4000 Series
Community Relations
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4000  PUBLIC INFORMATION PROGRAM

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

The superintendent shall establish and maintain a communication process within the school system and between it and the community. Such a public information program shall provide for a district annual report, and news releases of district programs and events at appropriate times.

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

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

COLLECTION OF DISCIPLINARY DATA
The district will collect data on student disciplinary actions and the information will be available to the public on request. This information may not be personally identifiable, and shall not include a student's name or address.

DISTRICT ANNUAL REPORT
An annual report addressing the activities of the school district and the administration's recommendations for improvement of student learning and district operations shall be prepared by the superintendent and presented to the board as soon as possible after the close of each school year. Upon board approval, the report shall be made available to the public and used as one means for informing parents and citizens, the state education agency, and other districts in the area of the programs and conditions of the district's schools. The district is required to ensure awareness of and compliance with certain statutory requirements as specified in policy #2106. When the district is not in compliance, such deviations shall be incorporated into the annual report.

Cross Reference:
Policy 2106  Program Compliance

Legal References:
RCW 28A.150.230  Basic Education Act of 1977--District school directors as accountable for proper operation of district--Scope—Responsibilities

Adoption Date: 22 May 2001
Grapeview School District
4000P  PUBLIC INFORMATION PROGRAM PROCEDURES

The principal is encouraged to initiate media coverage of the school programs and activities. The following guidelines relate to the public information program:

A. Media representatives shall be supplied factual information with the request that they not publish or broadcast any facts which are injurious to staff or students or which would serve no constructive purpose.

B. Media representatives should be kept fully informed on all aspects of the program so that any reporting shall be done on the basis of a complete and accurate overview.

C. Students should be informed that they have the right to deny an interview or photograph. A release form signed by a parent shall be secured before allowing an individual to photograph and conduct an interview that would "single out" any special education student or identify a student whose parents have signed a form to withhold directory information.

D. During regular school hours, all media representatives must report to the building office for identification and authorization before going to any part of the building or contacting any individual.

E. Staff members shall secure authorization from the principal before contacting the media on behalf of the school. This shall not preclude a staff member from contacting the media as a private individual.

ANNUAL DISTRICT REPORT
The Annual District Report shall include but not be limited to:

A. Criteria used for staff evaluations;

B. A summary of the student performance towards Washington State Essential Learning Requirements;

C. Results of district-wide achievement testing;

D. Budget information, including student enrollment, classroom staff, support staff, administrative staff, and special levy expenditures.

Implementation Date: 22 May 2001
Grapeview School District
4010 STAFF COMMUNICATIONS RESPONSIBILITY

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

Confidential information about students or other staff shall be released only as permitted by statute and district policies and procedures.

Cross Reference:
Policy 4020 Confidential Communications

Adoption Date: 22 May 2001
Grapeview School District
The board recognizes that school staff must exercise a delicate balance regarding the treatment of information that was revealed in confidence. A staff member may, in his/her professional judgment, treat information received from a student as confidential while at other times decide to disclose what was learned to the school administration, law enforcement officers (including child protective services), the county health department, other staff members or the student's parents. The staff member should advise the student regarding the limitations and restrictions regarding confidentiality. The student should be encouraged to reveal confidences to his/her parents. If the staff member intends to disclose the confidence, the student should be informed prior to such action.

The following guidelines are established to assist staff members in making appropriate decisions regarding confidential information and/or communications:

A. Information contained in the student's cumulative record folder is confidential and is only accessible through the custodian of student records. Information secured through the authorization of the records custodian shall remain confidential and be used only for the purpose that its access was granted.

B. While certain professionals may have a legal confidential relationship as in attorney-client communications, school staff members including counselors (except licensed psychologists) do not possess a confidentiality privilege.

C. A staff member is expected to reveal information given by a student when there is a reasonable likelihood that a crime has or will be committed, (e.g., child abuse, sale of drugs, suicidal ideation).

D. A staff member shall exercise professional judgment regarding the sharing of student disclosed information when there is reasonable likelihood that the student's welfare may be endangered.

E. A staff member is encouraged to assist the student by offering suggestions regarding the availability of community services to assist a student in dealing with personal matters, (e.g. substance abuse, mental illness, sexually-transmitted diseases, pregnancy). The staff member should encourage the student to discuss such matters with his/her parents. Staff members are encouraged to discuss problems of this nature with the school principal prior to making contact with others.

Cross References:
Policy 2140 Guidance and Counseling
Policy 2121 Drug and Alcohol Use/Abuse Program
Policy 3231 Student Records
Policy 4040 Public Access to District Records
Policy 5260 Personnel Records

Legal References:
RCW 26.44.030 Reports--Duty and authority to make
WAC 246-100-071 Responsibility for reporting to and cooperating with the local health department

Adoption Date: 22 May 2001
Grapeview School District
Public Access to District Records

Consistent with Washington State law, the Board is committed to providing the public full access to records concerning the administration and operations of the District. Such access promotes important public policy, maintains public confidence in the fairness of governmental processes, and protects the community’s interest in the control and operation of its common school District. At the same time, the Board desires to preserve the efficient administration of government and acknowledges the privacy rights of individuals whose records may be maintained by the District. This policy and the accompanying procedure are intended to facilitate access to school District records without compromising operational efficiency or privacy rights.

As used in this policy and the accompanying procedure, “school District records” is a broad term that includes any writing containing information relating to the conduct of the District or the performance of any District governmental or proprietary function prepared, owned, used, or retained by the District regardless of physical form or characteristics. A “writing” as used in this policy and procedure is likewise a broad term that means any handwriting, typewriting, printing, photocopying, photographing, or other means of recording any form of communication or representation. Included within these definitions are digital and electronic forms of communication, including emails, texts or messages through any medium or application, pages, postings and comments from any District-operated or District-sponsored website. The District will retain public records in compliance with state law and regulations.

The definition of “school District records” does not include records that are not otherwise required to be retained by the District and are held by volunteers who do not service in an administrative capacity, have not been appointed by the District to a District Board, commission, or internship, and do not have a supervisory role or delegated District authority.

Because of the tremendous volume and diversity of records continuously generated by a public school District, the Board has declared by formal resolution that trying to maintain a current index of all of the District’s records would be impracticable, unduly burdensome, and ultimately interfere with the operational work of the District. Additionally, the Board hereby finds that it would be unduly burdensome to calculate the costs of producing public records, given the multiple different electronic and manual devices used to produce public records, as well as the fluctuating costs of District supplies and labor.

The Superintendent or designee will develop—and the Board will periodically review—procedures consistent with state law that will facilitate this policy. The Superintendent or designee will also appoint a Public Records Officer who will serve as a point of contact for members of the public who request the disclosure of public records. The Public Records Officer will be trained in the laws and regulations governing the retention and disclosure of records, and shall oversee the District’s compliance with this policy and state law.

Cross References: 3231 - Student Records

Legal References: Chapter 5.60 RCW WITNESSES — COMPETENCY
Chapter 13.04.155(3) RCW Notification to school principal of conviction, adjudication, or diversion agreement — Provision of information to teachers and other personnel — Confidentiality.
Chapter 26.44.010 RCW Declaration of purpose.
Chapter 26.44.030(9) RCW Reports — Duty and authority to make — Duty of receiving agency — Duty to notify — Case planning and consultation — Penalty


Chapter 28A.635.040 RCW Examination questions — Disclosing — Penalty.

Chapter 40.14 RCW Preservation and destruction of public records

Chapter 42.17A RCW Campaign Disclosure and Contribution

Chapter 42.56 RCW Public Records Act

WAC 392-172A Rules for the provision of special education

Public Law 98-24, Section 527 of the Public Health Services Act, 42 USC 290dd-2

20 U.S.C. 1232g Federal Education Rights Privacy Act (FERPA)

20 U.S.C. 1400 et. seq. Individuals with Disabilities Education Act (IDEA)

42 U.S.C. 1758(b)(6)

34 CFR Part 300—ASSISTANCE TO STATES FOR THE EDUCATION OF CHILDREN WITH DISABILITIES

45 CFR Part 160—164—GENERAL ADMINISTRATIVE REQUIREMENTS, ADMINISTRATIVE REQUIREMENTS AND SECURITY AND PRIVACY

Management Resources:

2017 - July Issue
2015 - December Issue
2015 - April Issue
2012 - April Issue
2010 - February Issue
Policy News, June 2006
Policy News, October 2005

Adoption Date: 22 May 2001
Classification: Priority
Revised Dates: 11.17
Procedure - Public Access to District Records

Purpose of these Procedures and General Principles
These procedures have been established by the Superintendent and published pursuant to Board Policy 4040 and RCW 42.56.040 to explain the process for public access to school district records and to provide guidance in how the District will respond to such requests.

School district records relating to the conduct of operations and functions of the District that have been prepared, owned, used, or retained by the District in any format are, in fact, public records to which members of the public may request access consistent with this procedure.

When processing such requests, the District will provide the fullest assistance to the requestor and provide a response in the most timely manner possible.

District Public Records Officer

Public Records Officer
For the most timely and efficient response, requests for school district records should be directed in writing to the Public Records Officer listed below, whose responsibilities include serving as a point of contact for members of the public in this process and overseeing the District’s compliance with the Washington Public Records Act, Chapter 42.56 RCW, and Policy 4040.

The current Public Records Officer of the District may be reached at the District’s Central Administrative Building as follows:

District Administrative Assistant
822 E Mason Benson Rd
Phone: 360-426-4921
Fax: 360-427-8975
Email: Please visit website: www.gsd54.org

Information regarding contacting the Public Records Officer is also available at the District website at www.gsd54.org.

Public Records Officer Training
Consistent with state law, the Public Records Officer shall complete trainings related to the Washington Public Records Act and public records retention no later than ninety (90) days after assuming the responsibilities of the Public Records Officer. After the initial training(s), the Public Records Officer must complete refresher training at intervals of no more than four years as long as he or she remains the District’s Public Records Officer. Training must address particular issues related to the retention, production, and disclosure of electronic documents, including updating and improving technology information services.

Availability of Public Records

Hours for Inspection
Public records are available for inspection and copying during normal business hours of the District, Monday through Friday, 8:00 a.m. to 4:00 p.m., during the school year, and 8:00 a.m. to 4:00 p.m., on days school is not in session, excluding legal holidays. Records must be inspected at the offices of the District.

Organization of Records
The District will maintain its records in a reasonable, organized manner and take reasonable actions to protect records from damage and disorganization. A requestor shall not take District records from District offices without the permission of the Public Records Officer or designee. During the...
inspection of records, a District employee will typically be present to protect records from damage or disorganization.

The District will also maintain a log of public records requests that have been submitted to and processed by the District. This log shall include, but not be limited to, the following information for each request: The identity of the requestor if provided, the date the request was received, the text of the original request, a description of the records produced in response to the request, a description of the records redacted or withheld and the reasons therefor, and the date of the final disposition of the request.

Information Online
A variety of records and information are available on the District website at [www.gsd54.org](http://www.gsd54.org). Requestors are encouraged to view the documents available on the website prior to submitting a records request.

Making a Request for Public Records

Request to Public Records Officer
Any person wishing to inspect or copy public records of the District shall make the request in person during the District’s normal office hours, or in writing by letter, fax, or email addressed to the Public Records Officer and including the following information:

- Name, address, telephone number, and email address of requestor;
- Identification of the public records adequate for the Public Records Officer or designee to locate the records; and
- The date the request is submitted to the District.

The District recommends using its Public Records Request Form when submitting a request for records. This form is available for use by requestors at the District’s central office and online at [www.gsd54.org](http://www.gsd54.org).

Identifiable Records
A request under the Washington Public Records Act, Chapter 42.56 RCW and District Policy 4040 must seek an identifiable record or identifiable records. A request for all or substantially all of the records prepared, owned, used, or retained by the District is not a valid request for identifiable records. General requests for information from the District that do not seek identifiable records are also not covered by Policy 4040. A request for all records discussing a particular topic or containing a particular keyword or name will not be considered a request for all of the District’s records.

Requesting Electronic Records
The process for requesting electronic public records is the same as for requesting paper public records. However, to assist the District in responding to a request for electronic records, a requestor should provide specific search terms that will allow the Public Records Officer or designee to locate and assemble identifiable records responsive to the request.

Creating New Records
The District is not obligated by law to create a new record to satisfy a records request for information. The District may choose to create a record depending on the nature of the request and the convenience of providing the information in a new document, such as when data from multiple locations is requested and can be more easily combined into a single new record.

