



STUDENT HANDBOOK

2021-2022*

**This handbook does not reflect policy changes in response to the COVID-19 quarantine and school closure. Students and families should contact appropriate school staff with questions about policies that may have temporarily changed during remote operations.*

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September 2, 2021

Greetings, PSSC Students!

On behalf of the administration and staff at Puget Sound Skills Center, welcome to the 2021-2022 school year! Choosing to attend PSSC may well be one of the most important decisions you could make to ensure that you are well prepared for further education and a high -demand career. More than 75% of all careers require technical training and skills, which employers require in the people they hire. Be assured that you are at the right place at the right time to prepare for your future!

As you acquire technical, leadership, interpersonal, and applied academic skills at PSSC you will earn high school Occupational Education credit that counts toward graduation requirements. You can also earn equivalency academic credits, which may include English, Fine Arts, Math, or Science. Your instructor and our PSSC counselor will provide specific information about the options that are available in your skills center program. We highly recommend that you take advantage of earning equivalency credits, which will enhance your high school transcript as well as your resume.

PSSC also offers several scholarships that seniors can apply for during the early spring. Awards can be used to offset college tuition and fees or to purchase tools, equipment, and supplies that may be required in an advanced technical training program. You may also be able to participate in an internship and earn industry certifications, putting you even further ahead in progressing toward a rewarding career.

Our school is well known for its partnerships with business and industry. Many programs are nationally recognized, and so are the instructors who lead them. You can be assured that you will meet influential industry leaders who can help shape your future, and you will learn from highly qualified instructors who have honed their knowledge and skills through extensive workplace experiences. Each year, many of our students earn industry certifications and college credits that accelerate their learning and entry into the workforce. We encourage you to pursue these extraordinary opportunities, knowing that doing so will put you one step closer to experiencing a lifestyle that you desire and deserve.

As a student at PSSC, we invite you to be an ambassador for the program in which you are enrolled and for the school. Please share the benefits you are receiving through technical education and career preparation with your friends, staff at your home school, and community members with whom you interact. We welcome *pre-arranged* visits to see first-hand all that our school has to offer.

Again, our sincere welcome to PSSC! Please know that your school administrators are committed to ensuring that you have a successful experience during your time on our campus. If your schedule permits, feel free to stop by our offices and say "hello"; otherwise, we will see you in the classroom!

Sincerely,

Reba Gilman, Principal/Director
Reba.gilman@highlineschools.org
206.631.7301

Juan Lozano, Assistant Principal/Director
Juan.lozano@highlineschools.org
206.631.733



VISION: To be South King County's premier high school of choice for technical education and career preparation

MISSION: All Students will be prepared and passionate as they pursue their chosen education and career pathway

Core Values:

Respect

We treat others the way they want to be treated. We:

- Value diversity
- Actively listen
- Show consideration for others
- Attempt to solve problems directly

Integrity

We model integrity by:

- Telling the truth, even if it is uncomfortable
- Accepting the truth gracefully
- Following through on commitments
- Exhibiting trustworthiness and respecting Teamwork

Excellence

We perform our work with quality, exceed educational standards, and strive to stay on the technological cutting edge. We:

- We model, teach, expect, and acknowledge excellence
- Develop as professionals
- Take risks to realize our potential and growth
- Promote student leadership
- Prepare students to be life-long learners
- Prepare students to set meaningful goals for College, Career and Citizenship

Teamwork

We accomplish our goals and build on our individual strengths through communication, camaraderie, and collaboration. We:

- Work together as a staff and model teamwork to our students
- Celebrate the accomplishments of the team
- Support and encourage each other
- Laugh together
- Use humor to relieve stress and to keep things in perspective

The following guidelines and policies have been developed to ensure a safe, productive, and positive learning environment at Puget Sound Skill Center. We ask that you adhere to these guidelines until they are revised or updated by the PSSC community or the Highline School District School Board.

Culture of Learning

GETTING IN TOUCH WITH STAFF AND TEACHERS

Students at Puget Sound Skill Center work hard to be strong thinkers and proficient doers. Your teachers and other staff members are here to help. If you have comments, questions, or concerns, you are encouraged to ask for help. Teachers are typically available half an hour before and after school.

