# ReLife School

# A Program of Puget Sound Educational Service District

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# ReLife Program Policies – ONLY

# (Procedures are available within the full document)

**INTRODUCTION**

ReLife School is a co-op program operated by Puget Sound Educational Service District (PSESD). School districts elect to join the cooperative and participate by sending their enrolled students who have behavior goals in their IEP’s to the ReLife School program (IEP Team decisions drive the program assignment process). Co-op member school districts participate actively in the governance of the program and are essential to the success of their students. Representatives from each of the participating districts, the PSESD executive director of Learning and Teaching and Family Support, and other administrators and team members form the program’s Advisory Committee, which meets quarterly.

As a regional program for students with emotional/behavioral disabilities, ReLife School is designed to address the academic and behavioral needs of students from 8 to 21 years of age with a strong focus on the individual academic growth of students. Specifically designed instruction is administered to improve students’ executive functioning, self-management and emotional regulation skills to improve their social interactions. Staff members engage students in appropriate study skills and assignments to achieve project completion resulting in increased learning and high school graduation.

ReLife School creates a safe and structured environment for students to learn skills and strategies to replace harmful behavior with socially adaptive behavior. ReLife does this through a combination of high quality teaching, in-class modeling and reinforcement. Strategies include individual, group and family therapies and individualized interventions. The goal is the successful transition of each student with the skills and knowledge needed to navigate that work successfully. Transitions from ReLife may be to their neighborhood school, a job site, or post-secondary education.

ReLife’s core values include high expectations, safety, respect and responsibility. Through explicit and focused instruction and through daily monitoring of these values, ReLife students will:

* Show a minimum of one grade level of academic growth per year in the areas of reading, writing and mathematics based on progress monitoring and IEP goals.
* Obtain the credits needed for on-track graduation and postsecondary planning.
* Consistently improve over time as measured by daily data collection practices in the areas of safety, responsibility and respect.
* Demonstrate improved academic, social and behavioral skills needed for successful participation in less restrictive educational environments.

**Policies and Procedures Governing PSESD’s ReLife Program**

As a co-op program of PSESD, ReLife operates according to PSESD Operating Policies and Procedures and the established ReLife Program Policies and Procedures. The ReLife Program Policies and Procedures have been approved by the PSESD Superintendent and Cabinet. The PSESD Operating Policies and Procedures, together with the ReLife Program Policies and Procedures, operationalize ReLife’s core values, student goals, and expected student and staff behavior. Students are also protected under the policies of their sending district.

The following are ReLife Program Policies (Procedures are available within the full document):

**PROGRAM OPERATIONS**

*ReLife Program Policy 2220 School Calendar*

*ReLife Program Policy 3124\* Removal/Release of Student During School Hours\**

*ReLife Program Policy 3242\* Closed Campus \**

*ReLife Program Policy 5240 Staff Evaluation*

**HEALTH PROGRAMS AND SERVICES**

*ReLife Program Policy 2121 Substance Abuse Program*

*ReLife Program Policy 2125 Sexual Health Education*

*ReLife Program Policy 2126 HIV/AIDS and STD Prevention Education*

*ReLife Program Policy 2145 Suicide Prevention*

*ReLife Program Policy 3410 Student Health*

*ReLife Program Policy 3412 Automated External Defibrillators (AEDs)*

*ReLife Program Policy 3413\* Student Immunization and Life-threatening Health Conditions*

*ReLife Program Policy 3414 Infectious Diseases*

*ReLife Program Policy 3415\* Accommodating Students with Diabetes*

*ReLife Program Policy 3416\* Medication at School*

*ReLife Program Policy 3419 Self-Administration of Asthma and Anaphylaxis Medications*

*ReLife Program Policy 3420\* Anaphylaxis Prevention Response*

*ReLife Program Policy 3421 Child Abuse, Neglect and Exploitation Prevention*

*ReLife Program Policy 4020 Confidential Communications*

*ReLife Program Policy 6700 Nutrition and Physical Fitness*

**SAFETY AND RESPONSE TO EMERGENCIES**

*ReLife Program Policy 3418 Emergency Treatment*

*ReLife Program Policy 3432\* Emergencies (Fire, lockdown, etc.)*

*ReLife Program Policy 6512 Blood Borne Pathogens*

**USE OF TECHNOLOGY**

*ReLife Program Policy 2022 Use of Electronic Resources*

*ReLife Program Policy 2024\* Online Learning*

*ReLife Program Policy 3245 Students and Telecommunication Devices*

**TEACHING AND LEARNING**

*ReLife Program Policy 2090\* Program Evaluation*

*ReLife Program Policy 2255\* Alternative Learning Experience Programs*

*ReLife Program Policy 2410\* WA State High School Graduation Requirements*

*ReLife Program Policy 2420 Grading and Program Reports*

**STUDENT RIGHTS AND RESPONSIBILITIES**

*ReLife Program Policy 2000 Student Learning Goals*

*ReLife Program Policy 3122\* Excused and Unexcused Absences*

*ReLife Program Policy 3200 Student Rights and Responsibilities*

*ReLife Program Policy 3211\* Transgender Students*

*ReLife Program Policy 3224 Student Uniform and Student Dress Code*

*ReLife Program Policy 3230 Student Privacy and Searches*

*ReLife Program Policy 3240 Student Conduct*

*ReLife Program Policy 3241 Classroom Management, Corrective Actions or Punishment*

*ReLife Program Policy 3246 Use of Reasonable Force*

*ReLife Program Policy 3247 Use of Isolation and Restraint of Students with IEPs and 504 Plans*

\*Indicates a “required” WSSDA policy for school districts.

**Student Learning Goals** **ReLife Program Policy No. 2000**

ReLife is committed to developing learning goals for all students that include their becoming responsible and respectful global citizens, being able to explore and understand different perspectives, being contributors to their own economic well-being and that of their families and communities, and being able to enjoy productive and satisfying lives. ReLife recognizes and affirms its responsibility to provide students with the learning opportunities to achieve these goals.

Therefore, ReLife provides a rigorous instructional structure supporting each student to develop specific academic and technical skills and knowledge essential to meeting our student learning goals.

ReLife students will:

* Show a minimum of one grade level of academic growth per year in the areas of reading, writing and mathematics based on progress monitoring and IEP goals.
* Obtain the credits needed for on-track graduation and postsecondary planning.
* Consistently improve over time as measured by daily data collection practices in the areas of safety, responsibility and respect.
* Demonstrate improved academic, social and behavioral skills needed for successful participation in less restrictive educational environments.

With these learning goals in mind, the ReLife staff use quality data collection tools to inform decisions about student academic growth.  The data from individual students is shared on a regular basis with student’s home district special education department representatives. Annually the school wide data will be shared with the advisory board.

Individualized Education Programs (IEPs) serve as our road maps for the design and implementation of specially designed instruction. We focus on the pivotal skills required for students to access general education and real world success. Increased student achievement requires highly engaging instruction as well as curricular and assessment tools designed to meet their diverse needs. Aligned with the Common Core State Standards (CCSS), we utilize traditional curricula, similar to what they will see in their comprehensive district settings, with the addition of contextualized learning experiences and increased opportunities for competency-based credit retrieval for on-track graduation.

Legal References: RCW 28A.150.210 Basic education act–Goals of school

RCW 28A.150.230 Basic education act–school directors’ responsibilities Basic Education Act–Certificated teaching and administrative staff as accountable for classroom teaching

RCW 28A.405.060 Course of study and regulations

RCW 28A.655.010 Washington commission on student learning–Definitions

Adoption: January 2014

**Use of** **Electronic ReLife Program Policy No. 2022**

ReLife School has created an electronic education plan that:

* Supports innovative teaching and learning.
* Streamlines appropriate staff development opportunities.
* Embodies procedures to support this program policy.

It is ReLife’s goal to provide students with rich and ample opportunities to use technology for important purposes in schools just as individuals in workplaces and other real-life settings use these tools. ReLife’s technology will enable all ReLife staff and students to communicate, learn, share, collaborate and create; to think and solve problems; to manage their work; and to take ownership of their lives.

To help ensure student and staff safety and citizenship in online activities, all students are required to be trained in guidelines for and appropriate behavior in their interactions with other individuals on cell phones, the internet, social networking websites and in chat rooms. They are also required to become aware of the signs of cyber-bullying and how to respond.

Additionally, ReLife staff members are made aware of and are held to the same standards regarding cyber-safety and behavior.

Legal References: 18 USC 2510-2522 Electronic Communication Privacy

Adoption: October 2014

**Online Learning \_\_\_\_ ReLife Program Policy No. 2024**

ReLife believes that a variety of learning options, including online courses and programs, are critical for 21st Century learners. ReLife recognizes that the online learning environment provides students with unique opportunities to become self-disciplined learners with life-long learning skills. Further, ReLife believes that online learning provides unique and valuable opportunities for students to access curriculum and specialized courses in a flexible learning environment that might not otherwise be available.

Therefore, ReLife supports a range of online learning opportunities that are equally accessible to all students in the school. ReLife shall provide information to parent or guardians, students and staff regarding online learning options and the guidelines for participation.

Legal References: RCW 28A.150.220 Basic Education–Minimum instructional requirements–Program accessibility–Rules

RCW 28A.150.262 Defining full-time equivalent student–Students receiving instruction through alternative learning experience online programs–Requirements–Rules

RCW 28A.225 Compulsory School Attendance and Admission

RCW 28A.230.090 High school graduation requirements or equivalencies–Reevaluation of graduation requirements–Review and authorization of proposed changes– Credit for courses taken before attending high school–Postsecondary credit equivalencies.

RCW 28A.250 Online Learning

RCW 28A.320.035 Contracting out–Board’s powers and duties–Goods and services

WAC 180-51 High school graduation requirements

WAC 392-121-182 Alternative learning experience requirements

WAC 392-121-188 Instruction provided under contract

WAC 392-410-310 Equivalency course of study–Credit for correspondence courses, electronically mediated courses, and college courses.

WAC 392-502 Online Learning–Approval of multidistrict online providers

Adoption Date: October 2014

**Program Evaluation ReLife Program Policy No. 2090**

The Puget Sound Educational Service District (PSESD) requires efficiency and effectiveness in all facets of its operations. In order to achieve this goal, ReLife will provide:

A. A clear statement of expectations and/or standards for ReLife’s instructional programs;

B. Staff, resources and support to achieve these stated expectations and/or standards; and

C. A plan for evaluating instructional programs and services to determine how expectations and/or standards are being met.

The ReLife Program will utilize a variety of assessment processes to:

A. Determine the effectiveness of the instructional programs,

B. Assess the progress of individual students in attaining student learning goals or

C. Identify the needs of individual students who are not progressing at their expected rates, and

D. Identify students who are in need of specialized interventions.

Parents or guardians who wish to examine any assessment materials may do so by contacting the school prior to the administration of that assessment. Parent or guardians will be notified of their child's performance on any test or assessment conducted under the Washington State Assessment Program. No tests or measurement devices containing any questions about a student's personal beliefs and practices or his/her family's personal beliefs and practices in family life, morality and religion will be administered unless the parent or guardian or guardian gives written permission for the student to take such a test, questionnaire or examination.

ReLife will report annually to its Advisory Board the degree to which ReLife goals and objectives related to the instructional program have been accomplished. Specifically, the school will adjust its curriculum if student performance indicates the need for additional student assistance in identified areas.

Legal References: 28A.230 RCW Compulsory Coursework and Activities

WAC 392-500-020 Pupil tests and records – tests- School ReLife policy in writing

WAC 392-500-030 Pupil tests and records – certain tests, questionnaires, etc. - limitations

WAC 392-500-035 Pupil tests and records – diagnostic personality tests – parent or guardian permission required

Adoption Date: January 2014

**Substance Abuse Program ReLife Program Policy No. 2121**

ReLife recognizes that the use and abuse of alcohol, tobacco and other controlled, illegal, addictive, or harmful substances, including marijuana (cannabis) and anabolic steroids and electronic cigarettes, is a societal problem and may represent an impairment to the normal development, well-being and academic performance of students. To ensure the safety, health and well being of all students, ReLife maintains a program, which emphasizes drug and alcohol abuse prevention, intervention, aftercare support and necessary corrective actions. The program will address the legal, social and health consequences of drug and alcohol use, and provide information about effective techniques for resisting peer pressure to use illicit drugs or alcohol. The program will be age-appropriate and developmentally based for all students in all grades.

ReLife recognizes the effects to the school, home and community resulting from the abuse of alcohol and the use and abuse of controlled illegal, addictive or harmful substances (including anabolic steroids). While the primary obligation to seek assistance rests with the student and his/her parent or guardian(s)/guardian(s), school staff works with the home and community to develop and implement a comprehensive prevention and intervention program. ReLife will seek the support, cooperation and coordination of public and private agencies.

