2017 – 2018

**RIGHTS AND RESPONSIBILITIES**

Information Handbook for Students, Parents, and School Personnel

South Kitsap School District
2689 SE Hoover Ave
Port Orchard, WA 98366
360-874-7000
www.skschools.org

**IMPORTANT**

Please review the policies and procedures listed in the booklet. The online version can be found at [www.skschools.org](http://www.skschools.org).

Please complete "**Acknowledgement of Receipt**" in addition to the "**Student Housing Questionnaire**" and "**Student Attendance Agreement**" forms and **return** it to your student’s school as soon as possible. Thank you.
South Kitsap School District

Rights and Responsibility Handbook

Annual Distribution Notice and Acknowledgment of Receipt

Please complete, sign and return this page to your Students school as soon as possible

The purpose of the handbook is to familiarize students and families with their rights and responsibilities in helping maintain a dynamic, responsive, and nurturing learning environment. This handbook is available to all students, staff and families on the district website at www.skschools.org. If you wish to have a hard copy, please feel free to print one out. If you do not have access to the internet or are unable to obtain a hardcopy and wish to have one, please contact your school to request a copy and one will be provided for you. If you have any questions regarding this handbook, please contact your school administrator.

Please note that the first page of this handbook is the Annual Distribution Notice and Acknowledgement of Receipt form. This form must be filled out and signed by the student and the parent each year. The form can also be accessed on the district’s website.

With the signatures below, we acknowledge that we have reviewed the contents online of the 2017 – 2018 Rights and Responsibilities: A Student, Parent and School Personnel Handbook. This document has given me and my student notice of the types of misconduct for which discipline, suspension, or expulsion may be imposed and procedures for administering such corrective action. It has also provided us with important information regarding the Family Educational Rights and Privacy Act (FERPA), student use of technology, district pesticide use, and asbestos management practices.

Student Name:(Please print) ____________________________________________________________

Student Signature: ___________________________________________________________________

School: ____________________________________________________________________________

Parent/Guardian Name:(Please print)_____________________________________________________

Parent/Guardian Signature: _______________________________________ Date:________________

OPT OUT INFORMATION – IMPORTANT, PLEASE READ

All students will have internet access privileges under the guidelines of the District’s acceptable use policy UNLESS a parent or guardian submits a written request for his or her student to opt out. Such exclusion does not preclude the supervised use of the internet in an instructional activity. See Board Policy 2022 (Section VI of the Handbook).

Under federal law (FERPA), the District may release directory information about a student without obtaining parent consent UNLESS a parent or guardian submits a written request for his or her student to opt out. The common uses of directory information include athletic contest programs and college recruiters. Such information shall not be released for commercial reasons. See Administrative Procedure 3231 (Section VII of the Handbook)

The District will assume permission to use a student’s image (photo or video) or class work in District and school publications, and on District-sponsored websites UNLESS a parent or guardian submits a written request of his or student to opt out.

☐ I request that this student’s name, address, and telephone number not be released to Armed Forces and Military Recruiters, or Military School.
☐ I request that this student’s name, address, and telephone number not be released to colleges, universities or companies seeking employees
South Kitsap School District
School & Staff Support

Student Housing Questionnaire
To be completed upon registration and annually thereafter.

Please complete one form per student

School: _____________________________________________________ Today's Date: ________

Student
Name: _______________________________________________________________________

Birthdate: __________ Age: ______ Gender: ________ Grade: ________

This form is intended to address requirements of the McKinney-Vento Act, Title X, Part C, Every Child
Succeeds Act. Your answers to these questions will help staff with school enrollment and may enable the
student to receive additional services.

1. Is this student’s home address a temporary living arrangement? Yes ___ No ___
2. Is this a temporary living arrangement due to a loss of housing or economic hardship? Yes ___ No ___
3. As a student, are you living with someone other than your parent or legal guardian? Yes ___ No ___

If you answered YES to any of the above questions, please complete the remainder of this form. If you
answered NO to all of the above questions, you may stop here.

Where is this student currently living?

☐ Temporarily living with another family because, we cannot afford or find affordable housing.
☐ With an adult that is not a parent or legal guardian, or alone without an adult.
☐ Hotel/Motel
☐ Vehicle of any kind, RV park or campground, abandoned building or substandard housing.
☐ Emergency/transitional shelter
☐ Other

Address of Current Residence: ____________________________________________________________

OR

Name of Motel/Shelter of Current Residence: ____________________________________________

OR

Name of “General Area” of Current Residence: __________________________________________

Phone Number or Contact Number: ____________________________

Name of Contact: ________________________________________________________________

Print name of parent(s)/legal guardian(s), or unaccompanied youth:

________________________________________________________________________________

Signature of parent(s)/legal guardian(s), or unaccompanied youth:

________________________________________________________________________________

FOR SCHOOL STAFF ONLY:
Please forward completed form to your schools McKinney-Vento Liaison. If any of the above are answered, “yes”, the school’s
McKinney-Vento Liaison must contact the parent/guardian or unaccompanied youth and complete the South Kitsap School District
McKinney-Vento Intake Affidavit.
September 2017

Dear South Kitsap Students, Parents and Staff,

The entire South Kitsap community is committed to reaching, teaching and supporting the whole child. We believe that excelling in school includes not only academic success but also healthy social and emotional development. It is within safe and respectful schools that children reach their full potential. Collectively, as parents, students and staff we share in the rights and responsibilities that create safe, caring, challenging, healthy and hopeful schools. This shared commitment is reflected in our “Declaration of Interdependence” (see below). This brief, yet powerful declaration reflects the hopes and expectations we share for each and every student:

We believe:
All children are capable of success, without exception!
A successful child is whole:

- Safe
- Challenged
- Cared for
- Connected
- Healthy
- Hopeful

Success for ALL takes us ALL
Each of us is a key to their success

This “Rights and Responsibilities” booklet has been produced to inform staff, students and families of the policies, procedures and laws relevant to promoting and enforcing our expectations for positive and caring learning environments. While making and learning from mistakes are important steps in the development of the whole child, it is essential that all parties share and accept responsibility for a productive response to incidents that are in violation of this booklet. When we all work together and share high expectations for responsible, respectful character, we can ensure that poor decisions become long lasting and positive, “teachable moments” for all parties involved.

Please dedicate time to review this important information with your student(s) and consider this a resource guide to assist you in communicating the high expectations we share. In particular, please review our most recent policy enhancements relative to Attendance and Prohibition of Harassment, Intimidation and Bullying. With respects to Attendance, our interest is simple and has been proven through extensive study and research – students with exemplary attendance experience higher rates of success in school. Conversely, students who have a pattern of poor attendance do not perform as well and are more likely to struggle academically, socially and emotionally. We want our students to be happy, healthy and whole…and in order for that to happen, they need to be HERE!

Above all else, we want and expect that every student will treat others as they wish to be treated with kindness, acceptance and respect. Unfortunately, this goal is often challenged in our schools by those who choose to tease, bully and intimidate their peers. These hurtful behaviors dramatically impact how students feel about school, about themselves and about their future. Our strengthened policy noted above will aide us in effectively addressing bullying behaviors and in promoting/protecting schools as positive, safe places to learn and grow.

The key to our success and, more importantly, student success lies in timely communication and trusting relationships between home and school. In order to truly “nurture, inspire and build” our students, we must work together in the great privilege and responsibility we have in educating children of strong character.

Our belief in and goals for every child are truly possible - through cooperation and commitments that make students and learning our community’s priority. Thank you for sharing our high expectations for safe and respectful schools and for being such an important “key” to student success!

On behalf of the School Board and Staff, we wish every student a successful year. We pledge to do our best to ensure a great school year for all!

Karst Brandsma
Interim Superintendent
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INTRODUCTION

This booklet has been adopted and distributed pursuant to RCW 28A.600.010 and WAC Chapter 392-400 which prescribe substantive and procedural due process rights of students, and should be interpreted in accordance with those laws and regulations. Because board policies, procedures, statutes, and regulations mentioned herein are working documents and are continually changing, the most current copies may be obtained from the Office of the Superintendent or on the South Kitsap School Districts website (www.skschools.org).

This handbook also satisfies the District’s obligations under the Drug-Free Schools and Communities Act Amendments of 1989, P.L. 101-226. Compliance with standards of conduct is mandatory.

Any section of this document or portion thereof, found by adjudication to be contrary to law or constitutional right, shall be stricken without effect to the remainder of the document.

OUR MISSION

The students, staff, parents, and community of South Kitsap all play a vital role in our district’s success as a center of learning. In order to nurture growth, inspire achievement, and build community, we will:

- **Value and develop the gifts, talents and abilities of all our students through a caring and devoted partnership with our community;**

- **Foster a dynamic, responsive and nurturing learning environment that empowers our students to achieve their full potential through academic success, productive citizenship and personal responsibility;**

- **Focus on student learning by embracing diversity, encouraging creativity and real-world experience, and ensuring mutual respect and equal opportunities;**

- **Graduate highly skilled, motivated students who will thrive and contribute to the world community; and**

- **Hold ourselves accountable to our community to establish and maintain a tradition of excellence that is evident in the success of our students.**
Our Expectations

The South Kitsap School District holds the following expectations of students, staff and parents/guardians in order to provide for a learning climate that holds the maximum possibility for student achievement:

Students:
- Demonstrate respect for all persons in the school community-staff, parents, and other students.
- Come to school/class every day, on time, prepared to learn and achieve at the highest levels.
- Learn what you are expected to know and do.
- Do your best work at all times and ask for help when you need it.
- Read, understand, and commit to following the Rights and Responsibilities booklet and your local school rules.

Staff:
- Demonstrate respect for all persons in the school community-staff, students, parents and other staff.
- Begin school/class on time every day with purposeful activities.
- Set clear expectations for student achievement and behavior.
- Teach what students are expected to know and do.
- Develop a partnership with parents and the student to support the student’s education.
- Communicate regularly with each student and parent regarding student progress and achievement, especially as this relates to graduation requirements.
- Read and understand the Rights and Responsibilities booklet and your local school rules and apply the policies and rules.

Parents/Guardians:
- Demonstrate respect for all persons in the school community-students, staff, and other parents.
- Send your student to school/class every day on time and prepared to learn.
- Oversee your student’s work and always expect his/her best effort.
- Develop a partnership with the teacher to support your student’s education. Know that your student is on course for graduation.
- Communicate regularly with the teacher regarding your student’s progress and achievement.
- Require your student to abide by these rules and regulations. These expectations are general in nature. Each school will be developing approaches to items mentioned above and will communicate those to you through their school communication system.
Section 1: Rights and Responsibilities
Board Policy 3200

Each year, the superintendent will develop and make available to all students, their parents and staff, handbooks pertaining to student rights, conduct, corrective actions and discipline. Such statements will be developed with the participation of parents 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 the district's schools will comply with the written policies, rules and regulations of the schools, will pursue the required course of studies, and will submit to the authority of staff of the schools, subject to such corrective action or discipline as the school officials will determine.

Section 2: Student Conduct, Expectations, and Reasonable Sanctions
Board Policy 3240

The board acknowledges that conduct and behavior is closely associated with learning. An effective instructional program requires a wholesome and orderly school environment. The board 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:
A. Respect the rights, person and property of others;
B. Pursue the required course of study;
C. Preserve the degree of order necessary for a positive climate for learning; and
D. Comply with district rules and regulations;
E. Submit to the authority of staff and reasonable discipline imposed by school employees respond accordingly.

Any student, who willfully performs any act which negatively impacts others, or which materially interferes with, or is detrimental to the orderly operation of a school, a school-sponsored activity or any other aspect of the educational process within the South Kitsap School District, shall be subject to discipline, up to and including expulsion.

The Board also recognizes that schools must take reasonable steps so that students who fail to adhere to the district's rules and regulations and who receive discipline for such misconduct remain engaged or are effectively reengaged in their educational program.

The superintendent will develop written rules of conduct which will carry out the intent of the board and establish procedures necessary to implement this policy.
Student Conduct, Expectations, and Reasonable Sanctions
Administrative Procedures 3240P

Student Conduct Expectations
As authorized by chapter 28A.600 RCW, the following procedure sets forth rights and conducts expectations for students, along with the sanctions that may be imposed for violations of such expectations. At all times, this procedure will be read consistent with federal statutes and regulations, state statutes, common law, and rules promulgated by the Washington Office of the Superintendent of Public Instruction.

Respect for the Law and the Rights of Others
The student is responsible as a citizen to observe the laws of the United States, the state of Washington, and local ordinances and laws. The student will respect the rights of others while in school, on school property, at all school activities, on district provided transportation or otherwise under school authority. Students who involve themselves in criminal acts on school property, off school property at school-supervised events, or off school property and which acts have a detrimental effect upon the maintenance and operation of the schools or the district are subject to disciplinary action by the school and prosecution under the law.

Compliance With Rules
All students will obey rules and regulations established for the orderly operations of the district and the reasonable requests, instructions, and directives of district personnel. For purposes of Policy 3240 and this procedure, the term “district personnel” includes all adults, including contractors and volunteers, authorized to supervise student activities. Failure to do so will be cause for disciplinary action. All students will submit to reasonable discipline by the school district and its representatives for violations of policies, regulations and rules.

Student Rights
In addition to individual rights established by law and district policies, students served by or on behalf of the district will have the right to:

- High educational standards in a safe and sanitary building;
- Education consistent with stated district goals;
- Equal educational opportunity and in all aspects of the educational process freedom from discrimination based on economic status, pregnancy, marital status, sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability, or the use of trained dog guide or service animal by a person with a disability;
- Access to their own education records at reasonable school times upon request;
- Fair and just treatment from school authorities and freedom from mistreatment and physical abuse;
  - Freedom from unlawful interference in their pursuit of an education while in the custody of the district;
- Security against unreasonable searches and seizures;
- The substantive constitutional rights listed in WAC 392-400-215, subject to reasonable limitations upon the time, place, and manner of exercising such rights consistent with the maintenance of an orderly and efficient educational process within limitations set by law, including the right to:
  - Freedom of speech and press,
  - Peaceably assemble
  - Petition the government and its representatives for a redress of grievances,
  - The free exercise of religion and to have their schools free from sectarian control or influence, and
Participate in the development of rules and regulations to which they are subject and to be instructed on rules and regulations that affect them;
• Establish appropriate channels to voice their opinions in the development of curriculum;
• Representation on advisory committees affecting students and student rights;
• Present petitions, complaints, or grievances to school authorities and the right to prompt replies;
• Consult with teachers, counselors, administrators and other school personnel at reasonable times;
• Be involved in school activities, provided they meet the reasonable qualifications of the sponsoring organization;
• Free election of their peers in student government and the right to hold office;
• Know the requirements of the course of study, be informed about and know upon what basis grades will be determined;
• Citizenship privileges as determined by the United States and Washington State Constitution and its amendments; and
• Annual information pertaining to the district's rules and regulations regarding students, discipline and rights.

Scope of District Authority
Students, who involve themselves in acts that have a detrimental effect on the maintenance and operation of the school or the school district; criminal acts; and/or violations of school rules and regulations, may be subject to disciplinary action by the school and prosecution under the law. The rules will be enforced by school officials:
• On school grounds during and immediately before or immediately after school hours;
• On school grounds at any other time when school is being used by a school group(s), or for a school activity;
• Off school grounds at a school activity, function, or event;
• Off the school grounds if the actions of the student materially or substantially affects or interferes with the educational process; or
• In school-provided transportation, or any other place while under the authority of school personnel.

Alteration of Records and Cheating
Alteration of records:
A student who falsifies, alters, destroys a school record or any communication between home and school shall be subject to corrective action.

Cheating:
Any student who knowingly submits work of others represented as his/her own shall be considered to have cheated. Cheating also includes the aiding and abetting of cheating by others.

Attendance
Students who are absent or tardy from classes without an approved excuse will be subject to corrective action.

Disruptive Behavior
A student will not intentionally cause a substantial and/or material disruption of any school operations. The following illustrate the kinds of offenses that are prohibited:
• Occupying a school building or school grounds in order to deprive others of its use;
• Intentionally obstructing the entrance or exit of any school building or room in order to deprive others of passing through;
• Setting fire to or substantially damaging school property or intentionally defacing or destroying school property or the property of another;
Using, or threatening to use, firearms, explosives or other weapons on the school premises, including use by an unauthorized student of a personal protection spray device, or use of such device in other than self-defense as defined by state law;

Preventing students from attending a class or school activity;

Intentionally obstructing normal pedestrian or vehicular traffic on a school campus;

Causing a disturbance on school grounds, at school activities or on district-provided transportation, including substantially interfering with any class or activity;

Conduct on a school bus that endangers students;

Gambling or encouraging other students to gamble.

Defiance of school personnel by;

1. Disobedience of reasonable requests, instruction, and directives of school personnel;
2. Refusal to leave an area when instructed to do so by school personnel;
3. Refusing a reasonable request to identify oneself to district personnel (including law enforcement officers) while under the supervision of the school; and
4. Refusal to cease prohibited behavior;

Disruptive and/or dangerous use of motor vehicles;

Theft: The unauthorized carrying away of personal property of another person or property of the school district.

Forgery: Falsely making, copying, or altering a document and/or writing and using the signature or initials of another person in order to deceive.

Fighting: Fighting and instigating, promoting, or escalating a fight, as well as failure to disperse.

Engaging in any form of fighting where blows are exchanged is prohibited, regardless of who initiated the fight. This prohibition includes hitting, slapping, pulling hair, biting, kicking, and scratching or any other acts in which a student intentionally inflicts or attempts to inflict injury on another;

Gang-related behavior, association, and/or affiliation: A student shall not knowingly engage in gang activity on school grounds. A gang is a group of three or more persons with identifiable leadership which, on an ongoing basis, regularly conspires and acts in concert mainly for criminal purposes.

Inappropriate dress or appearance (see Policy 3224);

Extortion: A student shall not obtain money or property by violence or threat of violence, or force another person to do something by force or threat of force

Assault or Causing Physical Injury: A student shall not threaten injury or attempt to cause physical injury or intentionally behave in such a way as could reasonably be expected to cause physical injury to any person.

Harassment of others;

Trespassing on school property or school transportation at a time or place the student’s presence is not permitted;

Use or possession of tobacco, e-cigarettes, and vaping devices;

Using any object in a dangerous manner;

Vulgar or Lewd Conduct: Any lewd, indecent or obscene act or expression;

Loitering: A student shall be expected to leave the school campus at the official close of the school day unless permission to do otherwise has been granted.

**Leaving Campus During School Hours**

A student shall not leave the school campus during the school day unless excused by the school office.

**Exceptional Misconduct**

Exceptional misconduct is a violation of rules so serious in nature and/or so disruptive as to warrant an immediate short-term or long-term suspension. Exceptional misconduct includes the following (Note: some of the following misconduct are found in the disruptive conduct section. The severity, intensity, or instances of the misconduct may result in it being defined as “exceptional misconduct.”).
• Arson;
• Assault, if the assault involves
  o Injury to another;
  o Bodily fluids; or
  o A weapon;
• Commission of any crime on school grounds, or the commission of a crime or other
dangerous conduct anywhere that indicates the student’s presence on school grounds poses
a danger to other students or staff;
• Cumulative violations;
• Causing intentional, substantial damage or destruction to school property or the property of
another on school grounds or at school activities;
• Dangerous use of motor vehicles on school grounds or at school activities
• Endangering students on a school bus;
• Disruption of the school program by bomb scares, false fire alarms, firecrackers, etc.;
• Extortion;
• Fighting: Fighting and instigating, promoting, or escalating a fight, as well as failure to
disperse. Engaging in any form of fighting where physical blows are exchanged is prohibited,
regardless of who initiated the fight. This prohibition includes hitting, slapping, pulling hair,
biting, kicking, choking, and scratching or any other acts in which a student intentionally inflicts
or attempts to inflict injury on another;
• Harassment/intimidation/bullying of others;
• Knowingly possessing stolen property;
• Possession, use, sale, or delivery of illegal or controlled chemical substances, including
marijuana or substances containing marijuana and alcoholic beverages, as well as possession of items reasonably determined to be drug paraphernalia as
used or possessed;
• Presence on school property or at a school activity following the consumption or use
elsewhere of an alcoholic beverage or a controlled substance, including
marijuana;
• Sexual misconduct on school grounds, at school activities, or on school provided
transportation;
• Theft on school grounds, at school activities, on school provided transportation, or of school
property at any time;
• Threats of violence to other students or staff;
• Use or possession of dangerous weapons, including firearms, air guns, knives, nun-chu-ka
sticks, throwing stars, stun guns, explosives and other weapons prohibited by state law and
Policy 4210 Regulation of Dangerous Weapons on School Premises. A student shall not
possess or transmit any object that can reasonably be considered a firearm, air gun or a
dangerous weapon. Violation of this rule with a firearm shall result in a minimum one year
expulsion, unless modified by the superintendent. Students over eighteen years of age and
students between fourteen and eighteen years of age with written parental or guardian
permission on file with the school may possess personal protection spray devices. No one
under eighteen years of age may transmit such devices, nor may they be used other than in
self-defense as defined by state law. Possession, transmission or use of personal protection
spray devices under any other circumstance is a violation of this rule.

Section 3: Classroom Management, Discipline, and Corrective Action
Board Policy 3241

Rules of student conduct are essential to maintain a school environment conducive to
learning. A student’s refusal to comply with written rules and regulations established for the
governing of the school will constitute sufficient cause for discipline, or corrective action.
Staff are responsible for supervising student behavior, employing effective classroom management methods and enforcing the rules of student conduct in a fair, consistent and non-discriminatory manner. Corrective action must be reasonable and necessary under the circumstances and reflect the district’s priority to maintain a safe and positive learning environment for all students and staff.

The district will distribute its discipline policy and procedure to students, their parents/guardian, and the community on an annual basis. Students and/or their parents/guardians will be provided all required substantive and procedural due process in regard to grievances, hearings and/or appeals of corrective action. The district will also strive to provide trainings regarding policies and procedures related to student discipline for appropriate school and district staff whose duties require them to interact with students and enforce or implement components of student discipline.

The district will assist long-term suspended and expelled students in returning to school as soon as possible by providing them with a reengagement plan tailored to the student’s individual circumstances, including consideration of the incident that led to the student’s long-term suspension or expulsion.

The district will annually collect and review data on disciplinary actions taken against students within each school. The data will be disaggregated into subgroups as required by RCW 28.A.300.042 and will include students protected by the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973. The review must include short-term suspensions, long-term suspensions and expulsions. In reviewing the data, the district will determine whether it has disciplined a substantially disproportionate number of students within any of the disaggregated categories. If disproportionality is found, the district will take action to ensure that it is not the result of discrimination.

In consultation with school district staff, students, families and the community, the district will periodically review and update this policy and its accompanying procedure.

Classroom Management, Discipline and Corrective Action Definitions
Administrative Procedure 3241P

- **Discipline** means all forms of corrective action other than emergency removal, suspension or expulsion. Discipline includes the exclusion of a student from any type of activity conducted by or on behalf of the school district and exclusion of a student from a class by a teacher or administrator for a period of time that does not exceed the balance of the immediate class period, provided the student is in the custody of a school district employee for the balance of such period.

- **Emergency removal** means a student’s immediate removal from a class, subject or activity by a certificated teacher or an administrator or a school bus driver and sending of that student to the building principal or designee, when 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 school staff or an immediate and continuing threat of substantial disruption of the class, subject, activity, or educational process.

- **Suspension** means the denial of attendance for any single subject or class or for any full schedule of subjects or classes for a stated period of time. Suspension may also include denial of
admission to, or entry upon, real and personal property that is owned, leased, rented or controlled by the district.

- **Short-term suspension** means suspension for any portion of a calendar day up to and not exceeding ten (10) consecutive school days.

- **Long-term suspension** means a suspension that exceeds ten (10) consecutive school days. A long-term suspension cannot cause the student to lose academic grades or credit in excess of one semester or trimester during the same school year and cannot be imposed beyond the school year in which the alleged misbehavior occurs.

- **Emergency expulsion** means an emergency removal from school for up to, but not exceeding, ten (10) consecutive school days from the student's current school placement by the superintendent or designee. An emergency expulsion requires the superintendent or designee to have good and sufficient reason to believe that the student's presence poses an immediate and continuing danger to other students or school staff or an immediate and continuing threat of substantial disruption of the educational process. An emergency expulsion must end or be converted to another form of corrective action within ten (10) school days from the date of the emergency removal from school. If the district converts the emergency expulsion to another form of corrective action, it must provide notice and an explanation of due process rights to the student and parent/guardian.

- **Expulsion** means a denial of attendance for a period of time up to but no longer than one calendar year from the time the student is removed from his/her current school placement by a school district superintendent or designee. An expulsion may not be for an indefinite period of time. An expulsion may be extended beyond one calendar year if: 1) the school petitions the superintendent for an extension; and 2) the superintendent authorizes the extension pursuant to the superintendent of public instruction's rules adopted for this purpose (see Petition for Extension of One Year Expulsion below). An expulsion may also include a denial of admission to, or entry upon, real or personal property that is owned, leased, rented or controlled by the district.

- **School business day** means any calendar day except Saturdays, Sundays and any federal and school holidays upon which the office of the superintendent is open to the public for business. A school business day concludes upon the closure of the superintendent’s office for the calendar day.

- **School day** means a calendar day except school holidays on which enrolled students are engaged in educational activity which is planned, supervised and conducted by or under the supervision of certificated staff and on which day all or any portion of enrolled students participate in such educational activity.

- **Reengagement meeting** means a meeting held between the district and the student and parent/guardian to discuss how to return a long-term suspended or expelled student to an educational setting as soon as possible.

- **Reengagement plan** means a written plan developed between the district and a student and his/her parent or guardian designed to aid the student in taking the necessary steps to remedy the situation that led to the student's suspension or expulsion and to return the student to the educational setting as soon as possible.
Superintendent Authority

The superintendent will have the authority to discipline, suspend or expel students. The superintendent will:

- Identify the conditions under which a teacher may exclude a student from his or her class; and
- Designate which staff members have the authority to initiate or to impose discipline, suspensions or expulsions.

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.

No form of discipline will be enforced in such a manner as to prevent a student from accomplishing a specific academic grade, subject or graduation requirements.

Notification of Suspensions of Students Eligible for Special Education Services

The principal will notify special education staff of any suspensions to be imposed on a student who is currently eligible for special education services or any student who might be deemed eligible for special education. To the extent that suspensions may cumulatively or consecutively exceed ten (10) days, the principal will notify relevant special education staff so that the district can ensure compliance with special education discipline procedures.

Notification of Procedures Relating to Student Behavior

Principals will annually publish and make available to students, parents and staff the rules of the district that establish misconduct and the written procedures for administering corrective action. The publication will also define student rights and responsibilities relating to student behavior.

Pursuant to the Drug-Free Schools and Communities Act (Amendments of 1989), students and parents will be given annual notice of the standard of conduct the district requires regarding controlled substance and alcohol use, and a statement of the disciplinary sanctions for violations of that standard.

Rights and Responsibilities of Certificated Staff

Certificated staff will have the right to:

- Expect students to comply with school rules;
- Develop and/or review building rules relating to student conduct and control at least once each year. Building rules will be consistent with district rules relating to student conduct;
- Receive any complaint or grievance regarding corrective action 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;
- Use such reasonable action as is necessary to protect himself/ herself, a student, or others from physical abuse or injury;
- Detain a student after school for up to 180 minutes with due consideration for bus transportation.

Teachers have the right to exclude any student who creates a disruption of the educational process in violation of building disciplinary standards, while under the teacher’s supervision, from his/her individual classroom or instructional or activity area for all or any portion of the balance of the school day or until the principal or designee and teacher have conferred, whichever occurs first. Except in emergency circumstances as provided for in WAC 392-400-290 (see Emergency Removal), the teacher will attempt one or more forms of corrective action prior to excluding the student. In no event
without the consent of the teacher may an excluded student return to the class during the balance of that class or activity period or up to the following two days, or until the principal and the teacher have conferred.

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

- Observe the rights of students;
- Supervise student behavior and 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;
- Maintain good order in the classroom, in the hallways, on the playgrounds or other common areas of the school, and on school buses (i.e., during field trips);
- Maintain accurate attendance records and report all cases of truancy;
- 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
- Meet with a parent(s) within five (5) school days upon request to hear a complaint regarding the use of classroom materials and/or teaching strategies that are being employed in the classroom.

**Principals will have the responsibility to:**

- Impose suspension or expulsion when appropriate;
- Notify parents when students are suspended or expelled; and
- 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 that may be employed in the event of rule infractions.

**Unexcused Absences and Tardiness**

Students with one or more unexcused absences and/or tardiness and subject to compulsory attendance pursuant to Chapter 28A.225 RCW may be subject to corrective action that is reasonably calculated to modify the student's conduct. However, if a district imposes corrective action on a student for one or more unexcused absences, it must:

- Provide notice to the student’s parent/guardian in writing in English or the primary language of the parent/guardian, that the student has failed to attend school without valid justification, and by any other means necessary to provide notice of these facts;
- Schedule a conference or conferences with the parents/guardians and the student to analyze the causes of the student’s absences and determine whether the student would be appropriately placed in a special program designed for his/her educational success; and
- Take steps to reduce the student’s absences, which include, where appropriate in the judgment of district staff, adjustments to the student’s school program or school or courses or assisting the parent/guardian in obtaining supplementary services.

Additionally, a student’s academic grade or credit may only be adversely affected by reason of tardiness or absences if:

- The student’s attendance or participation is related to the instructional objectives or goals of the particular subject or course;
- The student’s attendance or participation has been identified by the teacher pursuant to district policy as a basis for grading the subject or course; and
- The circumstances pertaining to the student’s inability to attend school have been taken into consideration, including whether the absences are directly related to the student’s disability under Section 504 of the Rehabilitation Act of 1964, Title II of the Americans with Disabilities Act (ADA) or the Individuals with Disabilities Education Act (IDEA).
Alternative Forms of Corrective Action

The board encourages the use of alternative forms of correction action when possible and practicable in light of the duty to maintain safe and orderly school environments conducive to student learning. District administrators may consider alternative forms of corrective action—including programs intended to lessen the time of exclusion from class attendance—which have been approved by the board and/or superintendent.

Except in cases involving exceptional misconduct, district administrators must impose alternative forms of corrective action for incidents of misbehavior prior to imposing a suspension or expulsion for the same type of misbehavior.

Student Disciplinary Boards

The board recognizes that a student’s behavior may be positively influenced when an incident giving rise to corrective action is reviewed by a panel of the student’s peers. The board may, in its discretion, authorize the establishment of one or more student disciplinary boards composed of students, which may also include teachers, administrators, parents or any combination thereof pursuant to WAC 392-400-220. The student disciplinary board may be authorized to prescribe reasonable discipline and may recommend suspension or expulsion to the appropriate school authority. The school authority will be authorized to set aside or modify the student disciplinary board’s recommendation.

Student Discipline

Student discipline will be enforced in order to maintain a safe and orderly school environment that is conducive to student learning.

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

- Consistent from day to day and student to student;
- Guided by appropriate classroom management strategies;
- Balanced against the severity of the misconduct;
- Appropriate to the student’s circumstances and prior behavior;
- Fair to the student, parent/guardian, and others; and
- Effective.

Since these criteria may conflict, established procedures must be followed in correcting misbehavior. No form of discipline will be enforced in such a manner as to prevent a student from accomplishing specific academic grade, subject or graduation requirements. Appeal procedures have been established in order to provide for an opportunity for every corrective action to be reviewed by someone in authority and to instill confidence among students and parents as to the essential fairness of staff.

Detention

For minor infractions of school rules or regulations, or for minor misconduct, staff may detain students after school hours for not more than 180 minutes on any given day.

Preceding the assignment of detention, 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/guardian has been notified (except in the case of an 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.

**Grievance and appeal process for student discipline**

Any parent/guardian 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. The employee whose action is being grieved will be notified of the grievance as soon as reasonably possible.

At such conference the student and parent/guardian will be subject to questioning by the principal and will be entitled to question staff involved in the matter being grieved.

After exhausting this remedy, the parent/guardian and student will have the right, upon two (2) school business days’ prior notice, to present a written and/or oral grievance to the superintendent or designee.

If the grievance is not resolved, the parent/guardian and student, upon two (2) school business days’ prior notice, have the right to present a written or oral grievance to the board during its next regular meeting, or at a meeting held within 30 days, whichever is earlier. A closed meeting may be held for the purpose of considering the grievance. The board will notify the parent and student of its response to the grievance within ten (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, superintendent or board elects to postpone such action.

Alternatively, the board may delegate its authority to hear and decide discipline and short-term suspension grievance appeals to a school district disciplinary appeal council established pursuant to WAC 392-400-310(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:

- The danger or threat ceases; OR
- The principal or designee acts to impose corrective action.

The principal or designee will meet with the student as soon as reasonably possible following the removal and take or initiate appropriate corrective action. The meeting will take place no later than the beginning of the school day following the student’s emergency removal. The teacher or administrator who removed the student will be notified of the action taken or initiated.

**Short-Term Suspension**

**Conditions and limitations**

The nature and circumstances of the student conduct violation must reasonably warrant a short-term suspension. As a general rule, no student will be suspended for a short 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.
No student in grades kindergarten through fourth grade will be suspended for more than a total of ten (10) school days during any single semester or trimester and no loss of academic grades or credit will be imposed by reason of the suspension.

No student in fifth grade and above will be suspended for more than a total of fifteen (15) school days during any single semester or ten school days during any single trimester.

Any student who has been short-term suspended will be provided the opportunity upon return to make up assignments and tests missed during the suspension if the assignments or tests have a substantial effect upon the student’s grades or failure to complete such assignments or tests would result in denial of credit.

The principal will notify special education staff of any short-term suspensions to be imposed for a student who is currently eligible for special education services or those who might be deemed eligible for special education. To the extent that short-term suspensions may cumulatively or consecutively exceed ten school (10) days, (see Procedure 2161P, Special Education and Related Services for Eligible Students, Discipline section) the principal will notify relevant special education staff so that the district can ensure that special education discipline procedures are in place, in addition to general education discipline procedures.

**In-school suspension**

Students who are denied attendance at school are denied the opportunity to learn. The district has therefore created an in-school suspension program which temporarily removes the student from his/her regular learning environment but permits the student to maintain his/her educational progress. An in-school suspension is no different from any other suspension as defined by WAC 392-400-205, and therefore triggers the same substantive and procedural due process, including student and parent/guardian notification.

