

Walla Walla Public Schools

BOARD POLICY

Policy No. 1220

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BOARD OFFICERS AND DUTIES OF BOARD MEMBERS

President

The president shall preside at all meetings of the board and sign all papers and documents as required by law or as authorized by action of the board. The president ~~shall~~ conducts the meetings in the manner prescribed by the board's policies. ~~provided that~~ The president ~~shall~~ ~~have~~ has the full right to participate in all aspects of board action without relinquishing the chair, including the right to vote on all matters put to a vote.

It ~~shall be~~ is the responsibility of the board president to manage the board's deliberation so that it ~~shall~~ will be clear, concise, and directed to the issue at hand; to summarize discussion and/or action before moving on to the next agenda item; and to generally manage the meeting so that the agenda is treated in an expeditious manner.

The president ~~or secretary to the board may~~ will be the official recipient of correspondence directed to the board and ~~shall~~ will provide, or cause to be provided to other board members and the superintendent, copies of the correspondence received on behalf of the board.

The president is authorized to consult with the superintendent on issues such as board meeting, study session, and board retreat planning prior to presentation to the full board and perform tasks to facilitate board meetings.

~~When time and circumstance demand an immediate decision from the board, and the board has no opportunity to confer, the president is authorized to make decisions on behalf of the board provided, however, that the decision shall be communicated as soon as practical thereafter to all members of the board for review and ratification.~~

In dealing with the media and the public in general, the president or his/her designee will serve as the spokesperson of the board. The president is authorized to report and discuss those actions which have been taken and those decisions made by the board as a body. The president ~~shall~~ will avoid speculating upon actions or decisions which the board may take but has not yet taken.

~~The president shall confer with the superintendent regarding sensitive issues which need immediate attention. When appropriate, he/she will confer with individual board members when other opinions should be sought.~~

Vice-President

The vice-president ~~shall~~ will preside at board meetings in the absence of the president and ~~shall~~ will perform all of the duties of the president in case of his/her absence or disability.

Superintendent as Board Secretary

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~~The Superintendent as Board Secretary shall, in addition to the duties as prescribed in RCW 28A.400.030, keep full and accurate records of board proceedings and assist in matters pertaining to the care of the board of directors' records and documents.~~

Legislative Representative

A legislative representative shall serve as the board's liaison with the Washington State School Directors' Association Legislative Assembly. The legislative representative shall will attend Washington State School Directors' Association Assemblies, conveying local views and concerns to that body and participating in the formulation of state legislative programs. The legislative representative shall will monitor proposed school legislation and inform the board of the issues.

Duties of Individual Board Members

The authority of individual board members is limited to participating in actions taken by the board as a whole when legally in session. Board members shall will not assume responsibilities of administrators or other staff members. The board or staff shall will not be bound in any way by any action taken or statement made by any individual board member except when such statement or action is pursuant to specific instructions and official action taken by the board.

Each board member shall will review the agenda and any study materials distributed prior to the meeting and be prepared to participate in the discussion and decision-making for each agenda item.

Each member is obligated to attend board meetings regularly. Whenever possible, each director shall will give advance notice to the president or superintendent of his/her inability to attend a board meeting. A majority of the board may excuse a director's absence from a meeting if requested to do so. The board may declare a board member's position vacant after four consecutive unexcused absences from regular board meetings.

Cross References: 1450 – Absence of a Board Member

Legal References: RCW ~~28A.315.520~~ ~~Directors–Quorum–Failure to attend meetings may result in vacation of office~~
~~28A.320~~ ~~Provisions applicable to all districts~~
~~28A.330.100~~ ~~Additional powers of the board~~
~~28A.330.030~~ Duties of president
~~28A.330.080~~ Payment of Claims--Signing of warrants
~~28A.330.200~~ Organization of the board – Assumption of superintendent's duties by board member, when
~~28A.330.040~~ Duties of vice-president
~~28A.400.030~~ Superintendent's duties
~~28A.343.390~~ Quorum – Failure to attend meetings

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Management Resources:

Policy News, December 2007 Role of the School Board
President

First Reading: November 20, 2001

Adopted by the Board: July 16, 2002

First Reading/Revision: May 2, 2017

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Policy No. 1810

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ANNUAL GOALS AND OBJECTIVES and EVALUATION OF THE BOARD

Each year, during the summer months, 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 each school year, but prior to the start of the subsequent year, the board shall evaluate its own performance in terms of generally accepted principles of successful board operations and in relation to its annual goals and objectives. The board shall 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. The board self-evaluation shall address performance in the aforementioned key functions of school boards. The results of the self-evaluation shall be used in setting goals for the subsequent year.