Copies of Records
If the requestor wishes to have copies of the records made instead of inspecting them, he or she shall make this clear in the request and make arrangements to pay for copies of the records or a deposit.

Requests Not in Writing
The Public Records Officer or designee may accept informal requests for public records by telephone or in person. To avoid any confusion or misunderstanding, however, requestors should be mindful that a request reduced to writing is always the preferred method. If the Public Records Officer or designee receives a request by telephone or in person, the Public Records Officer will confirm his or her understanding of the request with the requestor in writing.
Processing of Public Records Requests

Order of Processing Requests
The District will typically process requests in the order received. However, requests may also be processed out of order if doing so allows the most requests to be processed in the most efficient manner.

Central Review
Records requests not made to the Public Records Officer of the District will be forwarded by building level administrators, program administrators, or other staff receiving the request to the Public Records Officer for processing.

Five-Day Response
Within five (5) business days of receipt of a request, the Public Records Officer will do one or more of the following:

1. Provide copies of the record(s) requested or make the record available for inspection—or, in the alternative, provide an internet address and link to the District’s website where the specific record can be accessed (provided that the requestor has not notified the District that he or she cannot access the records through the internet); or
2. Acknowledge that the District has received the request and provide a reasonable estimate of the time it will require to fully respond; or
3. Acknowledge that the District has received the request, and ask the requestor to provide clarification for a request that is unclear, while providing to the greatest extent possible a reasonable estimate of the time the District will require to respond to the request if it is not clarified; or
4. Deny the request (although no request will be denied solely on the basis that the request is overbroad).

If the requestor fails to respond to the District’s request for clarification within 30 days and the entire request is unclear, the District may close the request and not further respond to it. If the requestor fails to respond to the District’s request for clarification within 30 days, and part of the request is unclear, the District will respond to the portion of the request that is clear and may close the remainder of the request. In unusual circumstances, the District may also seek a court order enjoining disclosure pursuant to law.

The District may deny a bot request that is one of multiple requests from the requestor within a twenty-four hour period if the District establishes that responding to the multiple bot requests would cause excessive interference with the District’s other essential functions. The District may deem a request to be a bot request when the District reasonably believes the request was automatically generated by a computer program or script.

If the District does not respond in writing within five business days of receipt of the request for disclosure, the requestor should contact the Public Records Officer to determine the reason for the failure to respond.

Purpose of Request
The District may inquire into the purpose for which a record is requested and may use the answer to aid in gathering responsive records and determining whether the public has a legitimate interest in obtaining the information. However, a requester is not required to provide a purpose and the District may not decline to furnish the records solely because the requester refuses to furnish a purpose for the request.

Protecting Rights of Others
In the event that the requested records contain information that may affect rights of others and may be arguably exempt from disclosure, the Public Records Officer may, prior to providing the records, give notice to such others. The notice may make it possible for the others to contact the requestor and ask him or her to revise the request, or, if necessary, seek a court order to prevent or limit the disclosure. The notice to the affected persons may also include a copy of the request.

Records Exempt from Disclosure
Some records are exempt from disclosure, in whole or in part, under a specific exemption contained in chapter 42.56 RCW or another statute which exempts or prohibits disclosure of specific information or records.
If the District believes that a record is exempt from disclosure and should be withheld, the Public Records Officer will state in writing the specific exemption (and statutory section) which applies and provide a brief explanation of how the exemption applies to the record being withheld or redacted. This exemption and explanation will be provided to the requestor in a withholding index or log.

If only a portion of a record is exempt from disclosure, but the remainder is not exempt, the Public Records Officer will redact the exempt portions, provide the nonexempt portions, and indicate to the requestor why portions of the record are being redacted in the withholding index or log.

**List of Laws Exempting or Prohibiting Disclosure**
Pursuant to RCW 42.56.070 (2), these rules contain a list of laws—other than those specifically listed in the Washington Public Records Act, Chapter 42.56 RCW—which may exempt disclosure of certain public records or portions of records. The District has identified the following laws:

- The Family Educational and Privacy Rights Act (FERPA), 20 USC § 1232g (regarding student educational records);
- Washington State Student Education Records Law, RCW 28A.605.030;
- The Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400 et. seq. and 34 C.F.R. Part 300 (protecting the confidentiality of personally identifying information contained in student records of students with disabilities);
- Privileged communications and attorney work product, such as set forth in Chapter 5.60 RCW;
- Criminal Records Privacy Act (CRPA), Chapter 10.97, RCW;
- Information on students receiving free or reduced lunch, 42 USC § 1758(b)(6);
- Health Insurance Portability and Accountability Act (HIPAA), 45 CFR parts 160-164 (regarding health care information privacy and security);
- Abuse of Children – Protection and Procedure, RCW 26.44.010; RCW 26.44.030(9);
- Notification of Juvenile Offenders, RCW 13.04.155(3);
- Examination question for teachers or pupils prior to the examination, Questions, RCW 28A.635.040;
- Public Law 98-24, Section 527 of the Public Health Services Act, 41 USC § 290dd-2 (confidentiality of alcohol and drug abuse patient records);
- United States and Washington Constitutional provisions including, but not limited to, the right of privacy and freedom of association.

In addition to these exemptions, RCW 42.56.070 (9) prohibits providing access to lists of individuals requested for commercial purposes, and the District may not do so unless specifically authorized or directed by law.

The above list is for informational purposes only and is not intended to cover all possible exemptions from the public records law. The above list includes only exemptions which may be in addition to those set forth in Chapter 42.56 RCW. Under appropriate circumstances, the District may rely upon other legal exemptions which are not set forth above or contained within the public disclosure law.

**Inspection of Records**
Consistent with other demands, and without unreasonably disrupting District operations, the District shall promptly provide for the inspection of nonexempt public records. No member of the public may remove a document from the viewing area without the permission of the Public Records Officer, nor may he or she disassemble or alter any document. The requestor shall indicate which documents he or she wishes the District to copy. There is no cost to inspect District records.

**Providing Copies of Non-Electronic Records**
After inspection is complete, the Public Records Officer or designee shall make the requested copies or arrange for copying.

**Providing Electronic Records**
When a requestor requests records in an electronic format, the Public Records Officer or designee will provide the nonexempt records or portions of such records that are reasonably locatable in an electronic format that is used by the District and is generally commercially available, or in a format that is reasonably translatable from the format in which the District keeps the record.

**Providing Records in Installments**
When the request is for a large number of records, the Public Records Officer or designee has the right to provide access for inspection and copying in installments. If, within thirty (30) days, the requestor fails to inspect the entire set of records or one or more of the installments, the Public Records Officer or designee may stop searching for the remaining records and close the request as discussed further below.

**Completion of Inspection**
When the inspection of the requested records is complete and all requested copies are provided, the Public Records Officer or designee will indicate that the District has completed a diligent search for the requested records and made any located nonexempt records available for inspection.

**Closing Withdrawn or Abandoned Request**
The requestor must claim or review the assembled records within thirty (30) days of the District’s notification to him or her that the records are available for inspection or copying. The District should notify the requestor in writing of this requirement and inform the requestor that he or she should contact the District to make arrangements to claim or review the records. If the requestor or a representative of the requestor fails to claim or review the records within the thirty-day period or make other arrangements, the District may close the request and refile the assembled records.

When the requestor either withdraws the request or fails to fulfill his or her obligations to inspect the records or pay the deposit or final payment for the requested copies, the Public Records Officer will close the request and indicate to the requestor that the District has closed the request.

**Later Discovered Documents**
If, after the District has informed the requestor that it has provided all available records, the District becomes aware of additional responsive documents existing at the time of the request, it will promptly inform the requestor of the additional documents and provide them on an expedited basis.

**COSTS OF PROVIDING RECORDS, WAIVER OF COSTS, AND AGREEMENTS REGARDING COSTS**

**Cost of Printed Copies and Mailing**
The cost of providing photocopies or printed copies of electronic records is 15 cents per page. Alternatively, if the District determines and documents that the fees allowed under this procedure are clearly equal to, or more than, two dollars, the District may instead charge a flat fee of two dollars to provide the records. If the District charges a flat fee for the first installment, the District will not charge an additional flat fee or a per page fee for any subsequent installments. Payment may be made by cash, check, or money order payable to the District.

The District may also charge actual costs of mailing, including the cost of the shipping container or envelope.

The Public Records Officer or designee may require the payment of the remainder of the copying costs before providing all the records, or the payment of the costs of copying an installment before providing that installment.

If requested, the District will provide a summary of the applicable charges before any copies are made. The requestor will be allowed to revise the request in order to reduce the applicable charges.

**Customized Service Charge**
A customized service charge may be imposed if the District estimates that the request would require the use of information technology expertise to prepare data compilations, or to provide customized electronic access services when such compilations and customized access services are not used by the District for other District purposes. The customized service charge may reimburse the District up to the actual cost of providing the services in this paragraph.

The District will not assess a customized service charge unless it has notified the requestor of the customized service charge to be applied to the request, including an explanation of why the customized service charge applies, a description of the specific expertise, and a reasonable estimate cost of the charge. The notice will also provide the requestor the opportunity to amend his or her request in order to avoid or reduce the cost of a customized service charge.

**Cost for Electronic Records**
The cost for providing electronic records is as follows:
1. Ten cents per page for public records scanned into an electronic format or for the use of District equipment to scan the records;
2. Five cents per each four electronic files or attachment uploaded to email, cloud-based data storage service, or other means of electronic delivery;
3. Ten cents per gigabyte for the transmission of public records in an electronic format or for the use of District equipment to send the records electronically; and
4. The actual cost of any digital storage media or device provided by the District, the actual cost of any container or envelope used to mail the copies to the requestor, and the actual postage or delivery charge.

The District will take reasonable steps to provide the records in the most efficient manner available to the District in its normal operations;

Alternatively, if the District determines and documents that the fees allowed under this procedure are clearly equal to, or more, than two dollars, the District may instead charge a flat fee of two dollars to provide the records. If the District charges a flat fee for the first installment, the District will not charge an additional flat fee or a per page fee for any subsequent installments.

The Public Records Officer or designee may also require the payment of the remainder of the copying costs before providing all the records, or the payment of the costs of copying an installment before providing that installment.

If requested, the District will provide a summary of the applicable charges before charges are imposed under this procedure. The requestor will be allowed to revise the request in order to reduce the applicable charges.

The District will not impose copying charges for access to or downloading of records that the District routinely posts on its website prior to the receipt of a request, unless the requestor has specifically requested that the District provide copies of such records through other means.

**Deposits**

Before beginning to make the copies, the Public Records Officer or designee may require a deposit of up to ten percent of the estimated costs of copying all the records selected by the requestor, including the cost of a customized service charge according to the provision above.

**Waiver**

The Public Records Officer may waive any charge assessed for a request. On behalf of the District, the Public Records Officer may also enter into any contract, memorandum of understanding, or other agreement with a requestor that provides an alternative fee arrangement to the charges authorized in this Procedure, or in response to a voluminous or frequently occurring request.

**Review of Denials of Public Records**

**Petition for Internal Administrative Review of Denial of Access**

Any person who objects to the initial denial or partial denial of a records request may petition in writing (including email) to the Public Records Officer for a review of that decision. The petition shall include a copy of or reasonably identify the written statement by the Public Records Officer or designee denying the request.

**Consideration of Petition for Review**

The Public Records Officer shall promptly provide the petition and any other relevant information to the district Superintendent. That person will immediately consider the petition and either affirm or reverse the denial within two business days following the district's receipt of the petition, or within such other time, which the District and the requestor mutually agree.

**Reporting Costs of Producing Public Records**

The District will provide the information specified in RCW Chapter 40.14 to the Joint Legislative Audit and Review Committee as required by law.

Implementation Date: 22 May 2001
Classification: **Encouraged**
Revised Dates: **11.19**
ENDORSEMENT OF EDUCATIONAL MATERIALS

The board recognizes the importance of the home as a partner in the educational process. The staff of the district shall not endorse any commercial materials that might be used to supplement a student's program.

Adoption Date: 22 May 2001
Grapeview School District
4110  CITIZENS' ADVISORY COMMITTEES AND TASK FORCES

The superintendent and/or board may appoint a citizens' advisory committee or task force as necessary to gather public input and/or establish interaction with the community about selected issues. The committee shall study school matters and submit their findings and recommendations to the superintendent and/or board. This committee shall be formed by authorization of the board. Such authorization shall include a description of the responsibilities and reporting relationships and shall specify the duration of the committee's existence.