Puget Sound ESD is directed to develop and implement procedures to assess the scope of the problem of the use of addictive substances such as alcohol, drugs and nicotine, and to reduce and/or eliminate the problems associated with the use of alcohol, drugs and nicotine.

Parent or guardians and interested community members are encouraged to visit the school and/or classroom to observe classroom activities and review instructional materials. At the conclusion of each year, ReLife will evaluate the effectiveness of the program.

Legal References:    RCW28A.170.075  Substance Abuse Awareness Program-Intent

28A.210.310 Prohibition on use of tobacco products on school property.

20 U.S.C. 7171  et seq. Safe and Drug-free Schools and Community Act

Adoption Date: January 2014

**Sexual Health Education ReLife Policy No. 2125**

Health, family life, sex education and human sexuality including information about parts of the body, the study of the anatomy and the physiology of human reproduction, and characteristics or qualities that distinguish between males and females may be included in the instructional program as appropriate to the grade level and course of study. Interested parent or guardians and community groups shall be encouraged to become involved in the planning, development, evaluation and revision of any instruction in sex education and human sexuality offered as a part of the school program. Parent or guardians may ask to review the materials to be used and may, in writing, request that their child be excluded from sex education and human sexuality classes.

Puget Sound ESD is authorized by law to determine whether sexual health education instruction will be offered at ReLife. ReLife has determined that such a program will be offered to students, consistent with state law.

Sexual health education instruction offered by ReLife shall be medically and scientifically accurate, age appropriate, appropriate for students regardless of gender, race, disability status, or sexual orientation and include information about abstinence and other methods of preventing unintended pregnancy and sexually transmitted diseases. Abstinence will not be taught to the exclusion of other instruction on contraceptives and disease prevention. ReLife’s sexual health education program shall be consistent with the *2005 Guidelines for Sexual Health Information and Disease Prevention* developed by the Department of Health and the Office of Superintendent of Public Instruction.

ReLife will provide parent or guardians/guardians an opportunity to review the materials to be used and provide information on excluding their child from sexual health education instruction.

Legal References: RCW 28A.300.475 Medically Accurate Sexual Health Education - Curricula – Participation excused - Parent or guardian review

RCW 28A.600.480(2) Reporting of harassment, intimidation, or bullying Retaliation prohibited - Immunity

WAC 392-410-140 Sex Health Education - Definition - Optional course or subject matter - Excusal of students

Adoption Date: January 2014

**HIV/AIDS and STD Prevention Education ReLife Program Policy No. 2126**

The life-threatening dangers of acquired immunodeficiency syndrome (HIV/AIDS) and other sexually transmitted diseases and their prevention shall be taught in ReLife. HIV/AIDS prevention education shall be limited to the discussion of the life-threatening dangers of the disease, its spread, and prevention. Students shall receive such education at least once each school year beginning no later than the fifth grade.

The life threatening dangers of HIV (human immunodeficiency virus) and AIDS (acquired immune deficiency syndrome) and its prevention will be taught in ReLife. HIV/AIDS prevention education is limited to the discussion of the life-threatening dangers of the disease, its transmission and prevention. Students will receive such education at least once each school year beginning no later than the fifth grade, or as required by law.

The HIV/AIDS prevention education program will be developed in consultation with teachers, administrators, parent or guardians, and other community members such as persons from medical, public health, and mental health organizations and agencies. Alternately, the model HIV/AIDS education curricula and resources available through OSPI may serve as the curriculum and materials for this program.

The procedure for parent or guardian review of materials and opt-out are the same as those for Sexual Health Education (2025P).

Legal References: RCW28A.230.070 AIDS Education in public schools

RCW 28A.300.475 Medically accurate sexual health education

RCW 70.24.250 Repository and Clearing House for AIDS Education and Training Materials

Adoption Date: January 2014

**Suicide Prevention ReLife Program Policy No. 2145**

ReLife recognizes that suicidal behaviors are complex issues, a major cause of death among youth and should be taken seriously. While school staff may recognize potentially suicidal youth and ReLife can make an initial risk assessment, ReLife cannot provide in depth mental health counseling. Instead, ReLife school staff will refer students who exhibit suicidal behaviors to an appropriate service for further assessment and counseling.

ReLife also recognizes the need for youth suicide prevention procedures and will establish programs to: a) identify risk factors for youth suicide, b) intervene with such youth, c) provide referral services, d) follow-up on a completed suicide, and e) offer training for teachers, other school staff and students to provide proper assistance. School staff who have knowledge of a suicide threat must take the proper steps to support the student and to report this information to the building principal or designee who will, in turn, notify the appropriate school officials, the student’s family and appropriate resource services.

ReLife will develop and implement procedures and a staff training schedule to achieve the ReLife’s goals and objectives.

Legal References: RCW 28A.410.043 School Counselor Certification Prevention Plans

Adoption Date: January 2014

**School Calendar ReLife Program Policy No. 2220**

In order to permit staff, student and parents or guardians to make plans for their own work and vacation schedules, ReLife will adopt a school calendar or calendars by June 30 of each year. Early release and staff only days as well as parameters for our summer session will be integrated into the calendar. Additionally, length of the school day, number of student days per month and per year, and office hours will be included in the document. Staff, students, parents/guardians and patrons will be mailed copies of the school calendar.

Legal references: RCW 28A. 150. 203 School year – Beginning - End

28A.150. 220 Basic Education Act – Definitions – Program requirements – Program accessibility – Rules and regulations

28A. 330. 100 (7) Additional powers of board

Adoption Date: January 2014

**Alternative Learning Experience Programs ReLife Program Policy No. 2255**

Puget Sound Educational Service District authorizes the creation of an alternative learning experience (ALE) program. ReLife will make available to students enrolled in an ALE program educational opportunities designed to meet their individual needs. ReLife will comply with all program requirements necessary to count an ALE as a course of study and ensure state funding for ALE students.

ALE programs may include, but are not limited to:

1. On-line programs as defined in RCW 28A.150.262;
2. Parent or guardian partnership programs that include significant participation and partnership by parent or guardians and families in the design and implementation of a student's learning experience; and
3. Contract-based learning programs.

ReLife will adopt and annually review written policies authorizing ALE programs, including each ALE program and program provider. The policy must designate, by title, one or more school official(s) responsible for overseeing ReLife's ALE courses or programs.

ReLife establishes the following alternative program(s) provided on site or over the Internet or by other electronic means, as defined in WAC 392-121-182: Compass Learning Odyssey

ReLife official(s) responsible for this (these) program(s) is/are: ReLife School, Principal

ReLife official responsible for overseeing each ALE program will report at least annually to ReLife. This annual report will include at least the following:

1. Documentation of ALE student headcount and full-time equivalent enrollment claimed for basic education funding;
2. Identification of the overall ratio of certificated instructional staff to full-time equivalent students enrolled in each ALE program; The number of certificated instructional staff in each ALE program;
3. A description of how the program supports ReLife's overall goals and objectives for student academic achievement; and
4. Results of any self-evaluations.

Legal References: RCW 28A.150. 262 Defining full-time equivalent student - Students receiving instruction through alternative learning experience online programs- Requirement - Rules.

RCW 28A.150.305 Alternative educational service providers - Student eligibility.

RCW 28A.150.325 Alternative learning experience programs – Generally – Rules

RCW 28A.250.050 Student access to online courses and online learning programs - Policies and procedures - Dissemination of information - Development of local or regional online learning programs.

WAC 392-121-107 Definition-Course of study

WAC 392-121-182 Alternative Learning Experience

WAC 392-121-188 Instruction provided under contract

Adoption Date: January 2014

**WA State High School Graduation Requirements ReLife Policy No. 2410**

ReLife supports individual students in their progress toward graduation by consistently reporting credits earned to each appropriate contracting school district. ReLife certificated teachers work with each district to ensure that the graduation requirements generated by and specific to that district are met. High school graduation requirements are included in each student’s file at ReLife

The ReLife office maintains current graduation requirements for each district.

Adoption Date: January 2014

**Grading and Progress Reports ReLife Program Policy No. 2420**

ReLife believes that the cooperation of the program and home is a vital ingredient in the growth and education of the student and recognizes ReLife’s responsibility to keep parent or guardians informed of student welfare and progress in school.

ReLife will issue grades and written or electronic progress reports to the student’s home district and parents/guardians, and will provide opportunities for parent or guardian conferences to serve as a basis for continuous evaluation of the student's performance and to help in determining changes that should be made to effect improvement. These written and verbal reports will be designed to provide information that will be helpful to the student, teacher, counselor and parent or guardian.

ReLife will comply with the marking/grading system incorporated into the statewide standardized high school transcript. Secondary students’ grade points will be reported for each term, individually and cumulatively.

ReLife will establish a system of reporting student progress and will require all staff members to comply with such a system as part of their teaching responsibility.

At the beginning of each term, each teacher will prepare a course description, stating the student learning goals or standards for his/her respective courses. If participation is used as the basis of mastery of a goal or standard, a student's grades may be adversely affected for failure to attend or participate, provided on that day there was a graded participation activity. If the teacher does not so advise students in writing, the teacher may not use attendance and participation in the grading process. Students who feel that attendance or tardiness factors have been unfairly applied, may appeal to the principal to determine a resolution.

A student's grade report may be withheld until such time the student pays for any school property that has been lost or willfully damaged. Upon payment for damages or the equivalency through voluntary work, the grade report will be released. The student or his/her parent or guardians may appeal the imposition of a charge for damages to ReLife School and the Puget Sound ESD.

Legal References: RCW 28A.150.240(2)(g) Basic Education Act - Certificated teaching & administrative staff as accountable for classroom teaching - Scope - Responsibilities - Penalty

RCW 28A.600.030 Grading policies - Option to consider Attendance

RCW 28A.635.060 Automated External Defibrillators (AED) Defacing or injuring school property - Liability of pupil, parent or guardian, Withholding grades, diploma, or transcripts - Suspension and restitution - Voluntary work program as alternative - Rights protected

WAC 180-44-010 Responsibilities Related to instruction

WAC 392-210 Student testing and evaluation - Washington State Honors Award Program

WAC 392-400-235 Discipline - Conditions and limitations

WAC 392-415 Secondary Education - Standardized High School Transcript

Adoption Date: January 2014

**Excused and Unexcused Absences ReLife Program Policy No. 3122**

ReLife students are expected to attend the full offering of ReLife School programming each day. School staff will keep a record of absence and tardiness, including a call log and/or a record of excuse statements submitted by a parent or guardian/guardian, or in certain cases, students, to document a student’s excused absences.

### Excused Absences

Regular school attendance is necessary for mastery of the educational program provided to students of ReLife. At times, students may be appropriately absent from class. The following principles will govern the development and administration of attendance procedures within ReLife:

A. The following are valid excuses for absences:

* 1. Participation in a ReLife or school approved activity or instructional program;
  2. Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental or optometry);
  3. Family emergency, including, but not limited to, a death or illness in the family;
  4. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
  5. Court, judicial proceeding or serving on a jury;
  6. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
  7. State-recognized search and rescue activities consistent with RCW 28A.225.055;
  8. Absence directly related to the student’s homeless status;
  9. Absence resulting from a disciplinary/corrective action. (e.g., short-term or long-term suspension, emergency expulsion); and
  10. Principal (or designee) and parent or guardian, guardian, or emancipated youth mutually agreed upon approved activity.

The school principal (or designee) has the authority to determine if an absence meets the above criteria for an excused absence.

1. If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher; except that in participation-type classes, a student's grade may be affected because of the student's inability to make up the activities conducted during a class period.
2. An excused absence will be verified by a parent or guardian/guardian or an adult, emancipated or appropriately aged student, or school authority responsible for the absence. If attendance is taken electronically, either for a course conducted online or for students physically at ReLife, an absence will default to unexcused until such time as an excused absence may be verified by a parent or guardian or other responsible adult. If a student is to be released for health care related to family planning or abortion, the student may require that ReLife keep the information confidential. Students thirteen and older have the right to keep information about drug, alcohol or mental health treatment confidential. Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.

### Unexcused Absences

1. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above for an excused absence.
2. As a means of instilling values of responsibility and personal accountability, a student whose absence is not excused will experience the consequences of his/her absence (most notably for ReLife, a delay in the student’s progress within the ReLife level system- a possible delay in transitioning out of ReLife). A student's grademay be affected if a graded activity or assignment occurs during the period of time when the student is absent.
3. The school will confer with a student’s parent or guardian in writing or by telephone whenever the student has failed to attend school. The conversation will include potential modifications to be made in support of efforts aimed at improving attendance at school.
4. A conference with the parent or guardian or guardian will be held as determined by ReLife staff to determine what corrective measures should be taken to ameliorate the cause for the student's absences from school. If the parent or guardian does not attend the conference, the parent or guardian will be notified of the steps ReLife has decided to take to reduce the student’s absences.
5. In the case of chronic or extended unexcused absences, ReLife will notify the contracting school district so they may file a petition and affidavitwith the juvenile court alleging a violation of RCW 28A.225.010.

