

POLICY COMMITTEE MEETING 9-3-26

Number	Classification	Policy Title	WSSDA Comments
2230	Critical	Transition to Kindergarten Program	WSSDA has revised this policy based on Engrossed Substitute Senate Bill 6260 (Effective June 11, 2026) - Implementing Efficiencies and Programming Changes in Public Education, which revised RCW 28A.300.072 . "This legislation limits state-funded enrollment in Transition to Kindergarten (TTK) programs and requires school districts to prioritize enrollment as directed in the legislation. It also authorizes districts to charge sliding-scale tuition fees for non-eligible children and mandates specific reporting requirements for programs."
3115	Critical	Students Experiencing Homelessness: Enrollment Rights and Services	WSSDA has significantly cleaned up the model policy by removing language that is redundant with the procedure. WSSDA has revised the procedure to align with provisions in Substitute House Bill 2594 - Ensuring That Unhoused Children and Youths in Washington Have Equal Access to Free, Appropriate Public Education, Sec 201 , and align with provisions in 42 U.S.C. 11434a and 42 U.S.C. 11432(g)(3)(1)(i)-(ii) . Effective June 11, 2026
3120	Critical	Enrollment	WSSDA has revised this policy based on Engrossed Substitute House Bill (ESHB) 2534 - Promoting Educational Stability for Children of Military Families, which amended RCW 28A.225.216 . This legislation eases school transitions for children of military families by providing early enrollment access and application flexibility. Effective June 11, 2026

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Number	Classification	Policy Title	WSSDA Comments
3124	Critical	Removal/Release of Students During School Hours	WSSDA has revised this policy to incorporate Model Policy 3242- Closed Campus. Additionally, the policy and procedure have been revised to provide greater clarity on how the policy applies to different roles.

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Number	Classification	Policy Title	WSSDA Comments
3246	Critical	Restraint, Isolation and Other Uses of Reasonable Force	The 2026 Legislature significantly revised Washington's laws governing the restraint and isolation of students through HB 1795, continuing the state's movement toward trauma-informed, preventative approaches to student behavior. The legislation amends and expands the requirements of RCW 28A.600.485 and related provisions governing student safety, reporting, and staff training. Its central purpose is to ensure that restraint and isolation remain emergency interventions of last resort, used only when reasonably necessary to prevent an imminent likelihood of serious harm-not as discipline, punishment, convenience, or a planned behavioral intervention. Among the most significant changes, the law prohibits chemical and mechanical restraint, bans restraint practices that restrict breathing or blood flow, and prohibits the construction or repurposing of rooms intended primarily for student isolation. It also substantially expands incident reporting, annual data analysis, governing board oversight, and statewide reporting to the Office of Superintendent of Public Instruction (OSPI). Best practices indicate that school boards must periodically review their policies, board members should avail themselves of any available training on the subject, and districts should develop annual staff training plans that emphasize evidence-based, trauma-informed de-escalation strategies to reduce the need for restraint or isolation. Effective June 11, 2026

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Number	Classification	Policy Title	WSSDA Comments
2100	Important	Educational Opportunities for Students with a Parent in the Military	WSSDA has revised this policy to remove redundancy with the procedure and to align with the requirements in policy 3120 - Enrollment. WSSDA has revised 2100P to align with Engrossed Substitute House Bill (ESHB) 2534 - Promoting Educational Stability for Children of Military Families. This legislation makes it easier for children of military families to enroll in a new school district by outlining clear proof-of-residence protocols, providing early enrollment access, and streamlining record transfers. It also requires school districts to be more flexible with how they accept enrollment applications, for example, allowing educational records to be shared electronically before a family arrives in Washington, thus ensuring these students have uninterrupted access to classes, programs, and Individualized Education Programs (IEPs).
5004	Important	Infection Control Program	Senate Bill 5790 - Concerning Medical Equipment in Schools, which goes into effect at the start of the 2026-27 school year, meaningfully expands what "emergency response" entails in Washington schools by requiring bleeding control equipment and staff training for traumatic injuries. It aims to improve student and staff safety by ensuring schools are equipped and trained to respond quickly to life-threatening bleeding before first responders arrive. It is critical to note that SB 5790 raises the baseline expectation for how schools respond to severe physical injury, not illness.

Transition to Kindergarten Program

If the district operates a transition to kindergarten program, it will ensure that the program serves eligible students of all abilities who need additional preparation to be successful in kindergarten and who lack access to other early learning group settings.

Before beginning or expanding a transition to kindergarten program, the district must consider the existing availability and affordability of early learning providers, such as early childhood education and assistance programs, head start programs, and licensed childcare centers and family home providers in the region.

If the district plans to implement and administer a transition to kindergarten program, it is required to adhere to the minimum standards and requirements established by the office of the superintendent of public instruction related to:

1. Best practices for site readiness of facilities that are used for the program;
2. Developmentally appropriate curricula designed to assist in maintaining high quality programs in accordance with RCW [28A.320.230](#); and
3. Professional development opportunities.

The district may blend or co-locate a transition to kindergarten program with other early learning programs.

A transition to kindergarten program will be considered a separate class or course for data reporting requirements under RCW 28A.320.175.

Eligibility, Recruitment, and Enrollment

The term “screening process and tools” means using one or more instruments or methods of assessing and measuring the ability and need of an individual student.

Children will be eligible to participate in the district’s transition to kindergarten program as follows:

1. Based on a screening process and tools, the district has determined that the child would benefit from additional preparation for kindergarten; and
2. The child’s age is at least 4 years old by August 31 of the school year in which they enroll in a transition to kindergarten program.

Access to the transition to kindergarten program does not constitute an individual entitlement for any particular child.

In determining eligibility and admitting students to a transition to kindergarten program, the district will:

1. Give priority to children most in need of additional preparation to be successful in kindergarten, as demonstrated through a screening process and tool.

2. Give priority to children with the lowest family income not otherwise eligible and not enrolled in another local program.
3. Not exclude or establish a policy to prohibit participation of an eligible child due only to the presence of a disability.
4. ~~Not charge tuition or other fees from state-funded eligible students for enrollment in a transition to kindergarten program.~~

The district is authorized to charge sliding scale fees for enrollment in a transition to kindergarten program, except for students who are eligible for but not yet placed in the early childhood education and assistance program or the head start program, or for children with disabilities entitled to a free appropriate public education in accordance with the special education laws.

All children enrolled in a transition to kindergarten program will be assigned a statewide student identifier.

The district will administer to all children enrolled in a transition to kindergarten program the Washington Kindergarten Inventory of Developing Skills (WaKIDS) at the beginning of their enrollment and at least one more time during the school year. Children whose parents excuse them from participating in the WaKIDS do not have to participate.

Legal References:

- [RCW 28A.300.072 Transition to kindergarten program](#)
- [Chapter 392-425 WAC Transition to Kindergarten](#)

Management Resources:

- [2025 - April Issue](#)
- [2023 - July Issue](#)
- [2023 - July Alert](#)

Cross References:

- [3110 - Qualification of Attendance and Placement](#)

~~Legal References: RCW 28A.300.072 Transition to kindergarten program~~
~~Chapter 392-425 WAC Transition to Kindergarten~~

~~Last Revised~~ Adoption Date: 10.26~~11.23~~
Classification: ~~Critical~~ **Essential**
Last Revised Dates: **11.23**; 6.25

Students Experiencing Homelessness - Enrollment Rights and Services

To the extent practical and as required by law, the district will work with ~~homeless~~ students experiencing homelessness and their families to provide them with equal access to the same free, appropriate education (including public preschool education) provided to other students. Special attention will be given to ensuring the identification, enrollment, and attendance of ~~homeless~~ students experiencing homelessness not currently attending school, as well as mitigating educational barriers to their academic success. Additionally, the district will take reasonable steps to ensure that ~~homeless~~ students experiencing homelessness are not stigmatized or segregated in a separate school or in a separate program within a school on the basis of their homeless status.

Homeless students, as defined by applicable state and federal law, will be provided district services for which they are eligible, including Head Start and comparable ~~preschool~~pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs, and school nutrition programs.

~~Homeless students are defined as lacking a fixed, regular, and adequate nighttime residence, including those students who are:~~

- ~~• Sharing the housing of other persons due to loss of housing or economic hardship, or a similar reason;~~
- ~~• Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;~~
- ~~• Living in emergency or transitional shelters;~~
- ~~• Abandoned in hospitals;~~
- ~~• Living in public or private places not designed for or ordinarily used as regular sleeping accommodation;~~
- ~~• Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations, or similar settings; or~~
- ~~• Migratory children living in conditions described in the previous examples.~~

~~The superintendent~~The superintendent or designee will designate an appropriate staff person to be the district's ~~McKinney-Vento~~ liaison for homeless students and their families. The liaison may simultaneously serve as a coordinator for other federal programs, provided that they are able to carry out the duties listed in the procedure that accompanies this policy.

The principal of each elementary, middle, and high school building will establish a point of contact for such youth. The point of contact is responsible for identifying homeless and unaccompanied youth and connecting them with the district's homeless student liaison. The district's homeless student liaison is responsible for training the building points of contact.

Best interest determination

~~In making a determination as to which school is in the homeless student's best interest to attend, the district will presume that it is in the student's best interest to remain enrolled in their school~~

~~of origin unless such enrollment is against the wishes of a parent, guardian, or unaccompanied youth.~~

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~~Attendance options will be made available to homeless families on the same terms as families resident in the district, including attendance rights acquired by living in attendance areas, other student assignment policies, and intra and inter-district choice options.~~

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~~If there is an enrollment dispute, the student will be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian will be informed of the district's decision and the reasons therefore, (or informed if the student does not qualify for McKinney-Vento, if applicable) and their appeal rights in writing and in a language they can understand. The district's liaison will carry out dispute resolution as provided by state policy. Unaccompanied youth will also be enrolled pending resolution of the dispute.~~

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~~Once the enrollment decision is made, the school will immediately enroll the student, pursuant to district policies. However, enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including academic records, medical records, proof of residency, mailing address or other documentation. Additionally, enrollment may not be denied or delayed due to missed application deadlines, fees, fines, or absences at a previous school.~~

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~~If the student does not have immediate access to immunization records, the student will be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school will be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, and in compliance with the state's Address Confidentiality Program when necessary. However, the district cannot demand emergency contact information in a form or manner that creates a barrier to enrollment and/or attendance at school.~~

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~~Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.~~

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~~The district's liaison for homeless students and their families will coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students where such children and youth receive services under the McKinney-Vento Act, such as schools, family shelters and soup kitchens. The notice must be disseminated in a manner and form that parents, guardians, and unaccompanied youth receiving such services can understand, including, if necessary and to the extent feasible, in their native language. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment~~

of homeless students and will participate in professional development and other technical assistance activities, as determined by the state-level (OSPI) coordinator for homeless children and youth programs.

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The superintendent will:

- Strongly encourage district staff, including substitute and regular bus drivers to annually review the video posted on the OSPI website on identification of student homelessness;
- Strongly encourage every district-designated homeless student liaison to attend trainings provided by the state on identification and serving homeless youth. Ensure that the district includes in materials provided to all students at the beginning of the school year or at enrollment, information about services and support for homeless students (i.e., the brochure posted on the OSPI website).
- Use a variety of communications each year to notify students and families about services and support available to them if they experience homelessness (e.g., distributing and collecting a universal annual housing intake survey, providing parent brochures directly to students and families, announcing the information at school-wide assemblies, posting information on the district's website).

Facilitating on-time grade-level progression

The district will: 1) waive specific courses required for graduation for students experiencing homelessness if similar coursework has been satisfactorily completed in another school district; or 2) provide reasonable justification for denial of the waiver. In the event the district denies a waiver and the student would have qualified to graduate from their sending school district, the district will provide an alternative process of obtaining required coursework so that the student may graduate on time.

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The district will consolidate partial credit, unresolved, or incomplete coursework and will provide students experiencing homelessness with opportunities to accrue credit in a manner that eliminates academic and nonacademic barriers for the student.

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For students who have been unable to complete an academic course and receive full credit due to withdrawal or transfer, the district will grant partial credit for coursework completed before the date of the withdrawal or transfer. When the district receives a transfer student in these circumstances, it will accept the student's partial credits, apply them to the student's academic progress, graduation, or both, and allow the student to earn credits regardless of the student's date of enrollment in the district.

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In the event a student is transferring at the beginning of or during their junior or senior year of high school and is ineligible to graduate after all alternatives have been considered, the district will work with the sending district to ensure the awarding of a diploma from the sending district if the student meets the graduation requirements of the sending district.

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In the event a student enrolled in three or more school districts as a high school student, has met state requirements, has transferred to the district, but is ineligible to graduate from the district

~~after all alternatives have been considered, the district will waive its local requirements and ensure that the student receives a diploma.~~

~~Informed consent for healthcare~~

~~Informed consent for healthcare on behalf of a student experiencing homelessness may be obtained from a school nurse, school counselor, or homeless student liaison when:~~

~~a. Consent is necessary for non-emergency, outpatient, primary care services, including physical examinations, vision examinations and eyeglasses, dental examinations, hearing examinations and hearing aids, immunizations, treatments for illnesses and conditions, and routine follow-up care customarily provided by a health care provider in an outpatient setting, excluding elective surgeries;~~

~~b. The student meets the definition of a “homeless child or youth” under the federal McKinney-Vento homeless education assistance improvements act of 2001; and~~

~~c. The student is not under the supervision or control of a parent, custodian, or legal guardian, and is not in the care and custody of the department of social and health services.~~

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~~Upon the request by a health care facility or a health care provider, a district employee authorized to consent to care must provide to the person rendering care a signed and dated declaration stating under penalty of perjury that the employee is a school nurse, school counselor, or homeless student liaison and that the minor patient meet the requirements of RCW 7.70.065 (2) (b) listed above in this policy.~~

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~~The district and district employee authorized to consent to care under this policy are not subject to administrative sanctions or civil damages resulting from the consent or non-consent for care or payment for care. Any declaration required by a health care facility or a health care provider described in the above paragraph must include written notice that the district employee is exempt from administrative sanctions and civil liability resulting from the consent or non-consent for care or payment for care.~~

The superintendent or designee will adopt a procedure addressing the district’s obligations under state and federal law regarding ~~homeless~~ students experiencing homelessness.

Legal References:

- RCW 28A.225.215 Enrollment of children without legal residences
- RCW 28A.235.280 Free school meals—Systems to identify students
- RCW 28A.320.142 Unaccompanied youth - Building point of contact - Duty of District
- RCW 28A.320.145 Support for homeless students.
- RCW 28A.320.192 On-time grade level progression and graduation of students who are homeless, subject to a dependency proceeding, at-risk youth or children, or have been released from an institutional educational facility—Rules
- RCW 7.70.065 Informed consent—Persons authorized to provide for patients who do not have capacity—Priority—Unaccompanied homeless minors

- [SHB 2594 \(2026 Regular Session\)](#)
- [42 U.S.C. 11431 et seq. McKinney-Vento Homeless Assistance Act](#)
- [20 U.S.C. 6301 et seq. Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act \[ESSA\]](#)

Management Resources:

- [2019 - July Policy Issue](#)
- [2018 - May Policy Issue](#)
- [2017 - October Policy Issue](#)
- [2017 - July Policy Issue](#)
- [2016 - November Issue](#)
- [2016 - July Issue](#)
- [2014 - December Issue](#)
- [2004 - October Issue](#)
- [2002 - October Issue](#)
- [Posters and Other Materials for Community Outreach - OSPI](#)

Cross References:

- [3116 - Students in Foster Care](#)
- [3120 - Enrollment](#)
- [3231 - Student Records](#)
- [3413 - Student Immunization And Life Threatening Health Conditions](#)
- [4218 - Language Access](#)

Last Revised~~Adoption Date: 09.2608.03~~

Classification: ~~Critical~~**Essential**

Prior Revised Dates: ~~08.03;~~ 09.09; 02.11; 10.15; 09.16; 12.16; ~~01.21~~

Enrollment

The superintendent or designee will develop procedures for enrolling students, recording attendance behavior, and counseling and correcting students with attendance problems. When enrolling a student who has attended school in another school district, the parent and student will be required to briefly indicate in writing whether or not the student has:

- A. Any history of placement in a special education program;
- B. Any past, current or pending disciplinary actions;
- C. Any history of violent behavior;
- D. Adjudications or convictions described in RCW 13.04.155, which include violent offenses, sex offenses, firearm or dangerous weapon offenses, and controlled substance offenses;
- E. Any unpaid fines or fees from other schools; and
- F. Any health conditions affecting the student's educational needs.

The school enrolling the student shall request the student's permanent record—including records of disciplinary action, history of violent behavior or behavior listed in RCW 13.04.155, attendance records, immunization records, and academic performance—from the school the student previously attended.

If a school principal receives information about adjudications or convictions described in RCW 13.04.155, then he or she will follow the procedure described in Policy 3143 – Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm.

The district will require students or their parents to provide proof of residency within the district, such as copies of phone and water bills or lease agreements. The district will not require proof of residency or any other information regarding an address for any student who is eligible by reason of age for the services of the district if the student does not have a legal residence, based on RCW 28A.225.215. For students who meet the definition of homeless, the district will immediately enroll the student, including while any enrollment dispute is pending (see 3115 – Students Experiencing Homelessness - Enrollment Rights and Services).

The district will not inquire into a student's citizenship or immigration status or that of his/her parents or guardians.

The district will conditionally accept applications submitted by any reasonable means, including electronic applications, for enrollment and course registration for a student of a military family who, as a result of being on active duty, having been called to active duty, or having been notified of an impending order to active duty, transferred to, or is pending transfer to, a military installation within ~~the~~ Washington or a bordering state (see 2100 – Educational Opportunities for Students with a Parent in the Military).

The request for enrollment may be made by the student, parent or guardian.

Since accurate enrollment and attendance records are essential both to obtain state financial reimbursement and to fulfill the district's responsibilities under the attendance laws, the district will be diligent in maintaining such records.

Legal References:

- [RCW 28A.225.215 Enrollment of children without legal residences](#)
- [RCW 28A.225.216 Children of military families - Residency](#)
- [RCW 28A.225.330 Enrolling students from other districts - Requests for information and permanent records - Withheld transcripts - Immunity from liability - Notification to teachers and security personnel - Rules](#)
- [WAC 392-121-108 Definitions - Enrollment exclusions](#)
- [WAC 392-121-122 Definitions - Full-time equivalent student](#)
- [WAC 392-121-182 Alternative learning experience requirements](#)
- [WAC 392-169-022 Running start student - Definition](#)

Management Resources:

- [2020 - August Issue](#)
- [2019 - July Policy Issue](#)
- [2014 - June Issue](#)
- [2011 - August Issue](#)

Cross References:

- [2255 - Alternative Learning Experience Courses](#)
- [2100 - Educational Opportunities for Students with a Parent in the Military](#)
- [3115 - Students Experiencing Homelessness - Enrollment Rights and Services](#)
- [3143 - Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm](#)

Last Revised~~Adoption Date: 9.268.11.03~~

Classification: ~~Critical~~ **Essential**

Prior Revised Dates: ~~8.03;~~ 10.11; 12.20

Removal/-Release of Students During School Hours

The board recognizes its responsibility for the proper care of students during school hours. Students will not be removed from school grounds, any school building or school function during school hours except by a person authorized according to district procedures and when the student has been officially excused according to district policy and procedures. ~~Before a student is removed or excused, the person seeking to remove the student must present to the satisfaction of the superintendent or principal evidence of his/her proper authority to remove the student.~~ The superintendent is authorized and directed to establish procedures governing the removal or release of students during school hours, consistent with state law and the regulations of the Office of Superintendent of Public Instructions.

~~Students shall remain on school grounds from the time of arrival until the close of the school day unless officially excused in accordance with district policy and procedures.~~

No student may be removed from school grounds, any school building, or any school-sponsored activity during school hours except by a person authorized by the student's parent or legal guardian, or as otherwise permitted by law and district procedures. An individual seeking to remove the student must present evidence of proper authority satisfactory to the superintendent, principal, or their designee. School staff shall not remove, cause to be removed, or allow a student to be removed from school grounds without such authorization, except as permitted under state law.

A teacher ~~should~~shall not excuse a student from class to ~~confer with anyone~~meet with any nonemployee unless the request ~~is~~has been approved by the principal. ~~The superintendent is directed to establish procedures for the removal of a student during school hours. Prior to sending a student to his/her home for illness, discipline or a~~ or their designee.

Prior to sending a student home due to illness, disciplinary action, or other corrective action, the principal or designee will attempt to reach~~contact~~ the student's parent or guardian to inform him/her~~them~~ of the school's action and to request that he/she~~they~~ come to the school for the child~~student~~. If the ~~principal cannot reach the parent~~parent or guardian cannot be reached, the student will remain at school until the close of the school day, unless an emergency or other lawful exception applies.

A student may be released to a law enforcement officer ~~in accordance with the district policy or~~ other authorized officials when required or permitted by law and in accordance with the district policy and procedures.

Comments In December 2011, WSSDA staff performed a non-substantive review. This policy falls under that review.

Legal References:

- RCW 28A.605.010 Removing child from school grounds during school hours
- WAC 392-400-455 – Suspensions and expulsions—Notice to student and parents

Cross References:

- [4310 - District Relationships with Law Enforcement and other Government Agencies](#)
- [4200 - Parent Access and Safe and Orderly Learning Environment](#)
- [3418 - Response to Student Injury or Illness](#)
- [3126 - Child Custody](#)

Last Revised~~Adoption Date: 09.26.25.03~~

Classification: ~~Critical~~ **Essential**

Prior Revised Dates: ~~08.03; 02.22.11~~

Reviewed: ~~04.19~~

Restraint, Isolation and Other Uses of Reasonable Force

It is the policy of the ~~Wenatchee School District Board of Directors~~[board](#) that the district maintains a safe learning environment while treating all students with dignity and respect. All students in the district, including those who have an individualized education program (IEP) or plan developed under section 504 of the Rehabilitation Act of 1973, will remain free from unreasonable restraint, ~~restraint devices, isolation, and other uses of physical force~~ [and isolation](#). Under no circumstances will these techniques be used as a form of discipline or punishment.

This policy is intended to address district students. It is not intended to prevent or limit the use of restraint or other reasonable force as necessary with adults or other youth from outside the district as allowed by law.

Use of restraint, ~~isolation, and other forms of reasonable force may~~ [or isolation may only](#) be used on ~~any~~[a](#) student when reasonably necessary to control spontaneous behavior that poses an "imminent likelihood of serious harm" as defined by RCW ~~71.05.020 and Chapter 392-172A~~ [WAC 28A.600.485](#) and explained in the procedure accompanying this policy. ~~Serious harm includes physical harm to self, another, or district property. Staff will closely monitor such actions to prevent harm to the student and will use the minimum amount of restraint and isolation appropriate to protect the safety of students and staff. The restraint, isolation, and other forms of reasonable force will be discontinued when the likelihood of serious harm has dissipated.~~

~~The superintendent or a designee will develop procedures to implement this policy, including review, reporting and parent/guardian notification of incidents involving restraint or isolation as required by law. Additionally, the superintendent will annually report to the board on incidents involving the use of force.~~

~~The superintendent or a designee will develop procedures to implement this policy and ensure that the district complies with laws governing restraint and isolation of students.~~

Legal References:

- [RCW 9A.16.020 Use of force - When lawful](#)
- [RCW 9A.16.100 Use of force on children - Policy - Actions presumed unreasonable](#)
- [RCW 28A.150.300 Corporal Punishment Prohibited - Adoption of policy](#)
- [RCW 28A.155.210 Use of restraint or isolation - Requirement for procedures to notify parent or guardian.](#)
- [RCW 28A.600.485 Restraint of students—Use of restraint or isolation specified in individualized education programs or plans developed under section 504 of the rehabilitation act of 1973—Procedures—Summary of incidents of isolation or restraint—Publishing to website](#)
- [WAC 392-172A-01092 Imminent](#)
- [WAC 392-172A-01107 Isolation](#)
- [WAC 392-172A-01109 Likelihood of serious harm](#)
- [WAC 392-172A-01162 Restraint](#)
- [WAC 392-172A-02076 Prohibited practices](#)

- [WAC 392-172A-02110 Isolation or restraint—Conditions](#)

Management Resources:

- [2021 - December Issue](#)
- [2016 - March Issue](#)
- [2015 - July Policy Alert](#)
- [2013 - December Issue](#)
- [2013 - July Issue](#)
- [Policy News, December 2008 Use of Reasonable Force 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](#)

Last Revised~~Adoption Date: 09.262.11~~

Classification: ~~Critical~~**Essential**

Prior Revised Dates: 12.08; 2.11; 12.11; 07.13; 12.13; 4.16; 3.17; 3.22; 10.24

Educational Opportunities for Students with a Parent in the Military

The board recognizes that the children with a parent in the military encounter unique educational and emotional challenges related to enrollment, course placement, and graduation because of frequent moves and deployment of their parents. To facilitate the placement, enrollment, graduation, and provision of special services for students transferring into or out of the district because of their parents being on full-time active duty in the uniformed services of the United States, including members of the National Guard and Reserve on active duty orders, the district supports and will implement its responsibilities outlined in the *Interstate Compact on Educational Opportunity for Military Children* (~~Compact~~[the "Compact"](#)), as adopted by the state of Washington. ~~Uniformed services includes the Army, Navy, Air Force, Marine Corps and Coast Guard, as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration and public health services.~~

~~Eligible students are those enrolled in kindergarten through 12th grade who are children of active duty personnel, active duty personnel or veterans who have been severely injured and medically discharged and active duty personnel who die on active duty or as a result of injuries sustained on active duty for a period of one year after death. Students are not eligible for the provisions of the Compact if they are children of inactive National Guard or military reserves, retired personnel and veterans not included above, or U.S. Department of Defense personnel and other Federal civilian service employees and contract employees.~~

In addition to the Compact, Washington's Compulsory School Attendance and Admission laws specifically address residency requirements for children of military families. The district is committed to complying with those laws.

The superintendent or designee will establish procedures to ensure full compliance with the law and to facilitate communication and coordination between sending ~~and~~ and receiving schools in Washington and other *Compact*-member states.

~~In addition to the Compact, Washington's Compulsory School Attendance and Admission law specifically addresses residency requirements for student with a parent in the military. The district will conditionally accept applications for enrollment and course registration, including electronic applications, when a family serving in the military is transferred to, or is pending transfer to, a military installation within the state while on active duty pursuant to official military orders.~~

~~Within fourteen days of the arrival date stated on official military documentation, the parent must provide the district with proof of residence in the district. Any of the following constitutes proof of residence in the school district: A temporary on-base billeting facility; A purchased or leased residence, or a signed purchase and sale agreement or lease agreement for a residence; or Any federal government housing or off-base military housing, including off-base military housing provided through a public-private venture.~~

Legal References:

- RCW 28A.225.216 Children of military families—Residency

- RCW 28A.225.217 Children of military families—Continued enrollment in district schools
- [Chapter 28A.705 RCW Interstate compact on educational opportunity for military children](#)

Management Resources:

- [2019 - July Policy Issue](#)
- [2011 - June Issue](#)

Last Revised~~Adoption Date: 09.26.11~~

Classification: ~~Important~~Encouraged

~~Reviewed: 3.17~~

Prior Revised Dates: ~~6.11;~~ 6.12; 1.21

Infection Control Program

Immunization

In order to safeguard the school community from the spread of certain vaccine-preventable diseases and in recognition that prevention is a means of combating the spread of disease, the board strongly urges that school staff members (including [substitutes, student teachers, and](#) volunteers) provide documentation of immunization or evidence of immunity against certain vaccine-preventable diseases. The following immunizations are recommended for school staff: measles, mumps, rubella (MMR), varicella (chickenpox), diphtheria, tetanus, and pertussis (Tdap and Td), and influenza (flu). Staff members born prior to January 1, 1957, need not provide evidence of immunity to measles; these individuals are considered naturally immune.

In the event of an outbreak of a vaccine-preventable disease in school, the local health officer has the authority to exclude a susceptible staff member. If excluded, [he/she a staff member](#) is not eligible to receive sick leave benefits because of the exclusion itself. To qualify for benefits, [he/she the staff member](#) must be ill or temporarily physically-disabled, or ~~is otherwise~~ [benefits must otherwise be](#) provided for in a collective bargaining agreement.

Blood or Other Potentially Infectious Material

~~The superintendent or designee will evaluate all job duties of district employees to determine which employees have reasonably anticipated on the job exposure to blood or other potentially infectious material. The district will maintain a list of job classifications where employees have reasonably anticipated exposure to blood or other potentially infectious material. The hepatitis B vaccine will be provided at the district's expense to all employees identified as having risk of directly contacting blood or other potentially infectious material at work. In the event that an employee has a specific exposure to blood or other potentially infectious material, the employee will be provided, at district expense, with confidential medical evaluation and other follow-up as required by law.~~

~~The district will provide annual training to all employees with reasonably anticipated exposure to blood or other potentially infectious material. All employees will receive district provided training on HIV/AIDS within six months of initial employment.~~

~~Records will be kept in strict confidence regarding the hepatitis B vaccine status of all employees with reasonably anticipated exposure to blood or other potentially infectious material and for each occupational exposure an employee has to blood or other potentially infectious material. The records will be kept for the duration of the employee's employment, plus thirty years. The district will also keep records that employees have received appropriate training~~ [district will implement an infection control program consistent with chapter 296-823 WAC \(Occupational Exposure to Bloodborne Pathogens\) and provide training to employees in accordance with chapter 392-198 WAC \(Training—School Employees—Blood-Borne Pathogens\).](#)

[Further, the district will make available to employees and volunteers bleedings control equipment in accordance with RCW 28A.210.440 \(Bleeding control equipment and other medical materials—Training\).](#)

Preventing, Suppressing, and Controlling Contagious and Infectious Diseases

The district will follow lawful regulations, orders, and proclamations about preventing, suppressing, and controlling contagious and infectious diseases.

Legal References:

- [Chapter 246-110 WAC Contagious Disease—School Districts and Childcare Centers](#)
- [Chapter 296-823 WAC Occupation Exposure to Bloodborne Pathogens](#)
- [Chapter 392-198 WAC Training—School Employees—Blood-Borne Pathogens](#)
- [WAC 246-100-036 Responsibilities and duties - Local health officers](#)
- [RCW 28A.210.440 Bleeding control equipment and other medical materials—Training](#)
- [RCW 43.06.220 State of emergency - Powers of governor pursuant to proclamation](#)
- [RCW 43.70.130 Powers and duties of secretary - General](#)
- [RCW 70.05.070 Local health officer - Powers and duties](#)
- [RCW 70.05.120 Violations - Remedies - Penalties](#)

Management Resources:

- [2022 - December Issue](#)
- [2021 - October Issue](#)
- [2020 - September Alert](#)
- [2015 - June Policy Issue](#)
- [2015 - April Policy Issue](#)

Cross References:

- [3414 - Infectious Diseases](#)
- [5630 - Volunteers](#)

~~Last Revised~~~~Adoption Date:~~ [09.2612.11](#)

Classification: **Important**~~Encouraged~~

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