Adoption Date: 22 May 2001
Grapeview School District
The following guidelines have been prepared to assist a citizens' advisory committee or task force:

A. A specific charge or assignment shall be made to the committee.

B. The board shall appoint a committee member based upon the person's interest and the board's judgment of the individual's potential contribution to the accomplishment of the committee's task.

C. The committee shall be advisory only. The board does not and, under the law cannot, relinquish its decision-making responsibilities.

D. The committee shall make periodic progress reports to the board; such interim reports as well as the committee's final findings and recommendations shall become matters of public record by virtue of their presentation to the board in a public board meeting.

E. Minority recommendations, as well as those of the majority, shall be welcomed by the board.

F. The duration of the committee shall be indicated when it is established. The board may authorize the committee to continue its work beyond the original termination date.

G. Staff consultants and other resource assistance shall be made available. The committee may elect to request advice or opinions from others as well, including representative citizens.

H. Committee meeting guidelines are as follows:

   1. The frequency of meetings, meeting times, meeting places and the nature of the meeting announcements shall normally be determined by the committee.

   2. The committee may invite public attendance if it feels such attendance shall facilitate the accomplishment of its goals.

   3. The committee shall develop meeting procedures to assist in the orderly pursuit of its task.

I. Expenses of the committee may be allowed if authorized in advance.

J. Appointment of the committee chair shall be the prerogative of the board.

K. By agreeing to serve on the committee, a person indicates his/her willingness to comply with the board's guidelines for a citizens' advisory committee/task force and with specific guidelines and procedures developed for the committee.

Implementation Date: 22 May 2001
Grapeview School District
SCHOOL SUPPORT ORGANIZATIONS

The board encourages the formation of a parent group or similar organization for the purpose of providing an opportunity through which parents, teachers and students may unite their efforts and interests to enhance the school program.

Booster clubs and/or special interest organizations may be formed to support and strengthen specific activities conducted within the school. All such groups must receive the approval of the school principal in order to be recognized as a booster organization. Staff participation, cooperation and support are encouraged in such recognized organizations.

Adoption Date: 22 May 2001
Grapeview School District
4120P  SCHOOL-SUPPORT ORGANIZATIONS PROCEDURES

The following guidelines are provided for use by booster and/or parent groups which are involved in money-raising activities:

A. Local booster clubs and parents groups should be incorporated as nonprofit organizations.

B. In order to receive nonprofit status, the group must file articles of incorporation and bylaws with the Secretary of State. A nonprofit organization must adhere to state laws [RCW 24.03].

D. The nonprofit organization must operate without cost to the district.

E. The Washington State Gambling Commission, the Department of Licensing and the Internal Revenue Service have licensing regulations covering fund raising activities by nonprofit corporations.

   1. A nonprofit corporation may conduct sales or benefit affairs which include athletic or sports events, bazaars, benefits, campaigns, circuses, contests, dances, drives, entertainments, exhibitions, expositions, parties, performances, picnics, sales, social gatherings, theaters, and variety shows [RCW 19.09.020 (13)].

   2. A nonprofit corporation may operate bingo activities, raffles, and amusement games under requirements regulated by the Washington State Gambling Commission [RCW 9.46].

   3. A charitable organization involved in sales and benefits grossing over $5,000 must obtain IRS recognition.

   4. When bingo, raffles, and amusement games are conducted, the State Gambling Act controls. These activities, under the State Gambling Act, may be conducted by nonprofit organizations without a gambling permit under certain conditions specified in law [RCW 9.46.030(3)]. However, a nonprofit organization must obtain IRS recognition as a tax exempt association regardless of gross income.

Implementation Date: 22 May 2001
Grapeview School District
Title I Parental Involvement

A. The Board recognizes that parent involvement contributes to the achievement of academic standards by students participating in District programs. The Board views the education of students as a cooperative effort among school, parents and community. The Board expects that its schools will carry out programs, activities and procedures in accordance with the statutory definition of parental involvement. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents:

1. Play an integral role in assisting their child’s learning;

2. Are encouraged to be actively involved in their child’s education at school; and

3. Are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

B. The Board of directors adopts as part of this policy the following guidance for parent involvement. The District will:

1. Put into operation programs, activities and procedures for the involvement of parents consistent with federal laws including the development and evaluation of policy. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children;

2. Provide the coordination, technical assistance, and other support necessary to assist participating schools in the planning and implementing of effective parent involvement activities to improve student academic achievement and school performance.

3. Build the school’s and parent’s capacity for strong parental involvement;

4. Coordinate and integrate Title I parental involvement strategies in Title I and other programs, such as Reading Night and Parent Night.

5. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of the schools served with Title I funds including: identifying barriers to greater participation of parents in Title I related activities, with particular attention to participation of parents with limited English proficiency, parents with disabilities and parents of migratory children; and

6. Involve the parents of children served in Title I, Part A schools in decisions about how the Title I, Part A funds reserved for parental involvement are spent.

Legal References: 20 USC 6311 ("No Child Left Behind Act")

Management Resources: Policy News, October 2008 Family Involvement Policy
Policy News, June 2005 Title I Parental Involvement Policy
Policy News, August 2003 No Child Left Behind Update

Adoption Date: 28 June 2011
Classification: Essential
Revised Dates: 04.17
4130P Title 1 Parent Involvement

The Superintendent or designee shall ensure that the district’s Title 1 Parent Involvement policy, plan and programs comply with the requirements of federal law.

The district will take the following actions to involve parents in the joint development of its district wide parental involvement plan:

An annual meeting of parents of participating title 1 students shall be held to explain the goals and purposes of the Title 1 program, this meeting is held in the fall of each school year. Parents will be given the opportunity to participate in the development, operation and evaluation of the program. Goals and objectives are set with the parents at the beginning of each year at Partnership Conferences with current test results for parents to review. At the end of each school year the parent will be given an evaluation form to fill out on the strengths and weaknesses of the program. Parents will be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs. Input is gladly accepted at the fall meeting and at each Parents’ Club meeting which are held one time a month. Parent’s may also give input at any time throughout the school year.

The district will take the following actions to involve parents in the process of school review and improvement:

1. Parents will be given the opportunity to review the school improvement plan at the Fall Title 1 meeting.
2. Parents will be encouraged to participate in the building self-review at the end of each school year. The district will provide the following coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities:
   1. Identify barriers to greater participation by parents in parental involvement activities;
   2. Use findings of the evaluation to design strategies for more effective parental involvement; and
   3. Revise, when necessary, the district and school parent involvement policies.

The district will coordinate and integrate parental involvement strategies with similar strategies under the following other programs, such as:

- Learning Assistance Program;
- Special Education; and
- State-operated preschool programs.

The district shall facilitate removing barriers to parental involvement by activities such as:

1. Conducting joint parent meetings with other programs;
2. Holding meetings at various times of the day and evening;
3. Arranging for in home conferences;
4. Title 1 funds may be used to facilitate parent attendance at meetings by payment of transportation and child care costs.

E. The district will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy.

F. The district will build the schools’ and parent’s capacity for strong parental involvement through the following:

1. The school district will, with the assistance of its Title I, Part A schools, provide information to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
   - The State’s essential academic learning requirements,
   - The State and local academic assessments including alternate assessments,
   - How to monitor their child’s progress, and
   - How to work with educators. (Through information sent home provided by Resources for Educators.)
2. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children’s academic achievement, by:
   a. Giving guidance as to how parents can assist at home in the education of their child;
   b. Holding parent meetings at various times of the day and evening to provide parents, conferences are held both during the day and evening to accommodate parents:
      • Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
      • Opportunities to submit parent comments about the program to the district.
      • Opportunities to meet with the classroom and Title 1, Part A teachers to discuss their children’s progress.

School district personnel will work with teachers, principals and other staff, to reach out to, communicate with, and engage parents as equal partners. The district will provide:
1. An explanation of the reasons supporting their child’s selection for the program;
2. A description and explanation of the school’s curriculum;
3. Information in the academic assessment used to measure student progress;
4. Information on the proficiency levels students are expected to meet; information will be given to parents at the Partnership Conferences held in the fall of each year.

1. Distribute the Title 1 Family Involvement policy on an annual basis in the fall of each school year at the Title 1 parent meeting and the policy is in the Student Planner handed out to each child in the fall.
2. To the extent needed and practicable, distribute the Title 1 Family Involvement policy in multiple languages or formats.

School-Based Parent Involvement Policy
   A. In addition to the district-wide policy on family involvement, each school offering Title I, Part A services will have a separate school building parent involvement policy.

   The building-level Title I, Part A parent involvement policy will meet the following requirements: a) Grapeview School shall jointly develop with and distribute to parents of students served in the program a written building-level policy, agreed upon by parents of Title I served students; b) The policy will outline how parents, school staff and students share responsibility for student achievement in meeting academic standards; c) Parents will be notified of the policy in an understandable and uniform format; d) To the extent practicable, the policy will be provided in a language the parents can understand; and e) The policy will be evaluated with parents annually.
CONTACTS WITH STAFF
The learning environment and the staff’s time for students shall be free from interruption. Except in emergencies, staff shall not be interrupted in their work. Brief messages shall be recorded so as to permit the staff member to return the call when free.

Certificated staff shall be available for consultation with students and patrons one-half hour before and after school time. Students and patrons are urged to make appointments with staff to assure an uninterrupted conference.

No one shall solicit funds or conduct private business with staff on school time and premises.

VISITORS
The board welcomes and encourages visits to school by parents, other adult residents of the community and interested educators. The superintendent shall establish guidelines governing school visits to insure orderly operation of the educational process and the safety of students and staff.

DISRUPTION OF SCHOOL OPERATIONS
If any person is under the influence of drugs or alcohol or is disrupting or obstructing any school program, activity, or meeting, or threatens to do so or is committing, threatening to imminently commit or inciting another to imminently commit any act which would disturb or interfere with or obstruct any lawful task, function, process or procedure of any student, official, classified or certificated staff member or invitee of the school district, the superintendent or staff member in charge shall direct the person to leave immediately. If such a person refuses to leave, the superintendent or staff member shall immediately call for the assistance of a law enforcement officer.

Legal Reference:
RCW 28A.635.020 Willfully disobeying school administrative personnel or refusing to leave public property, violations, when--Penalty
RCW 28A.635.030 Disturbing school, school activities, or meetings
RCW 28A.635.090 Interfering by force or violence with any administrator, teacher or student unlawful
RCW 28A.635.100 Intimidating any administrator, teacher or student
RCW 28A.605.020 Parents' access to classroom or school sponsored activities
WAC 180-16-240 Supplemental program standards
WAC 180-44-050 School day as related to the teacher

Adoption Date: 22 May 2001
Grapeview School District
VISITORS
The following guidelines are established to permit visitors to observe the educational program with minimal disruption:

A. All visitors must register at the office upon their arrival at school.

B. Visitors whose purpose is to influence or solicit students shall not be permitted on the school grounds unless the visit furthers the educational program of the district.

C. If the visitor wishes to observe a classroom, the time shall be arranged after the principal has conferred with the teacher.

D. If the purpose of the classroom visitation is to observe learning and teaching activities, the visitor may be asked to confer with the teacher before or after the observation to enhance understanding of the activities.

E. The principal may withhold approval if particular events such as testing would be adversely affected by a visit. Similarly, if a visitor's presence becomes disruptive, the principal may withdraw approval. In either case, the principal shall give reasons for the action.

F. If a dispute arises regarding limitations upon or withholding of approval for visits:
   The visitor shall discuss the matter with the principal/superintendent.

   The latter shall promptly meet with the visitor, investigate the dispute and render a written decision, which shall be final, subject only to the citizen's right to raise an issue at a regular session of the board.

DISRUPTION AT SCHOOL ACTIVITIES
The following guidelines are suggested as basic security measures to prevent/reduce disruptive activities in the school:

A. All visitors are required to check into the office upon entering a school building. All entrances must be posted;
   Any community member, who is readily recognized as a regular school volunteer and
   1. is at the school as a volunteer, shall not be considered a visitor.
   2. is not at the school as a volunteer, shall be considered a visitor.

C. Staff members are responsible for monitoring hallways and playgrounds. Unfamiliar persons are to be directed to the office;

D. A visitor's badge with the current date should be worn conspicuously;

E. Written guidelines pertaining to rights of noncustodial parents should be readily accessible to direct staff about what to do if a noncustodial parent shows up demanding to:
   1. meet with the teacher of his/her child;
   2. visit with his/her child; or
   3. remove his/her child from the school premises.

