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Community Relations - Series 4000

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Public Information Program

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

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

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

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

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

Staff Communications with the Public

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

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

Public Health Information

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

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

Collection Of Disciplinary Data

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

District Annual Report

An annual district report addressing the activities of the district and the administration's recommendations for improvement of student learning and district operations will be prepared by the superintendent or designee and presented to the board as soon as possible after the

close of each school year. Upon board approval, the report will be made available to the public and used as one means for informing parents and community members, the Office of the Superintendent of Public Instruction, and other districts in the area, of the programs and conditions of the district's schools. The district must ensure awareness of and compliance with certain statutory requirements as specified in policy #2106 (Program Compliance). When the district is not in compliance, such deviations will be incorporated into the annual report.

Cross Reference	Board Policy 2106	Program Compliance
	Board Policy 4020	Confidential Communications
	Board Policy 2121	Substance Abuse Program
Legal References:	RCW 28A.150.230	District School Directors' Responsibilities
	RCW 28A.655.100	Performance goals – Reporting requirements
	HB 1230(2023)	School –Public Health Information

Public Information Program

Principals are encouraged to initiate media coverage of their school programs and activities. The superintendent or designee will authorize the release of information when the covered topic involves more than one building. The following procedure relates to the public information program:

- A.** Media representatives will be supplied factual information.
- B.** Media representatives should be kept informed on the program so that any reporting will be done based on 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 will be obtained 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.** 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; and
- E.** Staff members will secure authorization from the principal before contacting the media on behalf of the school or district. This will not preclude a staff member from contacting the media as a private individual.

Annual District Report

The annual district report will include but not be limited to:

- A.** Criteria used for staff evaluations and district policies concerning hiring, assigning and terminating staff;
- B.** A summary of the student performance towards state standards;
- C.** Results of district-wide achievement testing; and
- D.** Budget information, including student enrollment, classroom staff, support staff, administrative staff, and special levy expenditures.

Confidential Communications

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 record's custodian will remain confidential and will be used only for the purpose for which access was granted.
- B. While certain professionals may have a unique confidential relationship (e.g. attorney-client privileged communications and licensed psychologists), school staff members including counselors 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 will exercise professional judgment regarding the sharing of student disclosed information when there is reasonable likelihood that the student's welfare may be endangered.
- E. If district officials determine there is a specific threat to the health or safety of a student or any other individual, it may disclose otherwise confidential student information to appropriate parties, as allowed by the Family Educational Rights and Privacy Act (FERPA).
- F. 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:	Board Policy 2121	Substance Abuse Program
	Board Policy 2140	Guidance and Counseling
	Board Policy 3231	Student Records
	Board Policy 4040	Public Access to District Records
	Board Policy 5260	Personnel Records
Legal References:	RCW 26.44.030(12)	Reports – Duty and Authority to make
		-Duty of Receiving Agency

Adoption Date: 10.28.03
Hockinson School District
Revised: 01.23.12

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 serve 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 will develop—and the Board will periodically review—procedures consistent with state law that will facilitate this policy. The Superintendent 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:	Board Policy 6513	Workplace Violence Prevention
	Board Policy 3231	Student Records
Legal References:	Chapter 5.60 RCW	Witnesses – Competency
	RCW 13.04.155(3)	Notification to school principal of conviction, adjudication, or diversion agreement – Provision of

		information to teachers and other personnel – Confidentiality
	RCW 26.44.010	Declaration of Purpose
	RCW 26.44.030	Reports – Duty and authority to make – Duty of receiving agency – Duty to notify – Case planning and consultation – Penalty for unauthorized exchange of information – Filing dependency petitions – Investigations – Interviews of children – Records – Risk assessment process
	RCW 28A. 605.030	Student education records – Parental Review – Release of Records – Procedure
	RCW 28A.635.040	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
	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 Parts 160-164	General Administrative Requirements, Administrative Requirements and Security and Privacy
Management Resources Policy & Legal News:	July 2023	
	July 2017	

	December 2015	
	April 2015	
	February 2010	
	Federal Education Rights and Privacy Act Revisions	
	June 2006	Public Records Act
	October 2005	Public Disclosure

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 Office by calling (360) 448-6400. The Request to Inspect Public Records form is found through Quick Links on the District website <https://www.hocksd.org/District/Links-Forms>. Information regarding contacting the Public Records Officer is also available at the District website at www.hocksd.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 excluding legal holidays. Records must be inspected at the district office by appointment. Exceptions may apply.

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 thereof, 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.hocksd.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 Office and online at www.hocksd.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.

Requesting Board Meeting Recordings

Effective June 30, 2024, requests for recordings of board meetings made pursuant to RCW 42.30.035 (2) will only be a valid request for an identifiable record when the date of the recording, or a range of dates, is specified in the request. When searching for and providing identifiable recordings, no search criteria except date must be considered by the district.

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.

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; 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);
- The Family Educational and Privacy Rights Act (FERPA),
- 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 (HIPPA), 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, 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.

The above list includes only exemptions, here are a few notable exemptions identified in the Washington Public Records Act:

- 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.
- RCW 42.56.230 (1) exempts personal information in any files maintained for students in public schools.
- RCW 42.56.230 (2) (iii) exempts a student's personal information in any records pertaining to the student, including correspondence.
- RCW 42.56.250 (1) (i) allows an employee who is a survivor of domestic violence, sexual assault, sexual abuse, stalking, or harassment to submit documentation to the district allowing the district to exempt their name and other personally identifying information from public disclosure. See Policy 6512P (Workplace Violence Prevention) for the process an employee must follow to submit the necessary documentation.

The above list are for informational purposes only and are not intended to cover all possible exemptions from the public records 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 become 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 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 (e.g., pictures and/or paper-based content scanned into an electronic format);
2. Five cents per each four electronic files or attachments uploaded to email, cloud-based data storage service, or other means of electronic delivery (e.g., each separate email constitutes 1 file as does each separate email attachment. Example: 600 emails + 25 attachments = $625 \times .25 \times .05 = \7.81 ;

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 (e.g., video files); 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 (e.g., retail price of thumb drive).

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 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 twenty 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 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 immediately consider the petition and shall either affirm or reverse the denial within two business days following the receipt of the petition, or within such other time as the District and the requestor mutually agree to.

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.

Date: 04.12; 04.15; 12.16; 11.17; 02.24; 09.24

Data Sharing with Local Tribes

The Hockinson School Board desires to build community relationships with local tribes to increase cultural understanding and improve the success of tribal students within the Hockinson School District/Public Schools.

The Board recognizes the need to evaluate and improve the academic progress of Native students attending public school in the District and improve compliance with the Every Student Succeeds Act of 2016 (ESSA). Student data analysis is a central tool in evaluating educational practices, tracking students' academic performance, and developing school improvement plans and support services. Tribes need access to the education records of Native students so that they can monitor and analyze the needs and progress of their students and make data-driven decisions to improve education outcomes for Native students.

To that end, the Board authorizes the District to enter into data sharing Agreements with local tribes to work to close the opportunity gap, and increase the graduation level for our Native American students. The District will enter such agreements in the spirit of the Centennial Accord and Millennium Agreement with the State of Washington and as identified under ESSA.

Cross References:	3231 – Student Records
	3235 – Protection of Student Personal Information
Legal References:	Chapter 28A.604 RCW – Student User Privacy in Education Rights

Management Resources:	2020 - December Issue
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Distribution of Information

The board recognizes that valuable social, recreational, and educational opportunities are available to families and students through nonprofit organizations and governmental entities providing services for students. The district may choose to make information available to students and families about these programs, provided that doing so does not interfere with the educational process.

Any nonprofit organization or governmental entities may submit information about activities for students for possible distribution through district channels, but any information distributed must meet certain standards and be approved according to the procedures accompanying this policy.

Cross References:	Board Policy 2340	Religious –Related Activities and Practices
	Board Policy 3220	Freedom of Expression
Management Resources:		
Policy and Legal News	April 2023	
Policy News	April 2005	Distribution of Materials

Distribution of Information

Individuals or groups seeking to distribute information in schools will submit to the building principal a statement of the recreational or educational value to students.

Dissemination of the information does not reflect the district's endorsement or sponsorship of the activity. All materials distributed must contain the statement "The district does not sponsor or endorse this event/information and the district assumes no responsibility for it."

The district or the school will not distribute materials that:

- A.** Are obscene, lewd, or vulgar;
- B.** Are libelous;
- C.** Contain language that is intimidating, demeaning, harassing or threatening on the basis of race, religion, color, national origin or ancestry, sex, gender identity, sexual orientation, age, disability, marital or veteran status, including, but not limited to, racial, sexual, or ethnic slurs;
- D.** Promote commercial enterprises;
- E.** Promote the violation of existing laws, regulation or ordinances, or official school policy, rules or regulations; or
- F.** Proselytize or disparage religious beliefs.

The building principals will review and determine whether the materials are approved for distribution to students. Any further review will be made by the superintendent/designee whose decision is final.

Upon request, schools with available space and resource to do so, are authorized, but not required, to allow equal access for nonprofit organizations and government entities to leave fliers, approved in advance by the district, on available unmanned information tables as space permits at such events as curriculum nights and open-house events. When such requests to leave fliers are approved by the principal, the principal must verify with the communications department that each organization leaving fliers on available tables is an approved nonprofit organization or governmental agency and that the particular flier has been screened and approved.

Inclusion of such information tables shall not impede or detract from the school's intended program. Principals who approve requests by organization/entities to leave fliers for a particular event are authorized to limit tables and fliers to space available.

Citizen Advisory Committees and Task Forces

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

Citizen Advisory Committees and Task Forces

The following guidelines have been prepared to assist a citizen advisory committee or task force:

- A.** A specific charge or assignment will be made to the committee.
- B.** The board will 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 will be advisory only. The board does not and, under the law cannot, relinquish its decision-making responsibilities.
- D.** The committee will make periodic progress reports to the board; such interim reports as well as the committee's final findings and recommendations will 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, will be welcomed by the board.
- F.** The duration of the life of the committee will 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 will 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 will normally be determined by the committee;
 - 2. The committee may invite public attendance if it feels such attendance will facilitate the accomplishment of its goals; and
 - 3. The committee will 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 will 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 citizen advisory committee/task force and with specific guidelines and procedures developed for the committee.
- L.** If the committee acts on behalf of the board, conducts hearings, or takes testimony or public comment, its meetings will be open to the public. RCW 42.30.020.

School Support Organizations

The board encourages the formation of a parent-teacher-student association or similar organization at each school building for the purpose of providing an opportunity through which parents, teachers and students may unite their efforts and interests to enhance the school program. In schools where no such organization exists, another parent group can be recognized by the school principal as the official body through which parents, staff and students may unite their efforts for similar purposes.

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

School-Support Organizations

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

- A.** Local booster clubs and PTSAs/PTSOs 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].
- C.** The board of directors of the school district has established a fee schedule that governs the use of facilities by a school-support organization.
- 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;
 - 2. A nonprofit corporation may operate bingo activities, raffles, and amusement games under requirements regulated by the Washington State Gambling Commission (RCW 9.46); and
 - 3. A charitable organization involved in sales and benefits grossing over \$5,000 must obtain IRS recognition.
- F.** When bingo, raffles, and amusement games are conducted, the State Gambling Act controls. Certain gambling activities may be conducted by nonprofit organizations without a gambling permit under certain conditions. To operate without a gambling permit, a nonprofit must be recognized by the IRS and/or contributions to the group must be considered tax deductible. In addition, the nonprofit must have been organized and operating for at least 12 months before operating the gambling activity, be able to prove that it has made significant progress towards accomplishing its stated purposes during the 12 consecutive months before operating the gambling activity, and have at least fifteen voting members who elect the governing body.

A nonprofit organization may hold an unlimited number of members-only raffles if the combined gross revenue (money taken in) from these raffles does not exceed \$5,000 during a calendar year. In addition to members-only raffles, a nonprofit may offer two unlicensed raffle, bingo, or amusement game events to the public each year and must notify its local police agency at least five days before conducting the event. RCW 9.46.0321

Title I Parent and Family Engagement

The Hockinson School District has schools which are identified as Targeted Assistance under Title I. The following outlines parental involvement guidelines:

The Board recognizes that parent and family engagement helps students participating in Title I programs achieve academic standards. To promote parent and family engagement, the Board adopts the following policy, which describes how the district will involve parents and family members of Title I students in developing and implementing the district's Title I programs.

District-Wide Parent and Family Engagement

The district will do the following to promote parent and family engagement:

- A.** The district will involve parents and family members in jointly developing the district's Title I plan. The district will hold an annual meeting, giving parents an opportunity to review the plan, inviting parent comments, distributing Title 1 program information, and share any results from the program evaluation.
- B.** The district will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the district in the planning and implementing of effective parent and family involvement activities to improve student academic achievement and school performance.
- C.** The district will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all Title I schools. At that meeting, the following will be identified:
 - 1. Barriers to greater participation by parents in Title I activities;
 - 2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - 3. Strategies to support successful school and family interactions.

