



Electronic Resources **2022**

The Sumner School District Board of Directors recognizes that an effective public education system develops students who are globally aware, civically engaged, and capable of managing their lives and careers. The Board also believes that students need to be proficient users of information, media, and technology to succeed in a digital world.

Therefore, the Sumner School District will use electronic resources as a powerful and compelling means for students to learn core subjects and applied skills in relevant and rigorous ways. It is the district’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. The district’s technology will enable educators 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.

The Board directs the Superintendent or designee to create strong electronic educational systems that support innovative teaching and learning, to provide appropriate staff development opportunities and to develop procedures to support this policy.

3/09 Replaced Policy 2315 Acceptable Use of Technology

Online Learning **2024**

The Sumner School District Board of Directors supports a variety of learning options, including online courses and programs, which are critical for 21st Century learners. The Board recognizes online learning environments provide students with unique opportunities to become self-disciplined learners with life-long learning skills. Further, the Board understands that learning provides opportunities for students to access curriculum and specialized courses in a flexible learning environment that might not otherwise be available.

The Board supports a range of online learning opportunities that are equally accessible to all students in the school district. The Superintendent or designee will develop procedures to implement this policy.

Cross References:

- | | | |
|--------------|------|-------------------------|
| Board Policy | 2022 | Electronic Resources |
| | 3220 | Graduation Requirements |

Legal References:

- | | |
|-------------|--|
| RCW 28A.225 | Compulsory School Attendance and Admission |
| RCW 28A.250 | Online Learning |

5/26/10 Adopted

Religion **2120**

In recognition of the constitutional rights of students to the free exercise of religion and to have their schools free from sectarian control or influence, the district shall neither promote nor disparage religion nor interfere with the free exercise of religion.

Curriculum **2140**

It shall be the responsibility of the professional staff under the leadership of the superintendent, to develop the curriculum for all levels of the Sumner Public Schools. The curriculum shall be evaluated constantly with the objective of providing the best possible educational experiences for the pupils.



Instructional in Basic Skills and Work Skills

2141

In order to assure compliance with the basic skills, work skills, and course requirements of WAC 180-16-200, the Superintendent shall implement procedures for verifying compliance at the outset of each school year as well as monitoring continuing compliance throughout the year. The procedure shall provide for:

- 1) Examining the proposed schedule and course offerings available to secondary students prior to each semester for compliance with the State requirements.
- 2) Reviewing any subsequent changes to the schedule of secondary course offerings to assure continued compliance.
- 3) Reviewing any subsequent courses after beginning of each semester to verify compliance.
- 4) Reviewing the elementary curriculum and hours of attendance annually to assure its continued compliance with State requirements.
- 5) Maintaining a record of the schedule of secondary course offerings for each semester and the schedule of hours of instruction offered to elementary and secondary students which will verify the compliance.

Policy

Controversial Issues

2144

Many acute and pressing political, social, economic and moral problems confront our society. These issues, arising out of inevitable and continuing social changes within our society, are often controversial in nature. The democratic solution of such unsolved questions is the business of citizens, the training of whom is accepted as a major purpose of our schools. Democratic solution is the result of open-minded discussion, the gathering of pertinent facts in an atmosphere of freedom from tension and prejudice, and the analysis and evaluation of proposals put forth. A controversial issue is defined as any current problem or subject which has publicly opposing viewpoints in our society or school.

The Board of Education directs the superintendent of schools to issue such regulations as are necessary to provide for the study of controversial issues.

Entire Section Revised (2/10/93)

Extra Curricular Activities

2145

The Board approves extra-curricular activities which supplement the regular curriculum and broaden the experience of students.

Extra Curricular GPA Standards in the Sumner Secondary Schools 2147

The Sumner School District supports and acknowledges the value of extra-curricular activities and believes these activities work hand in hand with the basic educational program to ensure a total quality education for students. Student success is best achieved when a cooperative effort involving students, parents and school staff exists.