F. If a visitor is under the influence of alcohol or drugs, is committing a disruptive act or invites another person to do so, the staff member shall exercise the right to order the visitor off school premises. If the visitor fails to comply, the staff member shall contact the school office which may, in turn, report the disturbance to a law enforcement officer.

Implementation Date: 22 May 2001
Grapeview School District
Regulation of Dangerous Weapons on School Premises

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

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

Dangerous Weapons
The term “dangerous weapons” under state law includes:

- Any firearm;
- Any device commonly known as “nun-chu-ka sticks,” consisting of two or more length of wood, metal, plastic, or similar substance connected with wire, rope, or other means;
- Any device, commonly known as “throwing stars,” which are multi-pointed, metal objects designed to embed upon impact from any aspect;
- Any air gun, including any air pistol or air rifle, designed to propel a BB, pellet, or other projectile by the discharge of compressed air, carbon dioxide, or other gas;
- Any portable device manufactured to function as a weapon and which is commonly known as a stun gun, including a projectile stun gun which projects wired probes that are attached to the device that emit an electrical charge designed to administer to a person or an animal an electric shock, charge, or impulse;
- Any device, object, or instrument which is used or intended to be used as a weapon with the intent to injure a person by an electric shock, charge, or impulse;
- The following instruments:
  o Any dirk or dagger;
  o Any knife with a blade longer than three inches;
  o Any knife with a blade which is automatically released by a spring mechanism or other mechanical device;
  o Any knife having a blade which opens, or falls or is ejected into position by the force of gravity, or by outward, downward, or centrifugal thrust or movement; and
  o Any razor with an unguarded blade;
- Any slung shot, sandbag, or sand club;
- Metal knuckles;
- A sling shot;
- Any metal pipe or bar used or intended to be used as a club;
- Any explosive;
- Any weapon containing poisonous or injurious gas;
- Any implement or instrument which has the capacity to inflict death and from the manner in which it is used, is likely to produce or may easily and readily produce death.

In addition, the District considers the following weapons in violation of this policy:

- Any knife or razor not listed above, except for instruments authorized or provided for specific school activities;
- Any object other than those listed above which is used in a manner to intimidate, threaten, or injure another person and is capable of easily and readily producing such injury.

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

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

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

**Staff**
If a District employee believes that another District employee has violated this policy, the employee will report his or her concerns to an appropriate school or District authority for further inquiry. Any disciplinary action of an employee who willfully violates this policy will be subject to District Policy 5281 – Disciplinary Action and Discharge

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

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

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

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

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

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

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

**Cross References:**
3241 - Student Discipline
4260 - Use of School Facilities
5281 – Disciplinary Action and Discharge
Legal References:

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

Management Resources:

- 2022 – June Issue
- 2016 - July Issue
- Policy News, August 2006 Weapons on School Premises
- Policy News, August 1998 State Encourages Modification of Weapons Policy
- Policy News, October 1997 Legislature also addresses "look-alike" firearms

Adoption Date: 22 May 2001
Classification: Essential
Revised Dates: 05.07; 09.07; 04.17; 12.19; 09.22
Use of Tobacco, Nicotine Products and Delivery Devices

The board of directors recognizes that to protect students from exposure to the addictive substance of nicotine, employees and officers of the school district, and all members of the community, have an obligation as role models to refrain from use of tobacco products and delivery devices on school property at all times. Tobacco products and delivery devices include, but are not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, electronic smoking/vapor devices, and vapor products, non-prescribed inhalers, nicotine delivery devices or chemicals that are not FDA-approved to help people quit using tobacco, devices that produce the same flavor or physical effect of nicotine substances and any other smoking equipment, device, material or innovation.

Any use of such products and delivery devices by staff, students, visitors and community members will be prohibited on all school district property, including all district buildings, grounds and district-owned vehicles, and within five hundred feet of schools. Possession by or distribution of tobacco products to any person under twenty-one years of age is prohibited.

The use of Federal Drug Administration (FDA) approved nicotine replacement therapy in the form of a nicotine patch, gum or lozenge is permitted. However, students and employees must follow applicable policies regarding use of medication at school.

Notices advising students, district employees and community members of this policy will be posted in appropriate locations in all district buildings and at other district facilities as determined by the superintendent and will be included in the employee and student handbooks. Employees and students are subject to discipline for violations of this policy, and school district employees are responsible for the enforcement of the policy.

Cross References: 3200 - Rights and Responsibilities
3241 - Student Discipline
3416 - Medication at School
5201 - Drug-Free Schools, Community and Workplace
5280 - Separation from Employment

Legal References:
RCW 28A.210.310 Prohibition on use of tobacco products on school property
Chapter 70.155, RCW Tobacco — Access to Minors

Management Resources:
2019 – October Issue
2016 - July Issue
2014 - February Issue
2010 - December Issue
2010 - October Issue

Adoption Date: 22 MAY 2001
Classification: Essential
Revised Dates: 04.17; 12.19
Language Access

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

At a minimum, the District’s plan for a language access program will adhere to the principles of an effective language access program for culturally responsive, systematic family engagement, which are:

- Accessibility and equity. This means that schools provide access to all; two-way communication is a priority and is woven into the design of all programs and services.

- Accountability and transparency. This means that the language access program and decision-making processes at all levels are: Open, accessible, and usable to families; readily available; continuously improved based on ongoing feedback from families and staff; and regulated by a clear and just complaint process.

- Responsive culture. This means that schools are safe, compassionate places where each family’s opinions are heard, and contributions are valued.

- Focus on relationships. This means that schools seek to understand families, and build trust through respectful relationships that recognize the unique strengths that each family and student possesses.

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

Identification of Families Needing Language Access Services

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

Oral Interpretation

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

Written Translation

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

- registration, application, and selection;
- academic standards and student performance;
- safety, discipline, and conduct expectations;
- special education and related services, Section 504 information, and McKinney-Vento services;
- policies and procedures related to school attendance;
- requests for parent permission in activities or programs;
- opportunities for students or families to access school activities, programs, and services;
- student/parent handbook;
- the District’s Language Access Plan and Program and related services or resources available;
- school closure information; and
- any other documents notifying parents of their rights under applicable state laws and/or containing information or forms related to consent or filing complaints under federal law, state law, or District policy.

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

**Staff**

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

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

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

**Review and Update**

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

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

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

**Cross References:**

- 2110 – Transitional Bilingual Instruction
- 3210 - Nondiscrimination
- 4129 - Family Involvement
- 4217 - Effective Communication
Legal References:

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

Management Resources:

2022 – June Issue
2019 - July Policy Issue
2016 - July Issue
OSPI website: Interpretation and Translation Services

Adoption Date: 24 November 2020
Classification: Required
Revised Dates: 11.22
Procedure - Language Access

The following procedures are intended to implement Policy 4218, establish meaningful, two-way communication between the District and parents/family members with limited English proficiency, and promote access for such parents and families to the programs, services, and activities of the District.

A. Definitions
1. Persons with “limited English proficiency” are individuals who are unable to communicate effectively in English either verbally or in writing, or both, because their primary language is not English, and they have not developed fluency in the English language. A person with limited English proficiency may have difficulty in one or more of four domains of language: speaking, listening, reading, and writing. Staff are urged to remember that limited English proficiency may be context-specific—e.g., a parent may have sufficient English language skills to understand, communicate and/or exchange basic information with a teacher, but they may not have sufficient skills to communicate detailed, specific information needed in a particular context, like an IEP meeting, a 504 meeting, or a student discipline hearing.
2. “Primary language” means the primary language spoken by a student’s parent or guardian, or the predominant language spoken in the student’s home. Parents may have more than one primary language and/or dialect.
3. “Language services” refers to a broad spectrum of services used or required to facilitate communication and understanding between speakers of different languages, and typically includes interpretation and translation services.
4. “Interpretation” means the process of first fully understanding, analyzing, and processing a spoken or signed message and then faithfully rendering it into another spoken or signed language.
5. “Interpreter” means a spoken language or sign language interpreter working in a public school, as defined in RCW 28A.150.010, to interpret for students’ families, students, and communities in educational settings outside the classroom,
6. “Translation” means the process of communicating the meaning of a written source-language text into an equivalent target language text in such a way that the content of both texts can be considered the same.
7. Qualified Interpreter” means an interpreter who is able to interpret effectively, accurately, and impartially, both receptively and expressively using necessary specialized vocabulary.

B. Language Access Program
The District’s language access program will include completion of the following activities:
- Adopting or developing a language access plan that outlines how the District will identify language access needs, allocate resources, establish standards for providing language access services, and monitor the effectiveness of the language access program (additional information about how to develop the language access plan is provided in a subsequent section of this procedure);
- Administering the self-assessment developed by the Language Access Technical Assistance Program of Center for Improvement of Student Learning, established in RCW 28A.300.130 for evaluating the provision of language access services (additional information about the self-assessment is provided in a subsequent section of this procedure);
- Using the guide developed by the Language Access Technical Assistance Program of Center for Improvement of Student Learning, established in RCW 28A.300.130 for developing, implementing, and evaluating the District’s language access policy, procedures, and plan. The processes for developing and evaluating the language access policy, procedures, and plan must engage
staff, students' families, and other community members in ways likely to result in timely and meaningful feedback, for example partnering with community-based organizations and providing translation and interpretation in languages that are understood by students' families;

• Reviewing, periodically, the District’s language access policy and procedures to incorporate necessary updates;

• Collaborating with community-based organizations on how to work effectively with interpreters and families; and

• Reviewing, updating, and publishing, at least annually, information about the school district's language access plan, policy and procedures, and language access services, including the need for, and spending on, language access services. The information must include notice to families about their right to free language access services and the contact information for any school district language access coordinator and any building points of contact for language access services. The information must be translated into common languages understood by students’ families.

Developing a Language Access Plan

The District will develop a language access plan for ensuring the district complies with the language access policy adopted by the board and all other language access requirements. The language access plan will establish the following:

• Who is responsible for implementing the plan, including district-level administrators, workgroups, committees, or other district and school staff who will be responsible for overseeing the language access work in the district and schools, developing and modifying the language access plan, establishing and implementing operational procedures (i.e., how staff may access interpretation and translation services), and monitoring and evaluating the effectiveness of the District’s language access plan and services.

• Staff training on the district’s language access policy, procedure, and plan, including the frequency, curriculum, and target personnel who will participate in the training.

• Identification of the language access needs in the district and the services that will be provided. The plan will include a list of the languages that students, parents, and families communicate in and the prevalence of those languages. The plan will also identify the languages in the district that vital publications most commonly must be regularly translated into, in alignment with this procedure.

• How the District will conduct outreach to parents and communities with language assistance needs and the actions needed to implement an effective system for gathering feedback.

• What resources will be allocated for the provision of language access services.

• A description of the timeframe, objectives, and benchmarks for work to be undertaken.

• The District’s approach to monitoring and evaluating the effectiveness of the District’s language access plan and services, and the district’s process for modifying the language access plan and operating procedures in response to feedback and changing language needs.

• In developing and modifying the language access plan, the District will use self-assessment data and other collected feedback and data required in this procedure and/or the policy adopted by the board.

• In developing the language access plan, the District will adhere to the standards for providing language access services as outlined in this procedure and the policy adopted by the board.

Self-Assessment

• In developing the language access plan, the language access coordinator/liaison will administer a self-assessment to understand whether the District is effectively communicating with people with language assistance needs and to inform the District’s language access planning, including evaluating the following areas:
  
  o How individuals with language access needs interact with the District
• How well the District is providing language assistance services
• How well the District is identifying individuals with language access needs
• Whether school staff receive appropriate training on the District’s language access and policy and plan
• How the District provides notice of language assistance services to its community
• Whether the District has an effective process for monitoring and updating its language access policy and plan.

- In implementing the self-assessment, the language access coordinator/liaison will engage with community members, leaders, and organizations that have the inherent knowledge about cultural and language access needs.
- The coordinator/liaison may administer the self-assessment tool developed by the OSPI Language Access Technical Assistance Program of Center for Improvement of Student Learning, established in RCW 28A.300.130 for evaluating the provision of language access services.
- The coordinator/liaison will re-administer the self-assessment on a periodic basis as part of the District’s monitoring of the effectiveness of its language access program.