You may reach staff by email or phone. The staff directory is found in Appendix B.

MINIMUM GRADUATION REQUIREMENTS

Students in the Class of 2022 and beyond are required to earn 24 credits. Successfully completing these requirements will open doors to your choice of post-secondary options.

You should familiarize yourself with the graduation requirements for your graduation year and use them to plan your course to assure that you are meeting the graduation requirement of your sending districts.

- Highline District Graduation Info: <https://www.highlineschools.org/departments/college-career-readiness/getting-to-graduation/graduation-requirements>
- Federal Way Public Schools Info: <https://www.fwps.org/domain/1498>
- Tahoma School District Info: http://tahomahighs.com/future_ready/graduation_requirements
- Tukwila School District Info: <https://tukwila.wednet.edu/fhs-course-guide/home>
- Kent School District Info: <https://www.kent.k12.wa.us/Page/10617>
- Washington State Graduation Info: <https://www.k12.wa.us/student-success/graduation/graduation-requirements>

ASSESSMENT & GRADING

Assessment: Your mastery of skills, grasp of concepts, and ability to apply new learning in each course and projects will be assessed in a variety of ways, from traditional tests to performance tasks and complex projects. The quality of your work and thinking will be judged against performance criteria defined in rubrics and scoring guides that are available to you at the time the task is assigned. You will sometimes have the opportunity to receive feedback on your work from community and industry subject-matter experts. You will also have opportunities to assess your own and others' work against established performance criteria.

Grading: Your grade in each course will be determined by your performance on daily participation, progress toward skills mastery, assignments, and assessments. Each teacher will make their policy clear.

Students may earn an A, B, C, D or F grade in PSSC programs. A Pass (P) grade is intended for students whose learning needs may require a modification of learning goals. There are no + or – values added to grades.

Curriculum in career and technical education programs is competency based. You will be expected to demonstrate mastery of technical and applied academic skills according to industry standards. Your instructor will explain specific program grading policy and course requirements.

PLAGIARISM, CHEATING & ACADEMIC INTEGRITY

Cheating or any other form of academic dishonesty are not tolerated at PSSC. Plagiarism is a form of cheating in which another person's work or ideas are presented as your own. Plagiarism is a serious academic offense and can even result in expulsion at the college level. Other forms of cheating, such as sharing or using assignment or assessment materials are also forms of plagiarism. PSSC holds academic honesty to be an essential component of our school culture; therefore, students who cheat or commit plagiarism will face consequences including but not limited to: loss of credit for the assignment, loss of credit for the class, a failing grade on transcript and calculated in GPA, a formal disciplinary report in student file, suspension from school, or other consequences as deemed appropriate.

Student Leadership

PSSC leadership activities exist to give all students an opportunity to develop a sense of belonging, greater school pride, leadership skills, a sense of accomplishment, and a commitment to their community. PSSC endorses, encourages, and supports leadership activities as part of their training. In accordance with Washington State standards for vocational education, a leadership component shall be integrated into each program curriculum. This may be accomplished through Career and Technical Student Organizations (CTSO) such as Skills USA, HOSA, or through a locally developed leadership program, such as Explorers.

Academic Acceptance Policy

Prospective PSSC students work with their home school counselor or advisor to complete their application for enrollment. Student's applications will be screened by the PSSC counselor who collaborates with the home school counselors in this process. Students will be accepted to PSSC based on the following criteria.

- ☐ A current transcript with a GPA of 1.0 or higher; 2.0 GPA or above highly recommended
- ☐ Discipline History
- ☐ Recommendations from home school counselors advocating for students

PSSC encourages students to contact the PSSC counselor and set up a day to tour the campus. There may also be instances when the PSSC counselor requests that a student come for a tour if there are any questions about the applicant's academic or disciplinary background before a final decision is made.

Academic Equivalency Credits

Each skills center program offers core subject equivalencies (English, Fine Art, Science, Math, etc.) credit that is unique to each program. To earn academic equivalency credits at PSSC, a student must be enrolled in a skills center program for a minimum of two semesters AND earn full credit and a "C" or above. It is the student's responsibility to declare intent to earn equivalency credits within the first semester. At the end of two semesters the student may receive credit for up to three .5 approved equivalency credits if all coursework is successfully completed. Instructors provide individual PSSC program equivalency credit forms to their students.

