarding providing accessible facilities and buildings to students with disabilities.

~~O. SPECIAL CONSIDERATIONS~~ The district shall comply with federal policies that require special considerations be applied to students having AIDS or HIV infection, drug and alcohol addicted students, and ADD/ADHD students. Procedures will be implemented to ensure that equal educational opportunities shall be provided.

~~Cross Reference: Board Policy 3264 Restraint, Isolation and Other Uses of Reasonable Force~~  
~~2161 Special Education and Related Services for Eligible Students~~  
~~3210 Nondiscrimination - Students~~  
~~5010 Nondiscrimination - Staff~~

~~Legal References: 34 CFR Part 104 Section 504 of the Rehabilitation Act of 1973~~  
~~45 CFR Part 99 Family Educational and Privacy Act~~  
~~PL 101-336 Section 512 Americans With Disabilities Act of 1990 (ADA)~~  
~~WAC 392-168-120 Hatch Amendment~~

~~42 USC 12101 et seq. Americans With Disabilities Act of 1990~~

~~34 CFR Part 104 Section 504 of the Rehabilitation Act of 1973~~

~~34 CFR Part 99 Family Educational Rights and Privacy Act~~

~~RCW 28A.600.485 Restraint of students—Use of restraint or isolation specified in individualized education programs or plans developed under section 504 of the rehabilitation act of 1973 —Procedures—Summary of incidents of isolation or restraint—Publishing to web site~~

~~RCW 28A.600.486 District policy on the use of isolation and restraint—Notice to parents and guardians of children who have individualized education programs or plans developed under section 504 of the rehabilitation act of 1973~~

**Adopted by the Board: July 16, 2002**

**Revised: October 7, 2003**

**First Reading/Revision January 17, 2017**



# Walla Walla Public Schools

## BOARD POLICY

Policy No. 2418

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### WAIVER OF HIGH SCHOOL GRADUATION CREDITS

The board seeks to provide all students with the opportunity to complete graduation requirements without discrimination and without disparate impact on groups of students. In so doing, the board acknowledges that unusual circumstances may result in a student's inability to earn all twenty-four credits required for high school graduation. Unusual circumstances may include, but are not limited to:

- Homelessness;
- A health condition resulting in an inability to attend class;
- Limited English proficiency;
- Disability, regardless of whether the student has an individualized education program or a plan under Section 504 of the federal Rehabilitation Act of 1973;
- Denial of an opportunity to retake classes or enroll in remedial classes free of charge during the first four years of high school;
- Transfer during the last two years of high school from a school with different graduation requirements.
- Other circumstances (e.g., emergency, natural disaster, trauma, personal or family crisis) that directly compromised a student's ability to learn.

The board delegates to the superintendent or his/her designee discretion to grant a waiver of a maximum of two elective credits required for graduation. A student's parent/guardian or an adult student must file the district's ~~insert district's form name, e.g., Application for Waiver of High School Graduation Credits (Form 2418F)~~ with the superintendent's office no later than thirty days prior to the student's scheduled graduation date. In order to graduate, students granted a waiver must earn seventeen required subject credits (three English, three Math, three Science, three Social Studies, two Health and Fitness, two Arts, one Career and Technical Education) which may be by satisfactory demonstration of competence as provided by WAC 180-51-050.

Cross References: 2410 High School Graduation Requirements

Legal References: RCW 28A.345.080 Model policy and procedure for granting waivers of credit for high school graduation.

WAC 180-51-068 State subject and credit requirements for high school graduation – Students entering ninth grade on or after July 1, 2015

WAC 180-51-050 High school credit – Definition.

Management Resources: April 2015 Issue

**First Reading/New Policy: January 17, 2017**



**RESOLUTION # -20**  
**Resolution Date**

**WAIVER OF HIGH SCHOOL GRADUATION CREDITS**

**WHEREAS**, in accordance with the state law, the Board of Directors/Walla Walla Public Schools ("Board") shall amend policies to allow the Superintendent or designee to grant waivers of a maximum of two elective credits required for high school graduation based on unusual circumstances as defined in district Policy and Procedure and Form 2418.

**WHEREAS**, the new policy attached to this Resolution as Exhibit A provides for the process by which waivers may be granted; and

**WHEREAS**, the Board wishes to ensure that its policy on the granting of waivers of high school graduation credits based on unusual circumstances is in compliance with Washington law;

**NOW, THEREFORE BE IT RESOLVED**, that the Board of Directors/Walla Walla Public Schools hereby establishes the attached policy is necessary to take into consideration the unique limitations of a student that may be associated with circumstances such as homelessness, limited English proficiency, medical conditions that impair a student's opportunity to learn, or disabilities and to provide all students with the opportunity to complete graduation requirements without discrimination and without disparate impact on groups of students; and

**BE IT FURTHER RESOLVED** that execution of this Resolution is conclusive evidence of the Board's approval of this action and of the authority granted herein. The Board warrants that it has, and at the time of this action had, full power and lawful authority to adopt this instrument.