C. Identification of Families Needing Language Access Services
1. Upon student enrollment and periodically through a student’s education, schools will utilize a survey to identify parents who need language access services and the languages in which they may need assistance. The survey will be translated into the most commonly known languages spoken in the district and will be included in the standard enrollment packet provided to all District parents.
2. Schools must determine within thirty (30) days of a student’s enrollment the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language services to communicate effectively with the school or District.
3. Schools will maintain an appropriate and current record of students’ families’ primary language, and use that information to inform its language access plan and program.

D. Interpretation and Translation Services
1. The District will collaborate with community-based organizations on how to work effectively with interpreters and families.
2. As materials become available, the District will make reasonable efforts to implement the toolkit developed by the Language Access Technical Assistance Program of the Center for the Improvement of Student Learning, established in RCW 28A.300.130, including the self-assessment, guide, and best practices.
3. Each school and District office will, consistent with this policy and procedure, provide free oral interpretation services to those parents/family members who require language services to communicate effectively during any interaction with the District that is significant to the student’s education. Additionally, each school and District office will provide free translation of vital documents as required below.
4. All interpretation and translation will be provided by competent professionals as demonstrated by certification or similar means. The District will take reasonable steps to ensure that interpreters and translators have the knowledge in both languages of any specialized terms or concepts to be used in the communication at issue, and that they have been trained in the role of an interpreter or translator, the ethics of interpreting and translating, and the need to maintain confidentiality.

The District will take reasonable steps to ensure that the interpreter utilized is trained regarding the role of an interpreter, the ethics of interpreting and translating, and the need to maintain confidentiality.
5. The Parent is welcome to invite additional persons for support and that person may participate in discussions. Although a parent may decline the District’s offer to provide an interpreter, the district or school should consider whether
having a qualified interpreter present as the communication lead is still required.

Students and other minor children under the age of 18 may not serve as interpreters for school staff and parents during any formal or informal meeting or process.

6. The District will facilitate staff access to appropriate interpretation and translation services in order to communicate with parents and families with limited English proficiency consistent with federal and/or state law and this policy and procedure. The District will strive to be aware of and plan for the language access needs within the district. For a planned program, activity, meeting, or event, staff should initiate the request for language aid or services at least three days ahead of time. The District or school will take steps to respond to such a request as soon as possible after it is received. For unplanned and urgent communication, staff should request language assistance and try to arrange for such as soon as it is known that language assistance is needed. If an interpreter cannot be found that day, the school or District should maintain open communication with the requester to schedule an interpreted meeting as soon as possible. If no interpreter can be present, District staff should utilize remote interpreting services to communicate with parents and families.

7. The following interpretation and translation services are currently available in the District: Language Interpreter through District employee.

District staff will be informed of when and how to access interpretation and translation services available within the District and the administrator responsible for ensuring the availability of such services. District staff may contact the current principal 360-426-4921 x 1003 or by email, with questions or concerns, or to obtain information or assistance regarding interpretation and translation services.

8. District administrators, including those involved with registration and enrollment, certificated staff, and other appropriate staff as determined by the superintendent, will receive guidance and information regarding:
   a. the rights of parents and families with limited English proficiency under state and federal law to language access services provided by the District;
   b. the importance of meaningfully and effectively communicating with parents and families with limited English proficiency;
   c. the most effective ways to communicate with parents and families with limited English proficiency regarding the District's available language services;
   d. the importance of utilizing competent translation and interpretation services when communicating with parents and families with limited English proficiency;
   e. the availability of translation and interpretation services within the District, whether through in-person interpretation, telephonic services, online services, or video-conferencing;
   f. the mechanisms and processes for accessing translation and interpretation services when working with parents and families with limited English proficiency, including ensuring the correct language service is being accessed, checking for parent/family understanding once interpretation has commenced, and proper vetting of translations for audience-appropriate content; and
   g. the process for reporting concerns or complaints.

9. **Interpretation Services**: Whenever requested by a parent or families or whenever school staff or District officials can reasonably anticipate that interpretation services are necessary to meaningfully communicate with parents or families regarding important information about the student’s education or school activities, the District will provide interpretation services in accordance with this procedure.
Such interpretation services may be provided either at the location where the parent or family member is seeking to communicate or by electronic means, such as telephone or video conferencing.

Upon three days’ notice that such services are required, the District will provide interpretation services at public meetings organized or sponsored by the District (e.g., board meetings).

**10. Translation of Vital District Documents:** The District will identify vital documents that are distributed or electronically communicated to all or substantially all parents containing important information regarding a student’s education, including but not limited to:

- registration, application, and selection;
- academic standards and student performance;
- safety, discipline, and conduct expectations;
- special education and related services, Section 504 information, and McKinney-Vento services;
- policies and procedures related to school attendance;
- requests for parent permission in activities or programs;
- opportunities for parents to access school activities, programs, and services;
- student/parent handbook;
- the District’s Language Access Plan and related services or resources available;
- school closure information; and
- any other documents notifying parents of their rights under applicable state laws and/or containing information or forms related to consent or filing complaints under federal law, state law, or District policy.

The District will provide a written translation of vital documents for each language group that constitutes at least 5 percent of the District’s total parent population or 1000 persons, whichever is less. If the District is unable to translate a document due to resource limitations or if a small number of parents require the information in a language other than English such that document translation is unreasonable, the District will still provide the information to parents in a language they can understand, such as through oral interpretation of the document.

Written translations of vital documents by machine/computer translation programs will not be used or issued to parents and families with limited English Proficiency without prior review and editing by a certified translator for those languages where testing for certification exists. For all languages where testing for certification does not exist, the District will use a qualified translator as determined by the District.

All documents and information posted or issued by the District for parents and families should contain a notice in appropriate language(s) that free translation and/or interpretation services are available and how to request a free translation or interpretation of the document.

**9. Translation of Student-Specific Documents:** The District will take all reasonable steps to provide parents and families, in a language they can understand, a translation of any document that contains individual, student-specific information regarding, but not limited to, a student’s:

- health;
- safety;
- legal or disciplinary matters; and
- entitlement to public education, eligibility for special education services, placement in the English Language Learner Program, the Highly Capable Program, accelerated courses such as Advanced Placement, or any other non-standard academic program.

**10. Alternatives to Translation:** When translation for a document otherwise required to be translated is unavailable or cannot be done, such as in an emergency situation, a school or District office will provide an attached notice to parents and families in
appropriate language(s) that free translation and/or interpretation services are available and how to request a free translation or interpretation of the document.

D. Providing Information to Parents and Families

1. The District will review, update, and publish, at least annually, information about the school district’s language access plan, policy and procedures, and language access services. The information must include notice to families about their right to free language access services and the contact information for any school district language access liaison/coordinator and any building points of contact for language access services. The information must be translated into common languages understood by students’ families.

2. The District will notify staff, at least annually of this policy. Staff will be regularly provided written guidance regarding how and when interpretation and translation services should be accessed and such guidance will be updated as needed to reflect available services.

3. Parents and families will also be annually notified regarding the process for filing complaints through the District’s nondiscrimination policy and procedure if they believe that such services have not been appropriately provided.

4. The District will take steps to ensure that, at the time of enrollment, information regarding available interpretation and translation services and the District’s complaint process is provided to any parent(s) or family members when there is reason to believe that the student’s parent(s) or family members may have limited English proficiency (e.g., results of home language survey, a parent or family member’s request for an interpreter). The District will take reasonable steps to provide information required by this section in the primary language spoken predominantly in the home.

5. Schools and District offices will post in a conspicuous location at or near the primary entrance to the school or office a sign in primary languages spoken in the District concerning the rights of parents to translation and interpretation services and how to access such services.

6. To the extent practicable, the District website will provide information in designated languages concerning the rights of parents to translation and interpretation services under federal and state law and how to access such services.

E. The Collection and Analysis of Data

The District will annually collect and periodically analyze the following language access and language access service information:

- The language in which each student and student’s family prefers to communicate;
- Whether a qualified interpreter for the student’s family was requested for and provided at meetings reported in OSPI’s Comprehensive Education Data and Research (CEDARS) student data system.
- Other data on provision of language access services, as required by OSPI.

The District will submit the information collected as required by OSPI.

The District will provide an opportunity for participants in each interpreted meeting to provide feedback on the effectiveness of the interpretation and the provision of language access services.

Discrimination Complaints

Discrimination based on national origin, which includes language and limited-English proficiency, is prohibited. The language access liaison/coordinator will communicate with the district’s Civil Rights Compliance Coordinator. Anyone may file a complaint alleging discrimination based on language or the district’s failure to provide language access services using the complaint process outlined in the district’s Nondiscrimination Procedure 3210P.

Management Resources: 2019 - July Policy Issue

Implementation Date: 06 September 2022

Classification: Required

Revised Dates:
Constructive criticism can be helpful to the district. At the same time, the board has confidence in its staff and programs and shall act to protect them from unwarranted criticism or disruptive interference. Complaints received by the board or a board member shall be referred to the superintendent for investigation.

The superintendent shall develop procedures to handle complaints concerning staff or programs. Complaints regarding instructional materials should be pursued in the manner provided for in policy 2020 (Curriculum Development and Adoption of Instructional Materials).

Legal References:
RCW 28A.405.300  Adverse change in contract status of certificated employee--
                  Determination of probable cause --Notice--Opportunity for hearing
RCW 42.30        Open Public Meetings Act

Adoption Date: 22 May 2001
Grapeview School District
COMPLAINTS CONCERNING STAFF OR PROGRAMS PROCEDURES

Most complaints can be resolved by informal discussions between the citizen and the staff member. Should the matter not be resolved, the principal shall attempt to resolve the issue through a conference with the citizen and the staff member.

The following procedures apply to the processing of a complaint which cannot be resolved in the manner described above:

A. If the problem is not satisfactorily resolved at the building level, the citizen should file a written complaint with the superintendent which describes the problem, and a suggested solution. The superintendent should send copies to the staff member.

B. The superintendent shall then attempt to resolve the matter through a conference with the citizen, and staff member.

C. If the matter is still not resolved, the superintendent shall present the issue to the board. If the complaint is against a staff member, the complaint shall be handled in executive session in the presence of the staff member. The board shall attempt to make a final resolution of the matter. Any formal actions by the board must take place at an open meeting. If such action may adversely affect the contract status of the staff member, the board shall give written notice to the staff member of his/her rights to a hearing.

Implementation Date: 22 May 2001
Grapeview School District
4230 CONTACTS WITH STUDENTS

The schools may communicate information through students regarding schools, school programs and nonschool programs offered by nonprofit organizations that in the opinion of the principal have social, recreational or educational value to the students. Students shall be encouraged to participate in the presentation of educational programs to the community. The effect on students of such communications and participation shall be given paramount consideration. The principal shall establish appropriate safeguards to prevent the exploitation of students by individuals or groups.

Any nonprofit group that seeks to distribute information about its program shall submit a description to the superintendent describing the relationship of the proposed activity to the educational program.

Cross Reference:
Policy 4235 Public Performances

Adoption Date: 22 May 2001
Grapeview School District
4235  PUBLIC PERFORMANCES

The board recognizes the scholastic and social values that may be derived from student participation in various activities sponsored by community organizations.

Students may perform as a representative of the district, any school or other organization of the district subject to the approval of the principal. Permission and approval to perform as a representative of the school or district shall be contingent upon the principal's determination that such participation is in the best interests of the student, school and district.

The activity, program, performance or contest under consideration shall have educational value consistent with the goals and objectives of the district. Participation shall not result in exploitation of or liability to the student, school or district. Students shall not receive any remuneration for performing as representatives of the school or district.

Cross Reference:
Policy 4230  Contacts with Students

Adoption Date: 22 May 2001
Grapeview School District
Contests, Advertising and Promotions

Any club, association or other organization must have prior approval for students' participation in any contest, advertising campaign or promotion. Approval may be given by the superintendent or designee following recommendation by the teacher and principal based on the following criteria:

A. The objectives of the contest, campaign, or promotion shall be consistent with the District's goals and policies;

B. The proposed activity will have educational value to the participants and be free of objectionable promotion of the name, product or special interest of the sponsoring group; and

C. Participation by a student will not interfere with his/her program of curricular or co-curricular activities.

Cross References: 3220 - Freedom of Expression

Legal References: AGO 9503.00 1995 No. 3 Schools - Districts - Students
- Religion - Use of School Districts' Facilities by Student Groups for Religious Purposes

Adoption Date: 22 May 2001
Classification: Essential
Revised Dates: 04.17
Use of School Facilities

The Board believes that public schools are owned and operated by and for the community. The public is encouraged to use school facilities, but will be expected to reimburse the District for such use to ensure that funds intended for education are not used for other purposes. On recommendation of the superintendent or designee, the Board will set the rental rates schedule.