To ensure that extra-curricular participation supports student progress, an individual student must achieve and maintain a minimum of a 2.0 GPA (C) in order to participate in an extra-curricular activity.



Program Evaluation

2150

The district will use a variety of evaluation techniques to:

1. Determine how well the instructional programs are doing;
2. Measure the progress of individual students on student learning objectives;
3. Diagnose the needs of individual students who are having problems academically and/or socially; and
4. Identify gifted and talented students who are in need of specialized programs.

Parents who wish to examine any tests, questionnaires, or examinations used by the district may do so by contacting the director of testing. Written parental permission is necessary before giving an individual intelligence test or a diagnostic personality test in addition, written parental permission is required before any questionnaire, test or other evaluation device containing any questions about: (1) a student's or family's beliefs or practices, and (2) morality and religion is given. The director of testing shall prepare an annual report summarizing all of the activities in the area of evaluation. The superintendent shall annually review evaluation procedures and processes to determine if the purposes of the valuation program are being accomplished.

Legal Reference: WAC 180.52.020/030/035

Entire Section Revised (2/10/93)

Policy

Instructional and Activities Related Field Trips

2153

The Sumner School District Board of Directors recognizes the instructional value of certain instructional and activities-related field trips that provide educational opportunities which cannot usually be made available within the classroom or at the regular school site. Instructional field trips are defined as those planned activities away from the school which are directly relevant to instructional goals and objectives. Activity trips are those taken away from the school site and necessary for the implementation of the extra-curricular activities program.

The Board delegates to the office of the superintendent, the authority to approve instructional and activities related field trips subject to the following guidelines:

1. Appropriate regulations shall be developed to ensure the proper planning, implementation and evaluation of any trips taken.
2. Student safety must be considered at all times.
3. Trips must be directly relevant to district-adopted or established instructional or activities programs or educationally valid opportunities.
4. Equivalent local resources shall be used before the trips are authorized outside the district.
5. Any loss of time from the regular student program shall be carefully weighed against the merits of the trip to be taken.
6. Economics of time, funding, staff and other resources must be considered.
7. All out-of-state trips shall require Board approval, except trips to the Portland area.



Extended Field Trips

2155

An extended field trip shall be defined as a multi-day venture taking place either in-state or out-of-state and organized as part of or complimentary to the regular academic program.

Performances by activity or competition for athletic and other school sanctioned activities or organizations shall not be covered by this policy.

All extended field trips shall have Board approval. Presentations regarding extended field trips shall not be made to the Board without approval of the appropriate building principal and the superintendent of schools.

All extended field trip proposals shall be formulated and initially reviewed at the individual school building level, according to procedures developed within the building.

Section Revised (2/10/93)

Policy

Transitional Bilingual Education

2158

When a student registers at a school, and there is reason to believe that the student cannot speak English or has limited English speaking ability, the student shall be referred for evaluation. A staff member will then be assigned to evaluate the student's ability to speak English. If the evaluation shows that the student has limited English-speaking skills, a program incorporating transitional bilingual instruction will be undertaken.

Each limited English-speaking student shall be reassessed with a standardized reading and language arts test each year to determine if he/she is eligible to receive transitional bilingual instruction. Any student who scores above the 35th percentile will be exited from the program.

In those cases in which the use of instruction in the student's primary language and English as the second language is not feasible, transitional bilingual instruction may be limited to English as the main language instruction. Legal Reference: ROW 28A.180.010/080

Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973

2159

Students who are eligible for services under Section 504 shall be identified, even if they are eligible for services under the Individuals with Disabilities Act (IDEA).

Section 504 defines qualified disabled persons as those between the ages of 3 to 21 years who have physical or mental impairments which substantially limit one or more major life activities.

Appropriate services for eligible students shall be provided by the District in compliance with the federal policies relating to the education of students with disabilities under Section 504 of the Rehabilitation act of 1973.

10/23/96 (Adopted)



Special Education and Related Services For Eligible Students

2160

The district recognizes that students whose disabilities adversely impact educational performance and who require specially designed instruction have potential for improving educational performance when they receive special education and related services tailored to fit their needs.