The district will use the findings from the annual evaluation to design evidence-based strategies for more effective parental involvement and to revise this policy if necessary.

The district will facilitate removing barriers to parental involvement. The district will conduct joint parent meetings with other programs, hold meetings at various times of the day and evening, arrange for child care at the event, or when necessary, arrange for home conferences. Title 1 funds may be used to facilitate parent attendance at meetings by payment of transportation and child care costs.

- D.** The district will involve parents of Title I student in decisions about how the Title I funds reserved for parent and family engagement are spent. The district must use Title I funds reserved for parent and family engagement for at least one of the reasons specified in 20 U.S.C. § 6318(a)(3)(D).
- E.** The district and each of the schools within the district providing Title I services will do the following to support a partnership among schools, parents, and the community to improve student academic achievement:
 - 1. Provide assistance to parents of Title I students, as appropriate, in understanding the following topics:
 - a. Washington's challenging academic standards;
 - b. State and local academic assessments, including alternate assessments;
 - c. The requirements of Title I;
 - d. How to monitor their child's progress; and

- e. How to work with educators to improve the achievement of their children.
2. Provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. The district will provide materials and training for parents that provide guidance for parents to assist at home in the education of their child. The district will hold parent meetings at various times of the day to accommodate parent's schedules. The district will provide opportunities for parents to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The district will provide opportunities for parents to submit comments about the program to the district as well as opportunities to meet with the classroom teacher and Title I, Part A teachers to discuss their child's progress.
3. Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff with the assistance of parents, in the value and utility of contributions of parents and how to do the following:
 - a. Reach out, communicate with, and work with parents as equal partners;
 - b. Implement and coordinate parent programs; and
 - c. Build ties between parents and the school.
4. Coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with similar strategies used under other programs, such as:
 - a. Head Start;
 - b. Even Start;
 - c. Learning Assistance Program;
 - d. Special Education; and
 - e. State-operated preschool programs.
5. Ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children. The information will be provided in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

The district will provide this information via the school website, with beginning of school information, fliers, emails, and newsletters.

School-Based Parent and Family Engagement Policies

Each school offering Title I services will have a separate parent and family engagement policy, which will be developed with parents and family members of Title I students. Parents and family members will receive notice of their school's parent and family engagement policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

Each school-based policy will describe how each school will do the following:

- A.** Convene an annual meeting at a convenient time, to which all parents of Title I students will be invited and encouraged to attend, to inform parents of their schools' participation under Title I, to explain the requirements of Title I, and to explain the rights that parents have under Title I;
- B.** Offer a flexible number of meetings, such as meetings in the morning or evening;

- C.** Involve parents, in an organized, ongoing, and timely way in the planning, reviewing, and improving of Title I programs; and
- D.** Provide parents of Title I students the following:
 - 1. Timely information about Title I programs;
 - 2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
 - 3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.

Each school-based policy will include a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve state standards. The compact must do the following:

- A.** Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I students to meet Washington's challenging academic standards and describe the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom, and participating, as appropriate, in decisions relating to the education of their children, including the positive use of extracurricular time; and
- B.** Address the importance of communication between teachers and parents on an ongoing basis through the following:
 - 1. Annual parent-teacher conferences in elementary schools, during which the compact will be discussed as the compact relates to the individual child's achievements;
 - 2. Frequent reports to parent's on their children's progress;
 - 3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - 4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Legal References:	20 USC § 6311	("Every Student Succeeds Act")
	20 USC 6312	Local educational agency plans
	20 USC 6318	Parent and family engagement
Management Resources	October 2008	Family Involvement Policy
Policy & Legal News:		
	June 2005	Title I Parental Involvement Policy
	August 2003	No Child Left Behind Update

Parent Access and Safe and Orderly Learning Environment

Contacts with Staff

The learning environment and the staff's time for students will be free from interruption. Except in emergencies, staff will not be unreasonably interrupted in their work. Brief messages will be recorded so as to permit the staff member to return the call when free.

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

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

Visitors

The board welcomes and encourages visits to school by parents, community members, and interested educators. Parents are assured access to their child's classroom as well as school sponsored activities for purposes of observing class procedure, teaching material, and class conduct. However, such observation must not disrupt the classroom or learning activity. The superintendent or designee will establish guidelines governing school visits to insure orderly operation of the educational process and the safety of students and staff.

Disruption of School Operations

The superintendent or staff member in charge will direct a person to leave immediately if any person is:

- A. Under the influence of drugs or alcohol;
- B. Is disrupting or obstructing any school program, activity, or meeting;
- C. Threatens to do so or is committing, threatening to imminently commit; or
- D. 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.
- E. Employing the photographic, video graphic, audio recording or reproduction capacity of any electronic device for the purpose of photographing, video capture, recording or reproduction of the same of any student or staff person without the consent of the staff person, or under the supervision of a teacher or administrator. This section applies at all times while on school premises including school buses or at school sponsored events, regardless of the location.

If such a person refuses to leave, the superintendent or staff member will immediately call for the assistance of a law enforcement officer.

Cross References:	Board Policy 3150	Associated Student Bodies
	Board Policy 3124	Removal-Release of Student During School Hours
	Board Policy 4129	Family Involvement
Legal References:	RCW 28A.635.020	Parents' access to classroom or school sponsored activities — Limitation

	RCW 28A.605.020	Willfully disobeying school administrative personnel or refusing to leave public property, violations, when — Penalty
	RCW 28A.635.030	Disturbing school, school activities, or meetings — Penalty
	RCW 28A.635.090	Interference by force or violence — Penalty
	RCW 28A.635.100	Intimidating any administrator, teacher, classified employee, or student by threat of force or violence unlawful — Penalty
	20 U.S.C. § 7908	Armed Forces recruiter access to students and student recruiting information
Management Resources Policy & Legal News:	March 2022	
	February 2018	

Parent Access and Safe and Orderly Learning Environment

Visitors

The following guidelines are established to permit visitors to observe the educational program with minimal disruption to students:

- A.** Visitors whose purpose is to influence or solicit students will not be permitted on the school grounds unless the visit furthers the educational program of the district.
- B.** Military recruiters will be provided the same opportunities to meet with students as higher education and employer representatives.
- C.** If the purpose of 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 activities.
- D.** The principal or designee will consider a date and time for classroom observation after he/she confers with the teacher.
- E.** The principal or designee may withhold approval if particular events, such as testing, will be adversely affected by a visit. If a visitor's presence becomes disruptive, the principal or designee may withdraw approval.
- F.** All visitors must register at the school office upon their arrival. A visitor's badge with the current date will be worn conspicuously.
- G.** All visitors will be supervised by a school administrator or designee.
- H.** If approved, suggested duration of classroom observation is one hour and will not exceed one-half day. The number and frequency of classroom visits will be at the discretion of the principal or designee.
- I.** For the safety and privacy of students, photographs and video are not permitted during a classroom or school visit.

Regulation of Dangerous Weapons on School Premises

Unless authorized by this policy, it is a violation of district policy for any person to knowingly carry a firearm or dangerous weapon on district property or, 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 portion(s) of property, owned, rented or leased by the District when the property, or portion(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.

It is the policy of this District that the presence of firearms and other dangerous weapons in the workplace or educational environment is to be minimized as much as possible. As such, the following activities are prohibited by this policy regardless of whether such possession would violate state law, and regardless of whether the weapon is secured in a vehicle or possessed by a person with a concealed weapons permit:

1. No District employee may bring any firearm or dangerous weapon onto any District property without prior authorization of the superintendent.
2. No person or entity renting, leasing, or otherwise being granted the right to temporary use of District-owned property may possess, or allow its guests to possess, firearms or dangerous weapons on District-owned property. This provision does not extend to a property rented or leased as a personal domicile.

Dangerous Weapons

The term “dangerous weapons” under state law includes:

- Any firearm;
- Any device commonly known as “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 that is used or intended to be used as a weapon with the intent to injure a person by an electric shock, charge, or impulse;
- The following instruments:
 - Any dirk or dagger;
 - Any knife with a blade longer than three inches;
 - Any knife with a blade that is automatically released by a spring mechanism or other mechanical device;

- Any knife having a blade that opens, or falls or is ejected into position by the force of gravity, or by outward, downward, or centrifugal thrust or movement; and
- Any razor with an unguarded blade;
- Any slung shot, sandbag, or sandclub;
- 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 that 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 that 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 the District believes 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, or school-sponsored activities at any facility 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 possessions on school property outside of school buildings only under the following limited circumstances:

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

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:		
	Board Policy 3241	Student Discipline
	Board Policy 4260	Use of School Facilities
	Board Policy 5281	Disciplinary Action and Discharge
	Board Policy 6112	Rental or Lease of District Real Property
Legal References:	RCW 9A.16.020	Use of force - when lawful
	RCW 9.41.250	Dangerous weapons—Penalty
	RCW 9.41.280	Dangerous weapons on facilities—Penalty — Exceptions
	RCW 9.91.160	Personal protection spray devices
	RCW 9.94A.225	Deadly weapon special verdict--definition

	RCW 28A.600.420	Firearms on school premises, transportation, or facilities — Penalty — Exemptions
Management Resources:	2023 – April issue	
	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

Use of Tobacco and Nicotine

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:	Board Policy 3200	Rights and Responsibilities
	Board Policy 3241	Classroom Management, Discipline and Corrective Action
	Board Policy 3416	Medication at School
	Board Policy 5201	Drug-Free Schools, Community and Workplace
	Board Policy 5280	Separation from Employment
Legal References:	RCW 28A.210.260	Public and private schools — Administration of medication — Conditions.
	RCW 28A.210.270	Public and private schools — Administration of medication — Immunity from liability — Discontinuance, procedure.
	RCW 28A.210.310	Prohibition on use of tobacco products on school property

	Chapter 70.155, RCW	Tobacco – Access to Minors
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Management Resources	Policy & Legal News:	
	2019 – October Issue 2016 – July Issue	
	2014 - February Issue	
	2010 - December Issue	
	2010 - October Issue	

Effective Communication

In compliance with federal and state law, all District-sponsored programs, activities, meetings, and services will be accessible to individuals with disabilities, including persons with hearing, vision, and/or speech disabilities. When communicating in this context with students, families, applicants, participants, and members of the public with disabilities, the District will take appropriate steps to ensure that communication is as effective as reasonably possible. Such steps will include furnishing appropriate auxiliary aids and services in a timely manner, when necessary, to afford an individual with a disability an equal opportunity to participate in and enjoy the benefits of programs, activities, meetings, or services conducted or sponsored by the District.

When an IDEA-eligible or a Section 504-eligible student's disability impacts his/her hearing, vision or speech, the school will apply both a FAPE (free and appropriate public education) analysis and the effective communication requirements of the Americans with Disabilities Act of 1990 (Title II) in determining how to meet the student's communication needs and how to formulate the student's individual education program (IEP).

For families, applicants, participants, and members of the public with disabilities the District's website will provide information on how to request auxiliary aids and services, ask related questions, or raise concerns. When necessary and upon request, such information will also be provided in an accessible format for the requestor at no cost. A form for requesting auxiliary aids and services will be available at the District office, school offices, and attached as an appendix to the implementing procedure for this policy. When determining an appropriate auxiliary aid or service, the District or school will give primary consideration to the auxiliary aid or service specifically requested by the person with a disability.

For purposes of this policy, "auxiliary aids and services" include a wide range of services, devices, technologies, and methods for providing effective communication, and may include:

1. Effective methods of making aurally-delivered information available to individuals who are deaf or hard of hearing, such as:
 - Qualified interpreters (on-site or through video remote interpreting services)
 - Note-takers
 - Real-time computer-aided transcription services ("CART")
 - Written materials
 - The exchange of written notes
 - Telephone handset amplifiers
 - Assistive listening devices
 - Assistive listening systems
 - Telephones compatible with hearing aids
 - Closed caption decoders
 - Open and closed captioning, including real-time captioning
 - Voice, text, and video-based telecommunications products and systems, including text telephones (TTYs), videophones, and captioned telephones, or equally effective telecommunications devices
 - Videotext displays
 - Accessible electronic and information technology
2. Effective methods of making visually-delivered information available to individuals with visual impairments, such as:
 - Qualified readers

- Taped texts
 - Audio recordings
 - Braille materials and displays
 - Screen reader software
 - Magnification software
 - Optical readers
 - Secondary auditory programs (SAP)
 - Large print materials
 - Accessible electronic and information technology
3. Effective methods of enabling a person with a speech disability to communicate with the school or District personnel, such as:
- A word or letter board
 - Writing materials
 - Spelling to communicate
 - A qualified sign-language interpreter
 - Taped texts
 - A computer
 - A portable device that writes and/or produces speech
 - Telecommunication devices
4. Acquisition or modification of equipment or devices; and
5. Other similar services and actions.

Auxiliary aids and services will be provided for any school-initiated program, activity, meeting, or service, which may include:

- Parent/teacher conferences
- ESE/IEP/504 meetings
- Conferences or hearings involving student corrective action
- Planning meetings
- Interviews for District employment
- Staff Meetings
- Interactive meetings regarding accommodations
- Graduation ceremonies
- Field Trips
- School Performances or Sporting Events
- Board Meetings
- Website information, including on-line information regarding curriculum, policies, and Board materials and agendas.
- Reports of student grades and academic progress
- Parental alerts regarding school closures or events

The Superintendent is granted the authority to develop procedures in order to implement this policy.

Cross References:	Board Policy 2161	Special Education and Related Services for Eligible Students
	Board Policy 2162	Education of Students with Disabilities under Section 504 of the Rehabilitation Act of 1973
	Board Policy 3210	Nondiscrimination
Legal References:	Chapter 28A.642. RCW	Discrimination prohibition
	Chapter 49.60 RCW	Discrimination – Human Rights Commission
	WAC 392.400.215	Student Rights
	42 U.S.C. §§ 12131-12134	Americans with Disabilities Act of 1990 (ADA) (Title II)
	28 C.F.R. part 35	Nondiscrimination on the Basis of Disability in State and Local Government Services
	29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973
	34 C.F.R. part 104	Section 504 of the Rehabilitation Act of 1973
	20 U.S.C. §§ 1400-1419	Individuals with Disabilities Education Act (IDEA), Part B
	34 C.F.R part 300	Assistance to States for the Education of Children with Disabilities
Management Resources:	March 2016	

Adoption Date: 04.25.16
Hockinson School District
Revised Dates:

Effective Communication

The District is committed to ensuring that all District-sponsored programs, activities, meetings, and services will be accessible to individuals with disabilities, including persons who have impaired hearing, vision or speech. The following procedure is intended to assist the District in taking appropriate steps to ensure that, related to such programs, activities, meetings, or services, any communication with students, families, applicants, participants, members of the public, and their companions with disabilities are as effective as communications with persons who have no disabilities. There is no fee or charge for the District to provide appropriate auxiliary aids or services.

Requesting Communication Aids or Services for a Program, Activity, or Event

Individuals who may need an auxiliary aid or service to participate in and enjoy the benefits of a program, activity, meeting, or event should contact the school or District office as soon as possible and no later than forty-eight (48) hours before a scheduled program or activity so that the District can make necessary arrangements. The District will make reasonable efforts to accommodate any requests made less than forty-eight (48) hours in advance of a program, activity, meeting, or event. For auxiliary aids or services specifically during a meeting of the Board of Directors, the request should be made directly to the office of the Superintendent.

The District's website provides information on how to request auxiliary aids and services, ask related questions, or raise concerns. The following is the site for this information:

<http://www.hocksd.org/>

If a person with a disability cannot access this format, this information will also be provided in an accessible format when necessary and upon request.

A form for requesting auxiliary aids and services is on the District website. While it is not required that this form be used to make such a request, this written form will minimize miscommunication and help the District understand the specific auxiliary aids or services being requested. District staff will also assist a requestor in filling out this form, when necessary. A copy of the form is attached to this procedure as an appendix.

Determining an Appropriate Auxiliary Aid or Service

When the District provides an auxiliary aid or service necessary to ensure effective communication, the aid or service must be provided in an accessible format, in a timely manner, and in such a way as to protect the privacy and independence of any person with a disability. Determining an appropriate auxiliary aid or service must be individualized and made on a case-by-case basis, considering the communication used by the person with a disability; the nature, length and complexity of the communication involved; the content and the context in which the communication is taking place; the number of people involved in the communication; and the expected or actual length of time of the interaction(s). During this process, the District or school will give primary consideration to the auxiliary aid or service specifically requested by the person with a disability. "Primary consideration" means that the District will provide an opportunity for the person with the disability (or an appropriate family member) to request the aid or service that he or she thinks is needed to provide effective communication.

The District or school will honor the choice of the person with a disability unless:

1. the District or school can prove that an alternative auxiliary aid or service provides communication that is equally as effective as communication provided to a student without a disability; or

2. the District determines that such aid or service would result in a fundamental alteration in the nature of the service, program, or activity, or would result in an undue financial and administrative burden to the District.

If the District refuses to provide a particular auxiliary aid or service for the reasons stated in number (2.) above, such determination must be made by the Superintendent, or the Superintendent's designee who has the authority to make budgetary and spending decisions, after considering all resources available for use by the District in the funding and operation of the service, program, or activity. This determination must be issued in writing with the reasons for concluding that a requested auxiliary aid or service would cause such alteration or burden. Nevertheless, the District must take other steps that would not result in such an alteration or burden, but would still ensure that, to the maximum extent possible, the individual with a hearing, vision, or speech disability can participate in and receive the benefits or services provided by the District's program or activity.

If the District provides an auxiliary aid or service that is different than what is requested by the individual with a disability, the District will make a reasonable effort to provide notice to the requester in advance of the program, activity, meeting, or activity.

The District recognizes that communication and circumstances can change or evolve over time. If the communication with the person with a disability takes place over an extended period of time, the District or school should reassess the effectiveness of communications and seek regular feedback from the person with a disability.

Timely Manner

The District will determine an appropriate auxiliary aid or service as soon as possible following a request by a person with a disability, and will likewise provide the auxiliary aid or service as soon as practicable. The District or school personnel working with the person with a disability (or an appropriate family member) will keep that person informed of when the auxiliary aid or service will be provided.

Interpreters

For purposes of this policy, a "qualified interpreter" means an interpreter who, via a video remote interpreting (VRI) service or an on-site appearance, is able to interpret effectively, accurately, and impartially, both receptively and expressively, using any necessary specialized vocabulary. Qualified interpreters include sign language interpreters, oral transliterators, and cued-language transliterators. Interpreters certified to provide interpretation in court proceedings or during the delivery of health services are presumptively qualified to provide such services.

Title II of the Americans with Disabilities Act expressly prohibits the school or District from requiring an individual with a disability to bring another person to interpret for him or her. The District is prohibited from relying upon a person who accompanies a child or adult with a hearing, vision, or speech disability to interpret or facilitate communication except under two circumstances:

1. In an emergency involving an imminent threat to the safety or welfare of an individual or the public where there is no interpreter available, the school or the District may ask either a minor child or an adult to interpret or facilitate communication. In no other circumstances will the school or the District rely on a minor child to interpret or facilitate communication with a person with a disability.

2. Where the individual with the hearing, vision, or speech disability specifically makes the request, an accompanying adult may interpret or facilitate communication if the accompanying adult agrees to provide the assistance and the school's reliance on the accompanying adult is appropriate under the circumstances.

Complaints and Compliance

The District has an ADA Coordinator who monitor's the District's obligations and compliance with Title II, and who is charged with investigating complaints of disability discrimination. Informal or formal complaints of disability discrimination should be made pursuant to the processes contained in Procedure 3210P (Nondiscrimination). Questions and concerns relating to communication with persons with hearing, vision, and/or speech disabilities may be directed to:

Superintendent Steve Marshall
ADA Coordinator for Title II
17912 NE 159th St; Brush Prairie, WA 98606
(360) 448-6400
Steve.marshall@hocksd.org

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 with limited English proficiency (LEP) free of charge.

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 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, needs are met, and contributions are valued. School staff are humble and empathetic towards families.
- Focus on relationships. This means that schools seek to understand families without judgement on an individual level, building trust through respectful relationships that recognize the unique strengths that each family and student possesses.

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

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 1,000 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 also 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.

Policy No. 4218
Community Relations

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:	Board Policy 2110	Transitional Bilingual Instruction
	Board Policy 3210	Nondiscrimination
	Board Policy 4129	Family Involvement
	Board Policy 4217	Effective Communication
	Board Policy 6000	Program Planning, Budget Preparation, Adoption, and Implementation
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	Discipline
	WAC 392-400-215	Student rights
	Title VI of the Civil Rights Act of 1964	
Management resources Policy & Legal News:	June 2022	
	July 2019	
	July 2016	
	OSPI website: <i><u>Interpretation and Translation Services</u></i>	

Adoption Date: 09.12.16
Hockinson School District
Revised Dates: 11.25.19; 11.22

Language Access Plan

The following procedures are intended to implement Policy 4218, establish meaningful, two-way communication between the District and parents with limited English proficiency (LEP), and promote access for such parents 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 the procedure);
- Administering the self-assessment developed by the Language Access Technical Assistance Program of Center for Improvement of Student Learning, established in RCE 28A.300.130 for evaluating the provision of language access services (additional information about the self-assessment is provided in a subsequent section of the 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 must commonly 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:
 - 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 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.
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 must still 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 official 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. District staff can contact the District office to learn when and how to access interpretation and translation services available within the District and the administrator responsible for ensuring the availability of such 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 their 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 take reasonable steps to provide translation for all vital documents which are distributed or electronically communicated to all or substantially all parents containing important information regarding a student's education, such as:

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

- g. opportunities for parents to access school activities, programs, and services;
- h. student/parent handbook;
- i. the district's Language Access Plan and related services or resources available;
- j. school closure information; and
- k. 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.

E. 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:

- 1. Health
- 2. Safety
- 3. Legal or disciplinary matters; and
- 4. Entitlement to public education, eligibility for special education services, placement in the English Language Learner Program (ELL), the Highly Capable Program, accelerated courses such as Advanced Placement, or any other non-standard academic program.

F. 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 provide this policy to staff at least annually. 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, 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 members 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.

G. 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 Issue
 2022 – June Issue

Complaints Concerning Staff or Programs

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

The superintendent will 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*.

Cross Reference:	Board Policy 2020	Curriculum Development and Adoption of Instruction Materials
Legal References:	RCW 28A.405.300	Adverse Change in Contract Status of Certificated Employee – Determination of Probably Cause Notice – Opportunity for Hearing
	Chapter 42.30 RCW	Open Public Meetings Act

Complaints Concerning Staff or Programs

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

- A.** The following procedures apply to the processing of a complaint which cannot be resolved in the manner described above;
- B.** If the problem is not satisfactorily resolved at the building level, the community member should file a written complaint with the superintendent which describes the problem, and a suggested solution. The superintendent should send copies to the principal and staff member;
- C.** The principal and staff member will respond to the superintendent in writing or in person; and
- D.** The superintendent will then attempt to resolve the matter through a conference with the citizen, staff member, and principal.

If the matter is still not resolved, the superintendent will present the issue to the board. If the complaint is against a staff member, the board may discuss the complaint. The staff member may request that the board discuss the issue in an open meeting.

The board will attempt to make a final resolution of the matter. Any formal actions by the board must take place in an open meeting. If such action may adversely affect the contract status of the staff member, the board will give written notice to the staff member of his/her rights to a hearing.

Public Performances

The board recognizes the educational and social values that may be derived from student participation in 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 will be contingent upon the principal's determination that such participation is in the best interests of the student, school and district.

While students may perform in traditional musical events during the holiday season, a school-sponsored group will not perform or make such presentations in a worship service.

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

Contests, Advertising and Promotions

The board acknowledges that the solicitation of funds from students, staff and citizens must be limited because students are a captive audience and solicitation can disrupt the program of the schools.

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 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 Reference:	Board Policy 3220	Freedom of Expression
Legal Reference:	AGO 9503.00 1995 No. 3	Use of School Districts' Facilities by Student Groups for Religious Purposes

Use of School Facilities

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

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

Unless specifically authorized by policy 4210 Regulation of Dangerous Weapons on School Premises, it is a violation of district policy for any person to carry a firearm or dangerous weapon on district property or, school-provided transportation. This prohibition applies to any facility owned, rented, or leased by the District. If the District leases or rents part of a property for District use, firearms and dangerous weapons are prohibited on any portion of the premises where the district has the right of exclusive use. See RCW 9.41.280.

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 in the operation, conduct or administration of their programs. The district will provide copies of the district's nondiscrimination policy to all third parties using district facilities.

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

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.

To be granted this exception, the charitable organization must be recognized by the Philanthropic Division of the Better Business Bureau. 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:	Board Policy 3422	Policy Student Sports – Concussion and Head Injuries
Legal References:	RCW 4.24.660	Liability of school districts under contracts with youth programs
	RCW 28A.230.180	Access to campus and student information directories by official recruiting representatives – Informing students of educational and career opportunities.
	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 Policy & Legal News:	February 2014	Other updates/corrections

	July, 2013	Equal access to K-12 campuses law goes into effect
	June 2013	<i>Use of School Facilities policy clarification</i>
	August 2009	<i>Concussion and Head Injuries Legislation</i>

Use of School Facilities

Philosophy

Since public schools belong to the people of the school district, and since plant facilities and grounds are maintained and operated by funds largely provided by state and local taxes, the Board desires to make district facilities available to the community for appropriate activities which do not infringe upon, nor interfere with, the best interests of the school programs. The general public is encouraged to make use of District properties, except in areas where security must be maintained or where hazards exist. Such use should not be at the expense of tax dollars collected for support of educational programs, or for any purpose inconsistent with those programs.

Classification of Organizations and Groups Using District Facilities

Group A – Youth – involving at least 80% Hockinson School District Residents, School-Related, District Employer Groups, and Government Agencies, Activities are to be limited to students and/or school-related functions as follows:

1. School district approved activities;
2. Parent-Teacher, Parent-Teacher-Student, Booster Club association, and Hockinson Public School Foundation meetings resulting in no additional cost to the District;
3. Board of Education meetings;
4. Bargaining groups' meetings as provided by negotiated agreement;
5. Scheduled staff activities approved by the superintendent, principal or supervisor;
6. Approved in-service training courses for Hockinson School District employees;
7. Public elections and preparations for same;
8. Community Education programs;
9. Community groups' use of playgrounds (excluding athletic/sports facilities) providing the use does not interfere with school activities. A permit for the use of school grounds must be secured for other than spontaneous casual use;
10. Meetings of Hockinson School District community youth groups when such does not result in additional cost to the District.

Group B – Non-Profit Education, Special Interest Groups, and Recreational Groups and youth groups involving less than 80% Hockinson District Residents

This category includes organizations requesting use of school facilities for lecturers, college courses, recreation or other activities for which commercial facilities generally are rented and for which fees or contributions are received. Any fund-raising activities by Hockinson School District community groups and organization fall into this category. Examples: Clark College classes, adult recreation groups. Such groups will be charged utility and supervisory costs.

Although the revenue-producing activities of Hockinson Parents Working Together (PWT), Hockinson Booster Clubs and Hockinson Public School Foundation fit this category, this category of user is exempt from facility rental fees but subject to all personnel and other out-of-pocket costs incurred by the District.

Group C – Private and Commercial Enterprises

Other community organizations/groups using school facilities to generate revenue will be assessed user rental fees and technical monitoring fees. Such organizations/groups include churches and church-related groups whose intent is to practice or teach religion in a school facility, private social groups, fund-raising groups and organizations utilizing facilities for self or corporate income. Examples: Church Services, Benefits, and Private Parties. These groups will be charged full price.

Applications, Permits and Payments for Use of School Facilities

Applications

1. School District functions will have priority over community use;
2. Applications for facility use are obtained from the district office website through online building rental software (currently Facilitron) <https://www.facilitron.com/hsd98606>. This application must be completed and submitted by an adult representative of the organization to the district office. The superintendent or designee shall sign the application form attesting to the availability of dates, the appropriateness of use, and limitations or problems that might become evident. The building principal will assume responsibility for coordination and communication. One copy of the completed application shall be forwarded to the district business office which shall be responsible for billing users;
3. A single application may be made for a series of scheduled meetings of like character; however, a separate application must be made for meetings which deviate from the original application. Facilities used shall be limited to those specified on the application. Approval for facility use is confirmed upon the superintendent or designee;
4. Applications for use of a facility will be approved on the basis of the priorities established in School Board policy 4260;
5. Ongoing community-wide youth and adult programs who use the school district facilities on a regular seasonal basis must submit a general application for facility use by September 1 for the upcoming school year. Applications for indoor recreational usage by other than the programs referenced above will not be accepted prior to August 20 for the upcoming school year;
6. Applications from church groups wishing regular use of facilities for religious services may be approved for churches planning or constructing buildings of their own. A letter of request from the church must accompany the application. In order to provide equal opportunities for use by Hockinson residents, long-term users of the facilities may be asked to cancel or change their use to accommodate special occasions. In such circumstances, long-term users will be given 30-days' notice.

Unless specifically authorized by policy 4210 Regulation of Dangerous Weapons on School Premises, it is a violation of district policy for any person to carry a firearm or dangerous weapon on district property or, school-provided transportation. This prohibition applies to any facility owned, rented, or leased by the District. If the District leases or rents part of a property for District use, firearms and dangerous weapons are prohibited on any portion of the premises where the district has the right of exclusive use. See [RCW 9.41.280](#).

Limitations

1. Facility usage not in the best interest of the district will not be approved. Satisfactory sponsorship, adequate adult supervision, appropriateness of activity, care of equipment and facility, rules and regulations, proper police and fire protection where necessary, are conditions of usage;

2. All persons or groups shall notify the district within three business days if they will not use the facility at the contracted times/s so that facility may be made available to other users. Failure to do so will result in charge for facilities for time reserved, and may result in loss of privilege for facilities use;
3. Persons or groups without proper Facility User Agreement will not be admitted to any school facility;
4. At the discretion of the school district, a certificate of insurance may be required.

Regulations

1. It is the applicant's responsibility to state on the application, in detail, the intended use of the facility;
2. The applicant shall certify to be personally responsible for any damage or unnecessary abuse of school buildings, grounds, or equipment growing out of the occupancy of said premises. The applicant shall agree to abide by and enforce the rules and regulations of the Hockinson School District governing the non-school use of buildings, grounds and equipment. The applicant shall agree to hold the Hockinson School District harmless and indemnify for any claims arising out of the event held by the user;
3. Alcoholic beverages or narcotics will not be brought to, or consumed on, the school grounds or premises;
4. Boisterous conduct, profane or improper language, drinking, and other objectionable practices will not be allowed, and must be controlled by the using organization;
5. Use of tobacco or tobacco products shall not be allowed in school district facilities;
6. A designated school district employee or representative must be on-site during any usage except with prior approval of the superintendent or designee in exceptional situations;
7. Only that portion of the building listed and approved on the application will be available for use by the organization;
8. When the building or equipment is damaged or left in an unsatisfactory condition, the responsible group will be billed for the cost of repair, replacement, and/or cleaning of the facility, and may be denied use of school facilities until payment is received;
9. Applicants are required to remove, at their expense, materials, equipment, furnishings, or rubbish left after use of school facilities. If this is not done, the organization to which the permit is issued will be required to pay the cost of removal;
10. Keys to buildings or facilities will not be issued to user groups except by superintendent or designee in exceptional situations, on a temporary basis. The facilities will be opened and closed by school district personnel or an authorized representative of the group approved by the superintendent or designee as noted above;
11. All equipment, furniture, and other school property will be protected and left in the same location and condition as originally found;
12. User organization must conform to all local ordinances including police and fire department regulations;
13. All meetings will terminate, and the facility will be vacated by the time specified on the permit;
14. Kitchens will not be available for usage before 2:30 p.m. on school days, unless prior approval is granted. Rules posted in kitchen regarding use will be observed. Kitchen equipment usage will be permitted only upon approval by the building principal. A Food

Service kitchen employee is required to supervise if any kitchen equipment is used, at the going rate of pay;

15. Adult supervisors of organizations using school facilities will remain with their groups during usage and will be responsible to the District for observance of all rules. The adult supervisor shall check in and out with the responsible District employee. Persons will not be admitted until the adult supervisor arrives and checks in. The adult supervisor shall be the last to leave and shall inform the representative in charge to secure the building;
16. When large crowds are anticipated, it will be the responsibility of the using organization to notify local law enforcement agencies for aid in handling traffic and crowd. It is required that a plan of crowd control be submitted by the user group prior to the scheduled event.

User Charges

1. Use of facilities will be charged according to the appropriate rental schedules currently defined in Facilitron <https://www.facilitron.com/hsd98606>.
2. Groups using the facilities will be charged for services if district personnel required for supervision and/or custodial services. These charges will be based on the actual time and services used and at current rates paid by the district;
3. Reciprocal facility use will be considered in calculating user charges;
4. Rates are to be reviewed on an annual basis or as needed by the school district.

Payments

All charges and fees for services performed by custodians, cooks, supervisors, etc., shall be currently arranged through Facilitron and/or the district office.. Organizations, groups or individuals shall not make any payment directly to any school employer or make any individual arrangements with employees as to service charges. All charges or damages shall be billed from the business office, directly to the applicant, usually the month following the facility usage.

Right Reserved to Revoke Permits

The Board of Directors reserves the right to cancel any permit given and to refund any payment made for the use of school buildings or grounds where it deems such action advisable and in the best interest of the school district, or to modify its policies at any time. All permits automatically expire at the close of the school year. A separate request is required for use of school facilities during the vacation period.

Cancellation of Permits by the District

The school district reserves the right to cancel non-school activities in favor of school activities whenever the two conflict for time. Whenever possible, the school district will notify the non-school users of cancellations at least one week in advance. Inclement weather may require short notice on the cancellation of a permit for the use of grounds.

Cancellation of Permits by User

Notification of cancellation must be submitted to the school district at least three working days prior to scheduled time of use or the full fee may be charged. Cancellation penalty time will be extended when holidays fall on the day before or day after a weekend. All groups including those under Category A may be charged custodial/supervisor time of four (4) hours when failing to make cancellation within the specified time. Cancellation must be made during district office working hours (8:00 A.M. – 4:00 P.M.).

Date: 07.24.20

Community Education Program

As a method of extending educational opportunities to the entire community through a more complete utilization of school facilities, a community schools program may be established. The district is encouraged to include programs for prospective parents, foster parents, and adoptive parents on parenting skills, violence prevention, and the problems of child abuse and prevention of child abuse. The program will be financed primarily by federal or state funds, participation fees, contributions, or some combination these sources.

The superintendent will establish and periodically present to the board for review, an organizational plan and tentative program that will assure that the program is responsive to the varying needs of citizens living in different sections of the community.

Cross References	Board Policy 3421	Child Abuse, Neglect and Exploitation Prevention
Legal References	RCW 28A.620.010	Community Education Programs
	RCW 28A.620.010	Restrictions – Classes on Parenting Skills and Child Abuse Prevention Encouraged

Limiting Immigration Enforcement in Schools

Applicability of Policies to Immigration Enforcement:

- Hockinson School District adheres to all requirements of federal and state law.
- The provisions of this policy shall apply to Hockinson School District 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.
- Hockinson School District policies prohibiting participation or aid in immigration enforcement shall apply for enforcement activity against students and their families, staff, and volunteers.
- Hockinson School District personnel shall presume that activities by federal immigration authorities, including surveillance, constitute immigration enforcement.

Access to Schools

- Hockinson School District has a responsibility to ensure that all students who reside within their boundaries can safely access a free public K-12 education.
- Hockinson 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.
- Hockinson 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 immigration.

Immigration Enforcement on School Campus

1. Hockinson 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 Hockinson School District facilities, property, equipment, databases, or otherwise on school grounds or their immediate vicinity. Hockinson 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 Hockinson School District property, to the school principal or authorized designee prior to permitting entrance to school grounds. Hockinson School District 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 Hockinson School District grounds, including requesting access to a student, employee, or school property:
 - a. Hockinson School District staff shall immediately alert and direct the person to the 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. Hockinson School District 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 Hockinson 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 Hockinson 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 Hockinson School District property for the specific reason identified.
- e. Upon receipt and examination of the required information, the District Superintendent or authorized designee and/or legal counsel will determine whether Hockinson School District shall allow access to contact or question the identified individual and will communicate that decision to the Hockinson 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 Hockinson School District representative to be present during any interview. Hockinson School District 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. Hockinson 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. Hockinson School District 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. Hockinson 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 Hockinson 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, Hockinson 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/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. Hockinson 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. Hockinson 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 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. Hockinson 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 Hockinson School District legal counsel.

Use of School Resources

1. Hockinson School District resources shall not be used for immigration enforcement.
2. Hockinson 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 Hockinson School District and a list of the circumstances or conditions under which the 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 Hockinson 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	

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.

Date: 04.26.21

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, 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.

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'/guardian's 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:	Board Policy 3432	Emergencies
	Board Policy 3414	Infectious Diseases
	Board Policy 3231	Student Records

	Board Policy 3226	Interviews/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 Policy & Legal News:	December 2018	
	July 2013	New interviews/interrogations of students on school premises policy
	April 2013	Clarification that controlled substances include marijuana and cannabis
	April 2001	Compliance Office Provides FERPA Update
	February 1998	FERPA limits student records access

School Safety and Security Services Program

At the beginning of each school year, if the district has safety and security staff working on school property, the district must present to and discuss with students, and distribute to students' families, information about the role and responsibilities of safety and security staff.

"Safety and security staff" means a school resource officer, a school security officer, a campus security officer, and any other commissioned or noncommissioned employee or contractor, whose primary job duty is to provide safety or security services for a public school.

"School resource officer" (SRO) means a commissioned law enforcement officer in the state of Washington with sworn authority to make arrests, deployed in community-oriented policing, and assigned by the employing police department or sheriff's office to work in schools to build positive relationships with students and address crime and disorder problems, gangs, and drug activities affecting or occurring in or around K-12 schools. School resource officers should focus on keeping students out of the criminal justice system when possible and should not be used to attempt to impose criminal sanctions in matters that are more appropriately handled within the educational system.

Purpose

The purpose of the Hockinson School District safety and security services program is to improve school safety and the educational climate at the school. The safety and security staff shall be integrated into the school community through participation in faculty and student meetings and assemblies as appropriate. They shall support a positive school climate by developing positive relationships with students, parents, and staff, and by helping to promote a safe, inclusive, and positive learning environment. Safety and security staff are valuable team member of School Based Threat Assessment Teams, which are preventative in purpose. They are encouraged to participate consistent with Policy and Procedure 3225 – School Based Threat Assessment.

Limitations

The primary responsibility for maintaining proper order and conduct in the schools resides with school principals or their designee, with the support of other school staff. Principals or their designee maintain order and handle all student discipline matters consistent with Student Discipline Policy and Procedure 3241. A school resource officer is prohibited from becoming involved in formal school discipline situations that are the responsibility of school administrators.

Request for Intervention

Teachers and school administrators may ask safety and security staff to intervene if a student's presence poses an immediate and continuing danger to others or an immediate and continuing threat of material and substantial disruption of the educational process or in other emergency circumstances consistent with 3432 – Emergencies. Safety and security staff do not need to be asked before intervening in emergencies.

Law Enforcement Activity and Immigration Enforcement

As a general rule, law enforcement activity should take place at a location other than school premises. However, there are circumstances where law enforcement intervention/activity at school premises is warranted and may be conducted by an SRO. These law enforcement activities by an SRO may include interviews and interrogations; search of a student's person, possessions, or locker; citations, filing of delinquency petitions, referrals to a probation officer, actual arrests, and other referrals to the juvenile justice system, consistent with 3226 – Interview and Interrogations of Students on School Premises and 3230 – Student Privacy and Searches,

and effective January 1, 2022, consistent with state law regarding a juvenile's access to an attorney when contacted by law enforcement.

The SRO duties do not extend to immigration enforcement and the SRO will not inquire into or collect information about an individual's immigration or citizenship status, or place of birth. Neither will the SRO provide information pursuant to notification requests from federal immigration authorities for the purposes of civil immigration enforcement, except as required by law, consistent with 4310 – District Relationship with Law Enforcement and Other Government Agencies.

Annual Review and Adoption of Agreements with Law Enforcement Agencies or Security Guard Companies

If a law enforcement agency or security guard company supplies safety and security staff to work on school property when students are expected to be present, the district must annually review and adopt an agreement with the law enforcement agency or a security guard company. The agreement must:

- A.** Include a clear statement regarding safety and security staff duties and responsibilities related to student behavior and discipline that: prohibits a school resource officer from becoming involved in formal school discipline situations that are the responsibility of school administrators; recognizes that a trained safety and security staff knows when to informally interact with students to reinforce school rules and when to enforce the law; clarifies the circumstances under which teachers and school administrators may ask safety and security staff to intervene with a student; explains how safety and security staff will be engaged in creating a positive school climate and positive relationships with students; and describes the process for families to file complaints with the school and, when applicable, the local law enforcement agency or the company that provides the safety and security staff on contract related to safety and security staff and a process for investigating and responding to complaints;
- B.** Include a jointly determined hiring and placement process and a performance evaluation process; and
- C.** Either confirm that the safety and security staff have completed training series documentation provided by the educational service district or describe the plan for safety and security staff to complete the training series required by law.

The agreement review and adoption process must involve parents, students, and community members.

The superintendent or designee will develop additional procedures to implement this policy.

Cross References:	Board Policy 2121	Substance Abuse Program
	Board Policy 2145	Suicide Prevention
	Board Policy 2161	Special Education and Related Services for Eligible Students

	Board Policy 2162	Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
	Board Policy 3143	Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm
	Board Policy 3246	Restraint, Isolation and Other Uses of Reasonable Force
	Board Policy 3225	School Based Threat Assessment
	Board Policy 3226	Interviews and Interrogations of Students on School Premises
	Board Policy 3230	Student Privacy and Searches
	Board Policy 3432	Emergencies
	Board Policy 3241	Student Discipline
	Board Policy 4210	Regulation of Dangerous Weapons on School Premises
	Board Policy 4310	District Relationships with Law Enforcement and other Government Agencies

Legal References:	RCW 10.93.160	Immigration and Citizenship Status – Law Enforcement Agency Restrictions
	RCW 26.44.030	Reports – Duty and authority to make – Duty of receiving agency – Duty to notify – Case planning and consultation – Penalty for unauthorized exchange of information – Filing dependency petitions – Investigations – Interviews of children – Records – Risk assessment process
	RCW 26.44.050	Abuse or neglect of a child – Duty of law enforcement agency or department of children, youth, and families – 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.300.640	School-based threat assessment program – Model policy and procedure

	RCW 28A.300.645	Monitoring and data collection – Comprehensive safe school plans, student distress, and school-based threat assessment programs
	RCW 28A.320.124	School resource officer programs
	SHB 1140, Chapter 28A, Laws of 2021 Law	Enforcement Contact with Juveniles – Access to Attorney
	20 U.S.C. 1232g; 34 CFR Part 99	Family Educational Rights and Privacy Act

Management Resources:	2020 – May Issue	
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School Resource Officer Memorandum of Agreement

Hockinson School District

and

The Clark County Sheriff's Office

This agreement (the Agreement) is made by and between Hockinson School District (the District) and Clark County Sheriff's Office. The Agreement refers to the District and the Clark County Sheriff's Office collectively as "the Parties". The Clark County Sheriff's Office (the "Sheriff") and the Superintendent of the District ("the Superintendent") are each a signatory to this Agreement. This Agreement shall be effective as of the date of signing and remain in full force and effect until amended or until such time as either of the Parties withdraws from this Agreement by delivering written notification to the other Party.

Upon the Parties execution of this Agreement, a copy of the Agreement shall be placed on file in the offices of the Chief and the Superintendent. The Parties shall also share copies of this Agreement with the SRO, any principals in schools where the SRO will work, and any other individuals whom they deem relevant or who request it.

The District and the Sheriff's Office will annually review the SRO program using a process that involves parents, students, and community members and adopt an updated agreement as appropriate.

I. Mission and Purpose

The mission of the SRO program is to improve school safety and the educational climate at the school. The purpose of this Agreement is to fulfill the requirements of RCW 28A.320.124(2), which requires an agreement between school districts and the local law enforcement agency for implementation of a School Resource Officer (SRO) program and specifies elements that must be incorporated into such an agreement. Additionally, this Agreement fulfills the requirements of RCW 10.93.160 as well as formalizes and clarifies the partnership between the District and the Sheriff's Office. This Agreement is not intended to, does not, and may not be relied upon to create any rights, substantive or procedural, enforceable by any person in any civil or criminal matter.

II. SRO Roles, Duties, and Limitations

The role of the SRO on campus typically involves three parts: educator, informal counselor, and law enforcer. The focus of any SRO working in the District is to keep students out of the criminal justice system when possible. The District shall integrate the SRO into the school community through participation in faculty and student meetings and assemblies as appropriate. SROs shall support a positive school climate by developing positive relationships with students, parents, and staff, and by helping to promote a safe, inclusive, and positive learning environment. The SRO is a valuable team member of School Based Threat Assessment Teams, which are preventative in purpose, and SROs are encouraged to participate consistent with Policy and Procedure 3225 – School Based Threat Assessment].

The primary responsibility for maintaining proper order and conduct in the schools resides with school principals or their designee, with the support of other school staff. This may include minor violations of the law occurring during school hours or at school activities. The SRO program does not diminish the District's authority and shall not be used to attempt to impose criminal sanctions in matters that are more appropriately handled within the District. Principals or their designee maintain order and handle all student discipline matters consistent with Student Discipline Policy and Procedure 3241. SROs appropriately interact with students informally to reinforce school rules.

III. Requests for Intervention

Teachers and school administrators may ask an SRO to intervene if a student's presence

poses an immediate and continuing danger to others or an immediate and continuing threat of material and substantial disruption of the educational process or in other emergency circumstances consistent with 3432 – Emergencies SROs do not need to be asked before intervening in emergencies.

As a general rule, law enforcement activity should take place at a location other than school premises. However, there are circumstances where formal law enforcement intervention/activity at school is warranted and may be conducted by an SRO. These law enforcement activities may include interviews and interrogations; search of a student's person, possessions, or locker; citations, filing of delinquency petitions, referrals to a probation officer, actual arrests, and other referrals to the juvenile justice system, consistent with 3226 – Interview and Interrogations of Students on School Premises and 3230 – Student Privacy and Searches.

Per RCW 10.93.160, the SRO duties do not extend to immigration enforcement and the SRO will not inquire into or collect information about an individual's immigration or citizenship status, or place of birth. Neither will the SRO provide information pursuant to notification requests from federal immigration authorities for the purposes of civil immigration enforcement, except as required by law, consistent with 4310 – District Relationship with Law Enforcement and other Government Agencies.

IV. Training of SRO

The SRO is an employee of the Sheriff's Office. The Sheriff's Office retains the authority and responsibility for training its employees, including SROs. By signing this Agreement, the Sheriff's Office confirms SROs assigned to the District have been trained in all the topics required by RCW 28A.320.124(1), including:

- Constitutional and civil rights of children in schools, including state law governing search and interrogation of youth in schools;
- Child and adolescent development;
- Trauma-informed approaches to working with youth;
- Recognizing and responding to youth mental health issues;
- Educational rights of students with disabilities, the relationship of disability to behavior, and best practices for interacting with students with disabilities;
- Collateral consequences of arrest and prosecution and pathways for youth to access services without court or criminal justice involvement;
- Local and national disparities in the use of force and arrest of children;
- De-escalation techniques when working with youth or groups of youth;
- State law regarding restraint and isolation in schools, including RCW 28A.600.485
- Bias free policing and cultural competency, including best practices for interacting with students from particular backgrounds, including English learners, Lesbian Gay Bisexual Transgender and Queer (LGBTQ), and immigrants; and
- The federal Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. Sec. 1232g) requirements, including limits on access to and dissemination of student records for non-educational purposes.

V. Complaint Resolution

The Parties shall develop and implement a simple and objective complaint resolution system for all members of the school community that complies with Sheriff's Office policies. The complaint resolution system will register concerns regarding the SRO or the SRO Program, provide for the investigation of registered complaints, and provide for timely communication of

the resolution of the complaint to the complainant. The complaint resolution system shall allow parents and guardians to submit complaints in their preferred language and in a confidential manner, that protects the identity of the complainant from the SRO consistent with the SRO's due process rights and any applicable employment protections. The District will inform all students, parents, guardians, teachers, and administrators of the complaint resolution system at the beginning of each school year.

VI. Data Collection and Reporting

The SRO, Sheriff's Office, and the District shall work together to ensure the proper collection and reporting of data regarding calls for law enforcement service and the outcome of each call. The data will be disaggregated by school, offense type, race, gender, age, and students who have an individualized education program or plan developed under section 504 of the federal rehabilitation act of 1973. Data collection shall be maintained by the law enforcement agency.

Dated this _____ day of _____ year

For the District		For the Clark County Sheriffs Office

School Safety and Security Services Program

Safety and Security Training

The District recognizes that trained safety and security staff know when to informally interact with students to reinforce school rules and when to enforce the law. Prior to assigning safety and security staff to work on school property when students are expected to be present, the District and its contractors must either:

- A.** Confirm that the safety and security staff have completed training series documentation provided by the educational service district; or
- B.** Require the safety and security staff to complete the following educational service district training series: two components for school resource officers and three components for other safety and security staff, which must meet the following requirements.
 - 1.** All safety and security staff must complete classroom training on the subjects listed below, within the first six months of working on school property when students are expected to be present:
 - Constitutional and civil rights of children in schools, including state law governing search and interrogation of youth in schools;
 - Child and adolescent development;
 - Trauma-informed approaches to working with youth;
 - Recognizing and responding to youth mental health issues;
 - Educational rights of students with disabilities, the relationship of disability to behavior, and best practices for interacting with students with disabilities;
 - Collateral consequences of arrest, referral for prosecution, and court involvement;
 - Resources available in the community that serve as alternatives to arrest and prosecution and pathways for youth to access services without court or criminal justice involvement;
 - Local and national disparities in the use of force and arrest of children;
 - De-escalation techniques when working with youth or groups of youth;
 - State law regarding restraint and isolation in schools, including RCW 28A.600.485
 - Bias free policing and cultural competency, including best practices for interacting with students from particular backgrounds, including English learner, Lesbian Gay Bisexual Transgender and Queer (LGBTQ), immigrant, female, and non-binary;
 - The federal Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. Sec. 1232g) requirements, including limits on access to and dissemination of student records for non-educational purposes; and
 - Restorative justice principles and practices;

2. All safety and security staff must complete two days of on-the-job training with experienced safety and security staff, at the school of the experiences staff, within the first year of working on school property when students are expected to be present; and

3. Safety and security staff who are not school resource officers must complete at least six check-in trainings with experienced staff within the first year of working on school property when students are expected to be present.

Complaint Resolution Process

The District recognizes the importance of establishing a simple and effective means for resolving concerns that may arise related to safety and security staff. The following complaint resolution system will address concerns regarding safety and security staff, provide for the investigation of complaints, and provide for timely communication of the resolution of the complaint to the complainant.

The complaint resolution system shall allow parents, guardians and adult students to submit complaints. A complaint shall mean a written claim by a parent, guardian or adult student that alleges improper conduct by safety and security staff that has directly aggrieved them.

STEP ONE

The parent, guardian or adult student will present the complaint in writing to the school principal or their designee within 5 calendar days of the action or incident that gave rise to the complaint. The written statement of the complaint will contain:

- A.** The facts upon which the complaint is based as the parent, guardian or adult student who is filing the complaint sees them;
- B.** A reference to the policies/procedures of the district which have allegedly been violated; and
- C.** The remedies sought.

Failure to submit a written complaint within the timeline specified will result in waiver of the complaint.

If a written complaint is filed in compliance with the timeline specified above, the parent, guardian or adult student will discuss this complaint with the school principal or their designee. A sincere effort will be made to resolve the complaint at this level. If the parent, guardian or adult student does not appeal the complaint to the superintendent or their designee within 5 calendar days of the parent, guardian or adult student's meeting the school principal or their designee, the complaint will be waived.

STEP TWO

If the parent, guardian or adult student does appeal the complaint to the superintendent or their designee in writing within 5 days or the parent, guardian or adult student's meeting with the school principal or their designee, the superintendent or their designee will, within 5 calendar days of the receipt of the complainant's written appeal, meet with that parent, guardian or adult student to hear their claim.

The superintendent or their designee will render a decision regarding the appeal within 10 calendar days of the parent, guardian or adult student's meeting with the superintendent or their designee. The superintendent or their designee's decision will be considered final.

Annual Data Collection and Reporting

The District must annually collect the following information on safety and security staff:

- A.** The total number of safety and security staff working in the district and in each school building, and number of days per week that each staff works;
- B.** The name of any law enforcement agency or private organization with which the district has an agreement for safety and security services;
- C.** A description of each incident where safety and security staff were involved that resulted in student discipline, use of force against a student, or a student arrest. For each student involved in the incident, the description must include:
 - 1.** The student's race, ethnicity, and other demographics; and
 - 2.** Whether the student has an individualized education program or plan developed under section 504 of the Rehabilitation Act of 1973;
- D.** The number of complaints related to job duties and student interactions filed against safety and security staff; and
- E.** Other school safety and security information required by the Office of the Superintendent of Public Instruction.

The District must annually submit any agreements with a law enforcement agency or a security guard company as well as the information collected above to the Office of the Superintendent of Public Instruction. The district will provide this information in the time and manner required by the Office of the Superintendent of Public Instruction will make the submitted agreements and information publicly available. To the extent possible, information collected under C. above must be disaggregated as provided in RCW 28A.300.042.

Release Of Information Concerning Sexual And Kidnapping Offenders

Law enforcement agencies receive relevant information about the release of sexual and kidnapping offenders into communities. Law enforcement agencies 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; or
- B. Receipt of the actual sex offender documents to be distributed. The district may duplicate the sex offender documents, but they will be distributed in the form received from the law enforcement agency.

Cross Reference:	Board Policy 3143	District Notification of Juvenile Offenders
Legal Reference:	RCW 4.24.550	Sex Offenders – and kidnapping offenders – Release of Information to public - Website
Management Resources:	Policy News, October 2020	Release of Sex Offender Information

Cooperative Programs With Other Districts, Public Agencies, Private Schools and Daycare 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 will prepare and present for the board's consideration an analysis of each cooperative proposal. Cooperative programs between two or more small school districts will not affect the small school factor of participating schools.

Cooperative agreements will 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.

Private and Parochial Schools and Daycare Agencies

The district will cooperate with private and parochial schools, including day care agencies, both in federally assisted programs and in other aspects of district operations in ways that are permitted by law. The primary obligation of the district will be to its students, and such cooperation will 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.160.120	Agreements with other governmental entities for transportation of public or other noncommon school purposes - Limitations
	Chapter 28A.205 RCW	Education Centers
	RCW 28A.225.250	Cooperative programs among school districts - Rules
	Chapter 28A.235.120	Meal Programs – Establishment and operation – Personnel – Agreement
	Chapter 39.34 RCW	Interlocal Cooperation Act
	Chapter 48.62 RCW	Local Government Insurance
	Chapter 392-135 WAC	Finance – Interdistrict Cooperation Programs

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 district will implement this policy and communicate procedures to staff consistent with the guidelines provided by the Public Disclosure Commission.

Cross References:	Board Policy 2022	Electronic Information System (K-20 Network)
	Board Policy 4260	Use of Facilities
	Board Policy 5252	Staff Participation in Political Activities
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 42.17.130
	WAC 390.05.273	Definition of Normal and Regular Conduct
Management Resources:	Policy News August 2001	PDC Issues Election Guidelines of Schools

Guidelines for School Districts in Election Campaigns

Public Disclosure Law Re:

Use of Public Facilities in Campaigns PDC Interpretation 01-03,

Revised September 28, 2006

USE OF THE GUIDELINES

This document is an educational tool that is an expression of the Commission's view of the meaning of RCW 42.17.130 and relevant administrative rules and case law involving school districts and election campaign activity. It is intended to provide guidance regarding the Commission's approach and interpretation of how the statutory prohibition on the use of public school facilities for campaigns impacts activities that may be contemplated by district personnel and other persons who may seek to utilize those public facilities. These Guidelines are meant to aid and assist in compliance with the law. Readers are strongly encouraged to review the statute and rules referenced in these Guidelines.

For ease of reference, the majority of this interpretation is in chart form. In part, the chart identifies categories of persons, some possible activities, and some general considerations. These illustrative examples in the columns of the chart are not intended to be exhaustive.

For example, the categories of persons identified are, in many cases, illustrative only and simply identify groups of persons more likely to undertake or consider undertaking the activity mentioned in the adjacent columns. If an activity is described as being viewed as "Permitted," it is viewed as permitted for all district personnel otherwise having the authority under law or district policy to undertake that action, not just the persons identified in the chart or in a particular column. The same approach is applied to the "Not Permitted" column. Further, the remarks in the chart's "General Considerations" column have relevance for the entire section and are not limited to the specific bullet point immediately to the left of the general consideration.

As noted in the Basic Principles section below, hard and fast rules are difficult to establish for every fact pattern involving district facilities that may occur. Situations may arise that are not squarely addressed by the guidelines or that merit additional discussion. The PDC urges districts to review the guidelines in their entirety, and to consult with their own legal counsel and with the PDC. The PDC can be reached at pdc@pdc.wa.gov, 360/753-1111 or toll free at 1-877-601-2828.

RCW 42.17.130

Use of public office or agency facilities in campaigns — Prohibition — Exceptions.

No elective official nor any employee of his [or her] office nor any person appointed to or employed by any public office or agency may use or authorize the use of any of the facilities of a public office or agency, directly or indirectly, for the purpose of assisting a campaign for election of any person to any office or for the promotion of or opposition to any ballot proposition. Facilities of a public office or agency include, but are not limited to, use of stationery, postage, machines, and equipment, use of employees of the office or agency during working hours, vehicles, office space, publications of the office or agency, and clientele lists of persons served by the office or agency. However, this does not apply to the following activities:

- (1) Action taken at an open public meeting by members of an elected legislative body or by an elected board, council, or commission of a special purpose district including, but not limited to, fire districts, public hospital districts, library districts, park districts, port districts, public utility districts, school districts, sewer districts, and water districts, to express a collective decision, or to actually vote upon a motion, proposal, resolution, order, or ordinance, or to support or oppose a ballot proposition so long as
 - (a) any required notice of the meeting includes the title and number of the ballot proposition, and (b) members of the legislative body, members of the board, council, or commission of the special purpose district, or members of the public are afforded an approximately equal opportunity for the

expression of an opposing view;

- (2) A statement by an elected official in support of or in opposition to any ballot proposition at an open press conference or in response to a specific inquiry;
- (3) Activities which are part of the normal and regular conduct of the office or agency.

Notes:

Finding -- Intent -- 2006 c 215: "

- (1) The legislature finds that the public benefits from an open and inclusive discussion of proposed ballot measures by local elected leaders, and that for twenty-five years these discussions have included the opportunity for elected boards, councils, and commissions of special purpose districts to vote in open public meetings in order to express their support of, or opposition to, ballot propositions affecting their jurisdictions.
- (2) The legislature intends to affirm and clarify the state's long-standing policy of promoting informed public discussion and understanding of ballot propositions by allowing elected boards, councils, and commissions of special purpose districts to adopt resolutions supporting or opposing ballot propositions." [2006 c 215 § 1.]

RCW 28A.320.090

Preparing and distributing information on district's instructional program, operation and maintenance--Limitation.

The board of directors of any school district shall have authority to authorize the expenditure of funds for the purpose of preparing and distributing information to the general public to explain the instructional program, operation and maintenance of the schools of the district: PROVIDED, That nothing contained herein shall be construed to authorize preparation and distribution of information to the general public for the purpose of influencing the outcome of a school district election.

WAC 390-05-271

General applications of RCW 42.17.130.

- (1) RCW 42.17.130 does not restrict the right of any individual to express his or her own personal views concerning, supporting, or opposing any candidate or ballot proposition, if such expression does not involve a use of the facilities of a public office or agency.
- (2) RCW 42.17.130 does not prevent a public office or agency from (a) making facilities available on a nondiscriminatory, equal access basis for political uses or (b) making an objective and fair presentation of facts relevant to a ballot proposition, if such action is part of the normal and regular conduct of the office or agency.

WAC 390-05-273

Definition of normal and regular conduct.

Normal and regular conduct of a public office or agency, as that term is used in the proviso to RCW 42.17.130, means conduct which is (1) lawful, i.e., specifically authorized, either expressly or by necessary implication, in an appropriate enactment, and (2) usual, i.e., not effected or authorized in or by some extraordinary means or manner. No local office or agency may authorize a use of public facilities for assisting a candidate's campaign or promoting or opposing a ballot proposition, in the absence of a constitutional, charter, or statutory provision separately authorizing such use.

Similar prohibitions on the use of public facilities by state employees and state officers are described in a memorandum from the Attorney General's

Office regarding RCW

42.52 and available at <http://www.atg.wa.gov/pubs/publicfundsmemo062800.htm>

BASIC PRINCIPLES

1. Public facilities may not be used to support or oppose a candidate or ballot proposition. RCW 42.17.130. Facilities include school district equipment, buildings, supplies, employee work time, and district publications. The statute includes an exception to the prohibition for "activities which are part of the normal and regular conduct of the office or agency."
2. School districts are authorized by statute to prepare and distribute information to the general public to explain the instructional program, operation and maintenance of the schools of the district. This includes informing the community of the needs the district faces and needs students have that the community may not realize exist. RCW 28A.320.090 which authorizes the board of directors of any school district to expend funds for this purpose provides that nothing in that statute is to be construed as authorizing preparation or distribution of information to the general public for the purpose of influencing the outcome of a school district election.
3. School districts are charged with education and instilling civic virtue.
4. School district employees do not forfeit their rights to engage in political activity because of their employment. Neither may district employees be subjected to coercion, pressure, or undue influence to participate in political activity or to take a particular position. Public officials and employees should make it clear that any participation is personal rather than officially sponsored.
5. Supervisory school personnel have a duty to know, apply, and communicate to their staffs the difference between acceptable information activities and inappropriate promotional activities in support of district ballot measures.
6. School directors are free to support school district ballot issues and engage in other political activities as long as such activities do not make use of district facilities, time or resources and do not either pressure or condone employees' use of district facilities, time or resources to support school district ballot issues.
7. The PDC is charged with enforcing RCW 42.17.130. This requires consideration and analysis of activities, which may or may not be determined to be in violation of the statute. The PDC has, over the years, developed methods of considering and analyzing activities engaged in by school districts and public offices. Among the factors considered are the normal and regular conduct of the district and the timing, tone, and tenor of activities as compared with ballot measure elections. As in any matter where intent is to be considered, hard and fast rules, which will be applicable to all situations, are difficult to establish.

The combination of a number of activities into a coordinated campaign involving close coordination between district activities and citizens' committee activities which closely resembles traditional election campaign activities and which is targeted at and/or occurs close in time to a school district ballot measure election is likely to draw close scrutiny and careful consideration by the PDC as to whether a violation has occurred.
8.
 - a. Historically, the PDC has routinely advised and held that with respect to election- related publications, one districtwide objective and fair presentation of the facts per ballot measure is appropriate.

In addition, if a district has also customarily distributed this information through means other than a districtwide mailing (e.g. kid mail,

regularly scheduled district or school newsletter, website, bilingual documents, or other format), that conduct has also been permitted under RCW 42.17.130 so long as the activity has been normal and regular for the district.

- b. The PDC will presume that every school district may distribute districtwide an objective and fair presentation of the facts for each ballot measure. If the district distributes more than this districtwide single publication, the district must be able to demonstrate to the PDC that this conduct is normal and regular for that district. In other words, the district must be able to demonstrate that for other major policy issues facing the district, the district has customarily communicated with its residents in a manner similar to that undertaken for the ballot measure.
- c. Districts are urged to read the definitions of "normal and regular" at

WAC 390-05-271 and WAC 390-05-273.

Districts need to be aware, however, that in no case will the PDC view a marketing or sales effort related to a campaign or election as normal and regular conduct.

Persons	Permitted	Not Permitted	General Considerations
<p>Principals or Building Administrators</p>	<ul style="list-style-type: none"> May inform staff during non-work hours¹ of opportunities to participate in campaign activities.² Are encouraged to communicate to staff the difference between acceptable and unacceptable activities related to a ballot measure. In the course of normal publications for the school, may distribute an objective and fair presentation of the facts³ based on and expanded upon the information⁴ prepared by the district in accordance with the normal and regular conduct of the school and the district.⁵ 	<ul style="list-style-type: none"> Shall not pressure or coerce employees to participate in campaign activities. Shall not use internal memoranda solely for the purpose of informing employees of meetings supporting or opposing ballot measures. Shall not coordinate informational activities with campaign efforts, in a manner that makes the district appear to be supporting or opposing a ballot measure. 	<ul style="list-style-type: none"> Has there been communications with staff and with union representatives regarding the prohibition on the use of the school's internal mail or email system to support or oppose a ballot measure? Is the distribution of this information consistent with the normal practices of the school (such as kid mail, newsletters, websites, or some other format)?

¹ Districts may set the definition of work hours for their employees. For example, to the extent that a district defines the lunch hour as a non-work hour, activities to support or oppose a candidate or a ballot measure that do not use public resources and that are held away from district facilities are permitted during the lunch hour.

² RCW 42.17.680(2) provides that "[n]o employer or labor organization may discriminate against an officer or employee in the terms or conditions of employment for (a) the failure to contribute to, (b) the failure in any way to support or oppose, or (c) in any way supporting or opposing a candidate, ballot proposition, political party, or political committee."

³ Throughout these guidelines, the clause "objective and fair presentation of the facts" means that in addition to presenting the facts, the materials should present accurately the costs and other anticipated impacts of a ballot measure.

⁴ For the purposes of these guidelines, "information" refers to the documents prepared, printed, and mailed districtwide by the district's central administration solely for the purposes of informing residents regarding an upcoming ballot measure. The district and a school may continue to distribute information consistent with the customary practices of the district and a school, including but not limited to kid mail, newsletters, websites, and multi-lingual documents. These publications may continue, but if they discuss the ballot measure, the information should be an objective and fair presentation of the facts.

⁵ For the purpose of these guidelines, the term "normal and regular" is defined in WAC 390-05-273 and clarified further by WAC 390-05-271.

Persons	Permitted	Not Permitted	General Considerations
Principals or Building Administrators (continued)	<ul style="list-style-type: none"> • May speak at community forums and clubs to present factual and objective information on a ballot measure during regular work hours. • May encourage staff and members of the public to vote, as long as such encouragement routinely occurs for other elections. • May respond to questions regarding a ballot measure if such activity is consistent with his or her normal and regular duties. • May wear campaign buttons or similar items while on the job if the district's policy generally permits employees to wear political buttons. • May engage in campaign activities on their own time, during non-work hours and without using public resources. 	<ul style="list-style-type: none"> • Shall not use public resources to operate a speakers' bureau in a manner that may be viewed as promoting a ballot measure. 	<ul style="list-style-type: none"> • Is the information provided an objective and fair presentation of the facts? • Is the activity consistent with the school's normal and regular course of business? • Do the materials accurately present the costs and other anticipated impacts of a ballot measure?
PTSAs	<ul style="list-style-type: none"> • May use school facilities for meetings supporting or opposing a ballot measure to the extent that the facilities are made available on an equal access, nondiscriminatory basis, and it is part of the normal and regular activity of the district. 	<ul style="list-style-type: none"> • Shall not use school facilities to produce materials that support or oppose a ballot measure, unless the district offers printing services on an equal access, nondiscriminatory basis to others. 	

Persons	Permitted	Not Permitted	General Considerations
PTSAs (continued)	<ul style="list-style-type: none"> May print and distribute a separate newsletter advocating support for the ballot measure so long as no district resources are used (such as kid mail, newsletters, websites, or some other format). May remind voters of upcoming election dates in the PTSA newsletter or in their part of the school newsletter. 	<ul style="list-style-type: none"> Shall not print and distribute materials promoting the ballot measure in the school newsletter. Shall not use a school or district-sponsored event to promote or oppose a candidate or a ballot measure. 	
School Boards	<ul style="list-style-type: none"> May collectively vote to support or oppose a ballot measure at a properly noticed public meeting, where opponents of the measure are given an equal opportunity to express views.⁶ 	<ul style="list-style-type: none"> Shall not pressure or coerce the superintendent to participate in campaign activities. Shall not explicitly include passage of a ballot measure in the district's annual goals. 	
School Board Members	<ul style="list-style-type: none"> May engage in political activities on his or her own time, if no public equipment, vehicle or facility is used. (An elected official may use his or her title, but should clarify that he/she is speaking on his/her own behalf, and not on behalf of the district. If the board has adopted a resolution, the board member can then speak on behalf of the district.) 	<ul style="list-style-type: none"> Shall not direct district staff to perform tasks to support or oppose campaign activities or ballot measures. Shall not use public facilities or resources in engaging in political activities. 	<ul style="list-style-type: none"> Is the board member using staff time, a public vehicle, or other public resources? Has the board adopted a resolution? If yes, the board member can speak on behalf of the district. If not, has the board member made it clear that he or she is not speaking on behalf of the district?

⁶RCW 42.17.130(1) provides that action may be "taken at an open public meeting by members of an elected legislative body or by an elected board, council, or commission of a special purpose district including, but not limited to, fire districts, public hospital districts, library districts, park districts, port districts, public utility districts, school districts, sewer districts, and water districts, to express a collective decision, or to actually vote upon a motion, proposal, resolution, order, or ordinance, or to support or oppose a ballot proposition so long as (a) any required notice of the meeting includes the title and number of the ballot proposition, and (b) members of the legislative body, members of the board, council, or commission of the special purpose district, or members of the public are afforded an approximately equal opportunity for the expression of an opposing view;"

Persons	Permitted	Not Permitted	General Considerations
Students	<ul style="list-style-type: none"> Students may originate school projects for credit that promote or oppose candidates or ballot measures. Students may use public resources to carry out school projects promoting or opposing ballot measures, to the extent that such resources are regularly and routinely made available for other student projects. 	<ul style="list-style-type: none"> Student school projects supporting or opposing ballot measures shall not use public resources that are not regularly and routinely made available for other student projects. Teachers shall not assign school projects to students that require creating or distributing materials to influence an election's outcome. District employees and officials shall not use student projects to influence an election's outcome. 	<ul style="list-style-type: none"> Is the school project student-initiated? Is the district using the student project to influence the outcome of an election?
Superintendents or Their Designees	<ul style="list-style-type: none"> May speak at community forums and clubs to present an objective and fair presentation of the facts on a ballot measure during regular work hours.⁷ May fully participate in campaign activities, including meeting with citizens' campaign committees to plan strategies, during non-work hours and without the use of public resources. 	<ul style="list-style-type: none"> Shall not use public resources to operate a speakers' bureau in a manner that may be viewed as promoting a ballot measure. Shall not use public resources to promote or defeat a candidate or ballot measure. 	<ul style="list-style-type: none"> Is the superintendent using public resources in a manner that promotes or opposes a candidate or a ballot measure? Does the presentation accurately present the costs and other anticipated impacts of a ballot measure?

⁷ Districts may set the definition of work hours for their employees. For example, to the extent that a district defines the lunch hour as a non-work hour, activities to support or oppose a candidate or a ballot measure that do not use public resources and that are held away from district facilities are permitted during the lunch hour.

Persons	Permitted	Not Permitted	General Considerations
Superintendents or Their Designees (continued)	<ul style="list-style-type: none"> • May inform staff during non-work hours of opportunities to participate in campaign activities. • May respond to questions regarding a ballot measure if such activity is consistent with his or her normal and regular duties. • May wear campaign buttons or similar items while on the job if the district's policy generally permits employees to wear political buttons. • May place window signs or bumper stickers on their privately-owned cars, even if those cars are parked on school property during working hours. • Are encouraged to communicate to staff the difference between acceptable and unacceptable activities related to a ballot measure. • May encourage staff and members of the public to vote, as long as such encouragement routinely occurs for other elections. 	<ul style="list-style-type: none"> • Shall not pressure or coerce employees to participate in campaign activities. • Shall not use district resources to organize the distribution of campaign materials. 	<ul style="list-style-type: none"> • Does the district have a policy permitting employees to wear political buttons?

Persons	Permitted	Not Permitted	General Considerations
<p>Teachers or Other Employees</p>	<ul style="list-style-type: none"> • May speak at community forums and clubs to present an objective and fair presentation of the facts on a ballot measure during regular work hours. • May inform staff during non-work hours of opportunities to participate in campaign activities. • May engage in campaign activities on their own time, during non-work hours and without using public resources. • May respond to questions regarding a ballot measure if such activity is consistent with his or her normal and regular duties. • May wear campaign buttons or similar items while on the job if the district's policy generally allows employees to wear political buttons. • May, during non-work hours, make available campaign materials to employees in lunchrooms and break rooms, which are used only by staff or other authorized individuals. 	<ul style="list-style-type: none"> • Shall not use work hours or public resources to promote or oppose a candidate or ballot measure (such as gathering signatures, distributing campaign materials, arranging speaking engagements, coordinating phone banks, or fundraising). • Shall not pressure or coerce other employees to participate in campaign activities. • Shall not use district resources to organize the distribution of campaign materials. 	<ul style="list-style-type: none"> • Do the presentations accurately present the costs and other anticipated impacts of a ballot measure? • Is the employee acting on his or her own time, during non-work hours? • Is the employee using public resources in a matter that promotes or defeats a candidate or a ballot measure? • Does the district have a policy permitting employees to wear political buttons?

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Persons	Permitted	Not Permitted	General Considerations
Teachers or Other Employees (continued)	<ul style="list-style-type: none"> May place window signs or bumper stickers on their cars, even if those cars are parked on school property during working hours. May encourage staff and members of the public to vote, as long as such encouragement routinely occurs for other elections. 		
Union Representatives	<ul style="list-style-type: none"> May, during non-work hours, make available campaign materials to union members in lunchrooms and break rooms, which are used only by staff or other authorized individuals. May distribute campaign materials at union-sponsored meetings. May post campaign materials on a bulletin board, if such a board is in an area that is not accessible to the general public and if such activity is consistent with the district's policy and the collective bargaining agreements. 	<ul style="list-style-type: none"> Shall not use the school's internal mail or email system to communicate campaign-related information, including endorsements. Shall not distribute promotional materials in classrooms or other public areas. 	<ul style="list-style-type: none"> Are campaign materials made available only in those areas used solely by staff or other authorized individuals? Does such distribution occur during non-work hours?

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Activities and Resources	Permitted	Not Permitted	General Considerations
Equipment and Supplies	<ul style="list-style-type: none"> • District employees, in the course of their employment, may use equipment (including but not limited to projectors and computers) to make an objective and fair presentation of the facts at community forums and clubs. • District employees, in the course of their employment, may produce information that is an objective and fair presentation of the facts using public resources. 	<ul style="list-style-type: none"> • Public resources (including but not limited to internal mail systems, email systems, copiers, telephone) shall not be used to support or oppose a candidate or ballot measure, whether during or outside of work hours. • Citizens' campaign committees and other community groups shall not use district equipment (including but not limited to internal mail systems, projectors, computers, and copiers) to prepare materials for meetings regarding ballot measures. 	<ul style="list-style-type: none"> • Do the presentations fairly and objectively present the costs and other anticipated impacts of a ballot measure?
Meeting Facilities	<ul style="list-style-type: none"> • District meeting facilities, including audio visual equipment, may be used by campaign committees for activities on the same terms and conditions available to other community groups, subject to the provisions of the district's policy. 		<ul style="list-style-type: none"> • Can community groups typically use school facilities? • Are facilities made available to all groups on the same terms? • Has the district adopted a policy regarding the distribution of campaign materials on district property?

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Activities and Resources	Permitted	Not Permitted	General Considerations
<p>Lists</p> <ul style="list-style-type: none"> • Lists of names (such as district vendors or parents) that a district has obtained or created in the course of transacting its regular public business are subject to public disclosure requirements; thus, unless otherwise exempt, the lists must be released subject to public records requests. • Districts may charge a pre-established fee to cover the costs of providing copies of such lists on an equal access, nondiscriminatory basis. 	<ul style="list-style-type: none"> • District personnel may encourage staff and members of the public to vote, as long as such encouragement routinely occurs for other elections. • Public facilities may be used to register people to vote and to do periodic poll checking. 	<ul style="list-style-type: none"> • Districts shall not sell copies of such lists (though they may charge a pre-established fee to recover the costs of providing copies of the lists). • If a list is generally available as a public record, it cannot be denied to a person or group on the grounds that it might be used in a campaign. 	<ul style="list-style-type: none"> • Is the list obtained or created in the course of the district transacting its public business? • Are the fees charged no greater than necessary to cover the costs of providing copies? • Has the district complied with the Family Education Rights and Privacy Act and district policy in responding to any public record requests?
<p>Voting Information</p>		<ul style="list-style-type: none"> • Districts shall not pressure or coerce employees to vote. • Districts shall not organize an effort to encourage staff to wear campaign buttons or display campaign materials. 	<ul style="list-style-type: none"> • Is the activity related to providing voting information for elections, as opposed to advocating for or against a particular candidate or ballot measure?

Public Disclosure Commission Guidelines for School Districts in Election Campaigns

Activities and Resources	Permitted	Not Permitted	General Considerations
<p>District Publications (Specific to Elections)</p> <ul style="list-style-type: none"> Districts may develop an objective and fair presentation of the facts regarding district needs and the anticipated impact of a ballot measure, and may distribute it in the district's customary manner. This information⁸ may be printed in various languages and communicated in other formats as required by the ADA. In the course of regular publications for the district, the district may distribute an objective and fair presentation of the facts for each ballot measure in accordance with the normal and regular conduct of the district. 		<ul style="list-style-type: none"> Districts shall not distribute election-related information in a manner that targets specific subgroups. Targeting does not refer to mailing information to district constituencies such as parents, families within a service region, community leaders, or some other group, or to the district's regular distribution list to provide information in a manner that is consistent with the normal and regular conduct of the district. Districts shall not publicize information supporting or opposing a candidate or ballot measure. 	<ul style="list-style-type: none"> Does the information provide an objective and fair presentation of the facts? Is the timing, format, and style, including tone and tenor, of the information presented in a manner that is normal and regular for the district? Is the information distributed in a manner that is normal and regular for the district? Do the materials accurately present the costs and other anticipated impacts of a ballot measure?

⁸ For the purposes of these guidelines, "information" refers to the documents prepared, printed, and mailed districtwide by the district's central administration solely for the purposes of informing residents regarding an upcoming ballot measure. The district and a school may continue to distribute information consistent with the customary practices of the district and a school, including but not limited to kid mail, newsletters, websites, and multi-lingual documents. These publications may continue, but if they discuss the ballot measure, the information should be an objective and fair presentation of the facts.

Public Disclosure Commission
Guidelines for School Districts in Election Campaigns

Activities and Resources	Permitted	Not Permitted	General Considerations
District Publications (Specific to Elections) (continued)			<ul style="list-style-type: none"> Does the district typically distribute information by kid mail, newsletters, websites, or some other format?
District Publications (Regular)	<ul style="list-style-type: none"> Districts may include all or part of the information regarding district needs and the anticipated impacts of a ballot measure in the district's regular publications, such as district and school newsletters. (For example, a school newsletter may specifically describe the projects and/or programs planned for that school.) Districts may inform staff and/or parents of community meetings related to ballot measures if other such information is normally published in a newsletter or community calendar, and if both those supporting or opposing a ballot measure have the opportunity to appear on the calendar or in the newsletter. 	<ul style="list-style-type: none"> Districts shall not use internal memoranda or other district publications to encourage employees to participate in campaign activities. Districts shall not publish materials supporting or opposing a candidate or ballot measure. 	<ul style="list-style-type: none"> Does the district routinely distribute such information? Does the district normally inform staff and/or parents of community activities and meetings?

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Guidelines for School Districts in Election Campaigns

Activities and Resources	Permitted	Not Permitted	General Considerations
District Publications (Regular) (continued)	<ul style="list-style-type: none"> Districts may factually report school board support for a ballot measure, so long as it is the normal and regular conduct for the district. (For example, a community newsletter that ordinarily reports on board actions may report that the board adopted a resolution supporting the district's ballot measure.) Districts may thank citizens for their support after an election in district publications. 		<ul style="list-style-type: none"> Is the information presented in an objective and fair manner? Is the district engaging in significantly different activities during the time period immediately prior to the ballot measure compared to all other times of the school year?
Reader Boards/Posters	<ul style="list-style-type: none"> Information encouraging staff and members of the public to vote, or providing the dates of upcoming elections such as "vote on February____", may be posted, as long as such encouragement is customarily posted for elections other than just a district ballot measure. Districts may thank citizens on their reader boards for their support after an election. 	<ul style="list-style-type: none"> Districts shall not display a "vote schools" sign or other promotional messages on reader boards or posters. Signs advocating for or against candidates or ballot measures shall not be posted on district property in any area accessible to the general public or in classrooms. 	

Public Disclosure Commission
Guidelines for School Districts in Election Campaigns

Activities and Resources	Permitted	Not Permitted	General Considerations
Reader Boards/Poster (continued)	<ul style="list-style-type: none"> • Union representatives/employees may post campaign materials on a bulletin board, if such a board is in an area that is only accessible to staff or other authorized individuals and if such activity is consistent with the district's policy and collective bargaining agreements. • May post objective and fair information at a school or at a future school site regarding anticipated improvements to be funded by a ballot measure that is specific to that school or site. 	<ul style="list-style-type: none"> • Publicly owned vehicles shall not be used to carry or display political material. 	
Surveys and Research	<ul style="list-style-type: none"> • Districts may conduct surveys and/or other community research, including demographic questions, to determine the community's priorities, public perception of district performance, and/or to inform the community about district programs and policies. • Districts may conduct community research (including but not limited to the use of questionnaires, surveys, workshops, focus groups, and forums) to determine the community's priorities for both programs and/or facilities and their associated total costs and projected dollars per thousand assessment. 	<ul style="list-style-type: none"> • Districts shall not conduct surveys to determine what taxation level the public would support. • Districts shall not conduct surveys designed to shore up support or opposition for a ballot measure. 	<ul style="list-style-type: none"> • Has the school board passed a resolution authorizing a measure to be placed on the ballot? (If so, actions may be more closely scrutinized.) • Does the election-related survey target specific subgroups?

Public Disclosure Commission
Guidelines for School Districts in Election Campaigns

Activities and	Permitted	Not Permitted	General Considerations
Surveys and Research (continued)	<ul style="list-style-type: none"> The surveys and/or other community research can be conducted before or after the school board has approved a resolution to place a ballot measure on the ballot. However, research conducted after the adoption of the resolution may be subject to greater scrutiny. Districts may publish survey results if it is consistent with the normal and regular conduct of the district. 	<ul style="list-style-type: none"> Districts shall not target registered voters or other specific subgroups of district residents in conducting their election-related surveys. Districts shall not use survey results in a manner designed to support or oppose a candidate or ballot measure. 	<ul style="list-style-type: none"> Is the survey or community research consistent with normal and regular activities of the district?
Technology (websites, emails, computerized calling systems)	<ul style="list-style-type: none"> A district may develop an objective and fair presentation of the facts and post that information on its website, including information regarding district needs and the anticipated impacts of a ballot measure. This information may be reformatted so that it is consistent with the manner in which the district customarily presents information on its website. District websites may permit viewers to make selections to learn about the anticipated impacts of a ballot measure for a specific school, or otherwise allow readers to explore issues in 	<ul style="list-style-type: none"> District computers, email systems, telephones, and other information technology systems shall not be used to aid a campaign for or against a candidate or ballot measure Electronic communication systems shall not be used to generate or forward information that supports or opposes a candidate or ballot measure. 	<ul style="list-style-type: none"> Are the materials developed an objective and fair presentation of the facts? Is the district engaging in significantly different activities during the time period immediately prior to the ballot measure compared to all other times of the school year?

Public Disclosure Commission

Activities and Resources	Permitted	Not Permitted	General Considerations
Technology (websites, emails, computerized calling systems) (continued)	<ul style="list-style-type: none"> Districts may update the information on their websites in a manner that is customary for the district. Staff may respond to inquiries regarding a ballot measure in an objective and fair manner, via email or by telephone if it is part of their normal and regular duties. 	<ul style="list-style-type: none"> District websites shall not be used for the purposes of supporting or opposing a candidate or ballot measure. 	<ul style="list-style-type: none"> Do the materials accurately present the costs and other anticipated impacts of a ballot measure? Has there been communications with staff and with union representatives regarding the prohibition on the use of the school's technology to support or oppose a ballot measure?

Note on Timing of Activities: A particular activity may be subject to the scrutiny of the Public Disclosure Commission depending in part on whether it is a part of the “normal and ordinary” conduct of a district or a school. Generally, activities that occur after a school board has passed a resolution authorizing a measure to be placed on the ballot will be subject to greater scrutiny by the Public Disclosure Commission than those occurring before such a resolution has been passed.

Note on District Policies: The application of these guidelines is also subject to each district's own policies as adopted by the school board.

Unmanned Aircraft System and Model Aircraft

The unapproved use or possession of an unmanned aircraft system (UAS) (commonly referred to as “drone”) or model aircraft on district property or at a district-sponsored event is prohibited. This means, individuals and entities shall not, at any time, without prior district approval, use or possess a UAS or model aircraft on, in, above, or upon any district property or premises, including those owned, leased, maintained, or used by the district.

The district reserves the right to remove or refuse entry or admission to any individual or entity who violates this policy. The district further reserves the right to exclude any individual or entity who violates this policy from future entry upon district property or entry to district-sponsored events. Students and employees violating this policy may be subject to disciplinary action or discharge. Any violator may also be reported to authorities, including local law enforcement and the Federal Aviation Administration (FAA).

Definitions

1. Unmanned Aircraft System:
Unmanned aircraft system means an unmanned aircraft and associated elements (including communication links and the components that control the unmanned aircraft) that are required for the pilot in command to operate safely and efficiently in the national airspace system.
2. Unmanned Aircraft:
Unmanned aircraft means an aircraft that is operated without the possibility of direct human intervention from within or on the aircraft.
3. Model Aircraft:
A model aircraft means an aircraft that is:
 - A. Capable of sustained flight in the atmosphere;
 - B. Flown within visual line of sight of the person operating the aircraft; and
 - C. Flown for hobby or recreational purposes.

Approval Process

Any individual or entity wishing to use or possess a UAS or model aircraft on district property or at a district-sponsored event must receive pre-approval. Individuals and entities must seek pre-approval from the superintendent or designee.

Any individual or entity who receives pre-approval to use or possess a UAS or model aircraft on district property or at a district-sponsored event must abide by district policies and procedures, any special restrictions put in place by the person granting pre-approval, the laws set forth in the FAA Modernization and Reform Act of 2012, and any laws adopted by state and local authorities.

The superintendent or designee may require those using or possessing a UAS or model aircraft to: (a) provide proof of insurance; (b) enter into an agreement which holds the district harmless from any resultant claims or harms to individuals and damage to property; and (c) any additional requirements as determined appropriate by the district.

Cross References:	Board Policy 3240	Student Conduct Expectations and Reasonable Sanctions
	Board Policy 4260	Use of School Facilities
	Board Policy 4310	District Relationships with Law Enforcement and other Government Agencies
	Board Policy 5281	Disciplinary Action and Discharge
Legal References:	FAA Modernization and Reform Act of 2012	Pub. L. No. 112-95, Sections 331, 336, 126 Stat. 11
Management Resources Policy & Legal News:	August 2018	