Students who are assigned to in-school suspension are granted this opportunity as a privilege and are expected to comply with the expectations of staff. The superintendent will establish guidelines for the operation of the in-school suspension program.

Suggested guidelines for in-school suspension are as follows:

- A student who is afforded the opportunity to be assigned to in-school suspension will agree to the conditions specified by the school principal. Unless the student is of majority age, the principal will obtain written authorization from the parent or guardian. The student’s or parents’ or guardians’ authorization will include the number of days the student will be assigned to in-school suspension.
- In-school suspension is designed to encourage learning. Students will be expected to work on their classroom assignments at all times.
- A student in in-school suspension will attend a single subject or class or any full schedule of subjects or classes in a separate location on school property from their regular subject or class or schedule and/or classmates.
- The student will be denied the opportunity to participate in any school activities while in in-school suspension.
- While in-school suspended, the student and staff may develop a behavior contract that defines the future expected behavior of the student. The student and his/her parents/guardians and a staff member will sign the contract.
- Any act of inappropriate conduct may result in imposition of other corrective action.
- After a student is placed back into the regular classroom(s), the principal or designee or school counselor will monitor the student's progress on a daily basis. The student will be
encouraged to maintain a relationship with the school counselor as a means of dealing with any problems that arise.

- Specific rules and building procedures will be developed by the building principal.

**Exceptional misconduct**
A student may be short-term suspended for exceptional misconduct, other than absenteeism, when such misconduct is of such frequent occurrence or is so serious in nature and/or is so serious in terms of disruption to the operation of the school that immediate suspension is warranted. In cases of exceptional misconduct, a short-term suspension may be imposed without first attempting alternative forms of corrective action. The superintendent, following consultation with a representative ad hoc citizens’ committee, will recommend for board adoption, the nature and extent of the corrective actions which may be imposed as a consequence of exceptional misconduct. (See Procedure 3240P). An exception may be granted by an administrator when warranted by extenuating circumstances.

**Prior notice and conference**
- Prior to the short-term suspension of a student, the principal or designee will conduct a conference with the student and provide:
  - An oral or written notice of the charges;
  - An oral or written explanation of the evidence in support of the allegation(s); AND
  - An oral or written explanation of the short-term suspension which may be imposed.

The student will be provided an opportunity to present his/her explanation of the allegation(s).

If the short-term suspension is to exceed one (1) calendar day, the principal or designee will notify the student’s parent/guardian of the reason for the suspension and its duration either orally or by U.S. mail as soon as reasonably possible. The notice will also address the parent/guardian’s right to an informal conference pursuant to WAC 392-400-255 and the fact that the suspension may be reduced as a result of such conference.

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

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

If the grievance is not resolved, the parent/guardian and student, upon two (2) school business days’ prior notice, will have the right to present a written or oral grievance to the board at its next regular meeting, or at a meeting held within 30 days, whichever is earlier. A closed meeting may be held for the purpose of considering the grievance.

The board will notify the parent/guardian and student of its response to the grievance within ten (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, superintendent or board elects to postpone such action.

**Readmission**
Any student who has been short-term suspended will be allowed to make application for readmission at any time in accordance with district policy and procedure. (See also Readmission Application Process, below)
Reporting
Principals will report all short-term suspensions and the reasons therefor to the superintendent or designee within twenty-four (24) hours after the imposing the short-term suspension.

Long-Term Suspension

Conditions and limitations
A student may be long-term suspended for violation of school district rules. The nature and circumstances of the violation must reasonably warrant a long-term suspension. As a general rule, no student will be long-term suspended 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.

No student in grades kindergarten through fourth grade will be long-term suspended during any single semester or trimester and no loss of academic grades or credit will be imposed by reason of the suspension.

No student in fifth grade and above will be long-term suspended in a manner that causes the student to lose academic grades or credit for longer than one semester or trimester during the same school year.

The principal will notify special education staff of any long-term suspension to be imposed for a student who is currently eligible for special education services or those who might be deemed eligible for special education. To the extent that suspensions may cumulatively or consecutively exceed ten (10) days, the principal will notify relevant special education staff so that the district can ensure that special education discipline procedures are in place, in addition to general education discipline procedures.

Exceptional misconduct
A student may be long-term suspended for exceptional misconduct, other than absenteeism, when such misconduct is of such frequent occurrence or is so serious in nature and/or is so serious in terms of disruptive effect on the operation of the school that an immediate resort to a long-term suspension is warranted. In cases of exceptional misconduct, a long-term suspension may be imposed without first attempting alternative forms of corrective action. The superintendent, following consultation with a representative ad hoc citizens’ committee, will recommend for board approval, the nature and extent of the corrective actions which may be imposed as a consequence of exceptional misconduct. (See Procedure 3240P). An exception may be granted by an administrator and/or hearing officer when warranted by extenuating circumstances.

Notice of hearing
Prior to imposing a long-term suspension, the district will provide the student and/or his/her parents/guardians a written notice of opportunity for hearing. The notice will be delivered in person or by certified mail. The notice will:

- Be provided in the predominant language of the student and his or her parents/guardians, if other than English, if feasible;
- Specify the alleged misconduct and the school district rule(s) alleged to have been violated;
- Set forth the proposed long-term suspension;
- Set forth the right to a hearing for the purpose of contesting the allegation(s); AND
- Set forth the facts that:
A written or oral request for hearing must be received by (insert designated staff member) or their office on or before the end of the third school business day after the notice is received; and

If such a request is not received within that period, the hearing will be deemed waived and the proposed long-term suspension may be imposed without further opportunity for the student and/or their parent/guardian to contest it.

As a best practice, the district should provide a schedule of school business days with the notice.

The student and/or his or her parents/guardians must request a hearing within three (3) school business days after receipt of the notice of opportunity for hearing. The request may be provided in writing or orally, but must be provided to the district employee specified in the notice or their office. If a request for hearing is not received within the required period, the district may deem the right to hearing waived and the long-term suspension may be imposed.

Pre-hearing and hearing
If a request for hearing is received within three (3) school business days after receipt of notice, the school district will schedule a hearing to begin within three (3) school business days after the date of receiving the request.

The student and parent/guardian have the right to:
- Be represented by legal counsel;
- Inspect in advance of the hearing any documentary and physical evidence that the district intends to introduce at hearing;
- Question and confront witnesses (see WAC 392-400-305 for procedure if a school district witness does not appear);
- Explain the alleged misconduct; and
- Present relevant affidavits, exhibits, and witnesses.

The district and/or its representative have the right to inspect in advance of the hearing evidence that the student and his/her parents/guardians intend to introduce at the hearing. Either a tape-recorded or verbatim record of the hearing will be made.

The hearing will be conducted before a hearing officer appointed by the superintendent. Such hearing officer will not be a witness to the alleged conduct. Ideally, the individual selected to be the hearing officer will possess both district administration experience and/or legal training and/or prior experience conducting administrative hearings.

When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:
- A single hearing will not likely result in confusion; AND
- No student will have his/her interest substantially prejudiced by a group hearing.

If the hearing officer finds that during the hearing a student’s interests will be substantially prejudiced by the group hearing, he/she may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

The hearing officer will determine, based solely on the evidence presented at hearing, and set forth in his/her written decision:
- Findings of fact as to whether the student has been afforded appropriate procedural due process (e.g., notice, opportunity to inspect evidence prior to hearing);
- Findings of fact as to the alleged misconduct; AND
A conclusion as to whether the nature and duration of the proposed long-term suspension is appropriate or whether a lesser form of corrective action should be imposed.

The hearing officer will issue the decision and the district will provide notice of such decision to the student’s legal counsel, or, if none, to the student’s and his/her parents/guardians.

If the hearing officer decides that a long-term suspension is appropriate, the parent/guardian and student will have the right to appeal that decision to the school board or school district disciplinary appeal council by filing a written or oral notice of appeal at the office of the superintendent or the hearing officer within three (3) school business days after the date of receipt of the decision.

If a timely notice of appeal is not provided to the district, the long-term suspension may be imposed as of the calendar day following expiration of the three (3) school business day period (see Appeal Process for Long-Term Suspension or Expulsion, below).

Readmission
Any student who has been long-term suspended will be allowed to make application for readmission at any time in accordance with district policy and procedure. (See also Readmission Application Process, below)

Reporting
Principals will report all long-term suspensions and the reasons therefor to the superintendent or designee within twenty-four (24) hours after the imposing the expulsion.

Emergency expulsion

Conditions and limitations
A student may be immediately removed from school prior to a hearing without other forms of corrective action if the superintendent or designee has good and sufficient reason to believe that the student poses:

- An immediate and continuing danger to other students or school staff; OR
- An immediate and continuing threat of substantial disruption of the educational process.

Such emergency expulsion must end or be converted to another form of corrective action within ten (10) school days of the date of the expulsion. If the emergency expulsion is converted to another form of corrective action, the district will provide the student and/or parents/guardians with notice and due process rights appropriate to the new corrective action.

Notice of hearing
The district will notify the student and his/her parents/guardians of the emergency expulsion and of their opportunity for a hearing by:

- Hand-delivery of written notice within twenty-four hours of expulsion (school districts must document delivery of the notice by obtaining the signature of the student’s parents/guardians acknowledging receipt or the written certification of the person making the delivery); OR
- Certified letter mailed within twenty-four hours of the expulsion (reasonable attempts to contact the parents/guardians by phone or in person will also be made as soon as reasonably possible).

The district’s written and oral notice of emergency expulsion and opportunity for hearing will:

- Be provided in the predominant language of the student and/or a parent/guardian, if other than English, if feasible;
• Specify the alleged reasons that the student’s presence poses an immediate and continuing danger to students, school staff, or poses an immediate and continuing threat of substantial disruption of the educational process.
• Set forth the date on which the emergency expulsion began and when it will end;
• Set forth the right of the student and/or his or her parents/guardians to a hearing for purposes of contesting the allegations as soon as is reasonably possible; and
• Set forth the facts that:
  o A written or oral request for hearing must be received by a designated school employee or his or her office on or before the end of the third school business day after receipt of the notice of opportunity for hearing; AND
  o If the request is not received within three school business days, then the right to a hearing may be deemed waived and the emergency expulsion may be continued, if deemed necessary, for up to ten (10) school days from the date of the student’s emergency expulsion from school without any further opportunity for the student or his or her parent/guardian to contest it.

As a best practice, the district should provide a schedule of school business days with the notice.

The student and/or his or her parents/guardians must request a hearing within three (3) school business days after receipt of the notice of opportunity for hearing. The request may be provided in writing or orally, but must be provided to the district employee specified in the notice or their office. If a request for hearing is not received within the required period, the district may deem the right to hearing waived and the emergency expulsion may be imposed for up to ten (10) school days from the date of the expulsion from school.

**Prehearing and hearing**

If a request for hearing is received within three (3) school business days after receipt of notice, the school district will immediately schedule and give notice of a hearing to commence as soon as reasonably possible and no later than the second school business day after receipt of the request for hearing.

The student and his/her parents/guardians have the right to:
• Be represented by legal counsel;
• Inspect in advance of the hearing any documentary and physical evidence that the district intends to introduce at hearing;
• Question and confront witnesses (see WAC 392-400-305 for procedure if a school district witness does not appear);
• Explain the alleged misconduct;
• Present relevant affidavits, exhibits, and witnesses.

The district and/or its representative have the right to inspect in advance of the hearing evidence that the student and his/her parents/guardians intend to introduce at the hearing.

The hearing will be conducted before a hearing officer appointed by the superintendent. Such hearing officer will not be a witness to the alleged conduct. Ideally, the individual selected to be the hearing officer will possess both district administration experience and/or legal training and/or prior experience conducting quasi-judicial hearings. Either a tape-recorded or verbatim record of the hearing will be made.

When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:
• A single hearing will not likely result in confusion; AND
• No student will have his/her interest substantially prejudiced by a group hearing.

If the hearing officer finds that during the hearing a student’s interests will be substantially prejudiced by the group hearing, he/she may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

The hearing officer will determine, based solely on the evidence presented at hearing, and set forth in his/her written decision:
• Findings of fact as to whether the student has been afforded appropriate procedural due process (e.g., notice, opportunity to inspect evidence prior to hearing);
• Findings of fact as to the alleged misconduct;
• A conclusion as to whether the student’s immediate and continuing danger to students and/or school staff OR immediate and continuing threat of substantial disruption of the educational process giving rise to the emergency expulsion has terminated; AND
• A conclusion as to whether the emergency expulsion shall be converted to another form of corrective action or stand as imposed.

Within one (1) school business day after the date upon which the hearing concludes, the hearing officer will issue the decision and the district will provide notice of such decision to the student and the student’s parents/guardians and legal counsel, if any, by depositing a letter in certified U.S. mail.

If the hearing officer concludes in his/her decision that the emergency expulsion shall be converted to another form of corrective action, the district must provide notice of all due process rights to the student and parent/guardian for the appropriate corrective action. For appeals from a hearing officer decision regarding an emergency expulsion, see Appeals of long-term suspension and expulsion.

Expulsion

Conditions and limitations
The nature and circumstances of the alleged violation must reasonably warrant the harshness of expulsion. No student will be expelled unless other forms of corrective action reasonably calculated to modify his or her conduct have failed or there is good reason to believe that other forms of corrective action would fail if used.

The district will make reasonable efforts to assist students in returning to an educational setting prior to, and no later than, the end date of the expulsion.

An expulsion may not be imposed for an indefinite period of time, and may not exceed one calendar year from the date of corrective action unless:
• The school petitions the superintendent for an extension; AND
• The superintendent authorizes the extension in compliance with the superintendent of public instruction’s rules adopted for this purpose (see Petition for Extension of One Year Expulsion below).

Once a student is expelled in compliance with district policy, the expulsion will be brought to the attention of appropriate local and state authorities, including, but not limited to, juvenile authorities acting pursuant to the Basic Juvenile Court Act, so that such authorities may address the student’s educational needs.

Any elementary or secondary school student who is determined to have carried a firearm onto, or to have possessed a firearm on, public elementary or secondary school premises, public school-provided transportation, or areas of facilities while being used exclusively by public schools, will be
expelled from school for not less than one calendar year pursuant to RCW 28A.600.420 with notification to parents/guardians and law enforcement.

**Notice of hearing**

Prior to the expulsion of a student, the district will provide the student and/or his/her parents/guardians a written notice of opportunity for hearing. The notice will be delivered in person or by certified mail. The notice will:

- Be provided in the predominant language of the student and his or her parents/guardians, if other than English, if feasible; Specify the alleged misconduct and the school district rule(s) alleged to have been violated;
- Set forth the proposed expulsion;
- Set forth the right to a hearing for the purpose of contesting the allegation(s); AND
- Set forth the facts that:
  - A written or oral request for hearing must be received by *(insert designated staff member)* or their office on or before the end of the third school business day after the notice is received; and
  - If such a request is not received within that period, the hearing will be deemed waived and the proposed long-term suspension may be imposed without further opportunity for the student and/or their parent/guardian to contest it.

**Prehearing and hearing**

If a request for hearing is received within three (3) school business days after receipt of notice, the school district will schedule a hearing to begin within three (3) school business days after the date of receiving the request.

The student and parent/guardian have the right to:

- Be represented by legal counsel;
- Inspect in advance of the hearing any documentary and physical evidence that the district intends to introduce at hearing;
- Question and confront witnesses (see WAC 392-400-305 for procedure if a school district witness does not appear);
- Explain the alleged misconduct;
- Present relevant affidavits, exhibits, and witnesses.

The district and/or its representative have the right to inspect in advance of the hearing evidence that the student and his/her parents/guardians intend to introduce at the hearing. Either a tape-recorded or verbatim record of the hearing will be made.

The hearing will be conducted before a hearing officer appointed by the superintendent. Such hearing officer will not be a witness to the alleged conduct. Ideally, the individual selected to be the hearing officer will possess both district administration experience and/or legal training and/or prior experience conducting quasi-judicial hearings.

The hearing is a quasi-judicial process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of student(s) and others involved, the hearing will be held without public notice and without public access unless the student(s) and/or the parent(s)/guardian(s) or their counsel requests an open hearing. Regardless of whether the hearing is open or closed, the district will comply with the Family Educational Rights and Privacy Act (FERPA) in regard to confidentiality of student education records.

When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:
• A single hearing will not likely result in confusion; AND
• No student will have his/her interest substantially prejudiced by a group hearing.

If the hearing officer finds that during the hearing a student’s interests will be substantially prejudiced by the group hearing, he/she may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

The hearing officer will determine, based solely on the evidence presented at hearing, and set forth in his/her written decision:
• Findings of fact as to whether the student has been afforded appropriate procedural due process (e.g., notice, opportunity to inspect evidence prior to hearing);
• Findings of fact as to the alleged misconduct; AND
• A conclusion as to whether the expulsion is appropriate OR whether a lesser form of corrective action should be imposed.

The hearing officer will issue the decision and the district will provide notice of such decision to the student’s legal counsel, or, if none, to the student’s and his/her parents/guardians.

The student and parent/guardian will have the right to appeal the hearing officer’s decision to the school board or school district disciplinary appeal council by filing a written or oral notice of appeal at the office of the superintendent or the hearing officer within three (3) school business days after the date of receipt of the decision. If a timely notice of appeal is not provided to the district, the expulsion may be imposed as of the calendar day following expiration of the three (3) school business day period.

If a timely notice of appeal is received, see Appeal Process for Long-Term Suspension or Expulsion, below.

Readmission
Any student who has been expelled will be allowed to make application for readmission at any time in accordance with district policy and procedure. (See also Readmission Application Process, below)

Reporting
Principals will report all long-term suspensions and the reasons therefor to the superintendent or designee within twenty-four (24) hours after the imposing the expulsion.

Petition for extension of one-year expulsion
The principal or designee may petition the superintendent for authorization to exceed the one year calendar limitation on an expulsion when warranted because of risk to public health and safety. The petition may be submitted any time after final imposition of the expulsion and prior to the end of the expulsion. The petition will include:
• A detailed description of the student’s misconduct, the school rules that were violated, and the public health or safety concerns of the district;
• A detailed description of the student’s academic, attendance and discipline history, if any;
• A description of the lesser forms of corrective action that were considered and the reasons why they were rejected;
• A description of all alternative learning experiences, vocational programs and/or other educational services that may be available to the student;
• The proposed extended length of the expulsion;
• Identification of special education services or accommodations pursuant to Section 504 of the Rehabilitation Act of 1973, if appropriate;
• A proposed date for the reengagement meeting.
A copy of the petition will be delivered in person or by certified mail to the student and his/her parents/guardians in the predominant language of the student and/or his/her parents/guardians, if other than English, if feasible; Rights Act of 1964. The student and/or parents/guardians may submit a written or oral response to the petition within ten (10) school business days of receipt of the petition.

Within eleven (11) school business days, but no later than twenty (20) school business days from delivery of the petition to the student and parent/guardians, the superintendent will issue a written decision granting or denying the petition. The superintendent, in his/her discretion, may grant the petition if evidence exists that if a student was to return at or before one calendar year, he/she would pose a risk to public health or safety. The written decision will include a description of rights and procedures for appeal.

The student and/or parents/guardians may appeal the decision within ten (10) school business days of receipt of the decision to the school board.

The district will report the number of petitions submitted, approved and denied to the office of the superintendent of public instruction annually.

**Board Option to Delegate Authority to Hear Appeals**

The board may delegate its authority to hear and decide long-term suspension and expulsion appeals to a school district disciplinary appeal council established by the board. Members of such councils will be appointed by the board for fixed terms and shall consist of no less than three persons. If such a council is established, the student and/or his/her parents/guardians have the right to appeal the hearing officer decision to the board or the disciplinary appeal council.

Appeal process for long-term suspension and expulsion.

If a timely notice of appeal is received, the long-term suspension or expulsion may be imposed during the appeal period if:

- The long-term suspension or nonemergency expulsion is imposed for no more than ten (10) consecutive days or until the appeal is decided, whichever is the shortest period.
- Any days that the student is suspended or expelled before the appeal is decided are applied to the term of suspension or expulsion and will not limit or extend the term of the suspension or extend the term of suspension or expulsion; and
- A suspended student who returns to school before the appeal is decided will be provided the opportunity upon return to make up assignments and tests missed by reason of suspension if:
  - Such assignments or tests have a substantial effect on the student’s semester or trimester grade or grades;
  - Failure to complete such assignment or tests would result in denial of course credit.

The board will schedule and hold a meeting to informally review the matter within ten (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/guardian, 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 board deems reasonable.

Prior to adjournment, the board will agree to one of the following procedures:

- Study the hearing record or other materials submitted and record its findings within ten (10) school business days; OR
- Schedule and hold a special meeting to hear further arguments on the case and record its findings within fifteen (15) school business days; OR
- Hear and try the case de novo before the board within ten (10) school business days.

Any decision by the board to impose or to affirm, reverse or modify the imposition of suspension or expulsion upon a student will be made only by:
• Those board members who have heard or read the evidence;
• Those board members who have not acted as a witness in the matter; AND
• A majority vote at a meeting at which a quorum of the board is present.

Within thirty (30) days of receipt of the board’s final decision, any parent and student desiring to appeal any action upon the part of the board regarding the suspension or expulsion may serve a notice of appeal upon the board and file such notice with the Superior Court Clerk of the County.

Reengagement Meeting
A reengagement meeting should be convened within twenty (20) days of a long-term suspension or expulsion but no later than five (5) days before the student’s reentry or reenrollment to school. The purpose of the meeting is to discuss a reengagement plan with the parent/guardian and the student.

Reengagement Plan
The district must create a plan tailored to the student’s individual circumstances, including consideration of the incident that led to the student’s long-term suspension or expulsion. The plan should aid the student in taking the necessary steps to remedy the situation that led to the suspension or expulsion.

In developing the reengagement plan, the district should consider shortening the length of time that the student is suspended or expelled, other forms of corrective action and supportive interventions that aid in the student’s academic success and keep the student engaged and on track to graduate.

A reengagement meeting conducted by the district involving the student and his/her parents/guardians is not intended to replace a petition for readmission.

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 recommend admission or non-admission. If a student wishes admission to another school, he/she will submit the written application to the superintendent. The application will include:
• Reasons the student wants to return and why the request should be considered;
• Evidence which supports the request; AND
• A supporting statement from the parent or others who may have assisted the student.

The superintendent will advise the student and parent/guardian of the decision within seven (7) school days of the receipt of such application.

Section 4: Athletics
Student Sports – Concussion, Head Injury and Sudden Cardiac Arrest
Board Policy 3422

Concussion and Head Injury
The South Kitsap School District Board of Directors recognizes that concussions and head injuries are commonly reported injuries in children and adolescents who participate in sports and other recreational activities. The board acknowledges that the risk of catastrophic injuries or death is significant when a concussion or head injury is not properly evaluated and managed.

Therefore, all competitive sport activities in the district will be identified by the administration and all appropriate district staff, coaches and team volunteers will complete training as required in Procedure 3422 to recognize warning signs and symptoms of concussion and head injury.
Additionally, all coaches will comply with Washington Interscholastic Activities Association (WIAA) guidelines for the management of concussions and head injuries.

Consistent with Washington law, the district will utilize guidelines developed with the WIAA and other pertinent information to inform and educate coaches, youth athletes, and their parents/guardians of the nature and risk of concussions or head injuries, including the dangers associated with continuing to play after a concussion or head injury. Annually, the district will distribute a head injury and concussion information sheet to all parents/guardians of student participants in competitive sport activities.

Prior to their first use of school facilities, all private nonprofit youth programs must provide a written statement of compliance with this policy in regard to concussion and head injury with proof of insurance as required by RCW 4.24.660.

**Sudden Cardiac Arrest**

The Board of Directors further recognizes that sudden cardiac arrest is reported to be the leading cause of death in young athletes. The board will work with the WIAA and the University of Washington medicine center for sports cardiology to make available an online pamphlet that provides student athletes, their parents/guardians and coaches with information about sudden cardiac arrest. To this end, the district will maintain a link on its website to the OSPI website where the online pamphlet will be posted.

Annually, prior to participating in an interscholastic athletic activity, students and their parent/guardian must review the online pamphlet and return a signed statement to the school documenting their review. This form may be combined with the annually distributed head injury and concussion information sheet referenced above.

The board will also work with the WIAA and the University of Washington medicine center for sports cardiology to make available an existing online sudden cardiac arrest prevention program for coaches. Every three years, prior to coaching an interscholastic athletic activity, all coaches will complete the online program and provide a certificate of completion to the district.

All coaches, including volunteers, will complete training as required in the district procedure. Additionally, all coaches will comply with Washington Interscholastic Activities Association (WIAA) guidelines for the management of sudden cardiac arrest.

Prior to their first use of school facilities, all private nonprofit youth programs must provide a written statement of compliance with this policy in regard to sudden cardiac arrest with proof of insurance as required by RCW 4.24.660.

**Student Sports – Concussion, Head Injury and Sudden Cardiac Arrest in Student Sports**

Administrative Procedure 3422P

**Athletic Director or Administrator in Charge of Athletics Duties:**

1. **Updating:** Each spring, the athletic director, or the administrator in charge of athletics if there is no athletic director, will review any changes that have been made in forms required for concussion, head injury and sudden cardiac arrest management by consulting with the WIAA or the WIAA Web site. If there are any updated forms, they will be adopted and used for the upcoming school year.
2. **Identifying Sports:** By June 30 of each year, the athletic director or administrator in charge will identify competitive sport activities in the district for which compliance with Policy 3422 is required. A list of competitive sports activities, Policy 3422 and this procedure will be distributed to all coaching staff and volunteers.

**Coach Training:** All coaches will undergo training in head injury and concussion management and at least once every two years by one of the following means: (1) through attendance at a WIAA or similar clock hour presentation which uses WIAA guidelines; or (2) by completing WIAA online training. All coaches will undergo training in sudden cardiac arrest prevention every three years by completing an online program developed by the WIAA and the University of Washington medicine center for sports cardiology and providing proof of completion of same to the district.

**Parent Information:** On a yearly basis and prior to the youth athlete's initiating practice or competition, a concussion and head injury information sheet will be signed and returned by the youth athlete and the athlete's parent and/or guardian. The information sheet will also incorporate a statement attesting to the student and parent/guardian's review of the online pamphlet on sudden cardiac arrest posted on the OSPI website. The statement must be signed by both the student and parent. The information sheet may be incorporated into the parent permission sheet which allows students to participate in extracurricular athletics.

**Coach’s Responsibility:** A youth athlete who is suspected of sustaining a concussion or head injury in a practice or game or one who exhibits symptoms of sudden cardiac arrest will be immediately removed from play.

**Return to Play After Concussion, Head Injury or symptoms of sudden cardiac arrest:** A student athlete who has been removed from play may not return to play until the athlete is evaluated by a licensed health care provider trained in the evaluation and management of concussion and sudden cardiac arrest and receives written clearance to return to play from that health care provider. The health care provider may be a volunteer.

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**Section 6: Bus Conduct**  
**Student Safety Walking, Biking and Riding Buses**  
Board Policy 6605

The district will adopt a comprehensive school trip safety program that addresses bus safety, walking and biking route plans, vehicle access to the school, circulation and parking at the school, pedestrian circulation on and around the school campus and safety education and enforcement.

**Safety Advisory Committee**

The superintendent will establish a Safety Advisory Committee (SAC) pursuant to WAC 392-151-017 to develop and maintain a comprehensive school trip safety program. The committee will also develop and maintain the school patrol program in compliance with RCW 46.61.385 and review and approve each school's Safe Routes to School plan. The superintendent will develop specific responsibilities and reporting relationships of the committee, including how the SAC relates to individual school safety programs.

**Bus Safety**

The superintendent will develop written rules establishing the procedures for bus safety and emergency exit drills and for student conduct while riding on buses. The procedures for bus safety will include rules restricting bus access to students and those persons authorized by the superintendent and/or his or her designee(s) to ride the bus to and from any school activity.
The bus driver is responsible for the safety of his/her passengers, particularly for those who cross a roadway after leaving the bus. No bus driver shall order or allow a student to disembark at other than his/her customary boarding or alighting place, unless so authorized by the superintendent. In order to assure the safety of all, the bus driver may hold students accountable for their conduct during the course of transportation and may recommend corrective action against a student. Bus drivers are expressly prohibited from using corporal punishment. Bus drivers are expressly prohibited from allowing anyone to board the bus who is not a student or a person authorized to ride the bus by the superintendent and/or his or her designee(s).

**Emergencies**

In the event of an accident or other emergency, the bus driver will follow the emergency procedures in accordance with the School Bus Driver Handbook (SPI). A copy of the emergency procedures will be located in each bus. To insure the success of such emergency procedures, each bus driver will conduct an emergency evacuation drill within the first six weeks of each school semester. The district will conduct such other drills and procedures as may be necessary.

**Student Conduct On Buses**

The superintendent will establish written rules of conduct for students riding school buses. Such rules will include as a minimum, the requirements of WAC 392-145-021 and will be reviewed annually by the superintendent and revised if necessary. If the rules are substantially revised, they shall be submitted to the board for approval.

At the beginning of each school year, a copy of the rules of conduct for students riding buses will be provided to each student who is scheduled to ride a school bus. The classroom teacher and/or bus driver will review the rules with the students at or near the beginning of each school year. A copy of the rules will be available upon request at the district office.

**Safe Routes to School Plan**

Pursuant to WAC 392-151-025, all elementary schools that have students who walk to and from school are required to develop a suggested route plan. All schools are encouraged to have a walking/biking route plan in place. To develop the school walking/biking route plans, the superintendent will establish a Safe Routes to School committee.

The committee will conduct a walking and biking audit within a one mile radius of the school and develop a Safe Routes to School walking/biking map or plan. The plan will recommend the best routes for students walking to and from school, as well as the best routes to and from school bus stops. In developing the plan, the committee will consider, at a minimum, the following:

1. traffic patterns;
2. existing traffic controls;
3. existing school patrols;
4. limits on the number of school crossings so that students have to move through the crossings in groups;
5. allowing only one entrance-exit from each block to and from school;
6. routes that provide the greatest physical separation between walking children and traffic;
7. routes that expose students to the lowest speeds and volumes of moving vehicles; and
8. routes that include the fewest number of road or rail crossings;

The superintendent or designee will review the plan with the Safety Advisory Committee and, upon its approval, distribute the plan to all students with instructions that it be taken home and discussed with parents. The plan will be routinely updated as conditions change. The superintendent or designee will include the plan in the district’s School Wellness Plan to encourage parents and students who walk and bike to school to use the recommended routes.
Student Conduct on Buses

Any misconduct by a student, which in the opinion of the bus driver or bus supervisor, is detrimental to the safe operation of the bus will be sufficient cause for the principal to suspend the transportation privilege.

Rules of conduct for students riding buses:

Students will obey the driver and any aide assigned to the bus by the district. The driver is in full charge of the bus and passengers and will be obeyed. If an aide is assigned to the bus by the district, he/she shall be responsible for the safe operation of the bus. When transporting classes or teams, the teacher or coach shall be primarily responsible for the behavior of the students. Students shall obey both the driver and the teacher, coach or other staff member.

Students will ride only on their assigned bus unless written permission to do otherwise has been received by school officials.

Students will not be permitted to leave the bus except at their regular stop unless written permission to do otherwise is received by school officials.

Students assigned seats will use only that seat unless permission to change is authorized by the driver.

Students will observe rules of classroom conduct while riding on buses. Noise will be kept down to avoid distracting the driver. Students will refrain from the use of obscene language or gestures.

Students will not smoke or ignite lighters or matches on buses.

Students will not eat on buses, except when specifically authorized and supervised by an accompanying teacher, coach or other staff member. Buses shall be kept clean.

Students will not open bus windows without the driver’s permission.

Students will not extend any part of their body out of bus windows at any time.

Students will not carry or have in their possession items that can cause injury to passengers on the bus. Such items include, but are not limited to, sticks, breakable containers, weapons or firearms, straps or pins protruding from clothing, large, bulky items which cannot be held or placed between legs, etc. Books and personal belongings shall be kept out of aisles.

Students will not have animals on buses, except one that is providing assistance to a disabled student.

Students will not sit in the driver’s seat or to the immediate right or left of the driver.

Students will refrain from talking to the driver unless necessary.

Students will go directly to a seat once inside the bus and remain seated at all times unless the driver instructs otherwise.

Students will get on/off the bus in an orderly manner and will obey the instructions of the driver or school safety patrol persons on duty. There will be no pushing and shoving when boarding or leaving the bus. Once off the bus, students will adhere to rules for pedestrians.

Students will never cross the roadway behind a bus unless they use pedestrian crosswalks or traffic lights.

Students will stand away from the roadway curb when any bus is approaching or leaving a stop.
Students going to and from their bus stops where there are no sidewalks will walk on the left-hand side of the roadway facing oncoming traffic. Students will go directly to their home after leaving the bus.

Students will use lap belts on buses when available.

Students will follow emergency exit drill procedures as prescribed by the driver.

Students will not tamper with emergency doors or equipment.

Students will remain quietly seated, not exhibit disruptive behavior and turn off all noise-making devices at highway rail grade crossings.

Parents of students identified as causing damage to buses will be charged with the cost of the incurred damage. Students causing the damage may be suspended from transportation.

Student misconduct will constitute sufficient reason for suspending transportation privileges.

**Disciplinary Procedures**

Principals are responsible for correcting students whose abusive behavior results in a bus-incident report or violates the rules above. The principal shall provide supervision during bus arrival and departure times and receive reports (written and oral) from the drivers.

The principal will insure that students comply with the specified regulations. Principals must maintain open lines of communication among school officials, bus drivers and the transportation department.

When waiting for a bus, or going to and from a bus stop, students are responsible for conducting themselves according to the social and legal mores that apply to adults in public. That is, they must not abuse or cause damage to private or public property; they must not use obscene language or gestures; they must not engage in criminal activity. Failure to adhere to these standards may result in formal complaints by citizens which may be forwarded to principals for possible corrective action.

Students provided with transportation are responsible for complying with the district’s rules of conduct for students riding buses. Failure to adhere to these rules, or abusive behavior towards the public, driver, fellow passengers or the vehicle constitutes justification for initiating corrective action against a student.

Abusive behavior on the part of a student riding a bus may result in a written report when, in the opinion of the driver or bus supervisor, there has been an infraction of the rules applicable to student conduct. The written report is the primary means by which a driver or bus supervisor communicates a student’s conduct to the school and transportation department. This report, in most cases, reflects an infraction of rules which is repeated by the student after his/her having received previous oral warnings from the driver or bus supervisor. In order for drivers and bus supervisors to effectively maintain control on their buses, it is expected that action be exercised by principals when receiving such a report.

When a student’s conduct constitutes an infraction of the rules, the driver or bus supervisor will complete a report on the student describing the incident or damage that occurred. The driver or bus supervisor will provide the student with a copy of the report, hand the original report to the principal and submit a copy to the transportation supervisor. The copy of the report concerning special education students shall be given to the principal for disposition.

The principal upon receiving the report will investigate the circumstances surrounding the incident and take action according to the procedures set forth in the district’s policies pertaining to corrective action and punishment. When investigating the incident, the primary concern must be with respect to the safe transport of students. Corrective action, if necessary, should be consistent throughout the district as follows:

**Warning:** When a student’s misconduct is of a minor nature which does not jeopardize the safety or welfare of other students or the operation of the bus.
Suspension: When a student’s misconduct is deemed to jeopardize the safety of bus passengers and operation, or when repeated warning notices fail to correct abusive behavior, or when a student incurs damage to the bus.

Expulsion: When a student's misconduct is of such nature that the safety of the bus operation and/or of the occupants was willfully and seriously threatened (i.e., student assaulting the driver).

The action taken by the principal will be annotated on the report and forwarded to the student's parent for signature. The transportation department will be notified.

Drivers will be advised to file assault and battery charges against students who physically assault them. Under no circumstances will the driver retaliate in kind and physically assault the student as this conduct may subject him/her to legal action.

The student or parent of a student who has been suspended from receiving transportation entitlements may appeal the principal's decision by submitting a written statement to the superintendent. The superintendent will render a decision after evaluating the issues and facts involved. If the decision is based on issues unrelated to those described in the district's rules of conduct for students riding buses, the decision will require board concurrence before implementation.

Emergencies

The transportation supervisor will review the contents of the School Bus Driver's Handbook with each driver prior to the beginning of each school year. Each driver, in turn, is expected to follow the procedure as outlined in the handbook. At the start of each field trip or extracurricular trip, the school bus driver will review with all passengers the location and use of the emergency exits, emergency equipment and any district emergency procedures.

In the event of a collision, the driver will make contact with the transportation supervisor who will:

A. Determine the nature of the collision;
B. Contact emergency services if there is reason to believe that there are injuries which require immediate attention;
C. Contact the state patrol regarding the accident;
D. Advise the superintendent of schools;
E. Investigate the accident and gather the names of all students and witnesses;
F. Dispatch another bus to transport the students to their destinations;
G. Contact the parent(s) or guardian(s) of any students who are injured.

To facilitate the responsibilities assigned to the transportation department, the supervisor, in cooperation with the building principals, will compile a list of students, including addresses and phone numbers that are authorized to ride each bus route.

Section 6: Technology
Electronic Resources and Internet Safety
Board Policy 2022

The South Kitsap 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 staff and students need to be proficient and safe users of information, media, and technology to succeed in a digital world.
**Electronic Resources**

The district will develop and use electronic resources as a powerful and compelling means for students to learn core subjects and applied skills in relevant and rigorous ways and for staff to educate them in such areas of need. 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 use these tools. 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 superintendent or designee will: 1) create strong electronic resources and develop related educational systems that support innovative teaching and learning; 2) provide appropriate staff development opportunities regarding this policy; and 3) develop procedures to support this policy. The superintendent or designee is authorized to develop procedures and acceptable use guidelines for staff and students as to use of district electronic resources, including those that access Internet and social media, and to regulate use of personal electronic resources on district property and related to district activities.

**Internet Safety**

To help ensure student safety and citizenship with electronic resources, all students will be educated about Internet safety. This will include appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyber-bullying awareness and response.

To promote Internet safety and appropriate online behavior of students and staff as they use electronic resources and access material from the Internet, the superintendent or designee is authorized to develop or adopt Internet safety procedures, acceptable use guidelines, and, for students, related instructional materials for every grade level. The superintendent or designee in evaluating such procedures and instructional materials should take into account District electronic resources, community norms, privacy rights, responsible use, and issues of concern with student or staff use of electronic resources.

As a component of district Internet safety measures, all district-owned electronic resources, including computer networks and Wi-Fi, in all district facilities capable of accessing the Internet must use filtering software to prevent access to obscene, racist, hateful or violent material. However, given the ever-changing nature of the Internet, the district cannot guarantee that a student will never be able to access objectionable material.

Further, when students use the Internet from school facilities for educational purposes, district staff will make a reasonable effort to supervise student access and use of the internet. If material is accessed that violates district policies, procedures or student guidelines for electronic resources or acceptable use, district staff may instruct the person to cease using that material and/or implement sanctions consistent with district policies, procedures, guidelines, or student codes of conduct.

**Acceptable Use Guidelines**

Use of our computers is a privilege and should be for school purposes only. Appropriate use of the computer and the internet means I WILL:

1. Respect school property by not disrupting, destroying, modifying or abusing computer equipment or the network;

2. Not destroy other people’s files with viruses or hacking tools;

3. Only access files that belong to me;
4. Use existing software and not install any other software without permission;

5. Use only teacher-approved media or devices;

6. Obey the restrictions of the network filter;

7. Report anything inappropriate to my teacher or another adult immediately;

8. Protect myself by not giving out personal information (including my password) or leaving my computer unattended;

9. Be a good cyber-citizen and not use the computer to bully, harass or put-down others;

10. Respect the copyright of software and web sites and not plagiarize the works of others.

I understand that not following any of the above could result in disciplinary action according to district policy 2022.

Students and Telecommunication Devices
Board Policy 3245

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

A. Telecommunication devices will be turned on and operated only before and after the regular school day and during the student’s lunch break, unless an emergency situation exists that involves imminent physical danger or a school administrator authorizes the student to use the device;

B. 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;

C. 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 the district;

D. 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;

E. 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;

F. Students are responsible for devices they bring to school. The district will not be responsible for loss, theft or destruction of devices brought onto school property or to school sponsored events;
G. Students will comply with any additional rules developed by the school concerning the appropriate use of telecommunication or other electronic devices; and

H. Students who violate this policy will be subject to disciplinary action, including suspension or expulsion.

Section 7: Attendance
Excused and Unexcused Absences
Board Policy 3122

Excused and Unexcused Absences

Students are expected to attend all assigned classes each day. Upon enrollment and at the beginning of each school year, the district shall inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of truancy, the role and responsibility of the district in regard to truancy, and resources available to assist the student and their parents and guardians in correcting truancy. The district will also make this information available online and will take reasonable steps to ensure parents can request and be provided such information in a language they can understand. Parents will be required to date and acknowledge review of this information online or in writing.

Excused Absences

Regular school attendance is necessary for mastery of the educational program provided to students of the district. At times, students may be appropriately absent from class. School staff will keep a record of absence and tardiness, including a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student’s excused absences. The following principles will govern the development and administration of attendance procedures within the district:

A. The following are valid excuses for absences:
   1. Participation in a district 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, 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.

F. If an absence is excused, the student shall 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.

G. An excused absence will be verified by a parent/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 within the district, an absence will default to unexcused until such time as an excused absence may be verified by a parent 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 the district keep the information confidential. Students thirteen and older have the right to keep information about drug, alcohol or mental health treatment confidential per RCW 70.96A.095. Students 14 and older have the same confidentiality rights regarding HIV and sexually transmitted diseases per RCW 70.02.220.

Unexcused Absences

A. 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.

B. 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. A student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent.

C. The school will notify a student’s parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification will include the potential consequences of additional unexcused absences.

D. A conference with the parent or guardian will be held after two unexcused absences within any month during the current school year. A student may be suspended or expelled for habitual truancy. Prior to suspension or expulsion, the parent will be notified in writing in his/her primary language that the student has unexcused absences.

A conference shall be scheduled to determine what corrective measures should be taken to ameliorate the cause for the student's absences from school. If the parent does not attend the conference, the parent will be notified of the steps the district has decided to take to reduce the student’s absences.

E. Not later than the student’s fifth unexcused absence in a month the district will enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a community truancy board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.

F. If such action is not successful, the district will file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student or parent and student no later than the seventh unexcused absence within any month during the current school year or upon the tenth unexcused absence during the current school year.

G. All suspensions and/or expulsions will be reported in writing to the superintendent within 24 hours after imposition.

The superintendent will enforce the district's attendance policies and procedures. Because the full knowledge and cooperation of students and parents are necessary for the success of the policies and procedures, procedures will be disseminated broadly and made available to parents and students annually.
Students dependent pursuant to Chapter 13.34, RCW

A school district representative or certificated staff member will review unexpected or excessive absences of a student who has been found dependent under the Juvenile Court Act with that student and adults involved with that student. Adults includes the student’s caseworker, educational liaison, attorney if one is appointed, parent or guardians, foster parents and/or the person providing placement for the student. The review will take into consideration the cause of the absences, unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues, and the student’s unavoidable appointments that occur during the school day. The representative or staff member must proactively support the student’s management of their school work.

Excused and Unexcused
Administrative Procedure 3122P

Students are expected to attend all assigned classes 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/guardian or, in certain cases, students, to document a student's excused absences.

Excused Absences
The following are valid excuses for absences and tardiness. Assignments and/or activities not completed because of an excused absence or tardiness may be made up in the manner provided by the teacher.

A. Participation in school-approved activity or instructional program. To be excused this absence must be authorized by a staff member and the affected teacher must be notified prior to the absence unless it is clearly impossible to do so.

B. Absence due to: illness, health condition, family emergency or religious purposes; court, judicial proceeding or serving on a jury; post-secondary, technical school or apprenticeship program visitation, or scholarship interview; State recognized search and rescue activities consistent with RCW 28A.225.055; and directly related to the student’s homeless status.

C. When possible, the parent/guardian is expected to notify the school office on the morning of the absence by phone, e-mail or written note and to provide the excuse for the absence. If no excuse is provided with the notification, or no notification is provided, the parent/guardian will submit an excuse via phone, e-mail or written note upon the student's return to school. Adult students (those over eighteen) and emancipated students (those over sixteen who have been emancipated by court action) will notify the school office of their absences with a signed note of explanation. Students fourteen years old or older who are absent from school due to testing or treatment for a sexually transmitted disease will notify the school of their absence with a note of explanation, which will be kept confidential. Students thirteen years and older may do the same for mental health, drug or alcohol treatment; and all students have that right for family planning and abortion.

A parent/guardian may request that a student be excused from attending school in observance of a religious holiday. In addition, a student, upon the request of his/her parent, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property. A student shall be allowed one makeup day for each day of absence.

D. Absence for parental-approved activities. This category of absence will be counted as excused for purposes agreed to by the principal and the parent/guardian. An absence may not be approved if it causes a serious adverse effect on the student's educational progress. In participation-type classes (e.g., certain music and physical education classes) the student may not be able to achieve the objectives of the unit of instruction as a result of absence from class. In such a case, a parent or guardian-approved absence would have an adverse effect on the
student's educational progress which would ultimately be reflected in the grade for such a course. A student, upon the request of his/her parent/guardian, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property or otherwise involves the school to any degree.

E. **Absence resulting from disciplinary actions — or short-term suspension.** As required by law, students who are removed from a class or classes as a disciplinary measure or students who have been placed on short-term suspension will have the right to make up assignments or exams missed during the time they were denied entry to the classroom if the effect of the missed assignments shall be a substantial lowering of the course grade.

F. **Extended illness or health condition.** If a student is confined to home or hospital for an extended period, the school will arrange for the accomplishment of assignments at the place of confinement whenever practical. If the student is unable to do his/her schoolwork, or if there are major requirements of a particular course which cannot be accomplished outside of class the student may be required to take an incomplete or withdraw from the class without penalty.

G. **Excused absence for chronic health condition.** Students with a chronic health condition which interrupts regular attendance may qualify for placement in a limited attendance and participation program. The student and his/her parent will apply to the principal or counselor, and a limited program will be written following the advice and recommendations of the student's medical advisor. The recommended limited program will be approved by the principal. Staff will be informed of the student's needs, though the confidentiality of medical information will be respected at the parent's request.

**Unexcused Absences**

Unexcused absences fall into two categories:

A. Submitting an excuse which does not constitute an excused absence as defined previously; or

B. Failing to submit, whether by phone, email or in writing, any type of excuse statement by the parent, guardian or adult student.

1. Each unexcused absence will be followed by a warning letter to the parent of the student. Each notice will be in writing in English or in the primary language of the parent. A student's grade will not be affected if no graded activity is missed during such an absence.

2. After two unexcused absences within any month a conference will be held between the parent, student and principal/designee. At such a conference the principal/designee, student and parent will consider:
   a. Adjusting the student's program;
   b. Providing more individualized instruction; preparing the student for employment with specific vocational experience or both;
   c. Transferring the student to another school;
   d. Assisting the student to obtain supplementary services that might eliminate or ameliorate the causes of absence; or,
   e. Imposing other corrective actions that are deemed to be appropriate.

   Not later than the student's fifth unexcused absence in a month the district will enter into an agreement with the student and parents/guardians that establishes school attendance requirements, refer the student to a community truancy board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.

3. If the above action fails to correct the attendance problem, the student will be declared a habitual absentee. The principal will interview the student and his/her family and prescribe corrective action, which may include suspension for the current semester and expulsion.
The following truancy petition procedure will apply only to students under the age of seventeen:

a. The student has unexcused absences in the current school year. While (petitions must be filed if the student has seven or more unexcused absences within any one month, or ten or more unexcused absences in the current school year, a petition may be filed earlier. In addition, unexcused absences accumulated in another school or school district will be counted) when preparing the petition;

b. Attesting that actions taken by the school district have not been successful in substantially reducing the student's absences from school; and

c. Court intervention and supervision are necessary to assist the school district to reduce the student's absences from school.

No later than the seventh unexcused absence within any month during the current school year, or upon the tenth unexcused absence during the current school year, the district will file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student or parent and student. The petition consists of written notification to the court alleging that:

The petition will include the student’s name, date of birth, school, address, gender, race and ethnicity; and the names and addresses of the student’s parents/guardians, whether the student and parent are fluent in English, whether there is an existing individualized education program IEP and the student’s current academic status in school.

Petitions may be served by certified mail, return receipt requested, but if such service is unsuccessful, personal service is required. At the district’s choice, it may be represented by a person who is not an attorney at hearings related to truancy petitions.

If the allegations in the petition are established by a preponderance of the evidence, the court shall grant the petition and enter an order assuming jurisdiction to intervene for a period of time determined by the court, after considering the facts alleged in the petition and the circumstances of the student, to most likely cause the student to return to and remain in school while the student is subject to the court’s jurisdiction.

If the court assumes jurisdiction, the school district will periodically report to the court any additional unexcused absences by the student, actions taken by the school district, and an update on the student’s academic status in school at a schedule specified by the court. The first report must be received no later than three (3) months from the date that the court assumes jurisdiction.

4. A student who has been expelled for attendance violations may petition the superintendent or designee for reinstatement. Such petition may be granted upon presentation of a firm and unequivocal commitment to maintain regular attendance.

5. Any student who presents false evidence, with or without the consent of his/her parent/guardian, in order to wrongfully qualify for an excused absence will be subject to the same corrective action that would have occurred had the false excuse not been used.

6. Students six or seven years of age, who have been enrolled in the district, are required to attend school and their parents/guardians are responsible for ensuring that they attend. Parents/guardians who wish to withdraw their children before the age of eight, and against whom no truancy petition has been filed, may withdraw the students from school. When a six or seven-year-old student has unexcused absences, the district will do the following:
   a. Notify the parent or guardian in writing or by telephone after one unexcused absence in any month.
b. Request a conference with the parent or guardian and child to analyze the causes of the student's absences after two unexcused absences in any month (a regularly scheduled teacher-parent conference held within thirty days may substitute).

c. Take steps to eliminate or reduce the student's absences, including: adjusting the school program, school or course assignment; providing more individualized or remedial instruction; offering enrollment in alternative schools or programs; or assisting in obtaining supplementary services.

d. After seven unexcused absences in a month, or ten in a school year, the district will file a truancy petition.

Students are expected to be in class on time. When a student's tardiness becomes frequent or disruptive, the student will be referred to the principal or counselor. If counseling, parent conferencing or disciplinary action is ineffective in changing the student's attendance behavior, he/she may be suspended from the class.

All sanctions imposed for failure to comply with the attendance policies and procedures will be implemented in conformance with state and district regulations regarding discipline or corrective action. (See policy 3241, Classroom Management, Discipline and Corrective Action.)

Section 8: Placement Qualifications of Attendance and Placement
Board Policy 3110

A. Age of Admission

Attending the schools of the district shall be recognized as a right and responsibility for those who meet the requirements prescribed by law. Every resident of the district who satisfies the minimum entry age requirement and is less than 21 years of age has the right to attend the district's schools until he/she completes high school graduation requirements. Children of age 8 and less than age 18 are required by law to attend a public school, an approved private school or educational center, unless they are receiving approved home-based instruction. Under certain circumstances children who are at least 16 and less than 18 years of age may be excused from further attendance at school. The superintendent shall exercise his/her authority to grant exceptions when he/she determines that the student:

Is lawfully and regularly employed, and

Has permission of a parent, or,

Is emancipated pursuant to Chapter 13.64 RCW; or

Is subject to one of the other exceptions to compulsory attendance.