WALLA WALLA SCHOOL DISTRICT NO. 140  
Walla Walla County, Washington

BOARD OF DIRECTORS

\_\_\_\_\_  
Dr. David Hampson, President

\_\_\_\_\_  
Derek Sarley, Vice President

\_\_\_\_\_  
Ruth Ladderud, Board Member

\_\_\_\_\_  
Cindy Meyer, Board Member

\_\_\_\_\_  
Sam Wells, Board Member

ATTEST: \_\_\_\_\_  
Wade Smith, Secretary of the Board

**Adopted at a regular meeting of the Board of Directors DATE**



# Walla Walla Public Schools

## BOARD POLICY

Policy No. 3115

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### HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

To the extent practical and as required by law, the district will work with homeless students and their families to provide them with equal access to the same free, appropriate education (including public preschool education) provided to other students. ~~stability in school attendance and other services.~~ Special attention will be given to ensuring the indentification, enrollment and attendance of homeless students not currently attending school, as well as mitigating educational barriers to their academic success. Additionally, the district will take reasonable steps to ensure that homeless students are not stigmatized or segregated in a separate school or in a separate program within a school on the basis of their homeless status.

Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including those students who are:

- A. Sharing the housing of other persons due to loss of housing or economic hardship;
- B. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
- C. Living in emergency or transitional shelters;
- D. Abandoned in hospitals;
- E. ~~Awaiting foster care placement;~~
- EF. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations;
- FG. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
- GH. Migratory children living in conditions described in the previous examples.

The superintendent shall designate an appropriate staff person to be the district's McKinney-Vento liaison for homeless students and their families. The liaison may simultaneously serve as a coordinator for other federal programs, provided that they are able to carry out the duties listed in the procedure that accompanies this policy.



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## BOARD POLICY

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If the district has identified more than ten unaccompanied youth, meaning youth not in the physical custody of a parent or guardian and including youth living on their own in any of the homeless situations described in the McKinney-Vento Homeless Education Act, the principal of each middle and high school building will establish a point of contact for such youth. The point of contact is responsible for identifying homeless and unaccompanied youth and connecting them with the district's homeless student liaison. The district's homeless student liaison is responsible for training the building points of contact.

### Best interest determination

In making a determination as to which school is in the homeless student's best interest to attend, the district will presume that it is normally in the student's best interest to remain enrolled in their school of origin unless such enrollment is against the wishes of a parent, guardian or unaccompanied youth. Attendance options will be made available to homeless families on the same terms as families resident in the district, including attendance rights acquired by living in attendance areas, other student assignment policies, and intra and inter-district choice options.

~~Placement determination will be made based upon the child's or youth's best interest. Homeless students will continue to be enrolled in their school of origin while they remain homeless or until the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in which attendance area the student is actually living. Attendance rights by living in attendance areas, other student assignments policies, or intra and inter-district choice options are available to homeless families on the same terms as families resident in the district.~~

~~If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian will be informed of the district's decision and the reason therefor, (or informed if the student does not qualify for McKinney-Vento, if applicable) and their appeal rights in writing and in a language they can understand, and their appeal rights in writing. The District Homeless Liaison will carry out dispute resolution as provided by state-law policy. Unaccompanied youth will also be enrolled pending resolution of the dispute.~~

~~Once the enrollment decision is made, the school will immediately enroll the student pursuant to district policies. However, enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including academic records, medical records, proof of residency, mailing address or other documentation or denied or delayed due to missed application deadlines or fees, fines or absences at a previous school.~~

~~If the student does not have immediate access to immunization records, the student will be admitted under personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records~~



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from the student's previous school will be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's Aaddress Confidentiality Program when necessary. However, emergency contact information cannot be demanded in a form or manner that creates a barrier to enrollment and/or attendance at school.

Homeless students are entitled to transportation to their school or origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.

The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issue of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students where such children receive services under the McKinney-Vento Act, such as in schools, family shelters and other locations where homeless families/youth are likely to see them. The notice must be disseminated in a manner and form that parents, guardians and unaccompanied youth receiving such services can understand, including, if necessary and to the extent feasible, in their native language. The district's liaison and will participate in professional development and other technical assistance activities, as determined by the state-level (OSPI) coordinator for homeless children and youth programs.

The district liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students.-

The superintendent will:

- Strongly encourage district staff, including substitute and regular bus drivers to annually review the video posted on the OSPI website on identification of student homelessness;
- Strongly encourage every district-designated homeless student liaison to attend trainings provided by the state on identification and serving homeless youth. Ensure that the district includes in materials provided to all students at the beginning of the school year or at enrollment, information about services and support for homeless students (i.e., the brochure posted on the OSPI website).
- Use a variety of communications each year to notify students and families about services and support available to them if they experience homelessness (e.g., distributing and collecting an annual housing intake survey, providing parent brochures directly to students and families,

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announcing the information at school-wide assemblies, posting information on the district's website).

Cross References:	<u>Board Policy 3116</u>	<u>Students in Foster Care</u>
	Board Policy 3120	Enrollment
	Board Policy 3231	Student Records
	Board Policy 3413	Student Immunizations and Life-Threatening Conditions
	<u>Board Policy 4218</u>	<u>Language Access Plan</u>

Legal References:	RCW 28A.225.215	Enrollment of children without legal Residences
	20 U.S.C. 6301 et seq.	No Child Left Behind Act 2002
	42 U.S.C. 11431 et seq.	McKinney-Vento Homeless Assistance Act
	RCW 28A.320	Provisions applicable to all districts (new section created by 3SHB 1682, 2016 legislative session)

DRAFT

Adopted: September 7, 2004

Revised: 09/18/2012; November 15, 2016

First Reading/Revision: January 17, 2017