Cross Reference: Board Policy 1005 Key Functions of the Board
1822 Training and Development

Adopted by the Board: July 16, 2002
First Reading/Revision: May 2, 2017

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Policy No. 2110

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TRANSITIONAL BILINGUAL INSTRUCTION PROGRAM

The Walla Walla School Board of Directors is highly committed to ensuring ~~district has the highest commitment toward ensuring~~ an equal educational opportunity for every student. While English is the basic language of instruction in the district's schools, the district ~~shall~~ will provide a transitional bilingual program for children whose primary language is not English, and whose English skills are ~~sufficiently deficient or absent to impair learning~~. The district's transitional bilingual instruction program is designed to ~~enable students to achieve competency in English. Annually, the board of directors will approve the district's transitional bilingual instruction program. not sufficient to meet state criteria for program exit.~~

The district and its staff ~~shall~~ will:

- A. ~~A.~~—~~C~~ommunicate, whenever feasible, with parents of students in the transitional bilingual program in a language they can understand; ~~and~~
 - B. ~~Assess and determine, by means of a state approved placement test, student eligibility within 10 days of enrollment and attendance;~~
 - C. ~~Annually assess, by means of the state approved test, improvement in English language proficiency for each eligible English language learner;~~
 - D. ~~Provide professional development training for administrators, teachers, counselors and other staff on the district's bilingual instruction program, appropriate use of instructional strategies and assessment results, and curriculum and instructional materials for use with culturally and linguistically diverse students; and~~
 - E. ~~Provide for continuous improvement and evaluation of the district's program to determine its effectiveness.~~
- ~~B. provide inservice training for teachers, counselors, and other staff who are involved in the district's transitional bilingual program, including alternative instructional programs, on appropriate instructional strategies for students of culturally different backgrounds and use of curriculum materials and program models.~~

For purposes of providing such services, the superintendent ~~shall~~ will establish procedures for implementing the district's Transitional Bilingual Instruction Program. ~~identifying eligible students, evaluating a student's previous course work, and granting credit to a student for purposes of graduation.~~

Legal References:	RCW 28A.180.010/080	Transitional bilingual instructional program
	WAC 392-160	Transitional Bilingual Instruction Program
	WAC 162-28-040	English language limitations and national origin discrimination

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Chapter 392-160 WAC

Special service program - Transitional
bilingual

First Reading: March 19, 2002

Adopted by the Board: July 16, 2002

First Reading/Revision: May 2, 2017

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BOARD POLICY

Policy No. 2421

PROMOTION, ~~RETENTION AND ACCELERATION~~

The board recognizes that the rate of physical, social, emotional and academic growth will vary among individual students. Since each student grows at his/her own rate, these individual growth characteristics shall be recognized in classroom programming.

After a student has successfully completed a year of study at a specific grade level, he/she will be promoted to the next grade. Retention at the same grade may be beneficial to the student when he/she is not demonstrating minimum competency in basic skill subjects in relation to ability and grade level. Retention should ~~only-not~~ be considered, ~~except~~ in these instances where there is a strong likelihood that the student will benefit with minimum social and emotional disruption. ~~An exception to this practice exists when a student does not meet the School Year Plus attendance requirement.~~

~~The superintendent will establish procedures which provide that parents will be informed at least one (1) quarter in advance of any retention decision on the part of the school. The procedures may include an exception to this timeline for third grade students subject to the grade placement requirements in Policy 2107, Comprehensive Early Literacy Plan.~~

~~The superintendent shall establish procedures which provide for adequate and timely notice to parents/guardians regarding retention decisions on the part of the school.~~

Cross References: Board Policy 2080 Comprehensive Student Assessment Plan
2090 Program Evaluation
2107 ~~Comprehensive Early Literacy Plan~~

Adopted: July 16, 2002
First Reading/Revision: May 2, 2017

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QUALIFICATIONS OF ATTENDANCE AND PLACEMENT

Age of Admission

Attending the schools of the district shall be recognized as a right and responsibility for those who meet the requirements prescribed by law. Every resident of the district who satisfies the minimum entry age requirement and is less than 21 years of age has the right to attend the district's schools until he/she completes high school graduation requirements. Children of **at least** age 8 and less than age 18 are required by law to attend a public school, an approved private school or educational center, unless they are receiving approved home-based instruction. Under certain circumstances children who are at least 16 and less than 18 years of age may be excused from further attendance at school. The superintendent shall exercise his/her authority to grant exceptions when he/she determines that the student:

- A. Is lawfully and regularly employed, and **has permission of a parent/guardian, or is emancipated pursuant to Chapter 13.64 RCW, or**
- ~~B. Has permission of a parent/guardian, or,~~
- ~~C. Is emancipated pursuant to Chapter 13.64 RCW; or~~
- B. D. Is subject to one of the other exceptions to compulsory attendance.