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

The District does not discriminate based on race, creed, religion, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation including gender expression or identity, marital status, the presence of any sensory, mental or physical disability or the use of a trained dog guide or service animal by a person with a disability and provides equal access to Boy Scouts of America and other designated youth groups.

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

Unlicensed motorized vehicles and riding animals are prohibited from school grounds. All vehicular traffic is restricted to the pavement.

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

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

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

Nonprofit Groups
Nonprofit groups and organizations may use school facilities for lectures, promotional activities, rallies, entertainment, college courses, or other activities for which public halls or commercial facilities generally are rented or owned. The District may charge a rental rate in excess of costs incurred. Excess charges may be waived when a service club or other nonprofit group is raising funds for charitable purposes.

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

Similar treatment may be granted public universities and colleges when offering college courses within the community or when any university/college is offering a course for staff at the request of the District. Nonprofit groups of the kind that in most communities have their own facilities
(churches, lodges, veterans groups, granges, etc.) who wish to use District facilities on a regular, but temporary, basis may do so under this rental rate.

**Commercial Enterprises**
Commercial Enterprises include profit-making organizations and business-related enterprises. While the District would prefer these organizations use commercial or private facilities, facilities may be rented for non-regular use at the prevailing rate charged by commercial facilities in the area.

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

Cross References: 3422 - Student Sports – Concussion, Head Injury and Sudden Cardiac Arrest

Legal References:
- RCW 28A.230.180 Access to campus and student information directories by official recruiting representatives — Informing students of educational and career opportunities.
- RCW 4.24.660 Liability of school Districts under contracts with youth programs
- RCW 28A.320.510 Night schools, summer schools, meetings, use of facilities for
- RCW 28A.335.150 Permitting use and rental of playgrounds, athletic fields, or athletic facilities
- RCW 28A.335.155 Use of buildings for youth programs — Limited immunity
- 20 USC Sec. 7905 Boys Scout of America Equal Access Act
- 34 CFR Sec. 108.6 Equal Access to Public School Facilities For The Boy Scouts of America and Other Designated Youth Groups
- AGO 1973 No. 26, Initiative No. 276 - School Districts — Use of school facilities for presentation of programs — Legislature — Elections

Management Resources:
- 2014 - February Issue
- 2013 - July Issue
- 2013 - June Issue
- 2011 - December Issue
- 2009 - August Issue

Adoption Date: 22 May 2001
Classification: **Essential**
Revised Dates: **04.17**
4260P USE OF SCHOOL FACILITIES PROCEDURES

Application for use of school facilities shall be made to the Superintendent.

Professional fund raisers representing charities must provide evidence that the fund raiser:

A. Is recognized by the Philanthropic Division of the Better Business Bureau;
B. Is registered and bonded by the state of Washington; and
C. Will give the charity at least sixty (60) percent of the gross revenues.

The superintendent shall develop and recommend to the board a fee schedule applicable for use of school facilities. The fee schedule shall be evaluated on a biennial basis.

Sponsoring organizations shall provide sufficient, competent adult and/or special supervision, and the amount of adequate supervision shall be agreed upon at the time the authorization is issued.

Alcoholic beverages and illegal drugs shall not be permitted in school facilities or on school property at any time. Tobacco use is prohibited in school facilities and on school property.

All applicants for use of school facilities shall hold the district free and without harm from any loss or damage, liability or expense that may arise during or be caused in any way by such use or occupancy of school facilities. Also, in the event that property loss or damage is incurred during such use or occupancy, the amount of damage shall be decided by the superintendent and approved by the board and a bill for damages shall be presented to the group using or occupying the facilities during the time the loss or damage was sustained.

All applicants for use of school facilities shall maintain accident and liability insurance for persons using district facilities under the applicant's sponsorship in an amount not less than $50,000 due to bodily injury or death of one person or at least $100,000 due to bodily injury or death of two or more persons in any incident. If use of the district's facilities is to be ongoing, the applicant shall provide evidence to the district once every thirty days that the insurance remains in effect.

The superintendent possesses the authority to make the decision on use of school facilities by a group. The group may appeal such decision to the board.

Because of the value of district's playing fields to the community's total recreational opportunity, the fields may be used by all residents. The use must be appropriate and compatible with each play field and its surrounding area. Such use shall not result in destruction, damages, or undue wear or pose a hazard to children or others. Activities which endanger others or cause damage to fields and lawns are restricted. Should damage to fields and lawns occur, the superintendent shall make reasonable effort to obtain restitution for the damage.

A custodian or other authorized facilities representative, designated by the superintendent, must be on the premises when any nonschool group is using school facilities.

Implementation Date: 22 May 2001
Grapeview School District
Limiting Immigration Enforcement in Schools

Applicability of Policies to Immigration Enforcement:

- Grapeview School District adheres to all requirements of federal and state law.
- The provisions of this policy shall apply to [public school] and all school facilities, which include (but are not limited to) adjacent sidewalks, parking areas, sports facilities, playgrounds, and entrances and exits from said building spaces.
- Grapeview School District’s policies prohibiting participation or aid in immigration enforcement shall apply for enforcement activity against students and their families, staff, and volunteers.
- Grapeview School District personnel shall presume that activities by federal immigration authorities, including surveillance, constitute immigration enforcement.

Access to Schools,

- Grapeview School District has a responsibility to ensure that all students who reside within their boundaries can safely access a free public K-12 education.
- Grapeview School District does not exclude students from receiving an education or unlawfully discriminate against anyone because of their race, color, national origin, age, disability, gender identity, immigration or citizenship status, sex, creed, use of a trained dog guide or service animal by a person with a disability, sexual orientation, or on any other basis prohibited by federal, state, or local law.
- Grapeview School District will uphold its responsibility to all students and ensure that all staff and volunteers are aware of the rights of immigrant students to an education.

Immigration Enforcement on School Campus

1. Grapeview School District does not grant permission for any person engaging in, or intending to engage in, immigration enforcement, including surveillance, to access the nonpublic areas of Grapeview School facilities, property, equipment, databases, or otherwise on school grounds or their immediate vicinity. Grapeview school district staff shall direct anyone engaging in, or intending to engage in, immigration enforcement, including federal immigration authorities with official business that must be conducted on [public school] property, to the school principal or authorized designee prior to permitting entrance to school grounds. Grapeview School staff shall presume that activities by federal immigration authorities, including surveillance, constitute immigration enforcement.

2. If anyone attempts to engage in immigration enforcement on or near Grapeview School grounds, including requesting access to a student, employee, or school property:
   a. Grapeview School staff shall immediately alert and direct the person to the Grapeview School principal or authorized designee, who shall: verify and record the person’s credentials (at least, name, agency, and badge number), record the names of all persons they intend to contact, collect the nature of the person’s business at the school, request a copy of the court order or judicial warrant, log the date and time, and forward the request to the Superintendent and/or legal counsel for review.
   b. Grapeview School staff shall request that any person desiring to communicate with a student, enter school grounds, or conduct an arrest first produce a valid court order or judicial warrant.
c. The District Superintendent or authorized designee and/or legal counsel, shall review the court order or judicial warrant for signature by a judge and validity. For Grapeview School District to consider it valid, any court order or judicial warrant must state the purpose of the enforcement activity, identify the specific search location, name the specific person to whom access must be granted, include a current date, and be signed by a judge.

d. The District Superintendent or authorized designee and/or legal counsel shall review written authority signed by an appropriate level director of an officer’s agency that permits them to enter Grapeview School District property, for a specific purpose. If no written authority exists, the District Superintendent [or authorized designee and/or legal counsel shall contact the appropriate level director for the officer’s agency to confirm permission has been granted to enter Grapeview School property for the specific purpose identified.

e. Upon receipt and examination of the required information, the District Superintendent or authorized designee and/or legal counsel will determine whether Grapeview School shall allow access to contact or question the identified individual and will communicate that decision to the school principal or authorized designee.

f. The District Superintendent or authorized designee and/or legal counsel shall make a reasonable effort, to the extent allowed by the Family Educational Rights and Privacy Act (FERPA), to notify the parent/guardian of any immigration enforcement concerning their student, including contact or interview.

g. The District Superintendent and/or legal counsel or authorized designee shall request the presence of a Grapeview School District representative to be present during any interview. Grapeview School shall not permit access to information, records, or areas beyond that specified in the court order, judicial warrant, or other legal requirement.

Gathering Immigration Related Information

1. Grapeview School District staff may review, but shall not inquire about, request, or collect any information about the immigration or citizenship status or place of birth of any person. Grapeview School staff shall not seek or require, to the exclusion of other sufficient and permissible information, information regarding a student’s or his/her parent or guardian’s citizenship or immigration status.

2. Grapeview School District policies and procedures for gathering and handling student information during enrollment or other relevant periods shall be delineated in writing and made available to students and their parent or guardian(s) at least once per school year in a manner for households with individuals that have limited English proficiency (LEP) to understand.

3. If Grapeview School District is required to collect information related to a student’s national origin (e.g., information regarding a student’s birthplace, or date of first enrollment in a U.S. school) to satisfy certain federal reporting requirements for special programs, Grapeview School District staff shall:
   a. If feasible, consult with legal counsel to seek alternative, including alternatives to the specific program or documents accepted as adequate proof for the program;
   b. Explain to the student and student’s parent(s) and/or guardian(s), in their requested language, the reporting requirements, including possible immigration enforcement impact;
   c. Provide notice to the student’s parent(s) and/or guardian(s); and
   d. Mitigate deterring school enrollment of immigrants or their children by collecting this information separately from the school enrollment process.

Responding to Requests for Information

1. Grapeview School District staff shall not share, provide, or disclose personal information about any person for immigration enforcement purposes without a court order or judicial warrant requiring the information’s disclosure or approval by school
principal or authorized designee. Requests by federal immigration authorities shall be presumed to be for immigration enforcement purposes.

2. Grapeview School District staff shall immediately report receipt of any information request relating to immigration enforcement to school principal or authorized designee who shall document the request and refer the request to the Superintendent and/or legal counsel or authorized designee. The Superintendent and/or legal counsel or authorized designee shall review the request to ensure compliance with FERPA, KWW, the Public Records Act (PRA), and other relevant federal and state laws. This review shall be conducted expeditiously, but before any production of information is granted to the requesting party.

3. Grapeview School District shall, to the extent allowed by FERPA, notify an affected student’s parent(s) and/or guardian(s) immediately of any request for information relating to immigration enforcement unless advised otherwise by Grapeview School District legal counsel.

Use of School Resources

1. Grapeview School District resources shall not be used for immigration enforcement.
2. Grapeview School District’s resources and policies regarding immigration enforcement shall be published and distributed to parent(s) and/or guardian(s) on an annual basis. These resources shall include, at minimum:
   a. The right of immigrant students to receive an education, including accommodations for limited English proficiency and special education programs;
   b. General information policies including the types of records maintained by the Grapeview School District and a list of the circumstances or conditions under which the Grapeview School District might release student information to third parties, including limitations under FERPA and other relevant law;
   c. Policies regarding the retention and destruction of personal information;
   d. The process of establishing notice and/or consent from parent(s) and/or guardian(s), as permitted under federal and state law, prior to releasing a student’s personal information for immigration enforcement purposes;
   e. Name and contact information for Grapeview School District’s designated point of contact on immigration related matters; and
   f. “Know Your Rights” resources and emergency preparedness forms to have completed in the event of a family separation.