Each eligible special education student in the district will be afforded a full education opportunity. This goal will be met consistent with the state's goals through ensuring the provision of a free appropriate public education, complying with state and local procedures, and improving performance goal indicators.

The district shall comply with state and federal requirements for special education. The district superintendent shall develop procedures consistent with state and federal laws and rules to implement the following:

- Free appropriate public education
- Confidentiality of personally identifiable information
- Participation of student in statewide and local assessments
- Identification, evaluation, eligibility and reevaluation
- Development of individualized education program (IEP)
- Participation in general education as appropriate
- Placement in the least restrictive environment (LRE)
- Procedural safeguards
- Parent participation
- Transition from Part C to Part - services for preschool children
- Services to private school students unilaterally placed by parents
- Staff qualifications and personnel development
- Program administration and evaluation.

The superintendent shall develop procedures to implement this policy, as directed by federal regulation (34 CFR 300.220). This policy and the procedures shall be consistent with the state's special education regulations and filed with the Office of the Superintendent of Public instruction.

Not all students with disabilities are eligible for special education services. The needs of those students will be addressed individually and if, appropriate, the student will be provided accommodations or modifications required under 504 of the Rehabilitation Act, Title II of the Americans with Disabilities Act and against discrimination.

The district recognizes the eligibility category "developmentally delayed" for eligible students ages three to nine. The superintendent shall develop procedures to implement this categories.



Special Education and Related Services For Eligible Students 2160 (continued)

Certificate of Attendance (COA)

The district shall permit any student who is receiving special education or related services and who will continue to receive services between the ages of 18 and 21 to participate in the district graduation ceremony after four years (9th, 10th, 11th, 12th grades) of high school attendance.

In lieu of a diploma, the district shall provide the student with a certificate of attendance.

Receiving the certificate of attendance does not preclude a student from continuing to receive special education and related services according to the individualized education program and completing courses in pursuit of a diploma or the certificate of individual achievement.

Receipt of a certificate of attendance is not equivalent to receipt of the high school diploma or a certificate of individual achievement.

The superintendent shall establish procedures for development and distribution of the certificate of attendance.

Legal References: RCW 28A.155 Special Education; WAC 392-172 Special Education Programs; 20 USC 1400-1491 IDEA; 29 USC 794 sub (a)- Section 504 of the Rehabilitation Act of 1973; 42U5C12131612133- Americans with Disabilities Act; 34CFR 991 99.67- Family Education Rights and Privacy Act; 34CFR104.1 104.61- Nondiscrimination on the basis of handicap in programs and activities receiving or benefiting from federal financial assistance; 34 CFR 300.1 300.754 - Assistance to Education of Children with Disabilities Program, Part B; 34 CFR 303.1-303.67- Early intervention for infants and toddlers with Disabilities, Part C;RCW 49.60- Law against discrimination

6/14/00 (Revised)

1/9/08 (Revised)



Free Appropriate Public Education (FAPE)

2160.1

The district shall provide all eligible students with disabilities ages three through twenty-one with a free appropriate public education which consists of special education necessary related services and supplemental aids and services provided:

1. at public expense, under district supervision and direction;
2. in compliance with the standards of the state educational public agency;
3. to include preschool, elementary, and secondary educational opportunities; and
4. in conformity with an individualized education program (IEP) which meets the requirements of special education rules.

Such educational support services may extend beyond the traditional 180-day school calendar year if necessary to provide an individual eligible student with a free appropriate education.

Confidentiality of Personally Identifiable Information

In addition to complying with the district's policies and state and federal law on the confidentiality of all student records, the superintendent is directed to develop procedures to implement confidentiality requirements that are consistent with state special education rules.

This includes informing parents of students or eligible students of their right to confidentiality, at least annually, through appropriate notice.

6/14/00 (Revised)



Career and Technical Education

2170

The District will provide a program of Career and Technical Education (CTE) to assist students in the making of informed and meaningful educational and career choices; and to prepare students for post-secondary options. The District’s Career and Technical Education is a planned program of courses and learning experiences that begins with exploration of career options. Additionally, the District’s CTE program supports basic academic and life skills, enables achievement of high academic standards, incorporates leadership development, provides options for high skill development and preparation for high-wage employment and continuing education. The program and courses will be included as part of the regular curriculum of the District.

The District will establish local Career and Technical Advisory Committees to assist in the design and delivery of the District’s CTE program. Committees will advise the District on current labor market needs and the programs necessary to meet those needs. The District’s CTE program will be related to employment demands, current and future, and to the needs and interests of students.

The Board will annually review and approve the District plan for the design and delivery of its CTE program. The CTE plan will ensure CTE programs provide academic rigor, alignment with education reform, establishment of program performance targets, attention to the skill gaps of Washington’s workforce and opportunities for college credit.

The Superintendent or CTE Director will develop procedures which will ensure that all programs and courses are operated in conformity with the District's plan for Career and Technical Education.

- Legal References:
- RCW 28A.150.500 Educational agencies offering vocational educational programs — Local advisory committees — Advice on current job needs
 - RCW 28A.700 Secondary career and technical education
 - RCW 28A.230.130 Program to help students meet minimum entrance requirements at baccalaureate-granting institutions or to pursue career or other opportunities — Exceptions

6/17/09 (Adopted)



Gifted and Talented Programs

2180

In accordance with the philosophy to develop the special abilities of each student, the district shall offer appropriate instructional programs to meet the needs of exceptionally gifted and talented students of school age. The framework for such programs shall encompass, but not be limited to, the following objectives:

1. Expansion of academic attainments and intellectual skills;
2. Stimulation of intellectual curiosity, independence and responsibility;
3. Development of a positive attitude toward self and others; and
4. Development of originality and creativity.

The Superintendent shall establish procedures consistent with state guidelines for nominating, assessing and selecting children of demonstrated achievement or potential ability in terms of general intellectual ability, academic aptitude and creative or productive thinking. Legal

Reference: SHB 1246 (Chapter 278, Laws of 1984)



Instructional Materials

2311

In accordance with the revised code of Washington, 28A.320.230, the Board of Directors of the Sumner School District is legally responsible for establishing a policy for approval of instructional materials used in the implementation the District's instructional program.

The success of the Sumner Schools in meeting the needs of pupils and teachers depends, in part, upon the range and quality of the instructional materials available for their use. Every effort shall be made to provide books, periodicals, audio/visual materials, technology, and other resources essential to an effective instructional program. Because of the rapid expansion of information, it is essential that the school curriculum reflect these changes. Consequently, selection of appropriate instructional materials from the available resources is a continuous process. The Board of Directors of the Sumner School District has assigned the responsibility and authority for the selection of instructional materials to the professional staff as identified in Regulations/Procedures #2311.

Definitions

Basic instructional materials are defined as instructional materials designed for use by students as a principle learning resource for the basic requirements of the intended course.

Supplemental instructional materials are defined as materials used in addition to basic instructional materials to:

- a. support and enhance the curricular program;
- b. meet the learning needs of individual students;
- c. contribute to developing an understanding of an ethnically, culturally, and occupationally diverse society.

Library Resource Materials are defined as materials available for either student or teacher use processed through library resource centers.

Literature Resources for Classroom Instruction are defined as novels used in classroom instruction.

Selection and Adoption Process

Basic instructional materials shall be reviewed and approved by the District Curriculum and Instructional Materials Committee (DCIMC) and recommended to the Board of Directors for adoption. The Office of Curriculum and Instruction will maintain a current district list of basic instructional materials.

Supplemental instructional materials shall be reviewed and approved at the district or building level. Current lists of approved materials will be maintained at the district and building levels as appropriate.

Library resource materials shall be reviewed and approved at the building level. Each building will maintain a current inventory of library resource materials.

Literature resources for classroom instruction shall be reviewed and approved at the building level. The Office of Curriculum and Instruction will maintain a current district list of approved literature resources.

Revised (9/18/02)

Entire Section Revised (2/10/93)



Instructional Materials

2311 (continued)

Criteria for Selection of Instructional Materials

Selection of instructional materials shall be based on the following:

1. Instructional materials shall enrich and support the curriculum, taking into consideration the varied instructional needs, abilities, interests, and maturity levels of the students served.
2. Instructional materials shall stimulate student growth in conceptual thinking, factual knowledge, physical fitness, literary appreciation, aesthetic values, and the development of ethical standards.
3. Instructional materials shall be of sufficient variety so as to present opposing views of controversial issues in order that young citizens may develop the skills of critical analysis and informed decision making.
4. Instructional materials hereafter shall contribute to the development of an understanding of the ethnically, culturally, and occupationally diverse society.
5. Instructional materials shall objectively present the contributions, current and historical, of both sexes, and members of a variety of religious, ethnic and cultural groups. It should be recognized, however, that under certain conditions, biased materials may represent appropriate resources in presenting contrasting and differing points of view.
6. Instructional materials shall provide models which may be used as a vehicle for the development of self-respect, ethnic pride and appreciation of cultural differences, based on respect for the worth, dignity, and personal values of every individual.

Parental/Community Involvement

Parents and community members will participate as members of the DCIMC and building level instructional materials selection and approval teams.

Provisions shall be made to give parents and community members the opportunity to review instructional materials.

Reconsideration

Staff, students, parents and community members can request a review of instructional materials, using the procedure outlined in Regulations/Procedures #2311.

Revised (9/18/02)



Visual Media

2311.1

Visual media may be used to enhance and support classroom instruction. The Board recognizes that visual media can be a valuable resource in the classroom. The use of visual media is limited to instructional purposes.

The Superintendent, or designee, will develop regulations and procedures to ensure that all use of visual media:

- has a clear connection to state and/or national standards, and
- is in compliance with US Copyright Laws.

Regulations and procedures will include guidelines for when communication with parents regarding the use of visual media is required.

Visual media includes, but is not limited to, films, television programming, videos, DVDs, and Internet clips.

10/13/10

Development of Teacher's Reading Lists and Selection of Textbooks, Library Books,

Other Books, and Instructional Materials

2312

The development of teacher's reading lists and the selection of textbooks, library books, other books and instructional materials shall be guided by the following principles:

- A. Freedom to read is an inherent right and a necessity in a democratic society.
- B. Teacher's reading lists, textbooks, library books, other books, and instructional materials should enrich and support the curriculum and help the pupil to improve his powers of discrimination and his quality of choices.
- C. A book or instructional material should be competently chosen with reference to its appropriateness within the context of a particular program, its readability, both in structure and content for a given pupil or group of pupils, and its service to good taste and common sense.
- D. Teacher's reading lists, textbooks, library books, other books, and instructional materials should contribute to the pupil's growing understanding and appreciation of his/her culture and other cultures so that s/he can live compassionately and reasonably with others.

The Sumner Public Schools further subscribe to the statement endorsed by the Council of the American Library Association, July 1955, and to the Library Bill of Rights which was adopted as amended by the Council of the American Library Association on February 1, 1961. "School libraries are concerned with generating understanding of American responsible citizens." To this end, the American Association of School Librarians responsibility of the school library is:

"To provide curriculum materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served."

5/14/97 (Revised)

Entire Section Revised (2/10/93)



Policy

Depreciation of Materials

2313

The maintenance of careful records of all instructional materials within the building or program is the responsibility of the building principal or his representative in cooperation with the building committee.

The Board of Directors of Sumner School District shall adopt and periodically update a cost depreciation scale for district materials.

Library Bill of Rights

2314

The Sumner School District reaffirms its belief in the Library Bill of Rights which should govern the services of all libraries in the Sumner School District.

Libraries

2314.1

There shall be ample library facilities in all buildings in the Sumner Public Schools. Especially in the upper grades there shall be a sound and broad coverage of American ideals and objectives. The freedom to read is a precious right. It must be guarded with courage and understanding. Freedom to read is as important as freedom of speech. Administrators, librarians, and teachers should be concerned with generating the understanding of American freedom and with the preservation of these freedoms to the development of informed and responsible citizens. The Board feels that the way for students to understand both sides of a controversy is to read several books on the subject, not just one. Therefore, every effort shall be made to maintain a well-balanced library. To this end the responsibility of a school library shall be to:

- A. Provide materials which will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
- B. Provide materials which will stimulate growth and factual knowledge and literary appreciation, aesthetic values, and ethical standards.
- C. Provide a background of information which will enable pupils to make intelligent judgments in their daily life.
- D. Provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical thinking.
- E. Provide materials representative of the many religious, ethnical, and cultural groups and their contributions to our American heritage.
- F. Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to ensure a comprehensive selection (collection) appropriate for the users of the library.



Diplomas for World War II Veterans

2412

The district will issue high school diplomas to World War II veterans with substantial ties to the district who did not finish high school due to their military service.

To be eligible for a diploma the veteran or his or her representative must fill out the application form developed by the Office of the Superintendent of Public Instruction (OSPI), and provide evidence of eligibility as specified by OSPI. The veteran must have been honorably discharged from the armed forces of the United States, scheduled to graduate from high school after 1940 and before 1951, and left high school before graduation in order to serve in World War II.

Veterans are eligible for the diploma even if they subsequently earned a high school equivalency certificate or are deceased.

The superintendent will determine those veterans who have substantial ties to the district.

Examples include, but are not limited to: living or having lived in the district, having attended school in the district, having children or other descendants who have attended school in the district, having been employed by the district, or volunteering in the district.

Cross-Reference: Policy 3220: High School Graduation Requirements

Legal References: Chapter 35, Laws of 2002

Homework

2430

Homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement but also develop responsibility, self-discipline, and good work habits. As an extension of the classroom, homework must be planned and organized, must be viewed as purposeful to the students; and must be evaluated and returned to students in a timely manner.

Homework may be assigned for one or more of the following purposes:

1. Practice -- to help students to master specific skills which have been presented in class;
2. Preparation -- to help students gain the maximum benefits from future lessons;
3. Extension -- to provide students with opportunities to transfer specific skills or concepts to new situations; and
4. Creativity -- to require students to integrate many skills and concepts in order to produce original responses.

Each building shall establish standards which clarify the nature and use of homework assignments to improve school achievement. These standards will be reviewed by staff, students, and parents each year. Building standards will be based upon guidelines provided by the curriculum office.

4/9/03 (Adopted)



Copyright Compliance

2450

The 1976 Federal Copyright Law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright except for certain exempt purposes. Severe penalties are provided for unauthorized copying or using of audio, visual, or printed materials, unless the copying or using conforms to the “Fair Use” Doctrine.

While the District encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of district personnel to abide by the district’s copying procedures and obey the requirements of the law. In no circumstances shall it be necessary for employees of the district to violate copyright compliance requirements in order to perform their duties properly. Therefore, the district cannot be responsible for any violations of the copyright law by its employees, nor liable for any penalty(s) incurred by its employees as a result of copyright law infractions.

Any employee of the district who is uncertain as to whether reproducing or using copyrighted materials complies with the district’s procedures or is permissible under the law should contact their building librarian and/or the Assistant Superintendent for Curriculum & Instruction for interpretation. The building librarian will also assist staff in obtaining proper authorization to copy or use protected material when such authorization is required.

Site-Based Decision Making

2460

The Sumner School District is committed to site-based decision making, which helps ensure that those affected by a decision and those who are responsible for its implementation will be actively and legitimately involved in the process. The District believes that an ongoing process of shared problem solving and decision making fosters a collaborative learning environment that will help all students attain their personal, creative and academic potential. Implementation of a district-wide system of school site councils provides that school-based decision making, within overall budget, policy and personnel parameters, occurs throughout the Sumner School District.

2/23/94 (Adopted)

Entire Section Revised (2/10/93)