A resident student who has been granted an exception retains the right to enroll as a part-time student and will be entitled to take any course, receive any ancillary services and take or receive any combination of courses and ancillary services which is offered by a public school to full-time students.

B. Entrance Qualifications

To be admitted to a kindergarten program which commences in the fall of the year a child must be not less than 5 years of age prior to September 1 of that school year. To be admitted to a first grade program that commences in the fall of the year a child must be not less than 6 years of age prior to September 1 of that school year. Any student not otherwise eligible for entry to the first grade who has successfully completed a state-approved, public or private, kindergarten program of 450 or more hours including instruction in in the essential academic learning requirements and other subjects that the district determines are appropriate will be permitted entry into the first-grade program. If necessary, the student may be placed in a temporary classroom assignment for the purposes of evaluation prior to making a final determination of the student's appropriate
placement. Such determination shall be made no later than the 30th calendar day following the student's first day of attendance.

**Exemptions**

Special exemptions may be made for younger pupils who appear to be sufficiently advanced to succeed in the educational program. The superintendent shall identify screening processes and instruments that shall provide reliable estimates of these skills and abilities, develop procedures for implementing this policy and establish fees to cover expenses incurred in the administration of preadmission screening processes. The district will provide a fee waiver or a reduction in fees for low income students whose parents are unable to pay the full cost of preadmission screening.

**C. Admission of Students Aged Twenty-One or Older**

A student aged 21 or older may enroll in a school in the district under the following conditions:

1. There is available space in the school and program which the student will attend;
2. Tuition is prepaid;
3. The student provides his/her own transportation;
4. The student resides in the state of Washington; and
5. In the judgment of the superintendent, no adult education program is available at reasonable costs and the district's program is appropriate to the needs of the student.

**D. Placement of Students on Admission**

The decision of where to place a student seeking admission to the district rests with the principal. Generally, students meeting the age of admission requirements or transferring from a public or approved private school will be placed in kindergarten or first grade, or the grade from which they transferred. The principal will evaluate the educational record and assessments of all other students to determine their appropriate placement. A temporary classroom assignment may be made for no more than thirty calendar days for the purpose of evaluation prior to making the final placement decision.

**Sections 8: Qualification of Attendance and Placement**

**Board Policy 3110**

**A. Age of Admission**

Attending the schools of the district shall be recognized as a right and responsibility for those who meet the requirements prescribed by law. Every resident of the district who satisfies the minimum entry age requirement and is less than 21 years of age has the right to attend the district's schools until he/she completes high school graduation requirements. Children of age 8 and less than age 18 are required by law to attend a public school, an approved private school or educational center, unless they are receiving approved home-based instruction. Under certain circumstances, children who are at least 16 and less than 18 years of age may be excused from further attendance at school. The superintendent shall exercise his/her authority to grant exceptions when he/she determines that the student:

1. Is lawfully and regularly employed, and
2. Has permission of a parent, or,
3. Is emancipated pursuant to Chapter 13.64 RCW; or
4. Is subject to one of the other exceptions to compulsory attendance.

A resident student who has been granted an exception retains the right to enroll as a part-time student and will be entitled to take any course, receive any ancillary services and take or receive
any combination of courses and ancillary services which is offered by a public school to full-time students.

B. Entrance Qualifications

To be admitted to a kindergarten program, which commences in the fall of the year a child, must be not less than 5 years of age prior to September 1 of that school year. To be admitted to a first grade program that commences in the fall of the year a child must be not less than 6 years of age prior to September 1 of that school year. Any student not otherwise eligible for entry to the first grade who has successfully completed a state-approved, public or private, kindergarten program of 450 or more hours including instruction in in the essential academic learning requirements and other subjects that the district determines are appropriate will be permitted entry into the first-grade program. If necessary, the student may be placed in a temporary classroom assignment for the purposes of evaluation prior to making a final determination of the student’s appropriate placement. Such determination shall be made no later than the 30th calendar day following the student’s first day of attendance.

Exemptions
Special exemptions may be made for younger pupils who appear to be sufficiently advanced to succeed in the educational program. The superintendent shall identify screening processes and instruments that shall provide reliable estimates of these skills and abilities, develop procedures for implementing this policy and establish fees to cover expenses incurred in the administration of preadmission screening processes. The district will provide a fee waiver or a reduction in fees for low income students whose parents are unable to pay the full cost of preadmission screening.

C. Admission of Students Aged Twenty-One or Older

A student aged 21 or older may enroll in a school in the district under the following conditions:

1. There is available space in the school and program which the student will attend;
2. Tuition is prepaid;
3. The student provides his/her own transportation;
4. The student resides in the state of Washington; and
5. In the judgment of the superintendent, no adult education program is available at reasonable costs and the district’s program is appropriate to the needs of the student.

D. Placement of Students on Admission

The decision of where to place a student seeking admission to the district rests with the principal. Generally, students meeting the age of admission requirements or transferring from a public or approved private school will be placed in kindergarten or first grade, or the grade from which they transferred. The principal will evaluate the educational record and assessments of all other students to determine their appropriate placement. A temporary classroom assignment may be made for no more than thirty calendar days for the purpose of evaluation prior to making the final placement decision.

Section 9: Prohibition of Harassment, Intimidation and Bullying
Board Policy 3207

The district is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and patrons that is free from harassment, intimidation or bullying. “Harassment, intimidation or bullying” means any intentionally written message or image including those that are electronically transmitted verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including
gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act:

- Physically harms a student or damages the student’s property.
- Has the effect of substantially interfering with a student’s education?
- Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment.
- Has the effect of substantially disrupting the orderly operation of the school?

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation or bullying.

“Other distinguishing characteristics” can include but are not limited to: physical appearance, clothing or other apparel, socioeconomic status and weight.

“Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).

Behaviors/Expressions

Harassment, intimidation or bullying can take many forms including, but not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical or electronically transmitted messages or images.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation or bullying may still be prohibited by other district policies or building, classroom or program rules.

Training

This policy is a component of the district’s responsibility to create and maintain a safe, civil, respectful and inclusive learning community and will be implemented in conjunction with comprehensive training of staff and volunteers.

Prevention

The district will provide students with strategies aimed at preventing harassment, intimidation and bullying. In its efforts to train students, the district will seek partnerships with families, law enforcement and other community agencies.

Interventions

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the perpetrator, and to restore a positive school climate.

The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

Students with Individual Education Plans or Section 504 Plans

If allegations are proven that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the target of harassment, intimidation or bullying, the school will convene the student’s IEP or Section 504 team to determine whether the incident had an impact on the student’s ability to receive a free, appropriate public education (FAPE). The meeting should occur regardless of whether the harassment, intimidation or bullying incident was based on the student’s disability. During the meeting, the team will evaluate issues such as the student’s academic performance, behavioral issues, attendance, and participation in extracurricular activities. If a determination is made that the student is not receiving a FAPE as a result of the harassment, intimidation or bullying incident, the
district will provide additional services and supports as deemed necessary, such as counseling, monitoring and/or reevaluation or revision of the student's IEP or Section 504 plan, to ensure the student receives a FAPE.

**Retaliation/False Allegations**

Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation, or bullying. It is also a violation of district policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

**Compliance Officer**

The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district.

The superintendent is authorized to direct the implementation of procedures addressing the elements of this policy.

**Prohibition of Harassment, Intimidation and Bullying**

**Administrative Procedure 3207P**

**A. Introduction**

The South Kitsap School District strives to provide students with optimal conditions for learning by maintaining a school environment where everyone is treated with respect and no one is physically or emotionally harmed.

In order to ensure respect and prevent harm, it is a violation of district policy for a student to be harassed, intimidated, or bullied by others in the school community, at school sponsored events, or when such actions create a substantial disruption to the educational process. The school community includes all students, school employees, school board members, contractors, unpaid volunteers, families, patrons, and other visitors. Student(s) will not be harassed because of their race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability, or other distinguishing characteristics.

Any school staff who observes, overhears, or otherwise witnesses harassment, intimidation or bullying or to whom such actions have been reported must take prompt and appropriate action to stop the harassment and to prevent its reoccurrence.

**B. Definitions**

**Aggressor** is a student, staff member, or other member of the school community who engages in the harassment, intimidation or bullying of a student.

**Harassment, intimidation or bullying** is an intentional electronic, written, verbal, or physical act that:

- Physically harms a student or damages the student’s property; or
- Has the effect of substantially interfering with a student’s education; or
- Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

Conduct that is “substantially interfering with a student’s education” will be determined by considering a targeted student’s grades, attendance, demeanor, interaction with peers, participation in activities, and other indicators.
Conduct that may rise to the level of harassment, intimidation and bullying may take many forms, including, but not limited to: slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, ostracism, physical attacks or threats, gestures, or acts relating to an individual or group whether electronic, written, oral, or physically transmitted messages or images. There is no requirement that the targeted student actually possess the characteristic that is the basis for the harassment, intimidation or bullying.

Incident Reporting Forms may be used by students, families, or staff to report incidents of harassment, intimidation or bullying. A form is provided in this handbook and is also available at the student(s) school as well as the district’s website at www.skitsap.wednet.edu.

Retaliation is when an aggressor harasses, intimidates, or bullies a student who has reported incidents of bullying.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, classified staff, substitute and temporary teachers, volunteers, or paraprofessionals (both employees and contractors).

Targeted Student is a student against whom harassment, intimidation or bullying has allegedly been perpetrated.

C. Relationship to Other Laws
This procedure applies only to RCW 28A.300.285 – Harassment, Intimidation and Bullying prevention. There are other laws and procedures to address related issues such as sexual harassment or discrimination.

At least four Washington laws may apply to harassment or discrimination:

RCW 28A.300.285 – Harassment, Intimidation and Bullying
RCW 28A.640.020 – Sexual Harassment
RCW 28A.642 – Prohibition of Discrimination in Public Schools
RCW 49.60.010 – The Law against Discrimination

The district will ensure its compliance with all state laws regarding harassment, intimidation or bullying. Nothing in this procedure prevents a student, parent/guardian, school or district from taking action to remediate harassment or discrimination based on a person’s gender or membership in a legally protected class under local, state, or federal law.

D. Prevention
1. Dissemination
In each school and on the district’s website the district will prominently post information on reporting harassment, intimidation and bullying; the name and contact information for making a report to a school administrator; and the name and contact information for the district compliance officer. The district’s policy and procedure will be available in each school in a language that families can understand.

Annually, the superintendent will ensure that a statement summarizing the policy and procedure is provided in student, staff, volunteer, and parent handbooks, is available in school and district offices and/or hallways, or is posted on the district’s website.

Additional distribution of the policy and procedure is subject to the requirements of Washington Administrative Code 392-400-226.

2. Education
Annually students will receive age-appropriate information on the recognition and prevention of harassment, intimidation or bullying at student orientation sessions and on other appropriate occasions. The information will include a copy of the Incident Reporting Form or a link to a web-based form.
3. **Training**

Staff will receive annual training on the school district’s policy and procedure, including staff roles and responsibilities, how to monitor common areas and the use of the district’s Incident Reporting Form.

4. **Prevention Strategies**

The district will implement a range of prevention strategies including individual, classroom, school, and district-level approaches.

Whenever possible, the district will implement evidence-based prevention programs that are designed to increase social competency, improve school climate, and eliminate harassment, intimidation and bullying in schools.

**Compliance Officer**

The district compliance officer will:

1. Serve as the district’s primary contact for harassment, intimidation and bullying.
2. Provide support and assistance to the principal or designee in resolving complaints.
3. Receive copies of all Incident Reporting Forms, discipline Referral Forms, and letters to parents providing the outcomes of investigations. If a written report of harassment, intimidation or bullying indicates a potential violation of the district’s nondiscrimination policy [Policy 3210], the compliance officer must promptly notify the district’s civil rights compliance coordinator;
4. Be familiar with the use of the student information system. The compliance officer may use this information to identify patterns of behavior and areas of concern.
5. Ensure implementation of the policy and procedure by overseeing the investigative processes, including ensuring that investigations are prompt, impartial, and thorough.
6. Assess the training needs of staff and students to ensure successful implementation throughout the district, and ensure staff receive annual fall training.
7. Provide the OSPI School Safety Center with notification of policy or procedure updates or changes on an annual basis.
8. In cases where, despite school efforts, a targeted student experiences harassment, intimidation or bullying that threatens the student’s health and safety, the compliance officer will facilitate a meeting between district staff and the child’s parents/guardians to develop a safety plan to protect the student. Each school’s student safety plan is available at each building or on the district website at [www.skschools.org](http://www.skschools.org).

**Staff Intervention**

All staff members shall intervene when witnessing or receiving reports of harassment, intimidation or bullying. Minor incidents that staff are able to resolve immediately may require no further action but will be documented on the school’s discipline referral form. Incidents that do not meet the definition of harassment, intimidation or bullying, may require no further action under this procedure, but will be documented on a *Report of Harassment, Intimidation or Bullying Incident* form.

**Reporting an Incident of Harassment, Intimidation or Bullying**

Any student who believes he or she has been the target of harassment, intimidation or bullying, or any other person in the school community who observes or receives notice that a student has or may have been the target harassment, intimidation or bullying may report incidents verbally or in writing to any staff member.

1. The report may be made orally in person, by email, by phone call, by voicemail, written, or by completing a *Report of Harassment, Intimidation or Bullying Incident* form.
2. Reports of harassment, intimidation or bullying received by a staff member that are not on a *Report of Harassment, Intimidation or Bullying Incident* form (i.e., received orally in
person, by email, by phone call, by voicemail or some other written manner) must be recorded onto a Report of Harassment, Intimidation or Bullying Incident form by the staff member to whom the report was made.

3. Upon receiving the completed Report of Harassment, Intimidation or Bullying Incident form or completing the form for reports received in other manners, the staff member will intervene. Minor incidents that staff are able to resolve immediately, or incidents that do not meet the definition of harassment, intimidation or bullying, may require no further action under this procedure. Actions and other information are recorded on the form and the form is submitted to the principal for review and filing in the student’s file.

4. For those incidents that staff are not able to resolve immediately or that are severe or persistent, the actions and other information are to be completed on the Report of Harassment, Intimidation or Bullying Incident form AND a Referral of an Unresolved, Severe or Persistent Harassment, Intimidation or Bullying Incident form must be completed and submitted along with the Report of Harassment, Intimidation or Bullying Incident form to the principal unless the principal is the subject of the complaint, then they are submitted to the district compliance officer.

### Unresolved, Severe, Persistent Harassment, Intimidation, or Bullying

Any student who believes he or she has been the target of unresolved, severe, or persistent harassment, intimidation or bullying, or any other person in the school community who observes or receives notice that a student has or may have been the target of unresolved, severe, or persistent harassment, intimidation or bullying may report incidents verbally or in writing to any staff member.

1. The report may be made orally in person, by email, by phone call, by voicemail, written, or by completing a Report of Harassment, Intimidation or Bullying Incident form.

2. Reports of harassment, intimidation or bullying received by a staff member that are not on a Report of Harassment, Intimidation or Bullying Incident form (i.e., received orally in person, by email, by phone call, by voicemail or some other written manner) must be recorded onto a Report of Harassment, Intimidation or Bullying Incident form by the staff member to whom the report was made.

3. Upon receiving the completed Report of Harassment, Intimidation or Bullying Incident form or completing the form for reports received in other manners, the staff member will review the information and determine whether or not it is severe or persistent.

4. For those incidents that staff determine are severe or persistent, the staff member will complete a Referral of an Unresolved, Severe or Persistent Harassment, Intimidation or Bullying Incident form submit it along with the Report of Harassment, Intimidation or Bullying Incident form to the principal unless the principal is the subject of the complaint, then they are submitted to the district compliance officer.

### H. Addressing Bullying – Reports

#### Step 1: Filing a Report of Harassment, Intimidation, or Bullying (HIB) Form

In order to protect a targeted student from retaliation, a student need not reveal his identity on a Report of Harassment, Intimidation, or Bullying (HIB) Form. The form may be filed anonymously, confidentially, or the student may choose to disclose his or her identity (non-confidential).

**Status of Reporter**

a. **Anonymous**

   Individuals may file a report without revealing their identity. No disciplinary action will be taken against an alleged aggressor based solely on an anonymous report. Schools may identify complaint boxes or develop other methods for receiving anonymous, unsigned reports. Possible responses to an anonymous report include enhanced monitoring of specific locations...
at certain times of day or increased monitoring of specific students or staff. (Example: An unsigned Incident Reporting Form dropped on a teacher’s desk led to the increased monitoring of the boys’ locker room in 5th period.)

b. Confidential
Individuals may ask that their identities be kept secret from the accused and other students. Like anonymous reports, no disciplinary action will be taken against an alleged aggressor based solely on a confidential report. (Example: A student tells a playground supervisor about a classmate being bullied but asks that nobody know who reported the incident. The supervisor says, “I won’t be able to punish the bullies unless you or someone else who saw it is willing to let me use their names, but I can start hanging out near the basketball court, if that would help.”)

c. Non-confidential
Individuals may agree to file a report non-confidentially. Complainants agreeing to make their complaint non-confidential will be informed that due process requirements may require that the district release all of the information that it has regarding the complaint to any individuals involved in the incident, but that even then, information will still be restricted to those with a need to know, both during and after the investigation. The district will, however, fully implement the anti-retaliation provision of this policy and procedure to protect complainants and witnesses.

Step 2: Receiving a Report of Harassment, Intimidation, or Bullying (HIB) Form
All staff are responsible for receiving oral and written reports.

1. Any school staff who observes, overhears, or otherwise witnesses harassment, intimidation or bullying or to whom such actions have been reported must take prompt and appropriate action to stop the harassment and to prevent its reoccurrence.

2. Staff who initially receive a report of harassment, intimidation or bullying that is not on the “South Kitsap School District Report of Harassment, Intimidation or Bullying (HIB) Incident Form” shall complete a copy of the form based on the report (oral, written, email, voicemail, phone conversation) he/she has received.

3. Whenever possible staff who initially receive an oral or written report of harassment, intimidation or bullying shall attempt to resolve the incident immediately. If the incident is resolved to the satisfaction of the parties involved, or if the incident does not meet the definition of harassment, intimidation or bullying, no further action may be necessary under this procedure.

All reports of harassment, intimidation or bullying whether resolved or unresolved, severe, or persistent harassment, intimidation or bullying will be recorded on a district Report of a Harassment, Intimidation or Bullying Incident Form and submitted to the principal or designee, unless the principal or designee is the subject of the complaint. In addition, reports of unresolved, severe or persistent harassment, intimidation or bullying will also include the completion and submission of a Referral of an Unresolved, Harassment, Intimidation, or Bullying Incident Form which will also be submitted to the principal unless the principal is the subject of the complaint or addressed the original complaint in which both forms will be submitted to the district HIB Compliance Officer.

Step 3: Investigations of Unresolved, Severe, or Persistent Harassment, Intimidation and Bullying
All reports of unresolved, severe, or persistent harassment, intimidation or bullying will be investigated with reasonable promptness. Any student may have a trusted adult with them throughout the report and investigation process.
a. Upon receipt of the Report of Harassment, Intimidation, or Bullying Incident Form AND the Referral of an Unresolved, Severe or Persistent Harassment, Intimidation or Bullying Incident Form that alleges unresolved, severe, or persistent harassment, intimidation or bullying, the school or district designee will begin the investigation. If there is potential for clear and immediate physical harm to the complainant, the district will immediately contact law enforcement and inform the parent/guardian.

b. During the course of the investigation, the district will take reasonable measures to ensure that no further incidents of harassment, intimidation or bullying occur between the complainant and the alleged aggressor. If necessary, the district will implement a safety plan for the student(s) involved. The plan may include changing seating arrangements for the complainant and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the complainant; altering the alleged aggressor’s schedule and access to the complainant, and other measures.

If, during the course of an investigation, the district employee conducting the investigation becomes aware of a potential violation of the district’s nondiscrimination policy [Policy 3210], the investigator will promptly notify the district’s civil rights compliance officer. Upon receipt of this information, the civil rights compliance officer must notify the complainant that their complaint will proceed under the discrimination complaint procedure in WAC 392-190-066 through WAC 392-190-075 as well as the HIB complaint procedure. The notice must be provided in a language that the complainant can understand. The investigation and response timeline for the discrimination complaint procedure will follow that set forth in WAC 392-190-065 and begins when the district knows or should have known that a written report of harassment, intimidation or bullying involves allegations of a violation of the district’s nondiscrimination policy.

c. Within two (2) school days after receiving the Report of Harassment, Intimidation, or Bullying Incident Form AND/OR the Referral of an Unresolved, Severe or Persistent Harassment, Intimidation or Bullying Incident Form, the school designee will notify the families of the students involved that a complaint was received and direct the families to the district’s policy and procedure on harassment, intimidation and bullying.

d. In rare cases, where after consultation with the student and appropriate staff (such as a psychologist, counselor, or social worker) the district has evidence that it would threaten the health and safety of the complainant or the alleged aggressor to involve his or her parent/guardian, the district may initially refrain from contacting the parent/guardian in its investigation of harassment, intimidation and bullying. If professional school personnel suspect that a student is subject to abuse and neglect, they must follow district policy for reporting suspected cases to Child Protective Services.

e. The investigation shall include, at a minimum:
   - An interview with the complainant;
   - An interview with the alleged aggressor;
   - A review of any previous complaints involving either the complainant or the alleged aggressor; and
   - Interviews with other students or staff members who may have knowledge of the alleged incident.

f. The principal or designee may determine that other steps must be taken before the investigation is complete.

g. The investigation will be completed as soon as practicable but generally no later than five (5) school days from the initial complaint or report. If more time is needed to complete an investigation, the district will provide the parent/guardian and/or the student with weekly updates.
h. No later than two (2) school days after the investigation has been completed and submitted to the compliance officer, the principal or designee shall respond in writing or in person to the parent/guardian of the complainant and the alleged aggressor stating:

- The results of the investigation;
- Whether the allegations were found to be factual;
- Whether there was a violation of policy; and
- The process for the complainant to file an appeal if the complainant disagrees with results.

Because of the legal requirement regarding the confidentiality of student records, the principal or designee may not be able to report specific information to the targeted student’s parent/guardian about any disciplinary action taken unless it involves a directive that the targeted student must be aware of in order to report violations.

If a district chooses to contact the parent/guardian by letter, the letter will be mailed to the parent/guardian of the complainant and alleged aggressor by United States Postal Service with return receipt requested unless it is determined, after consultation with the student and appropriate staff (psychologist, counselor, social worker) that it could endanger the complainant or the alleged aggressor to involve his or her family. If professional school personnel suspect that a student is subject to abuse or neglect, as mandatory reporters they must follow district policy for reporting suspected cases to Child Protective Services.

If the incident cannot be resolved at the school level, the principal or designee shall request assistance from the district.

Incidents of unresolved, severe or persistent harassment, intimidation or bullying will be recorded into Skyward.

**Step 4: Corrective Measures for the Aggressor**

After completion of the investigation, the school or district designee will institute any corrective measures necessary. Corrective measures will be instituted as quickly as possible, but in no event more than five (5) school days after contact has been made to the families or guardians regarding the outcome of the investigation. Corrective measures that involve student discipline will be implemented according to district policy 3241, *Classroom Management, Discipline and Corrective Action*. If the accused aggressor is appealing the imposition of discipline, the district may be prevented by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.

If in an investigation a principal or principal’s designee found that a student knowingly made a false allegation of harassment, intimidation or bullying, that student may be subject to corrective measures, including discipline.

**Step 5: Targeted Student’s Right to Appeal**

1. If the complainant or parent/guardian is dissatisfied with the results of the investigation, by the staff member, they may appeal to the school principal or his/her designee unless the principals the subject of the complaint or has already addressed the complaint.

2. If the complainant or parent/guardian is dissatisfied with the results of the investigation by the principal or his/her designee, they may appeal to the District Prohibition of Harassment, Intimidation, and Bullying (HIB) compliance officer by filing a written notice of appeal within five (5) school days of receiving the written decision. The District HIB Compliance Officer will review the investigative report and issue a written decision on the merits of the appeal within five (5) school days of receiving the notice of appeal.

3. If the complainant or parent/guardian is dissatisfied with the results of the investigation by the District HIB Compliance Officer, they may appeal to the superintendent or his or her designee by filing a written notice of appeal within five (5) school days of receiving the written decision.
The superintendent or his or her designee will review the investigative report and issue a written decision on the merits of the appeal within five (5) school days of receiving the notice of appeal.

4. If the targeted student remains dissatisfied after the initial appeal to the superintendent, the student may appeal to the school board by filing a written notice of appeal with the secretary of the school board on or before the fifth (5) school day following the date upon which the complainant received the superintendent’s written decision.

5. An appeal before the school board or disciplinary appeal council must be heard on or before the tenth (10th) school day following the filing of the written notice of appeal to the school board. The school board or disciplinary appeal council will review the record and render a written decision on the merits of the appeal on or before the fifth (5th) school day following the termination of the hearing, and shall provide a copy to all parties involved. The board or council’s decision will be the final district decision.

**Step 6: Discipline/Corrective Action**

The district will take prompt and equitable corrective measures within its authority on findings of harassment, intimidation or bullying. Depending on the severity of the conduct, corrective measures may include counseling, education, discipline, and/or referral to law enforcement.

Corrective measures for a student who commits an act of harassment, intimidation or bullying will be varied and graded according to the nature of the behavior, the developmental age of the student, or the student’s history of problem behaviors and performance. Corrective measures that involve student discipline will be implemented according to district policy 3241, Classroom Management, Discipline and Corrective Action.

If the conduct was of a public nature or involved groups of students or bystanders, the district should strongly consider schoolwide training or other activities to address the incident.

If staff have been found to be in violation of this policy and procedure, school districts may impose employment disciplinary action, up to and including termination. If a certificated educator is found to have committed a violation of WAC 181-87, commonly called the Code of Conduct for Professional Educators, OSPI’s Office of Professional Practices may propose disciplinary action on a certificate, up to and including revocation. Contractor violations of this policy may include the loss of contracts.

**Step 7: Support for the Targeted Student**

Persons found to have been subjected to harassment, intimidation or bullying will have appropriate district support services made available to them, and the adverse impact of the harassment on the student shall be addressed and remedied as appropriate.

I. Immunity/Retaliation

No school employee, student, or volunteer may engage in reprisal or retaliation against a targeted student, witness, or other person who brings forward information about an alleged act of harassment, intimidation or bullying. Retaliation is prohibited and will result in appropriate discipline.

J. Other Resources

Students and families should use the district’s complaint and appeal procedures as a first response to allegations of harassment, intimidation and bullying. However, nothing in this procedure prevents a student, parent/guardian, school, or district from taking action to remediate discrimination or harassment based on a person’s membership in a legally protected class under local, state or federal law. An harassment, intimidation or bullying complaint may also be reported to the following state or federal agencies:
OSPI Equity and Civil Rights Office
360.725.6162
Email: equity@k12.wa.us
www.k12.wa.us/Equity/default.aspx

Washington State Human Rights Commission
800.233.3247
www.hum.wa.gov/index.html

Office for Civil Rights, U.S. Department of Education, Region IX
206.607.1600
Email: OCR.Seattle@ed.gov
www.ed.gov/about/offices/list/ocr/index.html

Department of Justice Community Relations Service
877.292.3804
www.justice.gov/crt/

Office of the Education Ombudsman
866.297-2597
Email: OEOinfo@gov.wa.gov
www.governor.wa.gov/oeo/default.asp

OSPI Safety Center
360.725-6044
www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx

Other District Policies and Procedures
Nothing in this policy or procedure is intended to prohibit discipline or remedial action for inappropriate behaviors that do not rise to the level of harassment, intimidation or bullying as defined herein, but which are, or may be, prohibited by other district or school rules.

Section 10: Sexual Harassment
Board Policy 3205

This district is committed to a positive and productive education free from discrimination, including sexual harassment. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation or at a class or school training held elsewhere.

Definitions

For purposes of this policy, sexual harassment means unwelcomed conduct or communication of a sexual nature. Sexual harassment can occur adult to student, student to student or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of students by other students, employees or third parties involved in school district activities.

Under federal and state law, the term "sexual harassment" may include:
- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communication that interferes with an individual’s educational performance or creates an intimidating, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;
• sexual demands when submission is a stated or implied condition of obtaining an educational benefit;
• sexual demands where submission or rejection is a factor in an academic, or other school-related decision affecting an individual.

A “hostile environment” has been created for a student when sexual harassment is sufficiently serious to interfere with or limit the student’s ability to participate in or benefit from the school’s program. The more severe the conduct, the less need there is to demonstrate a repetitive series of incidents. In fact, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent, or egregious.

Investigation and Response

If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, it will promptly investigate to determine what occurred and take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the sexual harassment, eliminate the hostile environment, prevent its recurrence and as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of the district, either formally or informally. The district will take these steps every time a complaint, alleging sexual harassment comes to the attention of the district, either formally or informally. Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation, to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff or other third parties involved in school district activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Retaliation and False Allegations

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Staff Responsibilities

The superintendent will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy.

Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.
Reports of discrimination and discriminatory harassment will be referred to the district’s Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district’s Section 504 Coordinator.

Notice and Training

The superintendent will develop procedures to provide age-appropriate information and education to district staff, students, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum sexual harassment recognition and prevention and the elements of this policy will be included in staff, student and regular volunteer orientation. This policy and the procedure, which includes the complaint process, will be posted in each district building in a place available to staff, students, parents, volunteers and visitors. Information about the policy and procedure will be clearly stated and conspicuously posted throughout each school building, provided to each employee and reproduced in each student, staff, volunteer and parent handbook. Such notices will identify the District’s Title IX coordinator and provide contact information, including the coordinator’s email address.

Policy Review

The superintendent will make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent is encouraged to involve staff, students, volunteers and parents in the review process.

Section 11: Student Privacy
Board Policy 3230

A. Age of Consent

State law provides that at certain ages, students attain the right to decide for themselves what records will remain confidential, even from their parents, and what activities the student will participate in. 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 18-year-old students. Students over fourteen years of age have the right to keep private from everyone any district 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.

B. 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 shall take particular care to respect students’ privacy.

School officials have authority to maintain order and discipline in the schools and to protect students from exposure to illegal drugs, weapons, and contraband. The superintendent, the principal, and other staff designated by the superintendent will have the authority to conduct reasonable searches on school property as provided by board policy.

A search is required when there are reasonable grounds to suspect a student has a firearm on 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:

Any search of a student conducted by a school district employee 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 district policy, including but not limited to, controlled substances, alcoholic beverages, tobacco products, or any object that can reasonably be considered a firearm or a dangerous weapon; and

Staff will conduct searches in a manner which is not excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction.

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.

The superintendent will develop procedures regulating searches of students and their personal property.

C. 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 the school district. 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 district 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 board 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 board policy governing personal searches.

The superintendent will establish procedures for conducting searches of lockers, desks, or storage areas.

Protocol for Interviews by Health Department in Communicable Disease Investigations

1. A health department official will contact the principal or his/her designee upon entering a school building.

2. A health department official may request and be granted such student information as address, telephone number, parents names, date of birth and other directory information, if the parent or student over 18 years of age has not filed a written objection to the release of directory information. Student records protected by the federal Family Educational Rights and Privacy
Act (FERPA) may only be examined or released: 1) following written permission of a minor student’s parent; 2) following permission by an adult student; 3) pursuant to a court order or subpoena; or 4) in response to a health or safety emergency or 5) in order to better serve the student in the juvenile justice system prior to adjudication.

3. The principal and his/her designee will permit a health official to conduct a confidential interview during school hours with a student suspected of being in contact with an individual infected with a communicable disease if the principal chooses not to release the student to travel to the health department.

Section 12: Medication at School
Board Policy 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. Over-the-counter oral or topical medication, eye drops, ear drops or nasal spray (“medications”) from an authorized staff member, the parent 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. If the medication will be administered for more than fifteen consecutive days, the health professional must also provide written, current and unexpired instructions for the administration of the medication.

In addition, due to the potential of: allergic reaction, overdose, spread of infections/other diseases, choking hazard, or exposure to hazardous chemicals; cough drops/throat lozenges that contain medication and bug sprays/repellents require individualized physician’s orders with parent signature, provided in the original container by parent, kept under lock in the health room, and given by trained delegated staff per instructions on physician’s orders. All chap stick/lip balm, and sunscreen/sunblock require a note from the parent with the parent signature. These will be provided in the original container by the parent. For elementary students, chap stick/lip balm and sunscreen/sunblock will be kept under lock in the health room and given by trained delegated staff. Secondary students may keep these items in their possession but must not share them with others.

The superintendent shall establish procedures for:

A. Training and supervision of staff members in the administration of prescribed or non-prescribed medication to students by a physician or registered nurse;
B. Designating staff members who may administer prescribed or non-prescribed medication to students;
C. Obtaining signed and dated parental and health professional request for the dispensing of prescribed or over-the-counter cough drops/throat lozenges that contain medication and bug sprays/repellent;
D. Obtaining signed and dated parental notes for the use of chap stick/lip balm and sunscreen/sunblock.
E. Storing prescribed or over-the-counter medication including cough drops/throat lozenges that contain medication and bug sprays/repellents and chap stick/lip balm and sunscreen/sunblock for elementary students in a locked or limited access facility; and
F. Maintaining records pertaining to the administration of prescribed or over-the-counter medication including cough drops/throat lozenges that contain medication and bug sprays/repellents and chap stick/lip balm and sunscreen/sunblock for elementary students.
G. Permitting, under limited circumstances, students to carry and self-administer medications necessary to their attendance at school.

No medication will be administered by injection by school staff except when a student is susceptible to a predetermined, life-endangering situation. (See Policy 3420, Anaphylaxis Prevention and Response) In such an instance, the parent 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 the licensed health professional. A staff member shall be trained prior to
injecting a medication.

Administration of legend (prescribed) drugs or controlled substances by nasal spray.

Intranasal sprays that pertain to life threatening conditions may only be administered by a school
nurse or a parent-designated adult with training as required by RCW 28A.210.260.

Medications administered by routes other than oral (intranasal sprays pertaining to life threatening
conditions, suppositories or non-emergency injections) may not be administered by school staff other
than the registered nurses or licensed practical nurse, or parent-designated adult. A parent-
designated adult is a volunteer, who may be a school district employee, who receives additional
training from a healthcare professional or expert in epileptic seizure and/or diabetic care selected by
the parents who provides care for the student consistent with the student’s individual health plan on
file with the school.

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

Required Notification of EMS.

Emergency Medical Services will be notified whenever the administration of rescue medication is
given by school personnel. These include, but are not limited to, Epinephrine, Diazepam, Midazolam,
Glucagon, etc. Emergency Medical Services (911) will be summoned as soon as practicable.

**Section 13: Custody Issues**

**Board Policy 3126**

The board of directors presumes that the person who enrolls a student in school is the residential
parent of the student. The residential parent is responsible for decisions regarding the day-to-day
care and control of student. Parents or legal guardians have rights to receive information contained in
the school records concerning their child and to forbid or permit the disclosure of such information to
others, subject to the authority granted to the residential parent.

The board, unless informed otherwise, assumes that there are no restrictions regarding the
nonresidential parent's right to be kept informed of the student's school progress and activities. If
restrictions are made relative to the above rights, the residential parent will be requested to submit a
certified copy of the court order that curtails these right(s). If these rights are questioned by the
nonresidential parent, the issue will be referred to law enforcement authorities for resolution.

Unless there are court-imposed restrictions, the nonresidential parent, upon request, will be given
grade reports, notices of school activities, reports of disciplinary actions, or notices of teacher or
principal conferences or summaries.

If there is a court order on file with the district that restricts and/or prohibits any parent or other person
from contact with a student at school or picking up a student from school, then the district will not
permit the student to visit with or be released to that parent, or other person.

**Section 14: Administration of Surveys, Analysis, or Evaluations; Parent and
Student Rights in Administration of Surveys, Analysis or Evaluations**

**Board Policy 3232**
All instructional materials, including supplementary materials and teacher's manuals, used with any survey, analysis or evaluation in a program or project supported by federal funds are available for inspection by parents and guardians.

No student will be required as part of any project or program supported by federal funds to submit to survey, analysis or evaluation that reveals information concerning:

1. Political affiliations;
2. Potentially embarrassing mental or psychological problems;
3. Sexual behavior and attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of close family members;
6. Privileged or similar relationships;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income other than information necessary to establish eligibility for a program;
   without the prior consent of adult or emancipated students, or written permission of parents.

The district will make arrangements to protect student privacy during the administration of surveys and the collection, disclosure or use of personal information for marketing, sales or other distribution purposes.

Section 15: Public Access to District Records

Consistent with Washington State law, the Board is committed to providing the public full access to records concerning the administration and operations of the District. Such access promotes important public policy, maintains public confidence in the fairness of governmental processes, and protects the community's interest in the control and operation of its common school district. At the same time, the Board desires to preserve the efficient administration of government and acknowledges the privacy rights of individuals whose records may be maintained by the District. This policy and the accompanying procedure are intended to facilitate access to school district records without compromising operational efficiency or privacy rights.

As used in this policy and the accompanying procedure, “school district records” is a broad term that includes any writing, containing information relating to the conduct of the district or the performance of any District governmental or proprietary function prepared, owned, used, or retained by the District. A “writing” as used in this policy and procedure is likewise a broad term that means any handwriting, typewriting, printing, photocopying, photographing, or other means of recording any form of communication or representation.

Because of the tremendous volume and diversity of records continuously generated by a public school district, the Board has declared by formal resolution that trying to maintain a current index of all of the District's records would be impracticable, unduly burdensome, and ultimately interfere with the operational work of the District.

The Superintendent will develop, and the Board will periodically review, procedures consistent with state law that will facilitate this policy. The Superintendent will also appoint a Public Records Officer who will serve as a point of contact for members of the public who request the disclosure of public records. The Public Records Officer will be trained in the laws and regulations governing the retention and disclosure of records, and shall oversee the District’s compliance with this policy and state law.
Section 16: Nondiscrimination
Board Policy 3210

The district will provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without discrimination based on race, religion, creed, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation, gender expression or identity, marital status, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability. The district will provide equal access to school facilities to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. District programs will be free from sexual harassment.

Conduct against any student that is based on one of the categories listed above that is sufficiently severe, persistent or pervasive as to limit or deny the student’s ability to participate in or benefit from the district’s course offerings; educational programming or any activity will not be tolerated. When a district employee knows, or reasonably should know, that such discriminatory harassment is occurring or has occurred, the district will take prompt and effective steps reasonably calculated to end the harassment, prevent its recurrence and remedy its effects.

The district’s nondiscrimination statement will be included in all written announcements, notices, recruitment materials, employment applications, and other publications made available to all students, parents, or employees. The statement will include: 1) notice that the district will not discriminate in any programs or activities on the basis of any of the above-listed categories; 2) the name and contact information of the district’s compliance officer designated to ensure compliance with this policy; and 3) the names and contact information of the district’s Section 504 and Title IX compliance officers.

The district will annually publish notice reasonably calculated to inform students, students’ parents/guardians (in a language that they can understand, which may require language assistance), and employees of the district’s discrimination complaint procedure.

The superintendent will designate a staff member to serve as the compliance officer for this policy. The compliance officer will be responsible for investigating any discrimination complaints communicated to the district.

The district will provide training to administrators and certificated and classroom personnel regarding their responsibilities under this policy and to raise awareness of and eliminate bias and discrimination based on the protected classes identified in this policy.

Transgender Students
Board Policy 3211

The board believes 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, the board 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 policy and its procedure will support that effort by facilitating district compliance with local, state and federal laws concerning harassment, intimidation, bullying and discrimination.
Section 19: Equal Education Opportunity

The South Kitsap School District complies with all federal rules and regulations. No student shall be denied an equal educational opportunity or be unlawfully discriminated against because of national origin, race, religion, gender, pregnancy, marital status, sexual orientation, or a physical, mental or sensory disability.

Nondiscrimination Statement

The South Kitsap School District #402 complies with all state and federal rules and regulations and does not discriminate in any employment, programs, or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, marital status, sexual orientation, gender expression or identity, disability, or the use of trained dog guides or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

<table>
<thead>
<tr>
<th>Title IX Coordinator</th>
<th>Section 504 Coordinator</th>
<th>Compliance Coordinator/ADA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shelby MacMeekin</td>
<td>Robin Christman</td>
<td>Misty Dieffenbach</td>
</tr>
<tr>
<td>2689 Hoover Ave SE</td>
<td>2689 Hoover Ave SE</td>
<td>2689 Hoover Ave SE</td>
</tr>
<tr>
<td>Port Orchard, WA</td>
<td>Port Orchard, WA</td>
<td>Port Orchard, WA</td>
</tr>
<tr>
<td>(360) 443-3625</td>
<td>(360) 443-3633</td>
<td>(360) 874-7080</td>
</tr>
<tr>
<td><a href="mailto:macmeekin@skschools.org">macmeekin@skschools.org</a></td>
<td><a href="mailto:christmanr@skschools.org">christmanr@skschools.org</a></td>
<td><a href="mailto:dieffenbach@skschools.org">dieffenbach@skschools.org</a></td>
</tr>
</tbody>
</table>

South Kitsap School District will also take steps to assure that national origin persons who lack English language skills can participate in all education programs, services and activities. For information regarding translation services or transitional bilingual education programs, contact the Executive Director of Categorical Programs, Assessments & Innovation at (360) 874-7060.
# South Kitsap School District School

<table>
<thead>
<tr>
<th>School</th>
<th>Phone</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Kitsap High School</td>
<td>(360) 874-5600</td>
<td>Diane Fox</td>
</tr>
<tr>
<td>425 Mitchell Ave</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discovery Alternative High School</td>
<td>(360) 443-3680</td>
<td>Pat Oster</td>
</tr>
<tr>
<td>2150 Fircrest Dr SE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explorer Academy (SK Online)</td>
<td>(360) 443-3605</td>
<td>Pat Oster</td>
</tr>
<tr>
<td>1723 Wolves Dr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cedar Heights Junior High</td>
<td>(360) 874-6020</td>
<td>Andrew Cain</td>
</tr>
<tr>
<td>2220 Pottery Ave</td>
<td></td>
<td></td>
</tr>
<tr>
<td>John Sedgwick Junior High</td>
<td>(360) 874-6090</td>
<td>Dan Novick</td>
</tr>
<tr>
<td>8995 Sedgwick Rd SE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marcus Whitman Junior High</td>
<td>(360) 874-6160</td>
<td>Brian Carlson</td>
</tr>
<tr>
<td>1887 Madrona Dr SE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Burley Glenwood Elementary</td>
<td>(360) 443-3110</td>
<td>Darek Grant</td>
</tr>
<tr>
<td>100 SW Lakeway Blvd</td>
<td></td>
<td></td>
</tr>
<tr>
<td>East Port Orchard Elementary</td>
<td>(360) 443-3170</td>
<td>Paul Hulbert</td>
</tr>
<tr>
<td>2649 Hoover Ave SE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hidden Creek Elementary</td>
<td>(360) 443-3050</td>
<td>Laura Smith</td>
</tr>
<tr>
<td>5455 Converse Rd SE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manchester Elementary</td>
<td>(360) 443-3230</td>
<td>Rachell Byrd</td>
</tr>
<tr>
<td>1901 California Ave E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mullenix Ridge Elementary</td>
<td>(360) 443-3290</td>
<td>Barbara Pixton</td>
</tr>
<tr>
<td>3900 SE Mullenix Rd</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Olalla Elementary</td>
<td>(360) 443-3350</td>
<td>Ted Macomber</td>
</tr>
<tr>
<td>6100 SE Denny Bond Blvd</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orchard Heights Elementary</td>
<td>(360) 443-3530</td>
<td>Kris Christenberry</td>
</tr>
<tr>
<td>2288 Fircrest Dr SE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sidney Glen Elementary</td>
<td>(360) 443-3400</td>
<td>Jason Shdo</td>
</tr>
<tr>
<td>500 SW Birch Rd</td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Colby Elementary</td>
<td>(360) 443-3000</td>
<td>Joe Riley</td>
</tr>
<tr>
<td>3281 Banner Rd SE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunnyslope Elementary</td>
<td>(360) 443-3470</td>
<td>Lisa Fundanet</td>
</tr>
<tr>
<td>4183 Sunnyslope Rd SE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Date: July 1, 2017

To: All Parents, Staff, Union Presidents, and PTSO Organizations

From: Tom Adams, Director of Facilities & Operations and South Kitsap School District Designated Person

RE: Asbestos Hazard Emergency Response Act (AHERA) Annual Notification Letter

The Environmental Protection Agency requires that school districts notify parents, teachers, and employee organizations annually that an asbestos management plan has been developed for and is maintained by the South Kitsap School District.

The South Kitsap School District has developed an asbestos management plan for every facility and a copy of the plan is located in each front office. Additionally, a database of the master records and a back-up of physical records are maintained at the office of the Facilities & Operations Department located at 1650 SE Cedar Rd., Port Orchard, WA 98367.

Every six months trained district staff members perform a required surveillance of known and presumed asbestos materials within their respective buildings. Every three years an additional inspection is performed by an accredited third party contractor. All documents are updated when small scale, short duration projects are accomplished.

If you have any questions regarding the AHERA program at South Kitsap School District, please contact me at 360-874-6001. This notification will be repeated annually.
Date:    July 1, 2017
To:      All Parents, Staff, Union Presidents, and PTSO Organizations
From:    Tom Adams, Director of Facilities & Operations
RE:      South Kitsap School District Pesticide Policy & Procedure

In 2001 the Washington State Legislature enacted a law requiring school districts to develop policies and notification procedures related to the application of pesticides at school facilities. The South Kitsap School District plan for complying with this legislation is contained in Policy No. 6895 entitled, PESTICIDE NOTIFICATION, POSTING, AND RECORD KEEPING REQUIREMENTS

The South Kitsap School District has a nationally recognized Integrated Pest Management (IPM) program. The district relies on an environmentally sensitive, common sense approach to pest control that focuses on custodial practices, landscaping, and other preventive measures. The program is devoted to removing the root causes of landscape and structural pest infestations as a methodology for limiting the use of pesticides. Pest control products that have been commonly used within our district include Round-up Pro for weed control, SprayPak - Wasp Bee and Hornet Killer, and Termidor SC for ants and termites. A complete list of pesticides used by the district is available and can be obtained from the office of the Facilities & Operations Department.

The procedure requires that at least 48 hours before the application of a pesticide to school grounds or facilities, the District shall notify students, their families and staff of the planned application via a posted notice with the heading, "Notice: Pesticide Application." This information will be posted in a prominent place in the building office in addition to being provided separately, in writing, to interested families and staff. Each site may establish a "request to notify" registration system for families and staff who desire to be individually notified in the event of a pesticide application. If a notification registration system is not maintained at a site all student families and staff will be informed in writing by the building administration prior to an application. On the day of the application additional warning signs will be posted at the locations to be treated.

Written pre-notification is not required if the application of pesticide can be scheduled during a timeframe where classes will not be held for at least 48 hours after the treatment. However, when this option is used, treated areas will still be posted with warning signs. The law also allows for the use of post-notification procedures whenever an emergency pesticide application is needed to avert an immediate student health hazard such as an infestation of stinging insects. If you have any questions regarding the use of pesticides in the South Kitsap School District, please contact your school's office staff or the South Kitsap School District Facilities & Operations Department.

South Kitsap School District
Facilities & Operations Department

1650 SE Cedar Road
Port Orchard, WA  98367
(360) 874-6000 Office
(360) 874-6230 Fax
www.skschools.org
Report of Harassment, Intimidation, or Bullying (HIB) Incident

Today's Date: __________________________

☐ Completed by Person Reporting the Incident
Please submit to the student’s teacher, the school’s principal or if HIB allegations involve an employee, please submit to the South Kitsap School District Compliance Officer.

☐ Completed by Staff Member Receiving the Report of the Incident
I completed the form based on (circle one) Oral In Person Report, Written Report, Email Report, Phone Conversation, Voicemail Report, Other , Please scribe __________________________

Date Received the Report __________________________________________

Person Reporting the Incident (optional): __________________________ Email: __________________________

Contact Information (Optional): Phone: __________________________ Email: __________________________

Targeted student/person: ___________________________________________________________________

School Student Attends: ___________________________________________________________________

Name of school adult already contacted about this incident (if any): ___________________________________________________________________

First and Last Names of bullies/aggressors (if known): ____________________________________________

Please Check All That Apply

☐ Blocked movement ☐ Intimidation Directed towards me ☐ Sexual Stories/Jokes
☐ Damage to my property ☐ Make my environment feel threatened ☐ Sexual Orientation Slurs
☐ Derogatory comments ☐ Name calling ☐ Slurs, rumors, jokes
☐ Disrespectful comments ☐ Offensive writing or graffiti ☐ Spreading rumors
☐ Electronic/Cyber Bullying ☐ Physical harm to me or threats of ha ☐ Touching or grabbing
☐ Excluding me from activities ☐ Pranks ☐ Other, Describe: __________________________
☐ Gender slurs ☐ Racial slur(s) __________________________
☐ Gestures ☐ Repeated behavior __________________________

Description of incident/situation:

Location of Incident: __________________________________________

--------------------------------------------For Office Use--------------------------------------------

Staff Member Receiving and Investigating the HIB Incident Report: __________________________________________

Position: __________________________ Date Report Received: __________________________
<table>
<thead>
<tr>
<th>Family of Target Notified</th>
<th>Date: Within 2 days of receipt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family of Alleged Aggressor Notified</td>
<td>Date: Within 2 days of receipt</td>
</tr>
<tr>
<td>Interviews Conducted By:</td>
<td>Date (Within 2 days of Receipt of Report):</td>
</tr>
<tr>
<td>People Interviewed:</td>
<td></td>
</tr>
<tr>
<td>Investigation Results:</td>
<td></td>
</tr>
<tr>
<td>Date Completed:</td>
<td>Within 5 days of receipt</td>
</tr>
<tr>
<td>Response/Results</td>
<td></td>
</tr>
<tr>
<td>Referral to CPS if appropriate (use separate paperwork).</td>
<td></td>
</tr>
<tr>
<td>Corrective Measure for Alleged Aggressor:</td>
<td></td>
</tr>
<tr>
<td>Perpetrator warned against retaliation.</td>
<td></td>
</tr>
<tr>
<td>Appropriate Disciplinary Action forms completed and communicated</td>
<td></td>
</tr>
<tr>
<td>Resolution reached: Yes or No</td>
<td>If yes, describe:</td>
</tr>
</tbody>
</table>

If unresolved, severe or persistent harassment, intimidation or bullying, please complete the *South Kitsap School District Unresolved, Severe or Persistent Harassment, Intimidation or Bullying form* and submit to the principal or designee unless the principal or designee is the subject of the complaint, in which case please submit the completed form to the South Kitsap School District HIB Compliance Officer along with a copy of the completed Initial Report of a Harassment, Intimidation or Bullying Incident form.

**Did the incident meet the definition of Harassment, Intimidation or Bullying?** Yes No (circle one)

“Harassment, intimidation or bullying” means any intentionally written message or image — including those that are electronically transmitted — verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act:

- Physically harms a student or damages the student’s property;
- or has the effect of substantially interfering with a student’s education;
- Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.