The Puget Sound ESD will enforce ReLife’s attendance policies and procedures. Because the full knowledge and cooperation of students and parent or guardians are necessary for the success of the policies and procedures, procedures will be disseminated broadly and made available to parent or guardians and students annually.

Legal References: RCW13.34.300 Relevance of failure to cause juvenile to attend school to neglect petition

RCW 28A.225 Compulsory school attendance and admission

WAC 392-400-235 Discipline - Conditions and limitations

WAC 392-400-260 Long-term suspension - Conditions and limitations

Adoption Date: January 2014

**Removal/Release of Student During School Hours ReLife Program Policy No. 3124**

No student shall be removed from ReLife school grounds, or any school building of ReLife, during established attendance hours or school activity hours by a person other than the child’s parent or guardian or guardian having legal custody of the child, unless that parent or guardian or guardian having legal custody has given written authorization. Such authorization must be confirmed with the parent or guardian or guardian having legal custody prior to the release of the student if the principal or designee doubts the authenticity of the note. The parent or guardian or guardian having legal custody shall assume liability for the child upon removal of a student in such cases. Sending students off campus on errands during school hours is prohibited.

Prior to sending a student to his/her home for illness, discipline or a corrective action, the principal/designee shall attempt to reach the student's parent or guardian to inform him/her of the school's action and to request that he/she come to the school for the child. If the principal/designee cannot reach the parent or guardian, the student shall remain at school until the close of the school day. If agreed to the student's parent or guardian, district transportation may be contacted to transport the student.

This program policy shall not apply to a student arrested by a law enforcement officer or to a student removed by a Child Protective Services (CPS) caseworker possessing a warrant or accompanied by a law enforcement officer. In the event a student is taken into custody, the school will immediately notify the parent or guardian or guardian unless directed not to do so by the law enforcement officer or CPS caseworker.

Legal References: RCW 28A.605.010 Removing child from school

Adoption Date: January 2014

**Student Rights and Responsibilities ReLife Program Policy No. 3200**

Each year, ReLife School will develop and make available to all students, their parent or guardians and staff, handbooks pertaining to student rights, conduct, corrective actions and punishment. Such statements will be developed with the participation of parent or guardians and the community. The school principal and staff will confer at least annually to develop and/or review student conduct standards and the uniform enforcement of those standards as related to the established student handbooks. They will also confer annually to establish criteria for determining when certificated employees must complete classes to improve classroom management skills.

All students who attend ReLife School will comply with the written policies, rules and regulations of ReLife, will pursue the required course of studies, and will submit to the authority of staff of ReLife, subject to such corrective action or punishment as ReLife school officials will determine.

Legal References: RCW28A.150.240 Basic Education Act - Certificated teaching and administrative staff as accountable for classroom teaching - Scope - Responsibilities - Penalty

RCW28A.400.110 Principal to assure appropriate student discipline - building discipline standards - classes to improve classroom management skills

RCW28A.405.060 Course of study and regulations Enforcement - Withholding salary warrant for failure

RCW28A.600.010 Enforcement of Rules of Conduct- Due process guarantees

RCW28A.600.020 Exclusion of student from classrooms - Written disciplinary procedures –long-term suspension or expulsion

RCW28A.600.040 Pupils to comply with rules & regulations

Chapter 392-168 Citizen complaint procedure for certain categorical federal programs

Chapter 392-400-215 Student rights

Chapter 392-400-225 School district rules defining misconduct - Distribution of rules

Adoption Date: January 2014

**Transgender Students ReLife Program Policy No. 3211**

Puget Sound Educational Service District and its ReLife School believe in fostering an educational environment that is safe and free of discrimination for all students, regardless of sex, sexual orientation, gender identity or gender expression. To that end, staff recognizes the importance of an inclusive approach toward transgender students with regard to official records, confidential health and education information, communication, restroom and locker room accessibility, sports and physical education, dress codes and other school activities, in order to provide these students with an equal opportunity for learning and achievement. This program policy and its procedure will support that effort by facilitating compliance with local, state and federal laws concerning harassment, intimidation, bullying and discrimination.

Legal References: Chapter 28A.642, RCW Discrimination prohibition

Chapter 49.60, RCW Washington Law Against Discrimination

20 U.S.C. §1232g, 34 C.F.R., Family Education Rights and Privacy Part 99 Act

[Prohibiting Discrimination in Washington Public Schools – OSPI Guidelines for school districts to implement Chapters 28A.640 and 28A.642 RCW and 392-190 WAC (February 2012)](http://www.k12.wa.us/equity/pubdocs/ProhibitingDiscriminationInPublicSchools.pdf)

## Adopted: January 2014

**Student Uniforms and Student Dress code ReLife Program Policy No. 3224**

ReLife School shall establish procedures providing guidance to students, parent or guardians, and staff regarding appropriate student dress in school or while engaging in extracurricular activities. Such procedures shall ensure that any student wearing, carrying, or displaying gang-related apparel, or exhibiting behavior or gestures which symbolize gang membership, or causing and/or participating in activities which intimidate or affect the attendance of another student shall be asked, with notice to his or her parent or guardians, to make appropriate corrections and be subject to discipline if the corrections are not undertaken.

The ReLife School dress code may include the requirement that students who attend the school wear a uniform t-shirt or sweatshirt. Parameters for the ReLife School dress code will be communicated to parents through the Student Handbook. In addition to the use of school uniform t-shirts, the student dress codes may be regulated when, in the judgment of school administrators, there is a reasonable expectation that:

A. A health or safety hazard is presented by the student's dress or appearance including possible membership in a gang or hate groups;

B. Damage to ReLife, PSESD or leased property shall result from the student's dress; or

C. A material and substantial disruption of the educational process will result from the students' dress or appearance. For the purpose of this policy, a material and substantial disruption of the educational process may be found to exist when a student's conduct is inconsistent with any part of the educational mission of the school. Prohibited conduct includes, but is not limited to, the use of lewd, sexual, drug, tobacco or alcohol-related messages, or gang-related apparel.

Legal References: RCW 28A.320.140 Schools with Special standards

WAC 392-400-215 Student Rights 392-400-225 School district rules defining misconduct

Adoption Date: January 2014

**Student Privacy and Searches ReLife Program Policy No. 3230**

State law provides that at certain ages, students attain the right to decide for themselves what records will remain confidential, even from their parent or guardians, and what activities the student will participate. At age eighteen students become legal adults and must approve any disclosure of information about themselves from school records, except directory information if a request for confidentiality has not been filed. Students at age eighteen may also sign releases, authorizations or permission slips to participate in school activities, and may sign themselves out of school and authorize their own absences. Students between sixteen and eighteen who have been granted legal emancipation from their parents or guardians have the same rights as eighteen-year old students. Students over fourteen years of age have the right to keep private from everyone any school records indicating that they have been tested or treated for a sexually transmitted disease. Students thirteen years and older have confidentiality rights in records regarding drug, alcohol or mental health treatment. All students have confidentiality rights in family planning or abortion records.

* + 1. Searches of Students and Personal Property

Personal privacy is a fundamental aspect of individual liberty. All students possess the constitutional right to be secure in their persons, papers, and effects against unreasonable searches and seizures. Staff willtake particular care to respect students' privacy.

School officials have authority to maintain order and discipline in the school and to protect students from exposure to illegal drugs, weapons, and contraband. The principal, and other staff designated at ReLife School, will have the authority to conduct reasonable searches on school property as provided by school policy. Daily check-in’s may include the requirement that a student “turn-out” his/her pockets, pat their clothing down to demonstrate to staff that there is nothing concealed under clothing, and to remove shoes for the same purpose.

A search is required when there are reasonable grounds to suspect a student has brought any illegal substance, any weapon, or any implement potentially intended to be used as a weapon onto school grounds, transportation or at school events.

Prior to conducting a search, school officials will ask that the student consent to be searched by removing all items from pockets or other personal effects. If the student refuses to consent to the search, school officials may proceed to search the student, the student's personal belongings, and the student's locker, as follows:

1. Any search of a student conducted by a ReLife School staff must be reasonably related to the discovery of contraband or other evidence of a student's violation of the law or school rules.

For the purpose of this policy, “contraband” means items, materials, or substances the possession of which is prohibited by law or school policy, including but not limited to, controlled substances, alcoholic beverages, tobacco products, or any object that can reasonably be considered a firearm or weapon.

1. Staff willconduct searches in a manner that is not excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction. Training for appropriate staff will occur annually.

No student will be subject to a strip search or body cavity search by school staff.

School officials may consult with local law enforcement officials regarding the advisability of a search on school premises by a law enforcement officer if evidence of criminal activity is likely to be seized.

ReLife School procedures for regulating searches of students and their personal property will be included in the student handbook.

* + 1. Locker Searches

Students may be assigned lockers for storing and securing their books, school supplies, and personal effects. Lockers, desks, and storage areas are the property of ReLife School. No right or expectation of privacy exists for any student as to the use of any space issued or assigned to a student by the school. Lockers and other spaces are subject to search in accordance with ReLife School policy.

No student may use a locker, desk, or storage area to store any substance or object which is prohibited by law or school rules or which poses a threat to the health, safety or welfare of the occupants of the school building or the building itself.

Any student's locker, desk, or other storage area will be subject to search if reasonable grounds exist to suspect that the search will yield evidence of the student's violation of the law or school rules. Any search of an individual student's locker will be conducted according to school policy governing personal searches.

All student lockers may be searched at any time without prior notice and without reasonable suspicion that the search will yield evidence of any particular student's violation of the law or school rules. If the school official conducting such a search develops a reasonable suspicion that any container inside the locker, including but not limited to a purse, backpack, gym bag, or an article of clothing, contains evidence of a student's violation of the law or school rules, the container may be searched according to school policy governing personal searches.

ReLife School procedures for conducting searches of lockers, desks, or storage areas will be included in the student handbook.

Legal References: RCW13.64.060 Power and Capacity of emancipated minor

RCW28A.320.040 Bylaws for board and school government

RCW28A.600.020 Exclusion of student from classroom - Written disciplinary procedures - Long-term suspension or expulsion

RCW28A.600.210-240 School official searches of student lockers

WAC392-400-215 Student rights

Adoption Date: January 2014

**Student Conduct ReLife Program Policy No. 3240**

ReLife School acknowledges that conduct and behavior is closely associated with learning. An effective instructional program requires a wholesome and orderly school environment. ReLife School requires that each student adhere to the rules of conduct and submit to corrective action taken as a result of conduct violations. The rules of conduct are applicable during the school day as well as during any school activity conducted on or off campus. Special rules are also applicable while riding on a school bus.

Students are expected to:

1. Conform to reasonable standards of acceptable behavior;
2. Respect the rights, person and property of others;
3. Preserve the degree of order necessary for a positive climate for learning; and
4. Submit to the authority of staff and respond accordingly.

Legal References:

RCW4.24.190 Action against parent for willful injury to property by minor – Monetary limitation - Common law liability preserved

Chapter 9A.16.020 Use of force - when lawful

9.41 RCW Firearms and dangerous weapons, 9.91.160 Personal protection spray devices,

RCW 28A.210.310 Prohibition on use of tobacco products on school property

RCW 28A.400.110 Principal to assure appropriate student discipline - Building discipline standards

Classes to improve classroom management skills

RCW28A.600.020 Exclusion of student from classroom - Written disciplinary procedures - Long-term suspension or expulsion

RCW28A.600.040 Pupils to comply with rules and regulations

RCW28A.635.060 Defacing or injuring school property - Liability of pupil, parent or guardian

Withholding grades, diploma, or transcripts - Suspension and restitution – Voluntary work program as alternative - Rights protected.