Students who enroll for more than two semesters may earn equivalency credits not declared or earned during the previous year. The sending school counselor will determine how equivalency credit will meet graduation requirements.

Senior Culminating Policy

If a culminating project is required by the sending school, seniors can complete their project at PSSC. Our staff understand the importance of this graduation requirement and support students who decide to complete the project in their PSSC Career and Technical Education (CTE) program. It is important that each student first check with their respective sending school to determine senior culminating project requirements. The PSSC Senior Culminating Project consists of a rigorous portfolio with a good plan for life after high school, and it must be presented to a panel of industry subject matter experts.

Student of the Quarter

Three times a year, students from each program and session are named "Student of the Quarter". The students are recognized at a ceremony and presented a certificate by Skills Center instructional staff. Family members will receive a letter with details concerning the ceremony and are encouraged to attend.

Annual Recognition Ceremony

The year-end awards ceremony will be in June 2022. Program instructors and industry representatives recognize students from the various programs for outstanding achievement. Parents, friends, and family members are invited.

Scholarships

Scholarships are available for PSSC students who wish to further their education beyond the Skills Center. Scholarships may include:

YORMARK, PSSC FOUNDATION, REBA GILMAN, MCMICKEN HEIGHTS

Funds will be available to assist PSSC students with tuition or needed tools or equipment for further

training.

REBA GILMAN SCHOLARSHIP

Funds will be available to assist a PSSC student(s) with post-secondary tuition or supplies.

LOCAL SCHOLARSHIPS

\$1,000 available to assist a PSSC student(s) from the Burien/White Center and Sea Tac communities with tuition for further training. Highline Exchange Club offers a “Turn Around” scholarship. All applications are processed in the spring. Detailed information regarding all scholarships is available from your instructor.

Non-Student Days/On-Line Learning

One day per month students will complete an online assignment in lieu of attending your PSSC program. Some of the assigned work will be related to your career portfolio and high school and beyond plan. Other assignments will be program specific. Please check the PSSC school calendar for days marked “in-service.” You will complete work remotely on each “in-service” day.

Professional Development Portfolio

You will develop a Professional Development Portfolio throughout your training at PSSC. Included in the portfolio will be your competency profile, résumé, a career plan essay, letters of recommendation, internship and work experience evaluations, samples and assessments of work, certificates of achievement and other information that provides evidence of what you know, can do, and are like as a person. Your portfolio may be your key to obtaining a job or internship, being awarded a scholarship, or attending your post-secondary institution of choice.

Program of Study/Student Roadmap

Life is a puzzle – solving it gets a little easier at PSSC through the career training you have chosen and the career pathway options available to you. PSSC will provide students with informative pathway options, which guide you toward education and career success.

Pathway Options:

- 4-year College
- 2-year College, Technical or Trade School
- Apprenticeships / Internships
- Military
- Direct school-to-work transition

It is the belief of the Puget Sound Skills Center staff that all students can learn and be successful. PSSC will help you map your future by exploring various options and development of a comprehensive pathway to success. Our PSSC programs are designed to prepare you to become world-class citizens, workers and family members.

TECHNOLOGY USE

The teaching staff and administration will oversee the use of all electronic equipment on the PSSC campus and in the classrooms, including the appropriate use of photocopiers, cameras, recording equipment, computer hardware and associated software, use of the Internet, etc.

Students and families must read, sign and submit the Student Handbook Signature Form (p. 23), the Annual Classroom Use Agreement (p.24), and the Technology Removal Agreement (p.25) to use Highline School District network and technology. Violation(s) of the technology policies may result in loss of technology privileges, suspension and/or expulsion from school. Technology is central to the delivery of education, and Highline Public Schools expects all students to use technology resources and tools as an essential part of their learning. It is the policy of the school district to maintain an environment that promotes ethical and responsible use of technology by staff and students.

Parents do have the option to opt-out or decline access to all technology resources by completing the Electronic Resources Use Permission Form 2022F. 2022P and 2022F are located at <http://highlineschools.org> in the School Board Policies or Technology Department sections.