A resident student who has been granted an exception retains the right to enroll as a part-time student and shall be entitled to take any course, receive any ancillary services and take or receive any combination of courses and ancillary services which are offered by a public school to full-time students.

Entrance Qualifications

To be admitted to a kindergarten program which commences in the fall of the year a child must be not less than 5 years of age prior to September 1 of that school year. To be admitted to a first grade program which commences in the fall of the year a child must be not less than 6 years of age prior to September 1 of that school year. Any student not otherwise eligible for entry to the first grade who has successfully completed a state-approved kindergarten program of 450 or more hours including instruction **consistent with ~~in~~ Washington State Learning Standards and other subjects that the district determines are appropriate will be permitted entry into the first-grade program.** If necessary, the student may be placed in a temporary classroom assignment for the purposes of evaluation prior to making a final determination of the student's appropriate placement. ~~Such determination will be language arts, arithmetic, and reading may be placed in a temporary classroom assignment for the purposes of evaluation prior to making a final determination of the student's appropriate placement. Such determination shall be~~ made no later than the 30th calendar day following the student's first day of attendance.

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Exemptions:

Special exemptions may be made for younger pupils who appear to be sufficiently advanced to succeed in the educational program. The superintendent ~~will~~ ~~shall~~ identify screening processes and instruments that ~~shall~~ provide reliable estimates of the child's skills and abilities, develop procedures for implementing this policy and establish fees to cover actual expenses incurred in the administration of preadmission screening processes. ~~The district will provide a fee waiver or a reduction in fees for low income students whose parents are unable to pay the full cost of preadmission screening.~~

Admission of Students Aged Twenty-One or Older

A student aged 21 or older may enroll in a school in the district under the following conditions:

- A. There is available space in the school and program which the student shall attend;
- B. Tuition is prepaid;
- C. The student provides his/her own transportation;
- D. The student resides in the state of Washington; and
- E. In the judgment of the superintendent, no adult education program is available at reasonable costs and the district's program is appropriate to the needs of the student.

Placement of Students on Admission

The decision of where to place a student seeking admission to the district rests with the principal. Generally students meeting the age of admission requirements or transferring from a public or approved private school shall be placed in kindergarten or first grade, or the grade from which they transferred. -The principal shall evaluate the educational record and assessments of all other students to determine their appropriate placement. -A temporary classroom assignment may be made for no more than thirty calendar days for the purpose of evaluation prior to making the final placement decision.

Cross References:	Board Policy	2090 — Program Evaluation
		2100 Education Opportunities for Military Children
		2108 Special Programs
		2121 Substance Abuse Program
		2140 Guidance and Counseling
		3114 Part-time, Home-based, or Off-campus Students
		3121 — Compulsory Attendance
		3122 Excused and Unexcused Absences
		4220 Complaints Concerning Staff or Programs

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Legal References:	RCW	28A.225.010	Attendance mandatory--Age--Person having custody shall cause child to attend public school -- When excused
		28A.225.020	School's duties upon juvenile's failure to attend school
		28A.225.160	Attendance age eligibility
		28A.225.220	Adults, children from other districts, agreements for attending school--Tuition
	WAC	180-39	Uniform Entry Qualifications
		392-134-010	Attendance rights of part-time public school students
		392-137	District policies--Procedures and criteria for release of resident students and admission of nonresident students
		WAC 392-335	Pupils - Uniform Entry Qualifications

First Reading: May 7, 2002
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NONRESIDENT STUDENTS ~~Out of District Students~~

Consistent with Chapter 28A.225 RCW, ~~Any~~ any student who resides ~~in Washington State but~~ outside the district may apply to attend a school in the district or file the parental declaration of the intent to provide home-based instruction and enroll for ancillary services, if any. All applications for nonresident attendance or home-based instruction will be considered on an equal basis.:

~~The Board of Directors~~The district annually will inform parents of the interdistrict enrollment options and parental involvement opportunities. Information on interdistrict acceptance policies will be provided to nonresidents on request. Providing online access to the information satisfies the requirements of this policy unless a parent or guardian specifically requests information to be provided in written form. The district will not charge any transfer fees or tuition costs for enrolling eligible nonresident students who reside in Washington State.

A parent/ or guardian ~~shall~~ will apply for admission on behalf of his or her child by completing the appropriate district application. The superintendent shall develop an application form which contains information including, but not limited to, the current ~~permanent~~ legal residence of the child and the school district in which he or she is currently enrolled or receiving home-based instruction, the basis for requesting release from the resident district and the specific building and grade level (elementary) or course offerings (secondary) in which the student desires to be enrolled if accepted by the district.

A student who resides in a district that does not operate a secondary program will be permitted to enroll in secondary schools in this district in accordance with state law and regulation relating to the financial responsibility of the resident district.

Standards for accepting or rejecting an application

The superintendent will accept or reject an application for nonresident admission based upon the following standards:

- ~~1. Whether space is available in the grade level or classes at the building in which the student desires to be enrolled (see policy 3130 regarding priorities for granting enrollment requests);~~
- ~~2. Whether appropriate educational programs or services are available to improve the student's condition as stated in requesting release from his or her district of residence;~~
- ~~3. Whether the student's attendance in the district is likely to create a risk to the health or safety of other students or staff;~~
- ~~4. Whether the student's disciplinary records indicate a history of violent or disruptive behavior or gang membership (a gang means of group of three or more persons with~~

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~~identifiable leadership that, on an ongoing basis, regularly conspires and acts in concert mainly for criminal purposes); and~~

- ~~5. Whether the student has been expelled or suspended from a public school for more than ten consecutive days, in which case the student may apply for admission under the district's policy for readmission of expelled students.~~
- A. Whether acceptance of a nonresident student would result in the district experiencing significant financial hardship ("financial hardship" does not include routine programmatic costs associated with serving additional disabled or non-disabled students);
 - B. Whether the grade level or class at the building in which the student desires to be enrolled has the capacity for additional students;
 - C. Whether appropriate educational programs or services are available to improve the student's condition as stated in requesting release from his or her district of residence;
 - D. Whether the student's disciplinary records or other documentation indicate a history of violent or disruptive behavior or gang membership (a gang means a group of three or more persons with identifiable leadership that on an ongoing basis regularly conspires and acts in concert mainly for criminal purposes);
 - E. Whether the student has been expelled or suspended from a public school for more than ten consecutive days, in which case the student may apply for admission under the district's policy for readmission and reengagement of suspended or expelled students; and
 - F. Whether enrollment of a nonresident student would conflict with a district innovation academy cooperative under RCW 28A.340.080.

~~A student who resides in a district that does not operate a secondary program shall be permitted to enroll in secondary schools in this district in accordance with state law and regulation relating to the financial responsibility of the resident district.~~

Out of State Students

~~Requests for attendance from out of state students will be considered on a case by case basis. If attendance permission is granted, a tuition charge shall be made equal to the entire cost of the educational program being provided the student.~~

Admission or denial: Notice of decision and appeal of decision

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Notification

The superintendent, in a timely manner, ~~shall~~ will provide all applicants with written notification of the approval or denial of ~~the application~~ application of a nonresident student's enrollment application. If the student is to be admitted, the superintendent or the superintendent's designee will notify the resident district and make necessary arrangements for the transfer of student records.

If the application is denied, the superintendent will notify the parent/ or guardian of the reason(s) for denial and the right to petition the board of directors, upon five school business days prior notice, for review of the decision and to have a hearing before the board at its next regular meeting. Following the hearing by the board, a final decision shall be promptly communicated to the parent/guardian in writing.

The final decision of the district to deny the admission of a nonresident student may be appealed to the Superintendent of Public Instruction or his/her designee: pursuant to the process detailed in RCW 28A.225.230.

Children of full-time employees

1. Pursuant to RCW 28A.225.225, a nonresident student who is the child of a full-time certificated or classified employee will be permitted to enroll:
 - a. At the school to which the employee is assigned;
 - b. At a school forming the district's kindergarten through twelfth grade continuum which includes the school to which the employee is assigned; or
 - c. At a school in the district that provides early intervention services pursuant to RCW 28A.155.065 and/or preschool services pursuant to RCW 28A.155.070, if the student is eligible for such services.
2. The district may reject the application of a student who is the child of a full-time employee if:
 - a. Disciplinary records or other evidence supports a conclusion that the student has a history of convictions, violent or disruptive behavior or gang membership; or
 - b. The student has been expelled or suspended from a public school for more than ten consecutive days (however, the district's policies for allowing readmission of expelled or suspended students and the required reengagement procedures under this rule must apply uniformly to both resident and nonresident applicants seeking admission, pursuant to RCW 28A.225.225(2)(b)); or

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- c. Enrollment of the nonresident child would displace a child who is a resident of the district.
3. If a nonresident student is the child of a full-time employee and has been enrolled under Section 1 above, the student must be permitted to remain enrolled at the same school or in the district's kindergarten through twelfth grade continuum until:
 - a. The student completes their schooling; or
 - b. The student has repeatedly failed to comply with requirements for participation in an online school program, such as participating in weekly direct contact with the teacher or monthly progress evaluations.

Cross References: Board Policy 3120 Enrollment
3130 District attendance areas and open enrollment

Legal References: RCW 28A.225.220 Adults, children from other districts, agreements for attending school—Tuition
~~28A.225.225 Applications from nonresident students or students receiving home-based instruction to attend district school — School employees' children — Acceptance and rejection standards — Notification~~
28A.225.240 Appeal from certain decisions to deny student's request to attend nonresident district--Apportionment of credit
28A.225.290 Enrollment options information booklet
28A.225.300 Enrollment options information to parents/guardians

WAC 392-137 Finance--Nonresident attendance
~~392-137-040 District policies--Procedures and criteria for release of resident students and admission of nonresident students~~
~~392-137-055 Appeal notice~~

First Reading: May 7, 2002
Adopted by the Board: July 16, 2002
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Policy No. 3211

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TRANSGENDER STUDENTS

The board believes in fostering an educational environment that is safe and free of discrimination for all students, regardless of sex, sexual orientation, gender identity or gender expression. To that end, the board recognizes the importance of an inclusive approach toward transgender students with regard to official records, confidential health and education information, communication, restroom and locker room accessibility, sports and physical education, dress codes and other school activities, in order to provide these students with an equal opportunity for learning and achievement. This policy and its procedure will support that effort by facilitating district compliance with local, state and federal laws concerning harassment, intimidation, bullying and discrimination.

Cross References: 2145 - Suicide Prevention
3207 - Prohibition of Harassment, Intimidation and Bullying
3210 - Nondiscrimination
3231 - Student Records

Legal References: RCW 28A.642 Discrimination Prohibition
20 U.S.C. 1232g, 34 C.F.R., Part 99 - Family Education Rights and Privacy Act

Management Resources: 2014 - December Issue
2013 - December Issue
Prohibiting Discrimination in Washington Public Schools - OSPI Guidelines for school districts to implement Chapters 28A.640 and 28A.642 RCW and Chapter 392-190 WAC (February 2012)

First Reading/New Policy: May 2, 2017

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TRANSGENDER STUDENTS

The principal or building administrator is encouraged to request a meeting with a transgender student and their parent/guardian upon the student's enrollment in the district or in response to a currently enrolled student's change of gender expression or identity.

The goals of the meeting are to:

- develop understanding of that student's individual needs with respect to their gender expression or identity, including any accommodations that the student is requesting or that the district will provide according to Policy 3211 and this procedure and under state and federal law; and
- develop a shared understanding of the student's day-to-day routine within the school so as to foster a relationship and help alleviate any apprehensions the student may have with regard to their attendance at school.

The school may not require the student to attend a meeting as condition of providing them with the protection to which they are entitled under Policy 3211, this procedure and state and federal law regarding gender expression or identity.

Definitions/Terms

- **Gender Expression** is how a person expresses their gender, often through behavior, emotional expression, mannerisms, dress, grooming, interests, and activities.
- **Gender Identity** refers to one's deeply felt internal sense of being female, or male, or both, or neither, regardless of their gender assigned at birth.
- **Gender Nonconforming** describes a person whose gender expression differs from stereotypical expectations about how they should look or act based on the gender they were assigned at birth. This includes people who identify outside traditional gender categories or identify as both genders, or as gender neutral.
- **Biological Sex/Sex** refers to a person's internal and external anatomy, chromosomes, and hormones.
- **Transgender** is a general term often used to describe a person whose gender identity and/or expression is different from that traditionally associated with the person's gender assigned at birth.
- **Transitioning** refers to the process in which a person goes from living and identifying as one gender to living and identifying as another.

Official Records

The District is required to maintain a permanent student record which includes the student's legal name and the student's gender. The District will change a student's official records to reflect a change in legal name upon receipt of:

1. Documentation that the student's legal name or gender has been changed pursuant to a court order or through amendment of state or federally-issued identification; or

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2. A written, signed statement explaining that the student has exercised a common-law name change and has changed their name for all intents and purposes and that the change has not been made for fraudulent reasons.

Schools may change a student's official gender designation upon parent or student request pursuant to the Office of the Superintendent of Public Instruction's (OSPI's) process found at <http://www.k12.wa.us/CEDARS/ReportingGuidance.aspx>.

To the extent that the District is not legally required to use a student's legal name and biological sex on school records or documents, the District should use the name and gender by which the student identifies. In situations where school employees are required by law to use or report a student's legal name or gender, such as for standardized testing, school staff should adopt practices to avoid the inadvertent disclosure of the student's transgender or gender nonconforming status.

Confidential Health or Educational Information

Information about a student's gender status, legal name, or gender assigned at birth may constitute confidential medical or educational information. Disclosing this information to other students, their parents, or other third parties may violate privacy laws, such as the federal Family Education Rights and Privacy Act (FERPA) (20 U.S.C. §1232; 34 C.F.R. Part 99). Therefore, to ensure the safety and well-being of the student, school employees should not disclose a student's transgender or gender nonconforming status to others, including the student's parents and/or other school personnel, unless the school is (1) legally required to do so or (2) the student has authorized such disclosure.

Communication and Use of Names and Pronouns

An appropriate school employee will privately ask known transgender or gender nonconforming students how they would like to be addressed in class, in correspondence to the home, and at conferences with the student's parent/guardian. That information will be included in the electronic student record system along with the student's legal name in order to inform teachers and staff of the name and pronoun by which to address the student. When appropriate or necessary, this information will be communicated directly with staff to facilitate the use of proper names and pronouns. A student is not required to change their official records or obtain a court-ordered name and/or gender change as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity.

Restroom Accessibility

Students will be allowed to use the restroom that corresponds to the gender identity they assert at school. No student will be required to use a restroom that conflicts with his or her gender identity. Any student, transgender or not, who requests greater privacy for any reason may be given access to an alternative restroom, such as a staff restroom or health office restroom.

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Locker Room Accessibility

Use of locker rooms by transgender or gender nonconforming students will be assessed on a case-by-case basis, with the goal of maximizing transgender or gender nonconforming student social integration, providing an equal opportunity to participate in physical education classes and athletic opportunities and ensuring the student's safety. Reasonable alternatives to locker room conditions include, but are not limited to:

- use of a private area (e.g., nearby restroom stall with a door, an area separated by a curtain, an office in the locker room, or a nearby health office restroom);
- a separate changing schedule (i.e., utilizing the locker room before or after the other students).

Any alternative to locker room conditions will be provided in a manner that allows the student to keep his or her transgender or gender nonconforming status private. No student, however, will be required to use a locker room that conflicts with his or her gender identity.

Sports and Physical Education Classes

The District will provide all students, including transgender students, the opportunity to participate in physical education and athletic programs/opportunities in a manner that is consistent with their gender identity.

A student may seek review of his or her eligibility for participation in interscholastic athletics by working through the Gender Identity Participation procedure set forth by the Washington Interscholastic Activities Association (WIAA).

Dress Codes

The District will allow students to dress in a manner that is consistent with their gender identity and/or gender expression within the constraints of the dress codes adopted at their school site and within the constraints of the District guidelines for dress as they relate to health and safety issues (e.g., prohibitions on wearing gang-related apparel). School dress codes will be gender-neutral and will not restrict a student's clothing choices on the basis of gender.

Other School Activities

In any school activity or other circumstance involving separation by gender (i.e., class discussions, field trips), students will be permitted to participate in accordance with the gender identity they assert at school. Teachers and other school employees will make every effort to separate students based on factors other than gender where practicable.

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Discrimination and Harassment Complaints

Discrimination and harassment on the basis of sex, sexual orientation, or gender identity or expression are prohibited within the district. It is the responsibility of each school, the District and all staff to ensure that all students, including transgender and gender non-conforming students, have a safe school environment. The scope of this responsibility includes ensuring that any incident of discrimination or harassment is given immediate attention and/or reported to the district's Civil Rights Compliance Coordinator.

Complaints alleging discrimination or harassment based on a person's actual or perceived gender identity or expression are to be taken seriously and handled in the same manner as other discrimination and/or harassment complaints. This includes investigating the incident and taking age and developmentally-appropriate corrective action. Anyone may file a complaint alleging a violation of this policy using the complaint process outlined in the district's Nondiscrimination Procedure 3210P.

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CHILD ABUSE, NEGLECT, AND EXPLOITATION PREVENTION

Child abuse and neglect and exploitation are ~~both a~~ violations of children's human rights and an obstacle to their educational development. The board directs that staff ~~shall~~ will be alert for any evidence of ~~such child~~ abuse, neglect or exploitation.

For purposes of this policy, the term "child" means anyone under the age of 18 and/or any current student of the district, including home-schooled students or any other person classified as a student in the district's database.

"Child abuse, neglect, or exploitation" means:

~~For purposes of this policy, "child abuse, neglect or exploitation" shall mean:~~

- A. Inflicting physical injury on a child by other than accidental means, causing death, disfigurement, skin bruising, impairment of physical or emotional health, or loss or impairment of any bodily function;:-
- B. —Creating a substantial risk of physical harm to a child's bodily functioning;:-
- C.—~~Attempting, committing, or allowing any sexual offense against a child as defined in the criminal code. This definition also includes any communications with a child for immoral purposes or viewing, possessing, or distributing any sexually explicit images of a child. It also includes intentionally contacting, directly or through the clothing, the genitals, anus, or breasts of a child unless the contact is necessary for the child's hygiene or health care. This also includes a child's intentional or coerced contact with anyone's genitals, anus, or breasts;~~
~~Committing or allowing to be committed any sexual offense against a child as defined in the criminal code, or intentionally touching, either directly or through the clothing, the genitals, anus or breasts of a child for other than hygiene, child care or health care purposes.~~
- D. Committing acts ~~which that~~ are cruel or inhumane regardless of observable injury. ~~Such~~ These acts may include, but are not limited to, instances of extreme discipline demonstrating a disregard of a child's pain or mental suffering;:-
- E. Assaulting or criminally mistreating a child as defined by the criminal code;:-
- F. Failing to provide food, shelter, clothing, supervision or health care necessary to a child's health or safety;:-
- G. —Engaging in actions or omissions resulting in ~~injury to, or creating~~ a substantial risk to the physical or mental health or development of a child; or:-
- H. Failing to take reasonable steps to prevent the occurrence of the preceding actions.

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Children (including other students), family members, and any other adult can engage in child abuse, neglect, or exploitation. This may include incidents of student on student misconduct. Staff should report all incidents of abuse regardless of the age of the person who engages in it.

Subject to the definition above, staff should not focus on a person's mental status to determine if she or he has committed child abuse, neglect, or exploitation. The law governing mandated reporting does not allow for exceptions for people with medical conditions that may mitigate the intent for committing child abuse, neglect, or exploitation.

When feasible, the district will provide community education programs for prospective parents, foster parents, and adoptive parents on parenting skills and on the problems of child abuse and methods to avoid child abuse situations. The district will also encourage staff to participate in in-service programs that address the issues surrounding child abuse.

The superintendent will develop reporting procedures and provide them to all staff on an annual basis. The purpose is to identify and timely report all evidence of child abuse, neglect, or exploitation to the proper authorities. Staff will receive training regarding reporting obligations during their initial orientation and every three years after initial employment.

All staff are responsible for reporting all suspected cases of child abuse, neglect, and exploitation to the proper authorities and/or the appropriate school administrator. Under state law, staff are free from liability for reporting a reasonable suspicion of child abuse, neglect, or exploitation. However, failing to report the incident may result in criminal liability regardless of whether the authorities determine the incident is provable in a subsequent legal proceeding.

Staff need not verify a report that a child has been abused, neglected, or exploited. Any conditions or information that may be reasonably related to child abuse, neglect, or exploitation should be reported.

Legal authorities have the responsibility for investigating each case and taking appropriate action under the circumstances.

~~Child abuse can include abuse by another minor and so may be included in incidents of student misconduct.~~

~~Professional staff are legally responsible for reporting all suspected cases of child abuse and neglect at the first opportunity and no later than forty eight (48) hours. Any district employee who knows or has reasonable cause to suspect that a child or developmentally disabled adult has been subjected to such abuse or neglect shall immediately report such incident to his/her immediate supervisor or designee. They will together determine who will report the case to the appropriate authorities. Under state law staff are free from liability for reporting instances of abuse, neglect and exploitation and professional staff are criminally liable for failure to do so.~~

~~Staff need not verify that a child has in fact been abused or neglected. Any conditions or information that may reasonably be related to abuse, neglect or exploitation should be reported. Legal authorities~~

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~~have the responsibility for investigating each case and taking such action as is appropriate under the circumstances.~~

~~The district is encouraged to provide community education programs, if resources are available, for prospective parents/guardians, foster parents and adoptive parents on parenting skills and on the problems of child abuse and methods to avoid child abuse situations.~~

~~The superintendent shall develop reporting procedures and responsibilities, and shall disseminate the procedures to all staff. The purpose is to identify and report as soon as possible to the proper authorities all evidence of child abuse, neglect and exploitation.~~

Cross References:	Board Policy	4310	Relations with the Law Enforcement, Fire Department, Child Protective Agencies and the County Health Department
Legal References:	RCW	13.34.300	Relevance of failure to cause juvenile to attend school as evidence under neglect petition
		26.44.020	Child abuse--Definitions
		26.44.030	Reports -- Duty and authority to make -- Duty of receiving agency -- Duty to notify -- Case planning and consultation -- Penalty for unauthorized exchange of information -- Filing dependency petitions -- Investigations -- Interviews of children -- Records -- Risk assessment process
		26.44.070	Reports--Duty and authority to make--Duty of receiving agency
		28A.320.160	Central registry of reported cases of child abuse
		28A.400.317	Alleged sexual misconduct by school employee -- Parental notification -- Information on public records act
		28A.620.010	Physical abuse or sexual misconduct by school employees -- Duty to report -- Training
		28A.620.020	Community education provisions--Purposes
			Restrictions -- Classes on parenting skills and child abuse prevention encouraged
			Community education provisions--Restrictions
		43.43.830(6)	Background checks--Access to children or vulnerable persons - Definitions
	AGO 1987, No. 9		Children--Child Abuse--Reporting by School Officials--Alleged Abuse by Student

First Reading: May 7, 2002

Adopted by the Board: July 16, 2002

First Reading/Revision: May 2, 2017

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DISTRIBUTION OF MATERIALS TO STUDENTS

The board recognizes that nonprofit organizations may want to distribute materials in the school district that are non-curricular but that have social, recreational or educational value for students.

Any nonprofit group wishing to distribute informational material must first submit, to the superintendent or a designee, a copy of the material and a ~~statement of the educational value the program provides to students~~ completed request form. Generally, materials are approved to be posted in select areas of the campus at the discretion of the principal. Any materials and/or fliers approved to be disseminated individually to students are required to be translated, and copies made, at the expense of the requestor.

~~Informational materials to be distributed must also be approved by the building principal and meet certain standards prior to distribution.~~ The primary purpose of the standards is to prevent the exploitation of students by individuals or groups.

It is the responsibility of the superintendent, ~~in conjunction with the building principals,~~ to draft procedures regarding this policy.

Cross References: 3220 - Freedom of Expression
 2340 - Religious-Related Activities and Practices

Management Resources: Policy News, April 2005 Distribution of Materials

First Reading/Revision: May 2, 2017

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~~CONTACTS WITH STUDENTS~~ ~~Policy No. 4230~~

~~It is the policy of the board that the schools may not be used for advertising purposes by any community or non-school agency without the approval of the superintendent.~~

~~The superintendent may cooperate in furthering the work of any non-profit, community-wide social services agency, provided such cooperation does not infringe on the school program.~~

~~Teachers should not permit advertising to be distributed to the pupils at the school, nor should they make announcements of outside events unless cleared with the principal.~~

~~Any nonprofit group that seeks to distribute information about its program shall submit the material describing the relationship of the proposed activity to the educational program for approval by the superintendent.~~

~~The superintendent shall develop procedures for the distribution and/or posting of material from civic agencies and groups. These procedures shall incorporate the following guidelines:~~

- ~~1. Material shall be approved by the superintendent.~~
- ~~2. Staff and student time involvement shall be minimized.~~

~~Adopted by the Board: July 16, 2002~~
~~Revised: August 18, 2009~~

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BOARD POLICY

Policy No. 5253

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MAINTAINING PROFESSIONAL STAFF/STUDENT BOUNDARIES

Purpose

The purpose of this policy is to provide all staff, students, volunteers and community members with information to increase their awareness of their role in protecting children from inappropriate conduct and boundary invasions by adults. The provisions of this policy apply to all district staff and volunteers relative to their conduct with students. For the purposes of this policy, staff and volunteers are referred to as “adults.”

General Standards

The board expects all staff members and volunteers to maintain the highest professional, moral and ethical standards in their interaction with students. Adults are required to maintain an atmosphere conducive to learning, through consistently and fairly applied discipline and established and maintained professional boundaries.

The interactions and relationships between adults and students should be based upon mutual respect and trust, an understanding of the appropriate boundaries between adults and students in and outside of the educational setting, and consistent with the educational mission of the district.

Adults will not intrude on a student’s physical and emotional boundaries unless the intrusion is necessary to serve a demonstrated educational purpose. An educational purpose is one that relates to the adult’s duties in the district. Additionally, adults are expected to be aware of the appearance of impropriety in their own conduct and the conduct of other adults when interacting with students. Adults will notify and discuss issues with their building administrator or supervisor whenever they suspect or question whether their own or another adult’s conduct is inappropriate or constitutes a violation of this policy.

Use of Technology

The board supports the use of technology to communicate for educational purposes. However, district employees are prohibited from inappropriate online socializing or from engaging in any conduct on social networking websites that violates the law, district policies or other generally recognized professional standards. Employees whose conduct violates this policy may face discipline and/or termination, consistent with the district’s policies, acceptable use agreement and collective bargaining agreements, as applicable.

The superintendent/designee will develop protocols for reporting and investigating allegations and develop procedures and training to accompany this policy.

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Legal References:	RCW 28A.400.320	Crimes against children — Mandatory termination of classified employees — Appeal — Recovery of salary or compensation by district
	RCW 28A.405.470	Crimes against children — Mandatory termination of certificated employees — Appeal — Recovery of salary or compensation by district
	RCW 28A.405.475	Termination of certificated employee based on guilty plea or conviction of certain felonies — Notice to superintendent of public instruction - Record of notices
	RCW 28A.410.090	Revocation or suspension of certificate or permit to teach — Criminal basis — Complaints — Investigation - Process
	RCW 28A.410.095	Violation or noncompliance — Investigatory powers of superintendent of public instruction — Requirements for investigation of alleged sexual misconduct towards a child — Court orders — Contempt — Written findings required
	RCW 28A.410.100	Revocation of authority to teach — Hearings
	Chapter 181-87 WAC	Professional certification — Acts of unprofessional conduct
	Chapter 181-88 WAC	Definitions of sexual misconduct, verbal and physical abuse - Mandatory disclosure — Prohibited agreements