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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 schools' performance and needs to the community and provide a means for citizens to express their needs and expectations to the board and staff.

The superintendent 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 patrons 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 as such 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 will identify staff who have 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 statute and district policies and procedures.

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 report addressing the activities of the school district and the administration's recommendations for improvement of student learning and district operations will be prepared



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by the superintendent 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 citizens, the Office of Superintendent of Public Instruction, and other districts in the area of the programs and conditions of the district's schools. The district is required to ensure awareness of and compliance with certain statutory requirements as specified in policy #2106. When the district is not in compliance, such deviations will be incorporated into the annual report.

Cross Reference:

Board Policy 2106, Program Compliance

4020 - Confidential Communications

2004 - Accountability Goals

Legal References:

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

[RCW 28A.655.100 Performance goals - Reporting requirements](#)

Goldendale School District

Classification: Encouraged

Adoption Date: 7/20/87

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10/22/01; 11/23/20

Procedure - Public Information Program

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

- A. Media representatives will be supplied factual information with the request that they not publish or broadcast any facts which are injurious to staff or students or which would serve no constructive purpose;
- B. Media representatives should be kept fully informed on all aspects of the program so that any reporting will be done on the basis of a complete and accurate overview;
- C. Students should be informed that they have the right to deny an interview or photograph. A release form signed by a parent 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. During regular school hours, all media representatives must report to the building office for identification and authorization before going to any part of the building or contacting any individual; and
- E. Staff members will secure authorization from the principal before contacting the media on behalf of the school. 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 school 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.

Adoption Date:

11/23/20

Classification:

Encouraged

Revised Dates:

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 records custodian will remain confidential and be used only for the purpose that its access was granted.
- B. While certain professionals may have a legal confidential relationship as in attorney-client communications, school staff members including counselors (except licensed psychologists) do not possess a confidentiality privilege.
- C. A staff member is expected to reveal information given by a student when there is a reasonable likelihood that a crime has or will be committed, (e.g., child abuse, sale of drugs, suicidal ideation).
- D. A staff member 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:

2140 - Guidance and Counseling
2121 – Substance Abuse Program
3231 - Student Records
4040 - Public Access to District Records
5260 - Personnel Records

Legal References:



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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 \(Updates take effect December 1, 2013\)](#)

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Classification: Encouraged

Adoption Date: 12/10/90

Revised: 4/19/93; 10/22/01;

11/23/20

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.

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.

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:

3231 - Student Records

Legal References:

Chapter 5.60 RCW WITNESSES — COMPETENCY

Chapter 13.04.155(3) RCW Notification to school principal of conviction, adjudication, or diversion agreement — Provision of information to teachers and other personnel-Confidentiality.

Chapter 26.44.010 RCW Declaration of purpose.

Chapter 26.44.030(9) RCW Reports-Duty and authority to make-Duty of receiving agency-Duty to notify-Case planning and consultation-Penalty for unauthorized exchange of information-



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Filing dependency petitions-Investigations-Interviews of children-Records-Risk assessment process.

Chapter 28A.605.030 RCW Student education records-Parental review-Release of records-Procedure.

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

Chapter 40.14 RCW Preservation and destruction of public records

Chapter 42.17A RCW Campaign Disclosure and Contribution

Chapter 42.56 RCW Public Records Act

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

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

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

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

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

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

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

Management Resources

2017 - July Issue

2015 - December Issue

2015 - April Issue

2012 - April Issue

2010 - February Issue

Policy News, June 2006

Policy News, October 2005

[Washington State Office of the Attorney General – Open Government Training](#)

[Washington State Office of the Attorney General – Model Rules on Public Disclosure](#)

Goldendale School District

Classification: Encouraged

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Revised: 3/17/97; 10/22/01;

9/18/17; 11/23/20

Public Access to District Records

Purpose of these Procedures and General Principles

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

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

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

District Public Records Officer

Public Records Officer

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

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

Dean Schlenker, Business Manager
604 E. Brooks Street, Goldendale WA 98620
Phone: (509) 773-5177
Fax: (509) 773-6028
Email: dean.schlenker@gsd404.org

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

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, 7:30 a.m. to 4:00 p.m., during the school year and on days school is not in session, excluding legal holidays. Records must be inspected at the offices of the District.

Organization of Records



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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.

Information Online

A variety of records and information are available on the District website at www.goldendaleschools.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 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's Public Records Request Form is available for use by requestors at the District's central office and online at www.goldendaleschools.org

Identifiable Records

A request under the Washington Public Records Act, Chapter 42.56 RCW and District Policy 4040 must seek an identifiable *record*. General requests for information from the District that do not seek identifiable records are not covered by Policy 4040. Similarly, 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.

Requesting Electronic Records

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

Creating New Records

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

Copies of Records

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

Requests Not in Writing

The Public Records Officer or designee may accept informal requests for public records by telephone or in person. To avoid any confusion or misunderstanding, however, requestors should be mindful that a request reduced to writing is always the preferred method. If the Public Records Officer or designee receives a request by telephone or in person, the Public Records Officer will confirm his or her understanding of the request with the requestor in writing.

Processing of Public Records Requests

Order of Processing Requests

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

Central Review

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

Five-Day Response

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

1. Provide copies of the record(s) requested or make the record available for inspection—or, in the alternative, provide an internet address and link to the District's website where the specific record can be accessed (provided that the requestor has not notified the District that he or she cannot access the records through the internet); or
2. Acknowledge that the District has received the request and provide a reasonable estimate of the time it will require to fully respond; or
3. Seek clarification of 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

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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:

- ② The Family Educational and Privacy Rights Act (FERPA), 20 USC § 1232g (regarding student educational records);
- ② Washington State Student Education Records Law, RCW 28A.605.030;

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

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

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

Inspection of Records

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

Providing Copies of Non-Electronic Records

After inspection is complete, the Public Records Officer or designee shall make the requested copies or arrange for copying.

Providing Electronic Records

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

Providing Records in Installments

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

Completion of Inspection

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

Closing Withdrawn or Abandoned Request

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

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

Later Discovered Documents

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

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

Cost of Printed Copies and Mailing

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

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

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

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

Customized Service Charge



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

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

Cost for Electronic Records

The cost for providing electronic records is as follows:

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

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

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

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

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

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

Deposits

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

Waiver

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

Internal Review of Denials of Public Records

Petition for Internal Administrative Review of Denial of Access

Any person who objects to the initial denial or partial denial of a records request may petition in writing (including email) to the Superintendent of Schools 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



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

Goldendale School District

Classification: Encouraged

Adoption Date: 9/18/17

Revised Date: 11/23/20



Policy No. 4060
Distribution of Materials

Distribution of Materials

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

Any nonprofit group wishing to distribute informational material must first submit, to the superintendent or a designee, a copy of the material and a statement of the educational value the program provides to students.

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

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

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

Management Resources: Policy News, April 2005 Distribution of Materials

Adoption Date: 11/23/20

Classification: **Discretionary**

Revised Dates:



Policy No. 4060P
Procedure – Distribution of Materials

Procedure - Distribution of Materials

Individuals seeking to distribute information in schools will submit to the superintendent 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 Administrative to the Superintendent 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.

Adoption Date:
11/23/20
Classification:
Discretionary
Revised Dates:



Policy No. 4129 Family Involvement

Family Involvement

It is the policy of the Goldendale Board of Directors to encourage and support family involvement in education at home, in our schools and communities, and in school governance. The board recognizes the diversity of family structures, circumstances, and cultural backgrounds and respects families as important decision makers for their children's education. The Board is committed to the creation and implementation of culturally inclusive and effective school-family partnerships throughout the school district and in each school, and believes these partnerships to be critical to the success of every student. The district's family involvement efforts will be comprehensive and coordinated.

The board recognizes that family involvement in education has a positive effect on student achievement and is an important strategy in reducing achievement gaps. The intent of this policy is to create and maintain a district-wide climate conducive to the involvement of families and to develop and sustain partnerships that support student learning and positive child and youth development in all schools.

The board is committed to professional development opportunities for staff and leadership to enhance understanding of effective family involvement strategies. The board also recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to school-family partnerships.

In support of the implementation of this policy, a copy will be distributed to all schools, school staff, families, teachers and community members. Further, the district will provide support and guidance, to parents and teachers as they plan and implement effective family involvement efforts.

The Goldendale Board of Directors support the development, implementation and regular evaluation of family involvement efforts that includes parents and family members at all grade levels in a variety of roles. The district will use the results of the evaluation to enhance school-family partnerships within the district.

The superintendent will develop procedures to implement this policy.

Management Resources: Policy News, October 2008 Family Involvement Policy

Adoption Date: 11/23/20

Classification: **Discretionary**

Revised Dates:



Policy No. 4129P
Procedure – Family Involvement

Procedure - Family Involvement

Definitions:

The term “family” is used to denote parents, extended family, guardians, or other persons with whom the student lives. “Parent” or “family” may also include community members or other concerned adults involved in the student’s life, pursuant to state and federal laws surrounding confidentiality.

“Family Involvement” refers to school/family partnerships. It is the collaborative interaction between educators and families in activities that promote student learning and positive child and youth development at home, in school, and in the community. These activities include regular, two-way and meaningful communication between parents and school personnel; outreach to families; parent education; volunteering; school decision making; and advocacy.

Implementation:

The superintendent will identify a district administrator to supervise the implementation of this policy and procedure, and each school in the district will develop a family involvement plan aligned with their academic goals and/or school improvement plan and, if applicable, Title I services. Each plan will be tailored to the realities of school families, be culturally relevant to the school population and delineate strategies to increase family participation in education, particularly among families who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

The district’s family involvement efforts will have six overarching goals. They will include, but not be limited to, the following research-based National Standards for Parent/Family Involvement in schools:

- A. Communicating: Effective two-way communication between all parents and schools regarding district policies and procedures, local school operating procedures, and an individual child’s progress;
- B. Parenting: Information and programs for parents on how to establish a home environment to support learning and appropriate behavior;
- C. Student Learning: Information and programs for parents about how they can assist their own children to learn and meet the student’s short-term and long-term educational goals;
- D. Volunteering: Activities to encourage a variety of parental volunteer opportunities in schools both in the classroom and in other areas of the school including attendance at local school programs and events;
- E. School Decision-Making and Advocacy: Assistance to develop parental involvement in educational advocacy, including school district task forces and site based advisory committees; and
- F. Collaborating with Community: Identification and utilization of community resources to strengthen school and family partnerships and student learning.

In order to achieve these goals, the board, district and school staff will comply with the roles and responsibilities that are outlined below.

Roles and Responsibilities:

The board will:

- A. Establish a district level family partnership committee to advise the board and to assist the superintendent in implementing the Family Involvement policy and procedure at the building and district level. *(For example, the committee could include parents reflecting the diversity of the*



Policy No. 4129P Procedure – Family Involvement

schools' families.);

- B. Provide professional development opportunities for teachers and staff to enhance their understanding of effective family involvement strategies;
- C. Perform regular evaluations of family involvement efforts at each school and in the district;
- D. Provide activities that will educate families regarding the intellectual and developmental needs of their children. These activities may rely on cooperation between the districts and other agencies or school/community groups. *(Describe specific activities within the board's goals or strategic plan.);*
- E. Implement strategies to involve families in the educational process, including information about opportunities for volunteering and encouraging participation in various school and district activities;
- F. Provide access to educational resources for parents and families to support the education of their children. *(For example, a family training center or a family academy for classes and parenting books, magazines and home teaching materials.);*
- G. Keep families informed of the objectives of district educational programs as well as of their child's participation and progress with these programs. *(This could be accomplished through newsletters, the district website, translated materials, school and district reader boards, etc.);* and
- H. Enable families to participate in district level decision making opportunities. For example, family members may provide input into district policies or district level committees.

The district administrators will:

- A. Allocate staff, time and resources to ensure effective implementation of this policy and procedure;
- B. Work with staff and families to identify resources needed to implement planned family involvement activities and programs;
- C. Provide time for teachers to share and replicate successful classroom strategies that promote and increase school-family partnerships;
- D. Provide training opportunities for school staff to increase their skills in working effectively with all families and to enable them to provide family workshops that link family involvement to student learning;
- E. Conduct both formal, such as Title I parent meetings, and informal, such as coffee chats and breakfast with the principal meetings, to ensure ongoing two way communications with families;
- F. Provide a system where teachers, students, and families can resolve problems that arise in ways that promote the best relationships possible, allowing them to solve problems first before resorting to the inclusion of principals and other administrators;
- G. Provide assistance for families to understand topics such as the state academic content standards, and state and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children. *(For example, by publishing information in multiple languages and regularly communicating with families regarding academic requirements);*
- H. Work with staff and families to brainstorm possible activities and actions that are consistent with the family involvement policy and, when appropriate incorporate these into schools' annual goals and/or the school improvement plan;



Policy No. 4129P

Procedure – Family Involvement

- I. Recognize staff, families and community members who promote school-wide family partnerships; and
- J. Monitor and evaluate with district assistance the effectiveness of family partnership efforts in the district.

School staff will:

- A. Allocate staff, time and resources to implement this policy at the school level;
- B. Help families feel welcome by demonstrating excellent customer service and basic courtesy;
- C. Treat all families and community members with respect; be sensitive to cultural differences and life circumstances among families;
- D. Be as flexible as possible when scheduling appointments and school events with families;
- E. Communicate early and positively with families and continue these positive contacts throughout the year, including home visits during the year, if feasible;
- F. Consider an annual student led conference and/or an annual parents meeting;
- G. Invite parents and family members to observe and assist in classrooms;
- H. Offer families opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children;
- I. Share class/school discipline and homework policies with families and follow through in a timely manner if problems arise; and
- J. Involve families in decision-making committees and other site based councils.

Evaluation

The content and effectiveness of this policy and procedure, and the individual school plans will be evaluated by the superintendent or his/her appointee annually with regard to the quality and effectiveness of the strategies presented in the plan. The findings of the evaluation will be used to design strategies for more effective family involvement, and if necessary to revise this policy and procedure.

Adoption Date:
11/23/20
Classification:
Discretionary
Revised Dates:

Title I Parental Involvement

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. Goldendale School District will make parent and family engagement documentation available in each school office, distribute a letter at public events such as open house, and hold multiple parent engagement meetings during each school year.

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 by doing the following: Goldendale School district will remove barriers to parent attendance by having parent representative (s) on each building school improvement planning team, holding multiple PFE events through the year, and providing information about PFE in English and Spanish.

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:

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- 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. (Goldendale School District will provide good attendance support materials, support for parents as they help their students on schoolwork at home, train parents how to effectively use district adopted technology platforms like Skyward and Securly, and other relevant systems.)
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. Goldendale School District will provide communication using its website, printed and electronic weekly bulletins, publications during open house, our phone based notification system, school district facebook, and other means.

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:

1. 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

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Title I, to explain the requirements of Title I, and to explain the rights that parents have under Title I;

2. Offer a flexible number of meetings, such as meetings in the morning or evening;
3. Involve parents, in an organized, ongoing, and timely way in the planning, reviewing, and improving of Title I programs; and
4. Provide parents of Title I students the following:
 - A. Timely information about Title I programs;
 - B. 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
 - C. 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 parents 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:

Every Student Succeeds Act (ESSA)
20 USC 6312 Local educational agency plans
20 USC 6318 Parent and family engagement

Management Resources:



Policy No. 4130
Community Relations

2018 - February Policy Issue
Policy News, October 2008 Family Involvement Policy
Policy News, June 2005 Title I Parental Involvement Policy
Policy News, August 2003 No Child Left Behind Update

Goldendale School District

Classification: Essential

Adoption Date: 10/20/03

Revised: 06/18/12; 12/12/16; 09/17/18; 11/23/20

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 will be available for consultation with students and community members within their regular workday). 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/guardians, 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. Parents are asked to provide 24 hour notice ahead of observing classrooms. 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 controlled substances, including marijuana (cannabis) or alcohol; or
- B. Is disrupting or obstructing any school program, activity, or meeting; or
- 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.

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: 3510 - Associated Student Bodies
3124 - Removal-Release of Student During School Hours
4129 - Family Involvement

Legal References: RCW 28A.605.020 - Parents' access to classroom or school sponsored activities — Limitation

RCW 28A.635.020 - Willfully disobeying school administrative personnel or refusing to leave public property, violations, when — Penalty

RCW 28A.635.030 - Disturbing school, school activities, or meetings — 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: 2022 – March Issue
2018 – February Issue
2013 - February Issue

Adoption Date: 04/19/1993

Classification: **Essential**

Revised Dates: **10/01; 05/03; 11/20; 07/22**

Procedure - Safe and Orderly Learning Environment

Visitors

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

- A. All visitors must register at the office upon their arrival at school;
- B. Visitors whose purpose is to influence or solicit students will not be permitted on the school grounds unless the visit furthers the educational program of the district. Military recruiters will be provided the same opportunities to meet with students as higher education and employer representatives;
- C. If the visitor wishes to observe a classroom, the time will be arranged after the principal or designee has conferred with the teacher;
- D. If the purpose of the classroom visitation is to observe learning and teaching activities, the visitor may be asked to confer with the teacher before or after the observation to enhance understanding of the activities; and
- E. The principal or designee may withhold approval if particular events such as testing would be adversely affected by a visit. Similarly, if a visitor's presence becomes disruptive, the principal or designee may withdraw approval.

Disruption at School Activities

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

- A. All visitors are required to check into the office upon entering a school building;
- B. Staff members are responsible for monitoring hallways and playgrounds; and
- C. A visitor's badge with the current date should be worn conspicuously.

Adoption Date: 11/23/20
Classification: **Discretionary**
Revised Dates:

Regulation of Dangerous Weapons on School Premises

It is a violation of district policy and state law for any person to carry a firearm or dangerous weapon on school premises, school-provided transportation, carrying a dangerous weapon onto school premises, school-provided transportation, or areas of other facilities being used exclusively for school activities in violation of RCW 9.41.280 is a criminal offense.

The 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 Superintendent of Public Instruction.

Dangerous Weapons

The term "dangerous weapons" under state law includes:

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

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

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

Reporting Dangerous Weapons

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 violate this policy will

be subject to discipline. 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.

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.

No expulsion under RCW 28A.600.420 prevents the district from continuing to provide educational services in an alternative educational setting in compliance with RCW 28A.600.015. Any alternative setting should be comparable, equitable, and appropriate to the regular education services a student would have received without the exclusionary discipline. Example alternative settings include one-on-one tutoring and online learning.

Exceptions to State Law and this Policy

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 a school authorized convention, showing, demonstration, lecture or firearm safety course;
- C. Persons competing in school authorized firearm or air gun competitions; and
- D. Any federal, state or local law enforcement officer.

The following persons over eighteen years of age and not enrolled as students may have firearms in their possession on school property outside of school buildings:

- A. Persons with concealed weapons permits issued pursuant to [RCW 9.41.070](#) who are picking up or dropping off students; 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.

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

Personal Protection Spray

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

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

Cross References: 3241 - Student Discipline
 4260 - Use of School Facilities
 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.825 Deadly weapon special verdict--definition

RCW 28A.600.420 Firearms on school premises,
transportation, or facilities — Penalty — Exemptions

Management Resources: 2016 - July Issue
Policy News, August 2006 Weapons on School Premises
Policy News, August 1998 State Encourages Modification of
Weapons Policy
Policy News, October 1997 Legislature also addresses “look-
alike” firearms

Adoption Date: 10/18/93

Classification: **Essential**

Revised Dates: 8/16/95; 10/22/01; 12/11/06; 11/23/20

Use of Tobacco, Nicotine Products and Delivery Devices

The board of directors recognizes that to protect students from exposure to the addictive substance of nicotine, employees and officers of the school district, and all members of the community, have an obligation as role models to refrain from tobacco use 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 tobacco products and delivery devices by staff, students, students, visitors and community members will be prohibited on school district property, including all district buildings, grounds and district-owned vehicles, and within five hundred feet of schools. Possession 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 Student Rights and Responsibilities
Board Policy 3241 Student Discipline
Board Policy 5280 Separation from Employment
[5201 - Drug-Free Schools, Community, and Workplace](#)

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](#)

Management Resources

[2016 - July Issue](#)
[2014 - February Issue](#)
[2010 - December Issue](#)
[2010 - October Issue](#)



Policy No. 4215
Community Relations

Goldendale School District

Classification: Essential

Adoption Date: 6/21/93

Revised: 10/19/98; 9/23/02; 10/20/03; 11/23/20

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, members of the public, and their companions with disabilities, the District will take appropriate steps to ensure that any communications are as effective as communications with persons who have no disabilities. Such steps will include furnishing in a timely manner appropriate auxiliary aids and services 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. The information contained within the District's website is a service that will be accessible to all individuals with disabilities.

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, members of the public, and their companions, 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 on the District website, at the District office 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
- Brailled 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:

- 2161 - Special Education and Related Services for Eligible Students
- 2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
- 3210 - Nondiscrimination

4218 - Language Access Plan

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, 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: 2016 - March Issue

Adoption Date: 11/23/20

Classification: **Encouraged**

Revised Dates:

Form - Effective Communication

GOLDENDALE SCHOOL DISTRICT
EFFECTIVE COMMUNICATION REQUEST FORM*

Please note: The district needs as much advanced notice as possible to ensure that reasonable accommodations are met. Reasonable efforts will be made to accommodate requests made less than 48 hours in advance of a scheduled program, activity or event. If aids or services are needed for a meeting of the Board of Directors, please contact the office of the Superintendent directly at: 509-773-5177.

Date of request: _____
Request Type: (Please check all that apply)

- Assistive Listening Aid or Service
- Assistive Vision Aid or Service
- Assistive Speech Aid or Service
- Other _____

Contact Persons:

	Name	Email, Phone or Website (preferred communication)
Individual making request		
Building manager (Principal) where event will take place		
Event Contact Person		

Event Details: *Please attach any relevant supporting information (i.e., event flyer or brochure).*

Event Name:	
Event Date:	
Start and End Time:	
Event Description (i.e., lecture, seminar, meeting, sports event):	
Location (i.e., building, facility, off-campus school-sponsored activity):	
Other relevant details:	

Please return this completed form to: [Insert appropriate district contact information].

*This document is available in alternative format upon request.

Adoption Date:
11/23/20
Classification:
Encouraged
Revised Dates:

Procedure - 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...](http://www...)]
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 monitors 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:

Kendrick Lester
ADA Coordinator for Title II
604 E. Brooks St.
Goldendale, WA 98620
(509)773-5177
Kendrick.lester@gsd404.org

Adoption Date:
11/23/20
Classification:
Encouraged
Revised Dates:

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Language Access Plan

The Board of Directors is committed to improving meaningful, two-way communication and promoting access to District programs, services and activities for students and parents with limited English proficiency (LEP) free of charge. To that end, the Board of Directors requires the District to implement and maintain a language access plan tailored to the District's current LEP parent population.

At a minimum, the District's language access plan will incorporate the procedures that accompany this policy and address:

Parent Identification

The District will accurately and in a timely manner identify LEP parents 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 LEP parents competent oral interpretation of materials or information about any program, service, and activity provided to non-LEP parents and to facilitate any interaction with district staff significant to the student's education. The District will provide such services upon request of the LEP parent(s) and/or when it may be reasonably anticipated by District staff that such services will be necessary.

Written Translation

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

- registration, application, and selection;
- academic standards and student performance;
- safety, discipline, and conduct expectations;
- special education and related services, Section 504 information, and McKinney-Vento services;
- policies and procedures related to school attendance;
- requests for parent permission in activities or programs;
- opportunities for students or families to access school activities, programs, and services;
- student/parent handbook;
- the District's Language Access Plan and 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 Guidance

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 superintendent, will receive guidance on meaningful communication with LEP parents, 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 superintendent to effectuate the language access plan.

Appropriate district staff, as determined by the superintendent, 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.
The superintendent is authorized to establish procedures and practices for implementing this policy.

Cross References: 3210 - Nondiscrimination
 4129 - Family Involvement
 4217 - Effective Communication

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

Management Resources: 2019 - July Policy Issue
 2016 - July Issue
 OSPI website: Interpretation and Translation Services

Adoption Date: 9/28/20
Classification: **Encouraged**
Revised Dates:

Procedure - 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"** ("LEP") 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 LEP may have difficulty in one or more of four domains of language: speaking, listening, reading, and writing. Staff are urged to remember that LEP 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. **"LEP parent(s)"** refers to the parent(s) or guardian(s) of a student or students enrolled in the District who have limited English proficiency, even if the student is proficient in English. This term does not include family members of the student other than their parent(s) or guardian(s).
3. **"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.
4. **"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.
5. **"Interpretation"** means the act of contemporaneous communication between a speaker of English and a speaker of another language wherein the words of one person are communicated to others orally in a different language.

The District will take reasonable steps to utilize interpreters who have demonstrated language proficiency through certification or who are employed by a particular vendor or service contracted to provide interpretation services.

6. **"Translation"** means the written communication between a speaker of English and a speaker of another language where in the written words of one person are communicated to others in writing in a different language.

B. Parent Identification

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

C. Interpretation and Translation Services

1. Each school and District office will, consistent with this policy and procedure, provide free oral interpretation services to all parents who require language services in order to communicate effectively during any interaction with the District significant to the student's education. Additionally, each school and District office will provide free translation of vital documents as required below in Section 8.

2. All interpretation and translation will be provided by competent and fluent speakers of that language 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.

In the event that the District cannot provide an interpreter that is either certified or employed by a vendor to provide interpretation services after taking all reasonable steps to do so, 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.

3. Parents may voluntarily choose to decline the District's offer of an interpreter and choose instead to rely on an adult friend/companion or relative for language and interpretation services, but school staff may not suggest this as an alternative to providing appropriate language and interpretation services.

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

4. The District will facilitate staff access to appropriate interpretation and translation services in order to communicate with LEP parents consistent with federal and/or state law and this policy and procedure. If no interpreter can be present, District staff should utilize a language bank, resource line or online service to communicate with parents.
5. The following interpretation and translation services are currently available in the District: *[District note: Include here a list of interpretation and translation services available within the District, with instructions for accessing them].*

District staff will be informed of when and how to access interpretation and translation services available within the District and the administrator responsible for ensuring the availability of such services. *[District note: Insert here: "District staff may contact, _____, by phone at (xxx) xxx-xxxx or at XXXX@XXXXXX with questions or concerns, or to obtain information or assistance regarding interpretation and translation services."]*

6. 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 LEP parents under state and federal law to language access services provided by the District;
 - b. the importance of meaningfully and effectively communicating with LEP parents;
 - c. the most effective ways to communicate with LEP parents regarding the District's available language services;
 - d. the importance of utilizing competent translation and interpretation services when communicating with LEP parents;
 - 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 LEP parents, including ensuring the correct language service is being accessed, checking LEP parent understanding once interpretation has commenced, and proper vetting of translations for audience-appropriate content; and
 - g. the process for reporting concerns or complaints.
7. **Interpretation Services:** Whenever requested by a parent or whenever school staff or District officials can reasonably anticipate that interpretation services are necessary to meaningfully communicate with parents regarding important information about their child'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 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).

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

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

Written translations of vital documents by machine/computer translation programs will not be used or issued to LEP parents without prior review by a District-approved translator.

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

9. **Translation of Student-Specific Documents:** The District will take all reasonable steps to provide parents, 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:
- a. health;
 - b. safety;
 - c. legal or disciplinary matters; and
 - d. 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.
10. **Alternatives to Translation:** When translation for a document otherwise required to be translated is unavailable or cannot be done, such as in an emergency situation, a school or District office will provide an attached notice to parents in appropriate language(s) that free translation and/or interpretation services are available and how to request a free translation or interpretation of the document.

D. Providing Information to Parents

1. District staff and parents will be annually notified of this policy. Staff will be regularly provided written guidance regarding how and when interpretation and translation services should be accessed and such guidance will be updated as needed to reflect available services.
2. Parents 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.
3. The District will take steps to ensure that, at the time of enrollment, information regarding available interpretation and translation services and the District's complaint process is provided to any parent (s) when there is reason to believe that the student's parent(s) may

have LEP (e.g., results of home language survey, a parent's request for an interpreter). The District will take reasonable steps to provide information required by this section in the primary language spoken predominantly in the home.

4. 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.
5. To the extent practicable, the District website will provide information in designated languages concerning the rights of parents to translation and interpretation services under federal and state law and how to access such services.

E. The Collection and Analysis of LEP Data

1. The District will collect and periodically analyze data related to LEP so as to assemble a list of primary languages spoken predominantly in the homes of students and their parents. Such information will help to ensure the provision of appropriate language access services and assist the District in effectively planning and budgeting for services necessary to communicate with students and their parents.
2. Such data may be collected by parent surveys

F.

3. The district will document the preferred language of families of students who are eligible for special education services, additionally

G.

4. The district will document whether a qualified interpreter was provided at any planning meeting related to a student's individualized education program (IEP), section 504 plan, or meetings related to school discipline and truancy. For the purposes of collecting this data, a "Qualified interpreter" is someone who is able to interpret effectively, accurately, and impartially, both receptively and expressively using any necessary specialized vocabulary.

Management Resources: 2019 - July Policy Issue

Adoption Date: 9/28/20

Classification: **Encouraged**

Revised Dates:



Policy No. 4220
Community Relations

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).

Legal References:

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

Cross References

[2020 - Course Design, Selection and Adoption of Instructional Materials](#)

Goldendale School District
Classification: Discretionary
Adoption Date: 4/19/93
Revised: 10/22/01;
11/23/20

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

- A. If the problem is not satisfactorily resolved at the building level, the 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;
- B. The principal and staff member will respond to the superintendent in writing or in person; and
- C. 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.

Adoption Date:
11/23/20
Classification:
Discretionary
Revised Dates:

Contests, Advertising and Promotions

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

- A. The objectives of the contest, campaign, or promotion will be consistent with the district's goals and policies;
- B. The proposed activity will have educational value to the participants and be free of objectionable promotion of the name, product or special interest of the sponsoring group; and
- C. Participation by a student will not interfere with his/her program of curricular or co-curricular activities.

Cross References: 3220 - Freedom of Expression

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

Adoption Date:
11/23/20

Classification: **Essential**
Revised Dates:

Use of School Facilities

The board believes that public schools are owned and operated by and for the community. The public is encouraged to use school facilities but will be expected to reimburse the district for such use to insure 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 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 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 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 will charge a rental rate in excess of costs incurred. Excess charges may be waived when a service club or other nonprofit group is raising funds for charitable purposes.

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



Policy No. 4260
Community Relations

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 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 of or approval of the activity, group, or organization.

Legal References:

[RCW 28A.230.180 Access to campus and student information directories by official recruiting representatives — Informing students of educational and career opportunities.](#)

[RCW 4.24.660 Liability of school districts under contracts with youth programs](#)

[RCW 28A.320.510 Night schools, summer schools, meetings, use of facilities for](#)

[RCW 28A.335.150 Permitting use and rental of playgrounds, athletic fields, or athletic facilities](#)

[RCW 28A.335.155 Use of buildings for youth programs — Limited immunity](#)

[20 USC Sec. 7905 Boys Scout of America Equal Access Act](#)

[34 CFR Sec. 108.6 Equal Access to Public School Facilities For The Boy Scouts of America and Other Designated Youth Groups](#)

[AGO 1973 No. 26, Initiative No. 276 - School districts — Use of school facilities for presentation of programs — Legislature — Elections](#)

Cross References

[3422 - Student Sports – Concussion, Head Injury and Sudden Cardiac Arrest](#)

Management Resources

[2014 - February Issue](#)

[2013 - July Issue](#)

[2013 - June Issue](#)

[2011 - December Issue](#)

[2009 - August Issue](#)

Goldendale School District

Classification: Essential

Adoption Date: 7/20/87

Revised: 4/19/93, 2/15/95,
10/22/01; 11/23/20

Use of School Facilities

Application for use of school facilities will be made to the principal or their designee. When applications are received by principals, they will coordinate the use of the facilities. They are responsible for notification of personnel affected by such use (custodian, cook, etc.).

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

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

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

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

Alcoholic beverages, illegal drugs, and weapons will not be permitted in school facilities or on school property at any time. Tobacco use is prohibited in school facilities and on school property. All applicants for use of school facilities will hold the district free and without harm from any loss or damage, liability or expense that may arise during or be caused in any way by such use or occupancy of school facilities. Also, in the event that property loss or damage is incurred during such use or occupancy, the amount of damage will be decided by the superintendent and approved by the board and a bill for damages will be presented to the group using or occupying the facilities during the time the loss or damage was sustained.

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

Additionally, youth organizations engaged in sports activities and using school facilities must submit a signed statement of compliance with the policies, described in RCW 28A.600 for the management of concussion and head injury in youth sports.

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

Because of the value of district's playing fields to the community's total recreational opportunity, the fields may be used by all residents. The use must be appropriate and compatible with each play field and its surrounding area. Such use will not result in destruction, damages, or undue wear or pose a hazard to children or others. Activities, which



Procedure No. 4260P
Community Relations

endanger others or cause damage to fields and lawns are restricted. Should damage to fields and lawns occur, the superintendent will make reasonable effort to obtain restitution for the damage.

Goldendale School District

Classification: Essential

Adoption Date: 2/15/95

Revised: 10/22/97, 11/26/98

7/18/05, 10/22/13; 11/23/20



Community Schools' Program

As a method of extending educational opportunities to the entire community through a fuller 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.

Legal Reference:

RCW 28A.620.020 Community education programs—Restrictions

[RCW 28A.620.010 Purposes](#)

Cross References

3421 - Child Abuse, Neglect and Exploitation Prevention

Goldendale School District

Classification: Discretionary

Adoption Date: 4/19/93

Revised: 10/22/01;

11/23/20

Limiting Immigration Enforcement in Schools

Applicability of Policies to Immigration Enforcement:

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

Access to Schools,

- [_____School District/Public Schools] has a responsibility to ensure that all students who reside within their boundaries can safely access a free public K-12 education.
- [_____School District/Public Schools] 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.
- [_____School District/Public Schools] will uphold its responsibility to all students and ensure that all staff and volunteers are aware of the rights of immigrant students to an education

Immigration Enforcement on School Campus

1. Public 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 [Public school] facilities, property, equipment, databases, or otherwise on school grounds or their immediate vicinity. [Public school district] staff shall direct anyone engaging in, or intending to engage in, immigration enforcement, including federal immigration authorities with official business that must be conducted on [public school] property, to the [school principal or authorized designee] prior to permitting entrance to school grounds. [Public school] staff shall presume that activities by federal immigration authorities, including surveillance, constitute immigration enforcement.
2. If anyone attempts to engage in immigration enforcement on or near [Public school] grounds, including requesting access to a student, employee, or school property:
 - a. [Public school] staff shall immediately alert and direct the person to the [school principal or authorized designee], who shall: verify and record the person's credentials (at least, name, agency, and badge number), record the names of all persons they intend to contact, collect the nature of the person's business at the school, request a copy of the court order or judicial

warrant, log the date and time, and forward the request to the Superintendent and/or legal counsel for review.

- b. [Public school] staff shall request that any person desiring to communicate with a student, enter school grounds, or conduct an arrest first produce a valid court order or judicial warrant.
- c. The District Superintendent [or authorized designee and/or legal counsel] shall review the court order or judicial warrant for signature by a judge and validity. For [public 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 [public 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 [public school district] property for the specific purpose identified.
- e. Upon receipt and examination of the required information, the District Superintendent [or authorized designee and/or legal counsel] will determine whether [public school] shall allow access to contact or question the identified individual and will communicate that decision to the [school principal or authorized designee].
- f. The District Superintendent [or authorized designee and/or legal counsel] shall make a reasonable effort, to the extent allowed by the Family Educational Rights and Privacy Act (FERPA), to notify the parent/guardian of any immigration enforcement concerning their student, including contact or interview.
- g. The District Superintendent [and/or legal counsel or authorized designee] shall request the presence of a [public school district] representative to be present during any interview. [Public school] shall not permit access to information, records, or areas beyond that specified in the court order, judicial warrant, or other legal requirement.

Gathering Immigration Related Information

1. [Public 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. [Public school] staff shall not seek or require, to the exclusion of other sufficient and permissible information, information regarding a student's or his/her parent or guardian's citizenship or immigration status.
2. [_____School District/ Public Schools] 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 [_____School District / Public Schools] 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, [public school district] staff shall:
 - a. If feasible, consult with legal counsel to seek alternative, including alternatives to the specific program or documents accepted as adequate proof for the program;
 - b. Explain to the student and student's parent(s) and/or guardian(s), in their requested language, the reporting requirements, including possible immigration enforcement impact;
 - c. Provide notice to the student's parent(s) and/or guardian(s); and
 - d. Mitigate deterring school enrollment of immigrants or their children by collecting this information separately from the school enrollment process.

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

Responding to Requests for Information

1. [Public 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. [_____ School District/ Public Schools] staff shall immediately report receipt of any information request relating to immigration enforcement to [school principal or authorized designee] who shall document the request and refer the request to the [Superintendent and/or legal counsel or authorized designee].
3. [_____ School District / Public Schools] 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 [public school legal counsel].

Use of School Resources

1. [Public school district] resources shall not be used for immigration enforcement.
2. [Public 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:
 1.
 - 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 [public school district and/or public school] and a list of the circumstances or conditions under which the [public school district and/or public school] might release student information to third parties, including limitations under FERPA and other relevant law;
 - c. Policies regarding the retention and destruction of personal information;
 - d. The process of establishing notice and/or consent from parent(s) and/or guardian(s), as permitted under federal and state law, prior to releasing a student's personal information for immigration enforcement purposes;
 - e. Name and contact information for [public school district and/or public school]'s designated point of contact on immigration related matters; and"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 - August Issue

Adoption Date:

11/23/20

Classification: **Essential**

Revised Dates:

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Limiting Immigration Enforcement in Schools

Definitions:

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- “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.
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- “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.
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 - “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.

Adoption Date:

11/23/20

Classification: **Essential**

Revised Dates:

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. Where there is substantial threat to the health and safety of students or others such as in the case of bomb threats, threats of violence, threats of substantial bodily harm, law enforcement will be called upon for assistance. Information regarding major violations of the law will be communicated to the appropriate law enforcement agency.

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

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

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

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



Policy No. 4310
Community Relations

Cross Reference:

3231 - Student Records

3432 - Emergencies

3414 - Infectious Diseases

3226 - Interviews and Interrogations of Students on School Premises

Legal References:

RCW 26.44.030 Interviews of children

RCW 28A.635.020 Willfully disobeying school administrative personnel or refusing to leave public property, violations, when--Penalty

RCW 26.44.050 Taking child into custody without court order

RCW 26.44.110 Written statement required

RCW 26.44.115 Notice required

Management Resources:

[20 U.S.C. § 1232g Family Education Rights and Privacy Act](#)

Management Resources

2018 - December 2018 - December Policy Issue

2013 - July Issue

2013 - April Issue

Policy News, April 2001 Compliance Office Provides FERPA Update

Policy News, February 1998 FERPA limits student records access

Goldendale School District

Classification: Encouraged

Adoption Date: 2/10/90

Revised: 4/19/93, 10/22/01;

11/23/20

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 Goldendale 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 members 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.

Requests 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 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:

2121 - Substance Abuse Program
2145 - Suicide Prevention
2161 - Special Education and Related Services for Eligible Students
2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
3143 - Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm

3225 - School-Based Threat Assessment
3226 - Interviews and Interrogations of Students on School Premises
3230 - Student Privacy and Searches
3432 - Emergencies
3241 - Student Discipline
3246 - Restraint, Isolation and Other Uses of Reasonable Force
4210 - Regulation of Dangerous Weapons on School Premises
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 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 328, 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

Adoption Date: **11/23/20**

Classification: **Essential**

Revised Dates: **12/13/21**

School Safety and Security Services Program

Safety and Security Staff 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:

(i) 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 nonbinary;
- 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;

(ii) 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 experienced staff, within the first year of working on school property when students are expected to be present; and

(iii) 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 and guardians and adult students to submit complaints. A complaint shall mean a written claim by a parent or guardian or adult student that alleges improper conduct by safety and security staff that has directly aggrieved them.

The following procedure has been established for resolving a written complaint filed by a parent or guardian or adult student.

Step One

The parent or guardian or adult student will present the complaint in writing to the school principal or their designee within 30 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 or 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 or 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 or guardian or adult student does not appeal the complaint to the superintendent or their designee in writing within 20 calendar days of the parent or guardian or adult student's meeting with the school principal or their designee, the complaint will be waived.

Step Two

If the parent or guardian or adult student does appeal the complaint to the superintendent or their designee in writing within 20 calendar days of the parent or guardian or adult student's meeting with the school principal or their designee, the superintendent or their designee will, within 20 calendar days of the receipt of the complainant's written appeal, meet with that parent or guardian or adult student to hear their claim.

The superintendent or their designee will render a decision regarding the appeal within 30 calendar days of the parent or 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:
 - (i) The student's race, ethnicity, and other demographics; and
 - (ii) 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 security guard company

and the information collected above the time and in the manner required by the office of the superintendent of public instruction. 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.

Adoption Date: 12/13/21

Classification:

Revised Dates:

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School Resource Officer – Memorandum of Agreement (Sample)

Memorandum of Understanding
Between
_____ Public Schools
and
_____ Police Department

This agreement (the Agreement) is made by and between _____ insert name of public school district (the District) and _____ insert name of law enforcement agency (the Police Department). The Agreement refers to the District and the Police Department collectively as "the Parties". The Chief of Police or designate other of the Police Department (the "Chief") and the Superintendent of the District ("the Superintendent") or designate other are each a signatory to this Agreement. This Agreement shall be effective as of the date of signing and remains 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 Police Department 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 and formalizes and clarifies the partnership between the District and the Police Department. 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 **modify as accurate for your district.**

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 **modify as accurate for your district.** 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 **modify as accurate for your district.** 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 **modify as accurate for your district** and 3230 – Student Privacy and Searches **modify as accurate for your district.**

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 **modify as accurate for your district.**

IV. Training of SRO

The SRO is an employee of the Police Department. The Police Department retains the authority and responsibility for training its employees, including SROs. By signing this Agreement, the Police Department 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 Police Department 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, Police Department, 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.

Adoption Date:

Classification: **Essential**

Revised Dates:

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
RCW 28A.235.120 Meal Programs — Establishment and operation — Personnel — Agreements
Chapter 39.34 RCW Interlocal Cooperation Act
Chapter 48.62 RCW - Local government insurance transactions
Chapter 392-135 WAC Finance — Interdistrict cooperation programs

Management Resources: 2011 - October Issue

Adoption Date: 11/23/20

Classification: **Discretionary**

Revised Dates:



Election Activities

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

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

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

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

Cross References:

Board Policy 2022 Electronic Resources
Board Policy 5252 Staff Participation in Political Activities
1110 – Election
4260 - Use of School Facilities

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 for Schools

Classification: Essential

Adoption Date: 09/23/02

Revised Date: 11/23/20

Procedure - Election Activities

Guidelines for Local Government Agencies in Election Campaigns*

Public Disclosure Law Re: Use of Public Facilities in Campaigns

Revised September 28, 2006

USE OF THE GUIDELINES

These Guidelines are meant to aid and assist in compliance with the law.

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 local government 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 facilities for campaigns impacts activities that may be contemplated by government employees and other persons who may seek to utilize those public facilities. 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 agency personnel otherwise having the authority under law or agency 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 agency facilities that may occur.

*School Districts are directed to [Guidelines for School Districts in Election Campaigns, PDC Interpretation No. 01-03](#).

Situations may arise that are not squarely addressed by the guidelines or that merit additional discussion. The PDC urges government agencies 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 pdcc@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.]

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 the purpose of 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/ago-opinions/letter-opinion-1970-no-088>.

BASIC PRINCIPLES

1. Public facilities may not be used to support or oppose a candidate or ballot proposition. RCW 42.17.130. Facilities include local government agency equipment, buildings, supplies, employee work time, and agency 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. The Public Disclosure Commission holds that it is not only the right, but the responsibility of local government to inform the general public of the operational and maintenance issues facing local agencies. This includes informing the community of the needs of the agency that the community may not realize exist. Local governments may expend funds for this purpose provided that the preparation and distribution of information is not for the purpose of influencing the outcome of an election.
3. Public employees do not forfeit their rights to engage in political activity because of their employment. Neither may agency 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.
4. Supervisory 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 local government ballot measures.
5. Local elected officials are free to support agency ballot issues and engage in other political activities as long as such activities do not make use of government facilities, time or resources and do not either pressure or condone employees' use of agency facilities, time or resources to support ballot issues.
6. 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 public offices. Among the factors considered are the normal and regular conduct and the timing, tone, and tenor of activities in relation to 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 agency 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 ballot measure election is likely to draw close scrutiny and careful consideration by the PDC as to whether a violation has occurred.

7.
 - a. Historically, the PDC has routinely advised and held that with respect to election-related publications, one jurisdiction-wide objective and fair presentation of the facts per ballot measure is appropriate.

In addition, if an agency* has also customarily distributed this information through means other than a jurisdiction-wide mailing (e.g. regularly scheduled 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 government agency.
 - b. The PDC will presume that every agency may distribute throughout its jurisdiction an objective and fair presentation of the facts for each ballot measure. If the agency distributes more than this jurisdiction-wide single publication, the agency must be able to demonstrate to the PDC that this conduct is normal and regular for that agency. In other words, the agency must be able to demonstrate that for other major policy issues facing the government jurisdiction, the agency has customarily communicated with its residents in a manner similar to that undertaken for the ballot measure.
 - c. Agencies are urged to read the definitions of "normal and regular" at [WAC 390 05 271](#) and [WAC 390-05-273](#). **Agencies 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.**

8. The PDC attributes publications or other informational activity of a department or subdivision as the product of the local agency as a whole.
9. Providing an objective and fair presentation of facts to the public of ballot measures that directly impact a jurisdiction's maintenance and operation, even though the measure is not offered by the jurisdiction, may be considered part of the normal and regular conduct of the local agency. The agency must be able to demonstrate that for other major policy issues facing the jurisdiction, the agency has customarily communicated with its residents in a manner similar to that undertaken for the ballot measure.
10. State law provides certain exemptions from the prohibition on the use of public office or agency facilities in campaigns for an elected legislative body, an elected board, council or commission of a special purpose district, and elected officials that are not afforded appointed officials. [RCW 42.17.130 \(1\)](#) and (2) apply only to these elected bodies and elected officials.**

*Agency means any county, city, town, port district, special district, or other state political subdivision.

**See Chapter 215, Laws of 2006 and [AGO 2005 No. 4](#).

Persons	Permitted	Not Permitted	General Considerations
Agency* Administrators (County Administrator, City Manager, Director, Fire Chief, PUD Manager, Etc.)	<ul style="list-style-type: none"> • May inform staff during non-work hours^[1] 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 agency, may distribute an objective and fair presentation of the facts^[3] based on and expanded upon the information^[4] prepared by the agency in accordance with the 	<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 agency appear to be supporting or opposing a ballot measure. • Shall not use public resources to operate a speakers' bureau in 	<ul style="list-style-type: none"> • Has there been communications with staff and with union representatives regarding the prohibition on the use of the agency'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 agency (such as newsletters, websites, or some other format)?

	<p>normal and regular conduct of the agency.[5]</p> <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 agency'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. 	<p>a manner that may be viewed as promoting a ballot measure.</p>	<ul style="list-style-type: none"> • Is the information provided an objective and fair presentation of the facts? • Is the activity consistent with the agency's normal and regular course of business? • Do the materials accurately present the costs and other anticipated impacts of a ballot measure?
<p>Community Groups</p>	<ul style="list-style-type: none"> • May use agency 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 jurisdiction. 	<ul style="list-style-type: none"> • Shall not use agency facilities to produce materials that support or oppose a ballot measure. 	

<p>Local Elected Legislative Body*</p>	<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 agency management to participate in campaign activities. • Shall not explicitly include passage of a ballot measure in the agency’s annual goals. 	
<p>Local Government Elected Officials</p>	<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 agency. If the elected legislative body has adopted a resolution, the official can then speak on behalf of the agency.) • May attend any function or event at any time during the day and voice his or her opinion about a candidate or ballot proposition as long as they are not being compensated and are not using any public equipment, vehicle or other facility. 	<ul style="list-style-type: none"> • Shall not direct agency staff to perform tasks to support or oppose campaign activities or ballot measures. • Shall not use public facilities or resources to engage in political activities. 	<ul style="list-style-type: none"> • Is the elected official using staff time, a public vehicle, or other public resources? • Has the agency adopted a resolution? If yes, the elected official can speak on behalf of the agency. If not, has the elected official made it clear that he or she is not speaking on behalf of the agency?
<p>Appointed Officials (Boards, Commissions, and similar appointed positions)</p>	<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 appointed 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 agency. 	<ul style="list-style-type: none"> • Shall not direct agency staff to perform tasks to support or oppose campaign activities or ballot measures. • Shall not use public facilities or resources to engage in political activities. 	<ul style="list-style-type: none"> • Is the appointed official using staff time, a public vehicle, or other public resources? • Has the appointed official made it clear that he or she is not speaking on behalf of the agency?

	<ul style="list-style-type: none"> • May attend any function or event at any time during the day and voice his or her opinion about a candidate or ballot proposition as long as they are not being compensated and are not using any public equipment, vehicle or other facility. 	<ul style="list-style-type: none"> • Shall not use public facilities to express a collective decision or actually vote upon a motion or resolution to support or oppose a ballot proposition. • Shall not use public facilities to make a statement at a press conference or responding to an inquiry in support or opposition to any ballot proposition 	
Management Staff 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. • 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 agency's policy generally permits employees to wear political 	<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. • Shall not pressure or coerce employees to participate in campaign activities. • Shall not use agency resources to organize the distribution of campaign materials. 	<ul style="list-style-type: none"> • Is the management staff 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? • Does the agency have a policy permitting employees to wear political buttons?

	<p>buttons.</p> <ul style="list-style-type: none"> • May place window signs or bumper stickers on their privately-owned cars, even if those cars are parked on government 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. 		
<p>Agency 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 	<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 agency 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 agency have a policy permitting employees to wear political buttons?

	<p>job if the agency's policy generally allows employees to wear political buttons.</p> <ul style="list-style-type: none"> • May, during non-work hours, make available campaign materials to employees in lunchrooms and break rooms that are used only by staff or other authorized individuals. • May place window signs or bumper stickers on their cars, even if those cars are parked on government agency property during working hours. • May encourage staff and members of the public to vote, as long as such encouragement routinely occurs for other elections. 		
<p>Union Representatives</p>	<ul style="list-style-type: none"> • May, during non-work hours, make available campaign materials to union members in lunchrooms and break rooms that 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 agency's policy and the collective bargaining agreements. 	<ul style="list-style-type: none"> • Shall not use the agency's internal mail or email system to communicate campaign-related information, including endorsements. • Shall not distribute promotional materials in 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?

<p>Equipment and Supplies</p>	<ul style="list-style-type: none"> • Agency 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. • Agency 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 agency 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?
<p>Meeting Facilities</p>	<ul style="list-style-type: none"> • Agency 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 agency's policy. • Use of agency meeting facilities is permitted when the facility is merely a "neutral forum" where the activity is taking place, and the public agency in charge of the facility is not actively endorsing or supporting the activity that is occurring. 		<ul style="list-style-type: none"> • Can community groups typically use agency facilities? • Are facilities made available to all groups on the same terms? • Has the agency adopted a policy regarding the distribution of campaign materials on agency property? • Is the meeting facility customarily made available on an equal access, nondiscriminatory basis for a variety of uses?

<p>Lists</p>	<ul style="list-style-type: none"> • Lists of names (such as agency vendors or customers) that an agency 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. • Agencies 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"> • Agencies 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 agency transacting its public business? • Are the fees charged no greater than necessary to cover the costs of providing copies? • Has the agency complied with established policy in responding to any public record requests?
<p>Voting Information</p>	<ul style="list-style-type: none"> • Agency 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"> • Agencies shall not pressure or coerce employees to vote. • Agencies 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?
<p>Agency Publications (Specific to Elections)</p>	<ul style="list-style-type: none"> • Agencies may develop an objective and fair presentation of the facts regarding agency needs and the anticipated impact of a ballot measure, and may distribute it in the agency's customary manner. This information[1] may be printed in various languages and communicated in other formats as required by the ADA. 	<ul style="list-style-type: none"> • Agencies shall not distribute election-related information in a manner that targets specific subgroups. Targeting does not refer to mailing information to agency constituencies such as community leaders, or some other group, or to the agency's regular distribution list to provide information in a manner that is consistent with the normal and regular conduct of the agency. 	<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 agency? • Is the information distributed in a manner that is

	<ul style="list-style-type: none"> In the course of regular publications for the agency, the agency may distribute an objective and fair presentation of the facts for each ballot measure in accordance with the normal and regular conduct of the agency. 	<ul style="list-style-type: none"> Agencies shall not publicize information supporting or opposing a candidate or ballot measure. 	<p>normal and regular for the agency?</p> <ul style="list-style-type: none"> Do the materials accurately present the costs and other anticipated impacts of a ballot measure? Does the agency typically distribute information by newsletters, websites, or some other format?
<p>Agency Publications (Regular)</p>	<ul style="list-style-type: none"> Agencies may include all or part of the information regarding agency needs and the anticipated impacts of a ballot measure in the agency's regular publications, such as agency and department newsletters. (For example, a department newsletter may specifically describe the projects and/or programs planned for that department.) Agencies 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"> Agencies shall not use internal memoranda or other agency publications to encourage employees to participate in campaign activities. Agencies shall not publish materials supporting or opposing a candidate or ballot measure. 	<ul style="list-style-type: none"> Does the agency routinely distribute such information? Does the agency normally inform staff and/or parents of community activities and meetings? Is the information presented in an objective and fair manner? Is the agency engaging in significantly different activities during the time period immediately prior to the ballot measure compared to all other times of the year?

	<ul style="list-style-type: none"> • Agencies may factually report jurisdictional support for a ballot measure, so long as it is the normal and regular conduct for the agency. (For example, a community newsletter that ordinarily reports on governmental actions may report that the jurisdiction adopted a resolution supporting a ballot measure.) • Agencies may thank citizens for their support after an election in agency publications. 		
<p>Reader Boards/Posters</p>	<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 an agency's ballot measure. • Agencies may thank citizens on their reader boards for their support after an election. • May post objective and fair information at an agency or at a future site regarding anticipated improvements to be funded by a ballot measure that is specific to that agency or site. 	<ul style="list-style-type: none"> • Agencies shall not display a "Vote for" sign or other promotional messages on reader boards or posters. • Signs advocating for or against candidates or ballot measures shall not be posted on agency property in any area accessible to the general public. 	

<p>Surveys and Research</p>	<ul style="list-style-type: none"> • Agencies may conduct surveys and/or other community research, including demographic questions, to determine the community's priorities, public perception of performance, and/or to inform the community about agency programs and policies. • Agencies 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. • The surveys and/or other community research can be conducted before or after the governing body 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. • Agencies may publish survey results if it is consistent with the normal and regular conduct of the agency. 	<ul style="list-style-type: none"> • Agencies shall not conduct surveys to determine what taxation level the public would support. • Agencies shall not conduct surveys designed to shore up support or opposition for a ballot measure. • Agencies shall not target registered voters or other specific subgroups of the jurisdiction in conducting their election-related surveys. • Agencies shall not use survey results in a manner designed to support or oppose a candidate or ballot measure. 	<ul style="list-style-type: none"> • Has the elected legislative body 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? • Is the survey or community research consistent with normal and regular activities of the agency?
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<p>Technology (websites, emails, computerized calling systems)</p>	<ul style="list-style-type: none"> • An agency may develop an objective and fair presentation of the facts and post that information on its website, including information regarding agency 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 agency customarily presents information on its website. • Agency websites may permit viewers to make selections to learn about the anticipated impacts of a ballot measure for a specific division, or otherwise allow readers to explore issues in greater or lesser detail. • Agencies may update the information on their websites in a manner that is customary for the agency. • 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"> • Agency 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. • Agency websites shall not be used for the purposes of supporting or opposing 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 agency engaging in significantly different activities during the time period immediately prior to the ballot measure compared to all other times of the year? • 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 agency's technology to support or oppose a ballot measure?
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[1] Agencies may set the definition of work hours for their employees. For example, to the extent that an agency 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 government 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 to persons within the governmental jurisdiction by that agency solely for the purposes of informing residents regarding an upcoming ballot measure. The agency may continue to distribute information consistent with the customary practices of the agency, including but not limited to newsletters, websites, and multi-lingual documents. These publications may continue, but if they discuss the ballot measure, the information needs to 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](#).

* Agency means any county, city, town, port district, special district, or other state political subdivision.

[6] [RCW 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;".

* The term "elected" modifies the term "body," connoting that the body itself must be elected. We therefore conclude that bodies composed in any of the three ways you suggest in your question are not elected bodies for purposes of [RCW 42.17.130](#). Bodies containing a combination of elected or appointed members, bodies whose members serve ex officio by virtue of being elected to another office, or informal groups of elected officials from different jurisdictions are not "elected" for purposes of this analysis. ([AGO 2005 No. 4 Page 4](#))

[7] Agencies may set the definition of work hours for their employees. For example, to the extent that an agency 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 agency facilities are permitted during the lunch hour.

[8] For the purposes of these guidelines, "information" refers to the documents prepared, printed, and mailed jurisdiction-wide by the agency solely for the purposes of informing residents regarding an upcoming ballot measure. The agency may continue to distribute information consistent with the customary practices of the agency, including but not limited to 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.

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 local government agency. Generally, activities that occur after the elected legislative body 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 Agency Policies: The application of these guidelines is also subject to each jurisdiction's own adopted policies.

Revised by the Commission 9/28/06

Adoption Date:
11/23/20
Classification:
Essential
Revised Dates:

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:	4200 - Safe and Orderly Learning Environment
	4260 - Use of School Facilities
	4310 - District Relationships with Law Enforcement and other Government Agencies
	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: 2018 - August 2018 - August Policy Issue

Adoption Date: **11/23/20**

Classification: **Essential**

Revised Dates:

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