Legal References:  
RCW 43.10.310 – Immigration enforcement model policies;

Management Resources:  
2020- December Issue  
2020 – August Issue

Adoption Date: 27 October 2020  
Classification: Encouraged  
Revised Dates: 01.21
Limiting Immigration Enforcement in Schools

Definitions:

- “Civil immigration warrant” means any warrant for a violation of federal civil immigration law issued by a federal immigration authority. A “civil immigration warrant” includes, but is not limited to, administrative warrants entered in the national crime information center database, warrants issued on ICE Form I-200 (Warrant for Arrest of Alien), Form I-205 (ICE Administrative Warrant), or prior or subsequent versions of those forms, which are not court orders.
- “Court order” and “judicial warrant” mean a directive issued by a judge or magistrate under the authority of Article III of the United States Constitution or Article IV of the Washington Constitution or otherwise authorized under the Revised Code of Washington. A “court order” includes, but is not limited to, judicially authorized warrants and judicially enforced subpoenas. Such orders, warrants, and subpoenas do not include civil immigration warrants, or other administrative orders, warrants or subpoenas that are not signed or enforced by a judge or magistrate as defined in this section.
- “De-identified” means information that does not identify an individual and with respect to which there is no reasonable basis to believe that the information can be used to identify an individual.
- “F-1 Visa” is a United States (U.S.) visa for foreign national students who wish to attend educational institutions in the U.S., of these levels:
  - Private elementary school (non-U.S. citizens are not allowed to attend U.S. public elementary schools on an F-1 visa);
  - High school;
  - Seminary;
  - Conservatory;
  - University and college; and
  - Other institutions, such as a language training program.
- “Federal immigration authority” means any on-duty officer, employee, or person otherwise paid by or acting as an agent of the United States Department of Homeland Security (DHS) including, but not limited to, its sub-agencies, Immigration and Customs Enforcement (ICE), Customs and Border Protection (CBP), United States Citizenship and Immigration Services (USCIS), and any present or future divisions thereof charged with immigration enforcement. “Federal immigration authority” includes, but is not limited to, the Enforcement & Removal Operations (ERO) and Homeland Security Investigations (HSI) of ICE, or any person or class of persons authorized to perform the functions of an immigration officer as defined in the Immigration and Nationality Act.
- “Immigration or citizenship status” means as such status as has been established to such individual under the Immigration and Nationality Act.
- “J-1 Visa” is the visa designated for students and exchange program participants who belong to: Au Pairs, Camp Counselor, Government Visitors, Interns, International Visitors, Interns, International Visitors, Physicians, Professors and Research Scholars, Short-term scholars, specialists in different areas, university students, secondary school students, teachers, trainees, work and travel participants. Those who come to the U.S. under this visa program cannot bring dependents to the U.S.
- “Language services” includes but is not limited to translation, interpretation, training, or classes. “Translation” means written communication from one
language to another while preserving the intent and essential meaning of the original text. “Interpretation” means transfer of an oral communication from one language to another.

- “Law enforcement agency” or “LEA” means any agency of the state of Washington (state) or any agency of a city, county, special district, or other political subdivision of the state (local) that is a “general authority Washington law enforcement agency,” as defined by RCW 10.93.020, or that is authorized to operate jails or maintain custody of individuals in jails; or to operate juvenile detention facilities or to maintain custody of individuals in juvenile detention facilities; or to monitor compliance with probation or parole conditions.

- “Local government” means any governmental entity other than the state, federal agencies, or an operating system established under chapter 43.52 RCW. It includes, but is not limited to, cities, counties, school districts, and special purpose districts. It does not include sovereign tribal governments.

- “Notification request” means a federal immigration authority’s request for affirmative notification from a state or local law enforcement agency of an individual’s release from the LEA’s custody. “Notification request” includes, but is not limited to, oral or written requests, including DHS Form I-247A, Form I-247N, or prior or subsequent versions of those forms.

- “M-1 Visa” is designed for students enrolled in vocational and non-academic education, excluding language courses. This includes, but is not limited to, technical courses, cooking classes, flight school, cosmetology, etc.

- “Personal information” means names, date of birth, addresses, GPS [global positioning system] coordinates or location, telephone numbers, email addresses, social media handles or screen names, social security numbers, driver’s license numbers, parents’ or affiliates’ names, biometric data, or other personally identifiable information. “Personal information” does not include immigration or citizenship status.

- “Public schools” or “Local education agency” means any and all public elementary and secondary schools under the jurisdiction of local governing boards or a charter school board and all institutions of higher education as defined in RCW 28B.10.016.

- “Sensitive location” refers to the 2011 U.S. Immigration and Customs Enforcement (ICE) and 2013 Customs and Border Enforcement (CBP) policies which categorize certain locations as sensitive locations that should generally be avoided for immigration enforcement purposes. Accordingly, “sensitive location” includes health facilities, places of worship, and schools.

- “School resource officer” means a commissioned law enforcement officer in the state of Washington with sworn authority to uphold the law and assigned by the employing police department or sheriff’s office to work in schools to ensure school safety. By building relationships with students, school resource officers work alongside public school administrators and staff to help students make good choices. School resource officers are encouraged to focus on keeping students out of the criminal justice system when possible and not impose criminal sanctions in matters that are more appropriately handled within the educational system.

- “State agency” has the same meaning as provided in RCW 42.56.010.

Implementation Date: 19 September 2020
Classification: Essential
Revised Dates:
4301  IMPROVEMENT DISTRICTS AND LICENSING OF BUSINESS

The board believes that the district should not affect a community's decision to form or not to form improvement districts for purposes of upgrading utilities or roads.

The board shall, therefore, consider petitions presented by the district patrons for formation of improvement districts only after owners of more than fifty percent of the affected property (exclusive of district property) have approved such a plan.

The board reserves the right to initiate action for development of improvement districts when, in the opinion of the board, it is in the best interest of the district.

The board also believes the immediate environs of school sites should be conducive to educational activities and free of industrial or commercial activities which may create health and/or safety hazards for students or staff. The district goes on record opposing the licensing of a premises by the liquor control board within 500 feet of a school building.

Legal References:
RCW 66.24.010  Issuance, transferability --Conditions and restrictions--Notice to local authorities --Proximity to churches, schools, etc.

Adoption Date: 22 May 2001
Grapeview School District
4302  POLITICAL RELATIONSHIPS WITH GOVERNMENTAL AGENCIES

The board recognizes and encourages the right of its employees, as citizens, to engage in political activity. School property and school time, supported by public funds, may not be used for political purposes.

District employees, when authorized by the board or superintendent, may provide information or communicate on matters pertaining to school district affairs or advocate the official position or interests of the district to any elected official or officer or employee of any agency. The district shall submit quarterly statements in compliance with requirements of the Public Disclosure Commission.

District employees who hold elective or appointive office in an organization are not entitled to time off from their school duties for reasons incident to such offices except as such time may qualify under leave policies of the district.

The superintendent is directed to establish procedures that are in compliance with the Public Disclosure Commission.

Cross Reference:
Policy 5252  Staff Participation in Political Activities

Legal Reference:
RCW 42.17.130  Forbids use of public office or agency facilities in campaigns
RCW 42.17.190  Legislative activities of state agencies and other units of government

Adoption Date: 22 May 2001
Grapeview School District
4302P  POLITICAL RELATIONSHIPS WITH GOVERNMENTAL AGENCIES
PROCEDURES

All "lobbying" activities on behalf of the school district shall be conducted under the direction
of the superintendent and/or board. For purposes of this procedure, "lobbying" means
attempting to influence the passage or defeat of any legislation or the adoption or rejection of
any rule, standard, rate or other legislative enactment by any state agency.

The district shall file a quarterly report (PDC Form L-5) with the Public Disclosure Commission
when "in person lobbying" exceeds four days or parts of days during any three month period in
aggregate for all employees at the district. In person lobbying includes testifying at legislative
committee hearings and state agency hearings on rules and regulations but does not include
attendance merely to monitor or observe testimony and debate. Quarterly reports are due at the
Public Disclosure Commission on or before April 30, July 31, October 31 and January 3.

District funds shall not be expended for dinners, entertainment or campaign contributions.

Implementation Date: 22 May 2001
Grapeview School District
4306   POLITICAL ACTIVITY

The Grapeview School District Board of Directors will refrain from taking positions on matters of public policy or citizen concerns (as represented by public initiatives) unless such policies/initiatives directly affect the Educational Program of the Grapeview School District.

It will be the responsibility of the individual or group presenting any request to show the direct interest that the district has in the position being presented.

The Grapeview School District Board of Directors will be advocates for children in this district and in the state.

Adoption Date:
Grapeview School District
District Relationships with Law Enforcement and other Government Agencies

The primary responsibility for maintaining proper order and conduct in the schools resides with district staff. Staff will be responsible for holding students accountable for infractions of school rules, which may include minor violations of the law occurring during school hours or at school activities.

However, there are times when district staff will call upon law enforcement, child protective agencies, and the county health department to ensure the safety and protection of students or staff. When there is substantial threat to the health and safety of students or others, such as in the case of bomb threats, threats of violence, or threats of substantial bodily harm, law enforcement will be called upon for assistance. Information regarding major violations of the law will be communicated to the appropriate law enforcement agency.

The district will strive to develop and maintain cooperative working relationships with law enforcement, child protective authorities, and health department officials. The superintendent will confer with representatives of these agencies to establish agreed upon procedures. Such procedures should address the handling/reporting of child abuse and neglect allegations/investigations; communicable disease allegations/investigations; criminal allegations/investigations, including bomb threats/other threat assessment, and arrests by law enforcement officers on school premises; the availability of law enforcement personnel for crowd control; and other matters where the work and duties of the district overlap with these agencies. Such procedures include 3432P – Emergencies and 3226P Interviews and Interrogations of Students on School Premises. The district will revise the procedures as necessary and make them available to affected staff members.

If the district engages with a school resource officer (SRO), the district will clarify its relationship with the SRO, including the SRO’s purpose, role, supervisory structure, and limitations on access to student information in a written memorandum of understanding (MOU).

In contrast to the working relationships noted above, the work of immigration agents does not overlap with the work or duties of the district. This is because the district’s obligation to educate the children residing within its borders is not diminished by the children or parents’ immigration status. Further, the district supports the federal immigration enforcement policy that directs immigration agents to avoid questioning and arrests at sensitive locations, including schools. Therefore, staff shall not grant information or access to immigration agents unless/until the district Superintendent and/or General Counsel determine the request complies with Plyler v. Doe and other applicable laws according to the criteria in 3226P Interviews and Interrogations of Students on School Premises.

Child Protective Services or agencies and law enforcement are defined as stated in RCW 26.44.020. County health department means a local entity defined in RCW 70.05.010. “Immigration agent” shall mean an agent of U.S. Immigration and Customs Enforcement, U.S. Customs and Border Protection, any individuals authorized to conduct enforcement of civil immigration laws under 8 U.S.C. §1357(g) or any other federal law, other federal agents charged with enforcement of civil immigration laws, and any successors.

Cross References: 3432 - Emergencies 3414 - Infectious Diseases 3231 - Student Records 3226 - Interviews and Interrogations of Students on School Premises
Legal References:  
RCW 26.44.030 Interviews of children  
RCW 26.44.050 - Abuse or neglect of child — Duty of law enforcement agency or department of social and health services — Taking child into custody without court order, when  
RCW 26.44.110 Information about rights — Custody without court order — Written statement required — Contents  
RCW 26.44.115 Child taken into custody under court order — Information to parents  
RCW 28A.635.020 Willfully disobeying school administrative personnel or refusing to leave public property, violations, when — Penalty  
20 U.S.C. 1232g Family Education Rights and Privacy Act

Management Resources:  
2018 – December Issue  
2013 - July Issue  
2013 - April Issue  
Policy News, April 2001 Compliance Office Provides FERPA Update  
Policy News, February 1998 FERPA limits student records access

Adoption Date: 22 May 2001  
Classification: Encouraged  
Revised Dates: 04.19
Relations with Law Enforcement Agencies
A. A law enforcement officer shall contact the principal upon entering a school building.

B. An officer may request and be granted such student information as address, telephone number, parents' names, date of birth and other directory information, if the parent or student over 18 years of age has not filed a written objection to the release of directory information. Student records protected by the federal Family Rights and Privacy Act may only be examined or released following written permission of a minor student's parent or an adult student, pursuant to a court order or subpoena, in response to a health or safety emergency, or in order to better serve the student in the juvenile justice system prior to adjudication.

C. While the district encourages interrogations of students to take place off school premises, the principal shall permit a law enforcement officer to conduct any necessary questioning. The principal shall cooperate with the officer while he/she is conducting necessary investigations. The officer shall advise and afford a student the same legal rights as an adult and the right to have a parent present during questioning if the student is twelve years of age or younger.

D. An officer is not required to have a warrant in order for the school to release the student into law enforcement custody. In the event a student is taken into custody by a law enforcement officer, the school will immediately notify the parent or guardian unless directed not to by the law enforcement officer.

E. If a court has released a student on conditions related to school, including attendance, behavior or progress, the administration shall encourage the court to include as a condition of release the written permission of the adult student or parent of a minor student to release the student's records to the court or its designee.