Care of School Property

Students are responsible for the proper care of all books, supplies, equipment and furniture supplied by the school. Students who lose, damage, or disfigure property or equipment will be required to either pay for the damages done or replace the item(s). Students misusing or abusing school property will be subject to disciplinary action.

Posters and flyers must be approved by school administration prior to display on campus, and they may only be displayed on public bulletin boards, not walls or windows, and may not cover or damage materials already on display. Posters and flyers must be for approved, school-related events and activities.

Safety

On-the-job safety is a vital part of all occupations and is a part of each program at Puget Sound Skills Center. All students are expected to know, understand, and follow shop safety rules, as well as to maintain an orderly and clean work area. Individual shop safety rules are posted and must be followed according to industry standards. Safety violations are subject to district discipline, including possible dismissal from a program. The following safety regulation, adopted from industry standards found on the job is observed: Eye Safety — if you are involved in a program of hazardous nature (per WISHA code), you must wear appropriate industry quality eye protective devices as designated. The school will issue the first pair. You are responsible for the purchase of any additional pairs of safety glasses.

Emergency Procedures

It is imperative that you know and follow emergency procedures, e.g., fire evacuation, lockdown, earthquake, etc. There may also be adverse weather or other unknown situations that could require emergency protocols. Your instructors will review the procedures with you and drills will be conducted throughout the school year, as required by local school district policy and state law. We require student participation and cooperation in all drills and emergency procedures.

MENTAL HEALTH, COUNSELING, AND STUDENT SERVICES

Your mental and emotional health and well-being are just as important as your physical safety, and PSSC offers a range of services and supports for students in need. School counseling services are free and confidential, and additional services are available according to individual needs. See our PSSC Counselor Jeff Ferry, or a trusted staff member if you have questions or concerns, or if you need help or services.

HARASSMENT, INTIMIDATION AND BULLYING

As part of our commitment to a safe and positive learning community, Puget Sound Skill Center adheres to all district, state and federal policies concerning harassment, intimidation, and bullying. These behaviors will not be tolerated at PSSC and will be addressed in accordance with appropriate disciplinary policies and procedures. Students should report incidents of harassment, intimidation or bullying to a staff member as promptly as possible.

TELEPHONES, CELL PHONES, AND OTHER ELECTRONIC DEVICES

Telephones are in the school for business purposes and emergencies only. Please ask for permission to use a school phone. Cell phones and other electronic devices must not interrupt the learning process; use them only with express permission of your instructor. Cell phones may be used before school, during passing periods, during lunch, after school, or with permission of your instructor. Cell phones, hot spots, and other digital devices may not be used during restroom breaks.

Students must secure permission of an instructor prior to capturing video/photo images of school activities, any school-related event, or other PSSC students. Privacy laws governing the rights of some students prohibit the distribution or uploading of unapproved videos to third-party sites, i.e. YouTube. Students who do not comply with this policy will have their electronic devices confiscated. Repeated violations are subject to progressive discipline.

Loss of Personal Property

We strongly recommend that you leave valuable personal items at home. The school is not responsible for searching for lost or stolen items or replacing them. If you choose to bring such an item to school, you do so at your own risk. You are responsible for it; leave valuable equipment and devices at home or be very confident of your ability to keep them safe and secure!

Visitors

All school visitors (including unaccompanied parents) must wear a visitor's badge issued by office staff. If you see visitors on campus who are not wearing badges, please direct them to the main office. Guests of students are not permitted on campus during lunch or after school without prior administrative approval.

ATTENDANCE POLICY

Attendance line: 206-631-7353

Email: Kelsey.gomez@highlineschools.org

Absences may be excused by any of the following methods within 48 hours of the absence:

1. Parent phone call
 2. Parent Email
 3. Parent hand-written note
- Every 10 absences/semester may result in a lower student grade.
 - Every 15 absences/semester may result in a reduction of earned credits.
 - Make-up opportunities are at the discretion of the instructor.