WAC392-400-205 Definitions

WAC 392-400-225 School district rules defining misconduct - Distribution of rules

20 U.S.C. 7101 et seq. Safe and Drug-Free Schools and Communities Act

Adoption Date: January 2014

**Classroom Management, Corrective Actions or Punishment ReLife Program Policy No. 3241**

All students will follow the guidelines set by ReLife School (As needed, school guidelines are updated annually in the student handbook). Refusal to comply with written guidelines and regulations established for the governing of the school will constitute sufficient cause for discipline, suspension or expulsion. Corrective action and/or punishment for misconduct must reflect good faith effort on the part of the staff. For the purposes of ReLife School’s policies relating to corrective action or punishment:

* “Emergency Expulsion” is the exclusion from school or individual classes for an indefinite period (This time is used to investigate the incident to ensure that an appropriate sanction is levied.
* “Suspension” is the exclusion from school, or individual classes for a specific period of time, after which the student has a right to return.
* A suspension is “short term” if it is for a period of 10 consecutive school days or fewer. Separate short-term suspensions will not total more than 10 school days in a semester for any student in grades K-4. Separate short-term suspensions will not total more than 15 days in a semester for a student in any other grade. Students’ grades must not be affected substantially as a result of a short-term suspension.
* Suspensions which exceed 10 consecutive school days are “long-term” suspensions.
* “Discipline” constitutes all other forms of corrective action or punishment, including brief exclusions from a class for not more than the remainder of the class period and exclusion from any other type of activity conducted by or for ReLife School. Discipline will not adversely affect specific academic grade, subject, or graduation requirements, so long as all required work is performed.

The principal will notify a student’s district special education staff of any suspensions to be imposed and will ensure that special education discipline procedures are in place, in addition to any applicable general education discipline procedures.

If an expulsion is to be considered, the contracting school district will determine appropriate related actions including the informing of appropriate local and state authorities, including, but not limited to, the local juvenile authorities acting pursuant to the statutes dealing with the Basic Juvenile Court Act, in order that such authorities may address the student’s educational needs.

No student will be expelled, suspended, or disciplined in any manner for the performance of or failure to perform any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of the educational process.

The Principal will have the authority to discipline, suspend or emergency expel students. The principal will identify the conditions under which a teacher may exclude a student from his or her class and will also designate which staff have the authority to initiate or to impose discipline, suspensions or expulsions.

Principals will distribute to students, parents or guardians and staff a publication defining the rights, responsibilities and corrective action or punishment relating to student behavior.

Parent or guardians and students will be given notice of the standard of conduct ReLife School requires regarding drug and alcohol use, and a statement of the disciplinary sanctions for violations of that standard.

**Rights and Responsibilities of Certificated Staff**

Certificated staff will share responsibility for supervising the behavior of students and for maintaining the standards of conduct, which have been established. Classified staff members will consult with certificated staff prior to the implementation of any sanction not previously dictated by a student’s Behavior Intervention Plan.

**Certificated staff will have the right to:**

1. Expect students to comply with school rules;
2. Develop and/or review building rules relating to student conduct and control at least once each year.
3. Advocate for the exclusion of a student from class for all or any portion of the period or for the balance of the school day, or up to the following 2 days, or until the teacher has conferred with the principal, whichever occurs first. Prior to excluding a student, the teacher will have attempted one or more corrective actions. In no case will an excluded student be returned for the balance of a period or up to the following 2 days without the consent of the teacher;
4. Receive any complaint or grievance regarding corrective action or punishment of students. Certificated staff will be given the opportunity to present their version of the incident and to meet with the complaining party in the event that a conference is arranged;
5. Use such reasonable action as is necessary to protect himself/ herself, a student, or others from physical abuse or injury;
6. Remove a student from a class session for sufficient cause; and
7. Detain a student after school for up to *150* minutes with due consideration for bus transportation.

**Certificated staff will have the responsibility to:**

1. Observe the rights of students;
2. Enforce the rules of student conduct fairly, consistently, and without discrimination. Any infractions will be reported orally and in writing to the principal as soon as possible regardless of any corrective actions taken by the teacher;
3. Maintain good order in the classroom, in the hallways, and on the playgrounds or other common areas of the school, or while riding on school buses (field trip);
4. Maintain accurate attendance records and report all cases of truancy;
5. Set an appropriate example of personal conduct and avoid statements which may be demeaning or personally offensive to any student or group of students; and
6. Meet with a parent or guardians(s) within five (5) school days upon request to hear a complaint regarding the use of classroom materials and/or teaching strategies that is being employed in the classroom.

**Principals will:**

1. Impose suspension or expulsion when appropriate; and
2. Notify parents or guardians when students are suspended or expelled.

**Student Discipline**

The methods employed in enforcing the rules of the school involve professional judgment. Such judgment should be:

1. Consistent from day to day and student to student;
2. Balanced against the severity of the misconduct;
3. Appropriate to the student’s nature and prior behavior;
4. Fair to the student, parent or guardians, and others; and
5. Effective.

Since these criteria may be in conflict, established procedures must be followed in correcting misbehavior. Appeal procedures have been established in order to provide for an opportunity for every corrective action or punishment to be reviewed by someone in authority and to instill confidence among students and parent or guardians as to the essential fairness of staff.

In order to develop an environment conducive to learning, the principal will confer with certificated staff at least once per year to develop and/or review rules of conduct to be employed in the school and corrective actions and punishment that may be employed in the event of rule infractions.

A teacher will have the authority to exclude a student from his/her classroom pursuant to the provisions of Section 1.C of this policy.

1. **Detention**

For minor infractions of school rules or regulations, or for minor misconduct, staff may detain students after school hours for not more than 120 minutes on any given day.

Preceding the assignment of such corrective action, the staff member will inform the student of the nature of the offense charged and of the specific conduct which allegedly constitutes the violation. The student will be afforded an opportunity to explain or justify his/her actions to the staff member.

Detention will not begin until the parent or guardians has been notified (except in the case of the adult student) for the purpose of informing him/her of the basis and reason for the detention and to permit him/her to make arrangements for the necessary transportation of the student when he/she has been detained after school hours for corrective action.

Students detained for corrective action will be under the direct supervision of the staff member or another member of the professional staff.

The principal will be responsible for seeing that the time that the student spends for corrective action is used constructively.

1. **In-School Suspension**

ReLife supports efforts to bring about a positive learning climate in the school. ReLife School strives to employ staff who are skilled in the most effective instructional techniques and who are sensitive to the unique needs of each individual student.

The need for order in the school and classroom is basic to learning. Rules are established to preserve the integrity of classroom and school in order to accomplish this need. Students who are in violation of school rules not only deprive themselves of the opportunity to learn but they interfere with the progress of others.

ReLife School strives to maintain high standards of attendance. Students who are not in school are denied the opportunity to learn. Corrective actions including suspension and expulsion are reserved to those students who actively threaten other students, staff or the overall school environment.

ReLife School, therefore, has created an in-school suspension program as an alternative to out of school suspension. This intervention temporarily removes the student from the regular environment but permits the student to maintain his/her educational progress.

This system is currently under revision within the school’s movement toward a Restorative Justice discipline model. ReLife School will establish guidelines to be included in the Student Handbook for the operation of the in-school suspension program.

1. **Appeal Process for Disciplinary Action**

Any parent or guardians or student who is aggrieved by the imposition of discipline will have the right to an informal conference with the principal for the purpose of resolving the grievance. At such conference the student and parent or guardians will be subject to questioning by the principal and will be entitled to question staff involved in the matter being grieved.

The parent or guardians and student after exhausting this remedy will have the right, upon 2 school business days’ prior notice, to present a written and/or oral grievance to the principal. If the grievance is not resolved, the parent or guardians and student, upon 2 school business days’ prior notice, have the right to present a written grievance to the student’s home district. The home district will hold a closed meeting with the family within 30 days to consider the grievance. The home district will notify the parent or guardians and student of its response to the grievance within 10 school business days after the date when the grievance was presented. The disciplinary action will continue notwithstanding implementation of the grievance procedure unless the principal elects to postpone such action.

1. **Suspensions or Expulsions**

The nature and circumstances of the student conduct violation must reasonably warrant a suspension or expulsion. As a general rule no student will be suspended for a short or long term unless other forms of corrective action reasonably calculated to modify his/her conduct have previously been imposed upon the student as a consequence of misconduct of the same nature.

However, a student may be suspended for exceptional misconduct, other than absenteeism, when such misconduct is of frequent occurrence or is serious in nature and/or is disruptive to the operation of the school. The Principal will impose the nature and extent of the corrective actions and/or punishments, which may be imposed as a consequence of exceptional misconduct. An exception may be granted by an administrator and/or hearing officer when warranted by extenuating circumstances. No student will be suspended or expelled because of one or more unexcused absence(s) pursuant to School Policy 3122.

1. **Short-Term Suspension**

In the event the proposed corrective action of a student is to include the denial of the right of school attendance from any single class for 3 to 10 school days or full schedule of classes for 1 to 10 school days, a conference will first be conducted with the student as follows:

1. An oral or written notice of the charges will be provided to the student;
2. An oral or written explanation of the evidence in support of the charges will be provided to the student;
3. An oral or written explanation of the suspension which may be imposed will be provided to the student; and
4. The student will be provided the opportunity to present his/her explanation.

The parent or guardians of the student be notified of the reason for the suspension and the duration of the suspension orally or by U.S. mail as soon as reasonably possible. Any student subject to a short-term suspension will be provided the opportunity upon return to make up assignments and tests if:

1. Such assignments or tests have a substantial effect upon the student’s semester grade or grades; or
2. Failure to complete such assignments or tests would preclude the student from receiving credit for the course or courses.
3. **Appeal Process for Short-Term Suspension**

Any parent or guardians or student who is aggrieved by the imposition of a short-term suspension will have the right to an informal conference with the principal for the purpose of resolving the grievance. At such conference the student and parent or guardians will be subject to questioning by the principal and will be entitled to question staff involved in the matter being grieved.

The parent or guardians and student after exhausting this remedy will have the right, upon 2 school business days’ prior notice, to present a written and/or oral grievance to the principal.

If the grievance is not resolved, the parent or guardians and student, upon 2 school business days’ prior notice, have the right to present a written grievance to the student’s home district. The home district will hold a closed meeting with the family within 30 days to consider the grievance. The home district will notify the parent or guardians and student of its response to the grievance within 10 school business days after the date when the grievance was presented. The short-term suspension will continue notwithstanding implementation of the grievance procedure unless the principal elects to postpone such action.

1. **Emergency Expulsion**

A student may be excluded from school prior to a hearing without other forms of corrective action if the principal reasonably believes the student is an immediate and continuing danger to himself/herself, other students, staff, or administrators or is a substantial disruption to the educational process of ReLife School. Such emergency expulsion will continue until the student is reinstated by the principal or until a fair hearing is held and a final determination reached. The hearing officer (to be appointed by the student’s home district) may continue the emergency expulsion if he/she finds that the student continues to present an immediate and continuing danger to himself/herself, other students, staff, or administrators or continues to cause a substantial disruption to the educational process of ReLife School. The length of any emergency expulsion will be limited such that a conversion to an appropriate sanction will be implemented within ten school days (RCW 28A.600.015).

The provisions governing notice and hearing of regular long-term suspensions or expulsions will apply except:

1. Written notice of the emergency expulsion will be sent by certified letter deposited in the U. S. mail within twenty-four hours of the expulsion or by hand delivery to the student’s parent or guardians(s) or guardian(s) within twenty-four hours of the expulsion and documenting delivery by obtaining his or her signature acknowledging receipt or the written certification of the person making the delivery;
2. The parent or guardians and student have ten school business days after receipt of the notice during which to request a hearing. A schedule of “school business days” potentially applicable to the exercise of such hearing right should be included with the notice; and
3. The hearing officer will render the decision within 1 school business day after the conclusion of the hearing.
4. **Long-Term Suspensions or Expulsions**

A long-term suspension or expulsion may be imposed by the principal only after a fair hearing is made available to the affected student and parent or guardians. Written notice of the hearing will be delivered to the parent or guardians and student by certified mail or in person. The notice will be in the parent or guardian’s primary language and will supply (1) the alleged misconduct and the school rules alleged to have been violated, (2) the recommended corrective action or punishment, (3) the right to a hearing, (4) the notice that if a written request for a hearing is not received by the staff member named in the notice within 3 school business days after the notice is received, the hearing will be waived and the recommended corrective action or punishment will take effect, and (5) the date by which the request for a hearing will cause the home district staff to schedule the matter for a hearing within 3 school business days of such request.

The parent or guardian and student and ReLife School and home district representatives will be permitted to inspect in advance of such hearing any affidavits or exhibits which are to be submitted at the hearing. The parent or guardians and student will have the opportunity to be represented by counsel, to explain the alleged misconduct and to present affidavits, exhibits, and such witnesses as desired, as well as the opportunity to question witnesses.

The hearing will be conducted before a hearing officer appointed by the Puget Sound ESD. Such hearing officer may not be a witness and will determine the facts of each case solely on the evidence presented at the hearing. The hearing officer will state in writing the findings as to the facts, conclusions and disposition to be made. The decision will be provided to the parent or guardians and student or counsel.

1. **Appeal Process for Long-Term Suspension or Expulsion**

If a long-term suspension or expulsion is imposed, the parent or guardian and student will have the right to appeal the principal’s decision by filing a written notice of appeal at the office of the principal within 3 school business days after the date of receipt of the decision. The long term suspension or expulsion will be in effect while the appeal is pending. ReLife will schedule and hold a meeting to informally review the matter within 10 school business days from receipt of such appeal. The purpose of the meeting will be to confer with the parties in order to decide upon the most appropriate means of handling the appeal. At that time the student, parent or guardians, and/or counsel will be given the right to be heard and will be granted the opportunity to present such witnesses and testimony as the principal deems reasonable. Prior to adjournment, the principal will agree to one of the following procedures:

1. Study the hearing record or other materials submitted and record its findings within 10 school business days;
2. Schedule and hold a special meeting to hear further arguments on the case and record its findings within 15 school business days; or
3. Hear and try the case de novo before the Puget Sound ESD board of directors within 10 school business days.

Any decision by the Puget Sound ESD board of directors to impose or to affirm, reverse or modify the imposition of suspension or expulsion upon a student will be made only by:

1. Those members who have heard or read the evidence;
2. Those members who have not acted as a witness in the matter; and
3. A majority vote at a meeting at which a quorum of the Puget Sound ESD board of directors is present.

Within 30 days of receipt of the Puget Sound ESD board of directors final decision, any parent or guardians and student desiring to appeal any action upon the part of the Puget Sound ESD board of directors regarding the suspension or expulsion may serve a notice of appeal upon the Puget Sound ESD board of directors and file such notice with the superior court clerk of the county. Such notice will also set forth in a clear and concise manner the errors complained of.

1. **Emergency Removal**

A student may be removed immediately from a class or subject by a teacher or administrator without other forms of corrective action and sent to the principal or a designated school official, without first attempting corrective action, provided that the teacher or administrator has good and sufficient reason to believe that the student’s presence poses an immediate and continuing danger to the student, other students or staff or an immediate and continuing threat of substantial disruption of the class, subject, or educational process of the student’s school. The removal will continue only until:

1. The danger or threat ceases; or
2. The principal acts to impose discipline, impose a short-term or long-term suspension or expulsion or to impose an emergency expulsion.

The principal will meet with the student as soon as reasonably possible following the student’s removal and take or initiate appropriate corrective action or punishment. In no case will the student’s opportunity for such meeting be delayed beyond commencement of the next school day.

The teacher or administrator who removed the student will be notified of the action which has been taken or initiated.

1. **Readmission Application Process**

Any student who has been suspended or expelled will be allowed to make application for readmission at any time. If a student desires to be readmitted to the school from which he/she has been suspended/ expelled, the student will submit a written application to the principal, who will make a recommendation regarding admission or non-admission to the IEP Team. If a student wishes admission to another school, he/she will submit the written application to the home district. The application will include:

1. Reasons the student wants to return and why the request should be considered;
2. Evidence which supports the request; and
3. A supporting statement from the parent or guardians or others who may have assisted the student.

The principal will in writing advise the parent or guardians and student of the decision within seven (7) school days of the receipt of such application.

Legal References:

RCW 9A.16.100 Use of force on children - Policy - Actions presumed unreasonable

RCW 9.41.280 Possessing dangerous weapons on school facilities - Penalty - Exceptions

RCW 28A.225.020 School’s duties upon child’s failure to attend school

RCW 28A.225.030 Petition to juvenile court for violations by a parent or guardians or child - School district responsibilities

RCW 28A.400.110 Principal to assure appropriate student discipline - Building discipline standards - Classes to improve classroom management skills

RCW 28A.600.010 Enforcement of rules of conduct -Due process guarantees - Computation of days for short-term and long-term suspensions

RCW 28A.600.020 Exclusion of student from classroom - Written disciplinary procedures - Long-term suspension or expulsion

RCW 28A.600.040 Pupils to comply with rules and regulations

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

20 USC 7101 et. seq. Drug-Free Schools and Communities Act

WAC392-400-205 Definitions

WAC392-400-235 Discipline - Conditions and limitations

WAC 392-400-240 Discipline - Grievance procedure

WAC392-400-245 Short-term suspension - Conditions and Limitations

WAC392-400-250 Short-term suspensions - Prior conference required - Notice to parent or guardians

WAC392-400-255 Short-term suspension - Grievance procedure

WAC392-400-260 Long-term suspension - conditions and limitations

WAC392-400-265 Long-term suspension - Notice of hearing - Waiver of hearing

WAC392-400-270 Long-term suspension - Prehearing and hearing process

WAC392-400-280 Expulsion - Notice of hearing - Waiver of hearing

WAC392-400-285 Expulsion - Prehearing and hearing process

WAC392-400-290 Emergency removal from class, subject, or activity

WAC392-400-295 Emergency expulsion - Limitations

WAC392-400-300 Emergency expulsion - Notice of hearing - Waiver of hearing right

WAC392-400-305 Emergency expulsion - Prehearing and hearing process

WAC392-400-310 Appeals - Long-term suspension and expulsion

WAC392-400-315 Appeals- Hearing before school board or disciplinary appeal council - Procedures

WAC392-400-317 Appeals - Discipline and short-term suspension grievances

WAC392-400-320 School board or disciplinary appeal council decisions

Adoption Date: January 2014

**Closed Campus ReLife Program Policy No. 3242**

Students are required to remain on the school grounds from time of arrival until the end of their scheduled school day unless officially excused.

Adoption Date: January 2014

**Students and Telecommunications Devices ReLife Program Policy No. 3245**

Students in possession of telecommunications devices, including, but not limited to, pagers, MP3 players and cellular phones, while on school property or while attending school-sponsored or school-related activities will observe the following conditions:

1. Telecommunication devices will be turned on and operated only before and after the regular school day, unless an emergency situation exists that involves imminent physical danger or a school administrator authorizes the student to use the device. All devices are to be locked in student’s lockers for the duration of the school day;
2. Students will not use telecommunication devices in a manner that poses a threat to academic integrity, disrupts the learning environment or violates the privacy rights of others;
3. Students will not send, share, view or possess pictures, text messages, emails or other material depicting sexually explicit conduct, as defined in RCW 9.68A.011, in electronic or any other form on a cell phone or other electronic device, while the student is on school grounds, at school sponsored events or on school buses or vehicles provided by their home district;
4. When a school official has reasonable suspicion, based on objective and articulable facts, that a student is using a telecommunications device in a manner that violates the law or school rules, the official may confiscate the device, which will only be returned to the student’s parent or legal guardian;
5. By bringing a cell phone or other electronic devices to school or school-sponsored events, the student and their parent/guardian consent to the search of the device when school officials have a reasonable suspicion, based on objective and articulable facts, that such a search will reveal a violation of the law or school rules. The scope of the search will be limited to the violation of which the student is accused. Content or images that violate state or federal laws will be referred to law enforcement;
6. Students are responsible for devices they bring to school. ReLife School will not be responsible for loss, theft or destruction of devices brought onto school property or to school sponsored events;
7. Students will comply with any additional rules developed by the school concerning the appropriate use of telecommunication or other electronic devices; and
8. Students who violate this policy will be subject to disciplinary action.

Adoption Date: January 2014

**Use of Reasonable Force ReLife Program Policy No. 3246**

It is the policy of ReLife School that a safe learning environment is maintained while treating all students with dignity and respect. All students at ReLife School will remain free from the unreasonable use of force.

ReLife School staff may use reasonable force to maintain order or to prevent a student from harming him/herself other students and school staff or property.

Physical force is reasonable when needed to prevent or minimize imminent bodily in­jury or substantial or great bodily harm to self or others. If de-escalation interventions have failed or are inappropriate, reasonable physical force may be used to protect school property.

Use of mechanical restraint or chemical spray is reasonable only under the following conditions and only when used by authorized and trained school staff after de-escalation interventions have failed or are inappropriate:

1. If the student’s behavior poses a threat of imminent bodily injury or substantial or great harm to self or others; or
2. To prevent significant property damage.

Physical force, mechanical restraints, chemical spray or less than lethal devices will not be used as a form of discipline or punishment.

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

ReLife School will annually report to the ReLife School Advisory Board and to the Puget Sound ESD on the use of force. The principal or a designee will develop procedures to implement this policy.

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

Chapter 392-172A WAC Rules for the Provision of Special Education

Chapter 392-400-235 Discipline - Conditions and limitations

Adoption Date: January 2014

# Isolation and Restraint of Students with IEPS and Section 504 Plans ReLife Program Policy No. 3247

It is the policy of the ReLife School Program to maintain a safe learning environment while treating all students with dignity and respect. All students in the ReLife School, including those with an Individualized Education Program (IEP), an Aversive Intervention Plan (AIP) or a plan developed under Section 504 of the Rehabilitation Act of 1973 (Section 504 plan,) will remain free from the unreasonable use of force.

Isolation and restraint of these students will generally be avoided and will not be used as a form of discipline or punishment. PSESD and ReLife recognize, however, that isolation and restraint are necessary at times to preserve the safety of students and school staff. Therefore these actions are authorized under limited circumstances. This policy and its accompanying procedure set forth the statutory definitions and authorized use of isolation, restraint and restraint devices as well as incident review procedures and requirements for reporting and parent/guardian notification.

ReLife will provide parents or guardians of students with an IEP or Section 504 plan a copy of the program’s Isolation and Restraint policy when the IEP or Section 504 plan is created and will include parent/guardian notification procedures in the student’s IEP.

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.155.210 Special Education notification procedures

RCW 28A.600.485 Restraint of students with individualized education programs or plans developed under Section 504 of the Rehabilitation Act of 1973.

RCW 28A.150.300 - Corporal Punishment Prohibited

Chapter 392-172A WAC Rules for the Provision of Special Education

Chapter 392-400-235 Discipline — Conditions and limitations

**Adopted: January 2014**Student Health Relife Program Policy No. 3410

The principal will arrange for health services to be provided to all students. Such services will include but not be limited to:

1. The maintenance of student health records;
2. The development of procedures at each building for the isolation and temporary care of students who become ill during the school day;
3. Consulting services of a qualified health specialist;
4. Vision and hearing screening; and
5. Immunization records and screening.

Cross Reference: ReLife Program Policy 3413 Student Immunization and Life Threatening Health Conditions

ReLife Program Policy 3416 Medication at School

Legal References: RCW 28A.210.300 School physician or school nurse may be employed

RCW 28A.330.100 Additional powers of board

Adoption Date: January 2014

## Automated External Defibrillators (AEDs) ReLife Program Procedure 3412

The purpose of this procedure is to assist ReLife employees who are trained and willing to use an AED in the event such use is necessary. These procedures do not create an obligation to use the AEDs, nor do they create an expectation that trained staff will be present at every event where use of the AED might be beneficial.

If an event occurs requiring use of an AED, trained staff will:

Dial 911 immediately;

Follow Cardio-Pulmonary Resuscitation (CPR) procedures; and

Retrieve and use the AED as training dictates.

### 

### Pre-placement

**Approved Equipment:**

* All AEDs purchased or donated for placement at ReLife must meet the requirements of, and be approved by King County Emergency Medical Services (EMS);
* To the extent possible, the brand of AED used will be the same throughout PSESD facilities to provide consistency in training and operation;
* PSESD will maintain on file a specifications/technical information sheet for each approved AED model purchased or donated to the district; and
* Local EMS will be notified of the existence and location of the AEDs

**Training:**

1. Selected staff will be provided with an initial training course approved by the Washington State Department of Health in the use of AEDs. A copy of the training certificate will be kept in the employee’s personnel file;
2. Upon acquiring the defibrillator, medical direction in using CPR and using the AED will be obtained from a licensed physician;
3. AED use will be included in CPR training programs arranged by PSESD and directed by a licensed physician. The course will include demonstrating proficiency in adult CPR, and the following:
   1. Safe and effective use of the AED device; and
   2. Common troubleshooting techniques for an AED
4. Proficiency re-training for employees certified in AED-CPR skills will be required every two years;
5. Employees receiving training in the use of the AED may include nurses, athletic/activities directors, coaches, facility operations managers, security supervisors, health room assistants and office staff with health room responsibilities. Absent a contractual requirement, training is voluntary;
6. Employees should use the AED only to the extent their training allows; and
7. Employees trained to use an AED will only be held to the standards embodied in the state’s Good Samaritan Legislation (RCW 4.24.300).

### Pre-Event

**Accessibility, availability, security:**

## During school hours, the AED will be housed in a designated location that allows for security and visibility. Ideally, the AED will be placed near a phone. Staff should be able to access the device outside of school hours;

* Outside of school hours, the AED may be moved from its normal location by trained staff in order to support athletic or academic activities. A sign must be left in its place that clearly indicates who has the AED, its exact temporary location and estimated time of return; and
* Community members and individuals using the facility on a contractual basis are not guaranteed access to an AED or AED trained staff.

**Routine maintenance:**

* A schedule for maintaining the AED will be dictated by the product manufacturer and the Washington Department of Health;
* Most AEDs perform periodic self-diagnosis, including a check of battery strength and an evaluation of internal components;
* Steve Lyons at PSESD will be responsible for checking the AED, including monitoring battery and maintenance indicators, and will immediately contact the appropriate staff member if the device needs to be serviced or if supplies are missing or will soon expire; and
* Periodic maintenance of the AED will be documented by dating and initialing a card located in the AED storage cabinet

### Event

* Staff members trained in the use of an AED are volunteers and are not expected to place their own safety in jeopardy in order to aid others. The scene around the victim must be made safe before a rescue is attempted;
* If an event occurs requiring use of an AED, trained staff should first ensure that EMS has been contacted and then proceed as their training in use of the AED dictates; and
* Upon arrival of EMS personnel, ReLife employees will immediately turn responsibility for care of the victim over to EMS.

### Post-Event:

**Event Data**

* Immediately following the incident, the supervising employee (ReLife School Principal) will contact EMS to retrieve data from the AED; and
* The supervising employee (ReLife School Principal) will document the name of the fire/rescue responder and include this information on the district accident form.

**Return of the AED to operational service:**

As soon as possible after the event, a designated staff member (school nurse) will complete a post-event checklist to ensure that the AED is returned to operational condition, including replacement of any single use items.

**Critical event stress debriefing:**

ReLife staff may arrange an informal debriefing for students, staff and/or community members regarding the incident. EMS may also assist in setting up a debriefing.

**Student Immunization and Life-Threatening Health Conditions ReLife Program Policy No. 3413**

### Immunizations

In order to safeguard the school community from the spread of certain communicable diseases and in recognition that prevention is a means of combating the spread of disease, ReLife requires evidence of students having been immunized against diseases as required by the State Board of Health.

### Exemptions from Immunization

ReLife shall allow for exemptions from immunization requirements only as allowed for by RCW 28A.210.090.

### Meningococcal Immunizations Information Distribution

Upon request, ReLife will provide parents and guardians of students in sixth grade and above with information about meningococcal disease. The information will address the characteristics of the disease; where to find additional information about the disease; vaccinations for children; and current recommendations from the Centers for Disease Control and Prevention regarding receiving the vaccine.

### Human Papillomavirus Disease Information

Upon request, ReLife will provide to parents and guardians of sixth through twelfth grade students, information provided by the state Department of Health about human papilloma virus (HPV) disease and its vaccine.

The information will include the causes and symptoms of human papillomavirus, how the disease is spread, and the places where parents and guardians may obtain additional information and vaccinations for their children and current recommendations from the Centers for Disease Control Prevention regarding the vaccine.

### Life-Threatening Health Conditions

Prior to attendance at school, each child with a life-threatening health condition will present a medication or treatment order addressing the condition. A life-threatening health condition means a condition that will put the child in danger of death during the school day. A medication or treatment order providing authority to a registered nurse and nursing plan will be in place. Following submission of the medication or treatment order, a nursing plan will be developed.

Students who have a life-threatening health condition and no medication or treatment order presented to the school will be excluded from school, to the extent that ReLife can do so consistent with federal requirements for students with disabilities under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, and according to the following due process requirements:

1. Written notice to the parents, guardians or persons in loco parentis delivered to the parents in person or by certified mail;
2. Notice of the applicable laws, including a copy of the laws and rules;
3. The order that the student will be excluded from school immediately and until a medication or treatment order is presented;
4. Explain the rights of the parents and student to a hearing, the hearing process and that the exclusion continues until the medication or treatment plan is presented or the hearing officer determines that the student should no longer be excluded from school;
5. If the parents request a hearing, ReLife will schedule one within three school days of receiving the request, unless more time is requested by the parents; and
6. The hearing process will be consistent with the procedures established for disciplinary cases pursuant to WAC 392-400.

The principal will adopt procedures necessary to implement this policy.

Legal References: RCW 28A.210 Health — Screening and requirements

WAC 246-105 Immunization of childcare and school children against certain vaccine-preventable diseases

WAC 392-182 Student — Health records

WAC 392-380 Public school pupils — Immunization requirement and life-threatening health condition

Adoption Date: January 2014

# Infectious Diseases ReLife Program Policy No. 3414

In order to safeguard the school community from the spread of certain communicable diseases, ReLife School willimplement procedures assuring that the school is in compliance with State Board of Health rules and regulations regarding the presence of persons who have or have been exposed to infectious diseases deemed dangerous to the public health. Such procedures will also prescribe the steps that will be taken to remove the danger to others.

ReLife will require that prior to accepting a student at ReLife, a medical history form completed by the parents or guardian is provided. The nurse or school physician may use such reports to advise the parent of the need for further medical attention and to plan for potential health problems in school.

PSESD authorizes the ReLife school principal to exclude a student who has been diagnosed by a physician or is suspected of having an infectious disease in accordance with the regulations within the most current Infectious Disease Control Guide, provided by the State Department of Health and the Office of the Superintendent of Public Instruction. The principal and/or school nurse will report the presence of suspected case or cases of reportable communicable disease to the appropriate local health authority as required by the State Board of Health. Such information concerning a student's present and past health condition will be treated as confidential. The principal will cooperate with the student’s home district and local health officials in the investigation of the source of the disease.

The fact that a student has been tested for a sexually transmitted disease, the test result, any information relating to the diagnosis or treatment of a sexually transmitted disease, and any information regarding drug or alcohol treatment for a student must be kept strictly confidential. If the district has a release, the information may be disclosed pursuant to the restrictions in the release.

ReLife’s school principal or designee has the authority to send an ill child home without the concurrence of the local health officer, but if the disease is reportable, the local health officer must be notified. The local health officer is the primary resource in the identification and control of infectious disease in community and school. The local health officer, in consultation with the ReLife principal and Puget Sound ESD superintendent designee can take whatever action deemed necessary to control or eliminate the spread of disease, including closing a school.

Legal References: Chapter 70.02 RCW - Medical records — health care information access and disclosure

RCW 28A.210.010 - Contagious diseases, limiting contact — Rules

Chapter 246-110 WAC - Contagious diseases --School districts and day care centers

Adoption Date: November 2014

**Accommodating Students with Diabetes ReLife Program Policy No. 3415**

A licensed health care professional is appointed to:

1. Consult and coordinate with the parents or guardians and health care providers of students with diabetes; and
2. Train and supervise the appropriate staff in the care of students with diabetes.

ReLife will develop and follow an individual health plan for each student with diabetes. Each individual health care plan will include an individual emergency plan element. The health plans will be updated annually, and more frequently as needed.

Parents or guardians of students with diabetes may designate an adult to provide care for their student consistent with the student’s individual health care plan. At parent request, school employees may volunteer to be a parent-designated adult under this policy, but they will not be required to participate.

Parent-designated adults who are school employees will file a voluntary, written, current and unexpired letter of intent stating their willingness to be a parent-designated adult. Parent-designated adults who are school employees are required to receive training in caring for students with diabetes from the licensed health care professionalor from a nationally certified diabetes educator.

Parent-designated adults who are not school employees are required to show evidence of comparable training, and meet school requirements for volunteers. Parent-designated adults will receive additional training from a parent-selected health care professional or expert in diabetic care to provide the care requested by the parent. The *school nurse* is not responsible for the supervision of procedures authorized by the parents or guardians and carried out by the parent-designated adult.

In addition to adhering to the requirements of each individual health care plan, for the general care of students with diabetes, ReLife will:

1. Acquire necessary parent requests and instructions for treatment;
2. Acquire monitoring and treatment orders from licensed health care providers prescribing within the scope of their licensed authority;
3. Provide sufficient and secure storage for medical equipment and medication provided by the parent;
4. Permit students with diabetes to perform blood glucose tests, administer insulin, and treat hypoglycemia and hyperglycemia by providing easy access to the necessary supplies, equipment and medication necessary under their individual health care plan. This includes the option for students to carry the necessary supplies, equipment and medication on their person and perform monitoring and treatment functions wherever they are on school grounds or at school-sponsored events;
5. Permit students with diabetes unrestricted access to necessary food and water on schedule and as needed and unrestricted access to bathroom facilities. When food is served at school events, provision will be made for appropriate food to be available to students with diabetes;
6. School meals will not be withheld from any student for disciplinary reasons. Students with diabetes will not miss meals because they are not able to pay for them. The charge for the meal will be billed to the parent or adult student and collected consistent with school policies;
7. Parents or guardians and health care providers of students with diabetes will be provided with a description of their student’s school schedule to facilitate the timing of monitoring, treatment and food consumption; and
8. Each student’s individual health care plan will be distributed to appropriate staff based on the student’s needs and the staff member’s contact with the student.

ReLife, its employees, agents or parent-designated adults who act in good faith and in substantial compliance with a student’s individual health care plan and the instructions of the student’s health care provider will not be criminally or civilly liable for services provided under RCW 28A.210.330.

Legal References: 42 U.S.C. §§ 12101et seq. - Americans with Disabilities Act

RCW 28A.210.330 - Students with diabetes -- Individual health plans -- Designation of professional to consult and coordinate with parents and health care provider -- Training and supervision of school personnel

Adoption Date: January 2014

**Medication at School ReLife Program Policy No. 3416**

Under normal circumstances prescribed and over-the-counter medication should be dispensed before and/or after school hours under supervision of the parent or guardian. If a student must receive prescribed or over-the-counteroral or topical medication, eye drops or ear drops (“medications”) from an authorized staff member, the parent or guardian must submit a written authorization accompanied by a written request from a licensed health professional prescribing within the scope of his or her prescriptive authority. Oral medications are administered by mouth either by swallowing or by inhaling, including through a mask that covers the mouth or mouth and nose. If the medication will be administered for more than fifteen consecutive days, the health professional must also provide written,

ReLife will establish procedures for:

1. Delegating, training and supervision of staff members in the administration of prescribed or non-prescribed medication to students by a physician or registered nurse;
2. Designating staff members who may administer prescribed or non-prescribed medication to students;
3. Obtaining signed and dated parental and health professional requests for the dispensing of prescribed or non-prescribed medications, including instructions from the health professional if the medication is to be given for more than fifteen (15) days;
4. Storing prescribed or non-prescribed medication in a locked or limited access facility;
5. Maintaining records pertaining to the administration of prescribed or non-prescribed medication; and
6. Permitting, under limited circumstances, students to carry and self-administer medications necessary to their attendance at school.

Nasal inhalers, suppositories and non-emergency injections may not be administered by school staff other than registered nurses and licensed practical nurses. No medication will be administered by injection except when a student is susceptible to a predetermined, life-endangering situation. In such an instance, the parent or guardian will submit a written and signed permission statement. Such an authorization will be supported by signed and dated written orders accompanied by supporting directions from a licensed health professional. A staff member will be trained prior to injecting a medication.

If ReLife School decides to discontinue administering a student’s medication, ReLife School must provide notice to the student’s parent or guardian orally and in writing prior to the discontinuance. There must be a valid reason for the discontinuance that does not compromise the health of the student or violate legal protections for the disabled.

Legal References:

RCW 28A.210.260 Public and Private Schools —Administration of Oral Medication by —Conditions

RCW 28A.210.270 Public and Private Schools —Administration of Oral Medication by — Immunity

from Liability—Discontinuance, Procedure

Adoption Date: January 2014

Emergency Treatment ReLife Program Policy No. 3418

ReLife recognizes that the school is responsible for providing first aid or emergency treatment in case of sudden illness or injury to a student, but that further medical attention is the responsibility of the parent or guardian.

When a student is injured it is the responsibility of staff to see that immediate care and attention is given the injured party until relieved by a superior, a nurse or a doctor. Word of the accident should be sent to the principal's office and to the nurse. The principal or designated staff should immediately contact the parent so that the parent can arrange for care or treatment of the injured.

In the event that the parent or emergency contact cannot be reached and in the judgment of the principal or person in charge immediate medical attention is required, the injured student may be taken directly to the hospital and treated by the physician on call. However, an injured or ill student should only be moved if a first aid provider has determined that it is safe to do so, or that it is safe to transport the student in a private vehicle. Students with head or neck injuries should only be moved or transported by emergency medical technicians. When the parent is located, he/she may then choose to continue the treatment or make other arrangements.

PSESD and ReLife School are not qualified under law to comply with directives to physicians to limit medical treatment and will not accept such directives.

**Adoption Date: November 2014**

**Self-Administration of Asthmas and Anaphylaxis Medications ReLife Program Policy No. 3419**

Asthma is an inflammatory disease of the respiratory tract. Anaphylaxis is a life-threatening allergic reaction that may involve systems of the entire body. Anaphylaxis is a medical emergency that requires immediate medical treatment and follow-up care by an allergist/immunologist.

It is the policy of ReLife School that students with asthma or anaphylaxis are afforded the opportunity to self-administer prescribed medications under the supervision of trained staff in the school office. The student’s parent or guardian will submit a written request and other documentation required by the school. The student’s prescribing health care provider must provide a written treatment plan.

The student must demonstrate to the school’s professional registered nurse that the student is competent to possess and self-administer prescribed medications during school and at school sponsored events.

ReLife School will establish procedures that implement this policy and follow emergency rescue procedures outlined in the most recent edition of *AMES:* *Asthma Management in Educational Settings*, in cases of suspected asthma and the emergency rescue procedures outlined in the Office of the Superintendent of Public Instruction’s *Guidelines for the Care of Students with Anaphylaxis (2009)* in cases of suspected anaphylaxis.

Legal References: 42 U.S.C. 280 Public Health Service Act

42 U.S.C. 12212 Section 512 Americans with Disabilities Act of 1990

34 CFR Part 104 Section 504 of Rehabilitation Act of 1973

RCW 28A.210.370 Students with Asthma

RCW 28A.210.380 Anaphylaxis-Policy guidelines-Procedures-Reports

Adoption Date: January 2014

**Anaphylaxis Prevention and Response ReLife Program Policy No. 3420**

Anaphylaxis is a life-threatening allergic reaction that may involve systems of the entire body. Anaphylaxis is a medical emergency that requires immediate medical treatment and follow-up care by an allergist/immunologist.

ReLife school administrators, teachers and support staff are to be informed and aware of life threatening allergic reactions (anaphylaxis) and how to deal with the resulting medical emergencies. For students, some common life threatening allergens are peanuts, tree nuts, fish, bee or other insect stings, latex and some medications. Affected students require planned care and support during the school day and during school-sponsored activities.

Parents or guardians are responsible for informing the school about their student’s potential risk for anaphylaxis and for ensuring the provision of ongoing health information and necessary medical supplies. ReLife School will take reasonable measures to avoid allergens for affected students. ReLife School will also train all staff annually in the awareness of anaphylaxis and prepare them to respond to emergencies. Additionally, student specific training will be provided for appropriate personnel.

Even with ReLife School’s best efforts, staff and parents/guardians need to be aware that it is not possible to achieve a completely allergen-free environment. However, ReLife School will take precautions to reduce the risk of a student having an anaphylactic reaction by developing strategies to minimize the presence of allergens in schools.

Legal References: RCW 28A.210.383 - Anaphylaxis – Policy Guidelines – Procedures – Report

WAC 392-380 - Life-Threatening Health Condition

Adoption Date: January 2014

**Child Abuse, Neglect and Exploitation Prevention ReLife Program Policy No. 3421**

Child abuse, neglect and exploitation are violations of children's human rights and an obstacle to their educational development. ReLife School directs that staff will be alert for any evidence of such abuse, neglect or exploitation. For purposes of this policy, “child abuse, neglect or exploitation” will mean:

1. Inflicting physical injury on a child by other than accidental means, causing death, disfigurement, skin bruising, impairment of physical or emotional health, or loss or impairment of any bodily function;
2. Creating a substantial risk of physical harm to a child’s bodily functioning;
3. Committing or allowing to be committed any sexual offense against a child as defined in the criminal code, or intentionally touching, either directly or through the clothing, the genitals, anus or breasts of a child for other than hygiene, child care or health care purposes;
4. Committing acts, which are cruel or inhumane regardless of observable injury. Such acts may include, but are not limited to, instances of extreme discipline demonstrating a disregard of a child’s pain or mental suffering;
5. Assaulting or criminally mistreating a child as defined by the criminal code;
6. Failing to provide food, shelter, clothing, supervision or health care necessary to a child’s health or safety;
7. Engaging in actions or omissions resulting in injury to, or creating a substantial risk to the physical or mental health or development of a child; or
8. Failing to take reasonable steps to prevent the occurrence of the preceding actions.

Child abuse can include abuse by another minor and so may be included in incidents of student misconduct.

When feasible, ReLife School will provide community education programs for prospective parents, foster parents and adoptive parents on parenting skills and on the problems of child abuse and methods to avoid child abuse situations. ReLife School will also encourage staff to participate in in-service programs that deal with the issues surrounding child abuse.

ReLife School will develop reporting procedures, including sample indicators of abuse and neglect, and will disseminate the procedures to all staff. The purpose is to identify and report as soon as possible to the proper authorities all evidence of child abuse or neglect. Staff will receive training regarding reporting obligations during their initial orientation and every three years after initial employment.

All staff are legally responsible for reporting all suspected cases of child abuse and neglect. A school employee who has knowledge or reasonable cause to believe that a student has been a victim of physical abuse or sexual misconduct will report such abuse or misconduct to a certificated staff member, the school’s mental health therapist and to a school administrator. The certificated staff member, the mental health therapist or administrator will report to the proper law enforcement agency if he or she has reasonable cause to believe that the misconduct or abuse has occurred as required under RCW 26.44.030. Under state law staff are free from liability for reporting instances of abuse or neglect and professional staff are criminally liable for failure to do so.

Staff need not verify that a child has in fact been abused or neglected. Any conditions or information that may reasonably be related to abuse or neglect should be reported. Legal authorities have the responsibility for investigating each case and taking such action as is appropriate under the circumstances.

Legal References:

RCW13.34.300 Relevance of failure to cause juvenile to attend school as evidence to neglect

petition

RCW26.44.020 Child abuse — Definitions

RCW26.44.030 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

RCW28A.320.160 Alleged sexual misconduct by school employee — Parental notification —

Information on public records act

RCW28A.400.317 Physical abuse or sexual misconduct by school employees — Duty to Report —

Training

RCW28A.620.010 Community education provisions — Purposes

RCW28A.620.020 Community education provisions — Restrictions Classes on parenting skills and

child abuse prevention encouraged

43.43.830 Background checks — Access to children or vulnerable persons

WAC388-15-009 What is child abuse or neglect?

AGO 1987, No. 9 Children — Child Abuse — Reporting by School Officials — Alleged Abuse by

Student

Adoption Date: January 2014

**Emergencies ReLife Program Policy No. 3432**

**Drills:**

1. Fire Drills

Students will receive instruction so that in case of fire or sudden emergency they will be able to leave their particular building in the shortest time possible, or take such other steps as the particular emergency demands, and without confusion or panic. Fire drills will be held six times each year.

1. Lockdowns

Students will receive instruction so that in the event of the breach of security of a school building or campus; staff, students and visitors will be able to take positions in secure enclosures. A lockdown drill will be held at least once each school year.

**Evacuations**

Students will receive instruction so that in the event the school needs to be evacuated, they will be able to leave the building in the shortest time possible and take the safest route possible to another school or facility.

**Shelter-in-Place**

Students will receive instruction so that in the case of a hazardous vapor release that doesn’t allow time to evacuate the campus, they will be able to remain inside, and take the steps necessary to eliminate or minimize the health and safety hazard. A shelter-in-place drill will be held at least once each school year.

Annually, at least one drill will be conducted using the school mapping system.

**Earthquakes**

ReLife School recognizes the importance of protecting staff, students and facilities in the event of an earthquake. Facilities will be designed and maintained in a manner that recognizes the potential danger from such an occurrence. Likewise, staff must be prepared to take necessary action to protect students and staff from harm.

ReLife School will establish guidelines and action taken by building principals should an earthquake occur while school is in session.

ReLife School will establish procedures for action in the event that any threat is received toward the school by telephone, letter, orally or by other means.

**Emergency School Closure or Evacuation**

When weather conditions or other circumstances make it unsafe to operate schools the principal is directed to determine whether schools should be started late, closed for the day or transportation will be provided only on emergency routes. Those decisions will be communicated through community media resources pursuant to a plan developed by the principal or designee.

**Pandemic/Epidemic**

ReLife School recognizes that a pandemic outbreak is a serious threat that could affect students, staff and the community. The Principal will serve as a liaison between the school and local health officials. The liaison, in consultation with local health officials, will ensure that a pandemic/epidemic plan exists and establish procedures to provide for staff and student safety during such an emergency.

When an emergency within ReLife School or its surrounding area necessitates evacuation and/or total or partial closure, staff will be responsible for aiding in the safe evacuation of the students within the school or its surrounding area.

The principal will establish procedures for the emergency closure of a building or department.

Legal References:

RCW19.27.110 International Fire Code — Administration and Enforcement by Counties, other

political subdivisions and municipal counties

RCW28A.320.125 Safe school plans — Requirements — Duties of school

districts, schools, and educational service districts — Reports — Drills — Rules

Adoption Date: January 2014

# Confidential Communications ReLife Program Policy No. 4020

ReLife 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:

1. Information contained in the student's cumulative record folder is confidential and is only accessible through the custodian of student records. Information secured through the authorization of the record’s custodian will remain confidential and will be used only for the purpose for which access was granted.
2. While certain professionals may have a unique confidential relationship (e.g. attorney-client privileged communications and licensed psychologists), school staff members including counselors do not possess a confidentiality privilege.
3. 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).
4. 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.
5. If school 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).
6. 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.

Legal References: RCW 26.44.030(12) Reports — Duty and authority to make — Duty of receiving agency

Adoption Date: January 2014

**Staff Evaluation ReLife Program Policy No. 5240**

Puget Sound Educational Service District (PSESD) recognizes that performance management is a continuous process conducted throughout the year, with a formal evaluation conducted annually. Providing timely and candid feedback that supports the employee’s professional development is an investment in the employee’s career and the agency’s future. The purposes of staff evaluation are:

1. To encourage management that is based on the PSESD mission and Principles that Guide Our Culture;

2. To encourage collaboration and open communication between supervisors and employees in the planning and accomplishment of their work;

3. To assure the consideration of a diversity of factors relating to improvement of employee performance, by both employees and supervisors;

4. To assure the appraisal of employee performance is based on the employee's job description and goals and objectives set annually;

6. To provide documentation of employee performance for inclusion in the employee's permanent personnel records; and

7. To encourage the development of a professional growth plan.

Performance and professional development goals shall be established annually. Annual written evaluations of the performance of all regular PSESD employees will be conducted. All new staff members will receive an initial evaluation within the first 90- calendar days of employment.

Both employee and supervisor involved in the evaluation conference shall sign the written evaluation, retain a copy for their respective records, and forward the original to Human Resources & Organizational Development for retention in the employee’s personnel file. Employees are encouraged to include a written response with their evaluation.

Employees working year-round shall have his/her evaluation completed by September 30 of the current fiscal year. School-schedule employees shall have her/his evaluations completed by June 30 of the current fiscal year.

Should circumstances arise (e.g. long term absence of either the employee or supervisor, etc.) that may prevent a supervisor from completing the evaluation according to the established schedule, the supervisor shall notify his/her executive administrator to establish an alternative timeline.

**Implementation Schedule for Evaluation of Certificated Classroom Teachers, Certificated Principals and Assistant Principals**

By September 1, 2014, pursuant to state law implementing the Professional Growth and Evaluation System, PSESD will adopt a schedule for implementation of the revised evaluation systems that transitions a portion of certificated classroom teachers, principals and assistant principals in PSESD programs to the revised evaluation systems each year beginning no later than the 2014-15 school year, until all classroom teachers and principals are being evaluated under the revised evaluation systems no later than the 2015-16 school year. By the end of the 2016-2017 school year, all certificated classroom teachers on a continuing contract will complete a comprehensive evaluation.

The evaluation system will use the minimum criteria developed by the Superintendent of Public Instruction. The four-level rating system will describe the performance of certificated classroom teachers, certificated principals and assistant principals along a continuum that indicates the extent to which evaluative criteria have been met or exceeded. Student growth data, defined as the change in student achievement between two points in time, must be a substantial factor in the evaluation process for three of the criteria and must be based on multiple measures, including classroom, school and state-based tools.

Beginning with the 2015-16 school year, evaluation results for certificated classroom teachers, certificated principals and assistant principals must be used as one of multiple factors in making human resource and personnel decisions. Human resource decisions include but are not limited to: employee assignment, including the consideration of an agreement to an assignment by an appropriate teacher, principal and superintendent and reduction in force.

**Certificated Classroom Teachers**

“Certificated classroom teacher” means an employee who provides academically focused instruction to students and holds one or more of the certificates pursuant to WAC 181-79A-140(1) through (3) and (6)(a) through (e) and (g).

The performance of certificated classroom teachers will be observed twice a year, for a total observation time of not less than sixty (60) minutes. New staff will be observed for the purpose of evaluation at least once for a total observation time of not less than thirty (30) minutes within ninety (90) calendar days after employment. These new staff remain on a probational status for a period of six months after their first day of employment.

All certificated classroom teachers will receive a comprehensive summative evaluation at least once every four years. A comprehensive summative evaluation assesses all eight evaluation criteria and all criteria contribute to the comprehensive summative evaluation performance rating. A certificated classroom teacher with four years of satisfactory evaluations in the district will be transitioned into the revised evaluation system using a focused evaluation, and will then be evaluated on the four year cycle for comprehensive evaluation.

In the years when a comprehensive summative evaluation is not required, certificated classroom teachers who received a comprehensive summative evaluation performance rating of Level 3 or 4 in the previous school year will receive a focused evaluation. A focused evaluation includes an assessment of one of the eight criteria selected for a performance rating plus professional growth activities specifically linked to the selected criteria.

A certificated classroom teacher whose performance does not meet minimum requirements of the new or existing RCW, whichever is applicable to that staff member, will be notified in writing of the specific deficiencies and afforded a reasonable plan for improvement.

Certificated Principals and Assistant Principals

“Certificated principal,” “principal,” and “assistant principal,” mean an employee who supervises the operation and management of a PSESD program or school as provided by RCW 28A.400.100 and holds certificates pursuant to WAC 181-79A-140(4)(a) or (6)(h). Due to the importance of instructional leadership and assuring rater agreement among evaluators who evaluate teacher performance, comprehensive summative evaluation of a principal of a PSESD program or schools will be conducted on an annual basis.

A comprehensive summative evaluation assesses all eight evaluation criteria and all criteria contribute to the comprehensive summative evaluation performance rating. The following will receive an annual comprehensive summative evaluation: 1) principals in the first three consecutive school years of employment as a principal, 2) principals previously employed as a principal by another school district in the state of Washington for three or more consecutive school years and in the first full year as a principal in the school district and 3) any principal who received a comprehensive summative evaluation performance rating of Level 1 or Level 2 in the previous school year.

A principal whose performance does not meet minimum requirements will be notified in writing of the specific deficiencies and afforded a reasonable plan for improvement.

**Certificated Support Personnel**

“Certificated support personnel” and “certificated support person” mean a certificated employee who provides services to students and holds one or more of the education staff associate (ESA) certificates pursuant to WAC 181-79A-140(5). ESA certification includes: school speech pathologists or audiologists, school counselors, school nurses, school occupational therapists, school physical therapists, school psychologists, and school social workers.

Certificated support personnel are considered non-classroom teachers for purposes of the Professional Growth and Evaluation System, and are not subject to the four-level rating system.

The Superintendent will establish a revised evaluation process using the minimum criteria for certificated support personnel developed by the Superintendent of Public Instruction: (a) knowledge and scholarship in a specialized field, (b) specialized skills, (c) management of special and technical environment, (d) the support person as a professional, and (e) involvement in assisting students, parents and educational personnel.

**Other Administrative Staff**

The performance of administrative staff other than certificated principals and assistant principals as referenced in the section above will be evaluated at least once per year.

Classified Staff

The performance of classified staff will be evaluated at least once per year. Except as otherwise developed in accordance with the duty to bargain in chapter 41.56 RCW, the evaluative criteria for classified staff will be based upon the job description of the specific assignment.

Adopted: November 1980  
Revised: July 1986

Revised: January 2014

Previous Policy: #4300

Relevant PSESD Board Governance Policies: EL 4, Treatment of Staff

EL 6, Staff Evaluation

Cross References: Operating Policy No. 5300

Legal References: RCW 28A.310.010

RCW 28A.310.180

RCW 28A.310.200 and RCW 28A.310.220

RCW 28A.310.250 and RCW 28A.310.260

RCW 28A.400.100, RCW 28A.405.100 and RCW 28A.405.110 RCW 28A.405.120 and RCW 28A.405.130

WAC 181-79A-140

WAC 392-191-010, WAC 392-191-020

WAC 392-191-035 and WAC 392-191-045

**Blood Borne Pathogens ReLife Program Policy No. 6512**

The ReLife School adheres to the Washington Industrial Safety and Health Act (WISHA) chapter 296-62-08001 and 08050 and to Chapter 392-198 WAC. The policy includes all the components of these requirements, which are:

* Exposure control plan
* Methods of compliance
* Optional hepatitis B vaccination
* Post-exposure
* Evaluation and follow-up
* Hazard communication, information and training
* Record keeping
* Confidentiality

The Blood Borne Pathogens policy and procedure will be reviewed annually by the Principal and School Nurse and updated as needed.

**Exposure Control Plan**

ReLife School staff may be “reasonably anticipated” to come into contact with human blood or other Potentially Infectious Materials (PIM) when responding to a first aid situation at the school. Any person believed to have had a possible exposure to blood or another PIM must have the situation evaluated by a health care provider as soon as possible but within 4 - 8 hours of the possible exposure incident.

**Methods of Compliance**

Universal precautions (treating all body fluids/materials as if they are infectious) will be maintained in all situations where there is the possibility of contamination with blood or other PIM.

**Hepatitis B Vaccination**

The hepatitis B vaccine is available for staff who are considered to be at risk of exposure to PIM at no cost. The employed staff member must be offered the hepatitis B vaccination series within 10 working days of employment. An employee has the right to refuse the hepatitis B vaccination series.

Employees who decline the vaccination series must sign a declination form that the employer will keep on file. The employee who has declined the vaccination series may request and obtain the vaccination at a later date and at no cost, if he/she continues to be exposed. A staff person or volunteer who has had a possible exposure as a result of performing a first aid procedure as a collateral duty may receive the hepatitis B vaccination series if it is recommended by a medical provider as a result of the exposure. This will be at no cost to the employee.

Employees who do not need the hepatitis B vaccine are employees who have previously received the complete hepatitis B vaccination series, employees whose antibody testing reveals that the employee is immune, or an employee who has medical reasons that prevent taking the vaccines.

**Post Exposure Evaluation and Follow Up**

If a staff person thinks s/he may have had an exposure incident s/he is entitled to a post exposure evaluation by a qualified medical person. This may be his/her own medical provider or a health department infectious disease specialist who is qualified to make this determination. This evaluation needs to be completed within 4 - 8 hours of the possible exposure.

If the post exposure evaluation recommends that the employee receive immune serum globulin (ISG) and/or the hepatitis B vaccination series, this will be provided at no cost to the employee. The staff person will be responsible to follow the recommendations and schedule as determined by the evaluation. The incident will be reported to the PSESD Health Coordinator and the Communicable Disease Department at the local health department within 24 hours. Within 15 days after evaluation, the exposed employee must provide the employer with documentation from the healthcare provider that a vaccine was indicated and whether it has been received.

**Hazard Communication**

All containers that may contain any PIM must have a biohazard-warning label.

**Training**

All employees considered to be at risk to blood or potentially infectious materials will participate in a training program that is to be arranged or provided by the employer within 90 days of employment. This training will occur during working hours and at no cost to the employee. Refresher training will be provided annually thereafter. Employees who have received appropriate training within the past year need only receive additional training in items not previously covered.

**Record Keeping**

The employer will preserve and maintain for each employee an accurate record of occupational exposure for the duration of employment plus 30 years according to OSHA’s rule (WAC 296-62-052). This record will be confidential.

**Confidentiality**

The employer will ensure that all employee records required by this regulation will be kept

# confidential. They will not be disclosed or reported without the employee’s expressed written consent to any person within or outside the work place, except as required by regulation or law.

**Nutrition and Physical Fitness ReLife Program Policy No. 6700**

ReLife School recognizes that childhood obesity has reached epidemic levels in Washington and throughout the country. Overweight children are at a higher risk for developing severe long-term health problems, and overweight children are affected by discrimination, psychological stress, and low self-esteem. However, research indicates that obesity and subsequent diseases are largely preventable through diet and regular physical activity. Research also indicates that becoming physically active and maintaining a regular physical activity program significantly reduces the risk of some obesity and some cancers, diabetes and other chronic diseases.

Children who eat well-balanced meals and are healthy are more likely to learn in the classroom. ReLife School supports increased emphasis on nutrition as well as physical activity at all grade levels to enhance the well being of ReLife School’s youth. Therefore, it is the policy of ReLife School to:

1. Provide students access to nutritious food;
2. Provide opportunities for physical activity and developmentally appropriate exercise; and
3. Provide accurate information related to these topics.

The principal will develop and implement a comprehensive nutrition program consistent with state and federal requirements of the National School Lunch Program and the School Breakfast Program.

Nutrition, health and fitness topics will be integrated within the sequential, comprehensive health education curriculum taught at every grade level, kindergarten through grade 12, and coordinated with the ReLife School’s nutrition and food services operation.

ReLife School will take a proactive effort to encourage students to make nutritious food choices. The principal will ensure that:

1. A variety of healthy food choices are available whenever food is served on ReLife School property or at ReLife School-sponsored events;
2. Schools will regulate the sale or serving of foods or snacks high in fat, sodium or added sugars; and
3. Nutritious meals served by the school nutrition and food services operation complies with state and federal law.

## Nutrition

### Nutrition Standards

The ReLife School will provide school breakfasts and lunches that meet the nutritional standards required by state and federal school breakfast and lunch programs. Meals served in school before the end of the last lunch period willconform to the U.S. Dietary Guidelines for Americans**.**

*Note: Although the following language is* not *required, the ReLife School is required to establish nutrition guidelines for all foods.*

The principal will establish rules for the sale of food during the school day to encourage the eating of nutritious breakfasts and lunches.Foods and beverages of minimal nutritional value, as defined by the U.S. Department of Agriculture, will not be sold or served on school premises until 30 minutes after the end of the last lunch period.

Any food sales of an occasional nature must have the prior approval of the principal. Vending machines will be limited to only those that dispense items that are nutritionally healthful. No food or drink items will be offered in vending machines unless the principal has approved them.

### Food Services Program

The ReLife School supports the philosophy of the National School Lunch and Breakfast programs and will provide wholesome and nutritious meals for children attending ReLife School. PSESD authorizes the principal to administer the food services program, provided that any decision to enter into a contract with a private food service agency will require the approval of PSESD. Expenditures for food supplies shall not exceed the estimated revenues.

### Free And Reduced-Price Food Services

The ReLife School will provide free and reduced-price breakfasts**,** lunches and milk to students according to the terms of the National School Lunch and Breakfast programs and the laws and rules of the state. ReLife School will inform parents of the eligibility standards for free or reduced price meals. Reasonable efforts shall be made to protect the identity of students receiving such meals. A parent has the right to appeal any decision with respect to his/her application for free or reduced-price food services to the principal.

ReLife School may provide free, nutritious meals to all children on test days, including students who do not qualify for free or reduced priced federal school meal benefits, however, ReLife School is responsible for the cost of providing meals to students who are ineligible for free and reduced priced meals.

### Surplus Commodities

The ReLife School will use food commodities made available under the Federal Food Commodity Program for school menus.

## Physical Education

### Health and Fitness Curriculum

The principal shall adopt and implement a comprehensive health and fitness curriculum consistent with state requirements. The curriculum will provide opportunities for developmentally appropriate instruction for grades K-12; designed, monitored and evaluated by certificated teachers. Evaluation procedures will utilize classroom-based assessments or other strategies.

Suitable adapted physical education will be included as part of individual education plans for students with chronic health problems, other disabling conditions, or other special needs that preclude such student’s participation in regular physical education instruction or activities.

In addition to required physical education, students at the elementary level should have the opportunity to participate in daily recess and physical activity. ReLife School will provide daily recess period(s) for elementary school students, featuring time for unstructured but supervised active play. ReLife School is encouraged to provide adequate co-curricular physical activity programs, including fully inclusive intramural programs and physical activity clubs; and to promote the use of school facilities for physical activity programs offered by the school and/or community-based organizations outside of school hours.

Legal References: RCW 28A.230.040 Physical Education – Grades 1-8

RCW 28A.230.050 Physical Education in High Schools

RCW 28A.235.120 Meal Programs, Establishment and Operation, Personnel Agreements

RCW 28A.235.130 Milk for children at school expense

RCW 28A.623.020 Nonprofit program for elderly — Authorized — Restrictions

69.04 Intrastate Commerce in Food, Drugs and Cosmetics

69.06.010 Food and beverage service worker’s permit — Filing, duration — Minimum training requirements

69.06.020 Permit exclusive and valid throughout state — Fee

69.06.030 Diseased persons — May not work — Employer may not hire

69.06.050 Permit to be secured within fourteen days from time of employment.

69.06.070 Limited duty permit

WAC 392-410-135 Physical Education – Grade school and high school requirement.

WAC 392-410-136 Physical Education Requirement-Excuse

7 CFR, Parts 210 and 220

Adoption Date: January 2014