Relations with Child Protective Agencies
A. A child protective services worker shall contact the principal upon entering a school building.

B. A child protective worker may request and be granted such information as address, telephone number, parents' names, date of birth and other directory information if the parent or student over 18 years of age has not filed a written objection to the release of directory information. Information contained in the student's cumulative folder and any supplementary records shall be available for inspection on evidence that a student is a ward of the state.

Student records protected by the federal Family Rights and Privacy Act may only be examined or released following written permission of a minor student's parent or an adult student, pursuant to a court order or subpoena, in response to a health or safety emergency, or in order to better serve the student in the juvenile justice system prior to adjudication.

C. While the district encourages interviews of a student to take place off school premises, the principal shall permit a child protective worker to conduct any questioning when child abuse or neglect is involved outside of the presence of parents. Parental notification of the interview shall occur at the earliest possible point in the investigation that will not jeopardize the safety or protection of the child or the course of the investigation. Prior to commencing the interview, the child protective services or law enforcement agency shall determine whether the child wishes a third party to be present for the interview and, if so, shall make reasonable efforts to accommodate the child's wishes. Unless the child objects,
the child protective services or law enforcement agency shall make reasonable efforts to include a third party in any interview so long as the presence of the third party will not jeopardize the course of the investigation.

D. A child protective worker is required to have a warrant in order for the school to release custody of the student. However, if the child protective worker is accompanied by a law enforcement officer, no warrant shall be required. In the event a student is taken into custody, the school shall duly notify the parent or guardian unless directed not to by the law enforcement officer.

Relations with Health Department Officials
A. A health department official shall contact the principal on entering a school building.

B. A health department official may request and be granted such information as address and date of birth if the parent or student over 18 years of age has not filed a written objection to the release of directory information. Information contained in a student's cumulative folder and any supplementary records shall be available only with prior written consent of the parent or adult student pursuant to a court order or subpoena, in response to a health or safety emergency or in order to better serve the student in the juvenile justice system prior to adjudication.

C. While the district encourages interviews of students to take place off school premises, the principal shall permit a health official to conduct a confidential interview with a student suspected of being a contact with an individual infected with a communicable disease when the interview is to held during school hours, and the principal chooses not to release the student to travel to the health department.

Implementation Date: 22 May 2001
Grapeview School District
Notification of Threats of Violence or Harm

Students and school employees who are subjects of threats of violence or harm will be notified of the threats in a timely manner. Parents will be included in notifications to students who are subjects of threats of violence or harm. If there is a specific and significant threat to the health or safety of a student or other individuals, the district may disclose information from education records to appropriate parties whose knowledge of the information is necessary. Timing and details of the notice will be as extensive as permitted by the federal Family Educational Rights and Privacy Act (FERPA), other legal limitations, and the circumstances.

Individual-directed threats of violence or harm are communications that create fear of physical harm to a specific individual or individuals, communicated directly or indirectly by any means.

Building-directed threats of violence or harm are direct or indirect communications by any means of the intent to cause damage to a school building or school property (e.g., bomb threats), or to harm students, employees, volunteers, community members or visitors.

The district will address threats of violence or harm in a manner consistent with the district’s safety policies and comprehensive safe school plans.

Persons found to have made threats of violence or harm against district property, students, employees or others will be subject to relevant district discipline policies and will be referred to appropriate community agencies including law enforcement and mental health services. District staff will work with in-district and community-based professionals and services in all relevant disciplines to address threats of violence or harm, those threatened and those making the threats. Necessary information about the person making the threat will be communicated by the principal to teachers and staff, including security personnel.

State law provides the district, school district directors and district staff with immunity from liability for providing notice of threats in good faith. Persons who make a knowingly false notification of a threat are subject to appropriate district discipline policies and may be referred for prosecution.

The superintendent is directed to develop and implement procedures consistent with this policy.


Legal References: RCW 28A.320.128 Notice and disclosure policies — Threats of violence — Student conduct — Immunity for good faith notice — Penalty WAC 392-400 Pupils 20 U.S.C. 1232g Family Educational Rights and Privacy Act
34 C.F.R. Part 99 FERPA Regulations

Management Resources:

2010 - February Issue
Policy News, February 2003 Threats Policy Due in September

Adoption Date: 26 August 2003
Classification: Essential
Revised Dates: 04.17; 02.20
4314P  PROCEDURES FOR POLICY ON NOTIFICATION OF THREATS OF VIOLENCE OR HARM

Staff, students, volunteers, and others involved in school activities have the responsibility to report any threats of violence or harm to designated school officials. Based on the significance and credibility of the threat, it shall be reported to law enforcement. Staff shall involve in-district multi-disciplinary professionals in evaluating the threat and the needs of the person making the threat. Consultation with or referrals to community-based professionals and services are encouraged where appropriate.

Under the Family Educational Rights and Privacy Act the district may only release student records, including those involving threats of violence or harm, with parent or adult student permission, or under limited conditions. For that reason, the district will not identify students who have made threats of violence or harm when notifying the subjects of the threats, except under the following conditions:

1. The parent or adult student has given permission to disclose the student’s identity or other information to the subject of the student’s threat.
2. The identify of the student and the details of the threat are being disclosed to relevant district staff who have been determined to have legitimate educational interest in the information.
3. The identity of the student or the details of the threat are being released because the release of the information is necessary to protect the health or safety of the student or other individuals. This exemption is to be strictly construed pursuant to federal regulations.
4. The district is responding to a court order or subpoena. Generally,
5. the district must make a reasonable effort to notify the parents of the student or adult student of the subpoena in advance of complying, so that the family can seek protective action.

Relevant information about the threat that does not improperly identify a student shall be provided to the subject of the threat, and the subject shall be advised that if law enforcement has been involved in the matter, the law enforcement agency may have more information that can be shared with the subject.

To promote the safety of all concerned, the principal shall determine if classroom teachers, school staff, school security, and others working with the student(s) involved in the threat circumstance, should be notified. Subject to the confidentiality provisions cited above, principals shall consider all available information when determining the extent of information to be shared, including prior disciplinary records, official juvenile court records, and documented history of violence of the person who made the threat.

When considering the appropriate discipline for a student who has made a threat violence or harm, the student’s prior disciplinary records shall be taken into account. Emergency expulsion shall be considered, based on the credibility and significance of the threat. Discipline shall only be imposed on students with disabilities consistent with policy and the legal requirements for special education.

If the threat by a student was significant and credible enough to warrant expulsion, the student may only be readmitted to the district through the readmission application process provided for in district policy. The readmission application process shall include meeting district readmission criteria established at the time of expulsion and should include completion of an assessment by an appropriate professional, with a report to the district, when the district determines such an assessment is necessary.

Discipline against district staff for making threats of violence or harm shall be consistent with district policy and procedure regarding staff discipline, and any relevant collective bargaining requirements.

Implementation Date: 26 August 2003
Grapeview School District
4315  RELEASE OF INFORMATION CONCERNING SEXUAL /KIDNAPPING OFFENDERS

Public agencies are authorized to release relevant and necessary information regarding sex and kidnapping offenders to the public when the release of the information is necessary for public protection. Law enforcement agencies receive relevant information about the release of sexual and kidnapping offenders into communities, and decide when such information needs to be released to the public. The school district has a public safety role to play in the dissemination of such information to staff, parents, students and the community and will disseminate such information under the following conditions:

A. Receipt of a specific request from a law enforcement agency that information be disseminated to staff and/or students and parents. In every case where students are notified, parents will be notified as soon as possible.

B. Receipt of the actual documents to be distributed. The district may duplicate the documents, but they will be distributed in form received from the law enforcement agency.

Cross Reference:
Policy 3143  District Notification of Juvenile Offenders

Legal Reference:
RCW 4.24.550  Sex offenders--and kidnapping offenders -- Release of information to public--When authorized--Immunity

Management Resources:
PNA 9808.07  State encourages modification of weapons policy

Adoption Date: 22 May 2001
Grapeview School District
4315P RELEASE OF INFORMATION CONCERNING SEXUAL/KIDNAPPING OFFENDERS PROCEDURES

The school district shall dissemination information concerning sexual and kidnapping offenders to staff, parents, students and the community under the following conditions:

1. The school district must receive in writing a specific request from a law enforcement agency which includes all information to be disseminated. All material received shall be permanently filed.

2. The district will duplicate the actual documents received from the law enforcement agency and will distribute the documents in the same form as received from the law enforcement agency.

3. Student notification will consist of the distribution of the materials provided by the law enforcement agency with teacher explanations to clarify student understandings. Staff will not embellish the information provided by the law enforcement agency.

4. Parents will be notified no later than the same day of student notification by a parent letter to be delivered to the parent by the student. The parent letter will be a cover letter detailing the information provided to students with all of the enclosures provided by the law enforcement agency including the specific request from the law enforcement agency.

5. In the event the children are homebound on buses when the receipt of the request for dissemination is received and the request is labeled “highly urgent” (i.e. of an imminent emergency nature) by the law enforcement agency and the law enforcement agency so requests then the bus drivers may relay the information received, via radio, to the children.

The following day student and parent notification will follow normal procedures.

Adoption Date:
Grapeview School District
COOPERATIVE PROGRAMS WITH OTHER DISTRICTS AND PUBLIC AGENCIES

Whenever it appears to the economic, administrative and educational advantage of the district to participate in cooperative programs with other units of local government, the superintendent shall prepare and present for the board's consideration an analysis of each cooperative proposal. Cooperative programs between two or more small school districts shall not affect the small school factor of participating schools.

Cooperative agreements shall comply with the requirements of the Interlocal Cooperation Act, with assurances that all parties to the agreement have the legal authority to engage in the activities contemplated by the agreement.

Legal References:
RCW 28A.225.250 Voluntary, tuition free attendance programs among school districts, scope--Rules and regulations
RCW 39.34 Interlocal Cooperation Act
RCW 48.62 Local Government Insurance
WAC 392-135 Finances--Interdistrict Cooperation Programs

Adoption Date: 22 May 2001
Grapeview School District
4330 COOPERATION WITH PRIVATE AND PAROCHIAL SCHOOLS AND DAY CARE AGENCIES

The district shall cooperate with private and parochial schools, including day care agencies, both in federally-assisted programs and other aspects of district operations in ways that are permitted by law. The primary obligation of the district shall be to its students, and such cooperation shall not interfere with or diminish the quality of services offered to its students.

Legal References:
RCW 28A.150.350 Part-time students--Defined--Enrollment authorized- Reimbursement for costs- Funding authority recognition--Rules, regulations
RCW 28A.235.120 Lunchrooms --Establishment and operation-- Personnel for-- Agreement for
RCW 28A.205 Educational Clinics
WAC 392-163-040 Non-public student involvement
WAC 392-168-045 Provision for private nonprofit school participation

Adoption Date: 22 May 2001
Grapeview School District
Election Activities

The District, as part of its mission to educate and instill civic responsibility, will assure that the community is appropriately informed about District and education related ballot measures through objective and fair presentations of the facts related to those measures. However, public facilities will not be used to assist in any candidate’s campaign or to support or oppose any ballot measure.

The Board will consider adopting resolutions expressing the Board’s collective opinion on ballot measures (state and local, including District levy and bond measures) that impact the effective operation of the schools. Such a resolution will be considered at a Board meeting, the short title and proposition number of the ballot measure will be included in the meeting notice, and an equal opportunity will be provided for views on both sides of the issue to be expressed.

Prior to an election on a District ballot measure, the District will publish to the entire community an objective and fair presentation of the facts relevant to the ballot measure. Normal and regular publications of the District will also continue to be published during election cycles and may contain fair, objective and relevant discussions of the facts of pending election issues.

The superintendent will develop procedures to implement this policy that are consistent with the guidelines provided by the Public Disclosure Commission at http://www.pdc.wa.gov/.

Cross References:
- 5252 - Staff Participation in Political Activities
- 4260 - Use of School Facilities
- 2022 - Electronic Resources
- 1110 - Election

Legal References:
- RCW 28A.320.090 Preparing and distributing information on the District’s instructional program, operation and maintenance — Limitation
- RCW 42.17A.555 Use of public office or agency facilities in campaigns — Prohibitions —Exceptions
- WAC 390-05-271 General application of RCW 42.17A.555
- WAC 390-05-273 Definition of normal and regular conduct

Management Resources:
- Policy News, August 2001 PDC Issues Election Guidelines for Schools

Adoption Date: 25 April 2017
Classification: Essential
Revised Dates: