

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 conducts the meetings in the manner prescribed by the board's policies. The president 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 is the responsibility of the board president to manage the board's deliberation so that it 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 will be the official recipient of correspondence directed to the board and 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.

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 will avoid speculating upon actions or decisions which the board may take but has not yet taken.

Vice-President

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

Legislative Representative

A legislative representative serves as the board's liaison with the Washington State School Directors' Association Legislative Assembly. The legislative representative 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 will monitor proposed school legislation and inform the board of the issues.

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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 will not assume responsibilities of administrators or other staff members. The board or staff 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 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 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.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.343.390 Quorum – Failure to attend meetings

Management Resources: Policy News, December 2007 Role of the School Board President

Adopted by the Board: July 16, 2002
Second Reading/Revised: May 16, 2017

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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
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TRANSITIONAL BILINGUAL INSTRUCTION PROGRAM

The Walla Walla Public Schools Board of Directors is highly committed to ensuring an equal educational opportunity for every student. While English is the basic language of instruction in the district's schools, the district 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.

The district and its staff will:

- A. Communicate, whenever feasible, with parents of students in the transitional bilingual program in a language they can understand;
- 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.

For purposes of providing such services, the superintendent will establish procedures for implementing the district's Transitional Bilingual Instruction Program.

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

Adopted by the Board: July 16, 2002
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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 not be considered, except in these instances where there is a strong likelihood that the student will benefit with minimum social and emotional disruption.

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.

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

Adopted: July 16, 2002
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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. 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 ~~1000~~ 450 or more hours including instruction consistent with 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 made no later than the 30th calendar day following the student's first day of attendance.

Exemptions

Special exemptions may be made for younger pupils who appear to be sufficiently advanced to succeed in the educational program. The superintendent will identify screening processes and instruments that 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.

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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	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
		3122	Excused and Unexcused Absences
		4220	Complaints Concerning Staff or Programs

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
		392-335	Pupils - Uniform Entry Qualifications

Adopted by the Board: July 16, 2002
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NONRESIDENT STUDENTS

Consistent with Chapter 28A.225 RCW, any student who resides 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 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 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 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:

- 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

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- F. Whether enrollment of a nonresident student would conflict with a district innovation academy cooperative under RCW 28A.340.080.

Admission or denial: Notice of decision and appeal of decision

The superintendent in a timely manner will provide all applicants with written notification of the approval or denial 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 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
 - c. Enrollment of the nonresident child would displace a child who is a resident of the district.

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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

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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)

Second Reading/New Policy: May 16, 2017

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CHILD ABUSE, NEGLECT, AND EXPLOITATION PREVENTION

Child abuse and neglect and exploitation are violations of children's human rights and an obstacle to their educational development. The board directs that staff will be alert for any evidence of 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:

- 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;
- D. Committing acts that are cruel or inhumane regardless of observable injury. 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 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.

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.

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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.

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 26.44.020 26.44.030	Relevance of failure to cause juvenile to attend school as evidence under neglect petition Definitions 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

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28A.320.160	Alleged sexual misconduct by school employee — Parental notification — Information on public records act
28A.400.317	Physical abuse or sexual misconduct by school employees — Duty to report — Training
28A.620.010	Purposes
28A.620.020	Restrictions — Classes on parenting skills and child abuse prevention encouraged
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

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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 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.

The primary purpose of the standards is to prevent the exploitation of students by individuals or groups.

It is the responsibility of the superintendent 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

Second Reading/Revised: May 16, 2017

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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