Parent contact is required even when a student turns 18. Please include the following information:

1. Student Name
2. Parent Name
3. Date of the absence
4. Reason for the absence

Late Arrival/Tardy Policy: Students with a note in hand **MUST** check in with PSSC Attendance Specialist Kelsey Gomez, in the main office. A parent or doctor note or a PARENT phone call or email is needed to excuse any late arrival. Not every absence is excusable; oversleeping, for example.

Early Release: A written note, phone call or e-mail from a PARENT or sending school staff member must be submitted, indicating the time the student may be released. Students **MUST** deliver the note to the attendance office at the start of school and then inform their instructor. Prior to leaving campus for the day, the student must **sign out in the office**.

Pre-Arranged Absence Forms: (available in the office or online) are signed by teachers, parents, and students, and submitted to the office for administrative signature. These forms are **Required 2 weeks in advance** for all non-emergency absences.

Family vacation days taken immediately before and after holidays are discouraged. If your family

has a unique circumstance that requires you to be absent during this time, please coordinate with your PSSC instructor. A PSSC administrator will need to approve your absence. If this process is not followed, your absence will be unexcused. Teachers are not required to allow make-up work for unexcused absences.

Puget Sound Skills Center complies with all district procedures regarding attendance, Compulsory School Attendance laws, and the legal requirements of the “BECCA Bill” **(including notification of parents/guardians of all unexcused absences)**. Absences of any kind will affect your learning; too many unexcused absences may even get you in trouble with the law.

For excused absences, typically you will have “the number of days absent plus one” to make up missed work. So, if you were absent for two days, you would usually have three school days to submit missed assignments.

Transportation

Students from around the region attend Puget Sound Skills Center. Students who reside within Highline School District boundaries are entitled to transportation provided by the district.

Students who reside out of district may

- a) get to a bus stop within district boundaries and catch a district bus to PSSC
- b) drive own vehicle or carpool with another student if possible.
- c) take King County Metro or Sound Transit,
- d) bike or find alternate methods to get to school.
- e) Students who have issues with transportation should speak with the PSSC Office Manager, Counselor, or an administrator.

Note: Non Highline District students need to contact sending district to coordinate transportation.

Student Parking

Students who choose to drive and park cars at school are bound by the following rules:

1. All motor vehicles parked on school grounds must be registered with the school. Students parking in the student lot must purchase and display a current parking permit. For the 2021-2022 school year, the parking fee is \$10.00. If you fail to purchase a parking permit a \$25.00 ticket will be issued. *Exception: Second-year students do not need to purchase a new permit UNLESS the previous one has been lost or damaged.* Parking passes must be visible in your vehicle.
2. All students need to park in the parking lot in the back of the school. Do not park in areas designated for staff, visitors, handicapped parking, fire lanes, and bus lanes.
3. The speed limit on campus is 5 miles per hour. Students shall not engage in any sort of reckless driving on school grounds.

4. Students shall play music at a reasonable level.
5. If approached/asked by a PSSC staff member to stop your vehicle, you are expected to comply.
6. All student drivers must be licensed and covered by automobile insurance. The Highline School District and Puget Sound Skills Center are not responsible for damage to private vehicles or loss of personal contents. **Students park at their own risk.**
7. Students are responsible for notifying the school if they change cars during the school year and for having the vehicle properly registered.

Suspensions of driving privileges, towing of vehicles (at owner's expense), and/or suspension from school may occur when these regulations are violated one or more times.

DRESS STANDARDS & EXPECTATIONS FOR STUDENT APPEARANCE

The Highline Public Schools and school staff believes that learning best occurs in a positive atmosphere. To that end, we expect all our students to help create that environment. Dress and appearance play a significant role in creating a comfortable place for all students. To promote this safe and comfortable atmosphere, all clothing and tattooing should be non-offensive to all staff and students. They must be free from vulgarity, profanity, drug and alcohol advertising, and gang affiliation. In addition, all attire, including body piercing, must not present health or safety problems, or cause disruption to the educational process. The administration reserves the right to restrict appearance and attire with special consideration for safety, health, or disruptive issues.

To that end, students should report to school each day neat and clean. Appearance expectations will be enforced throughout the campus. Appearances that cause disruption of the educational process or presents health or safety issues will not be allowed. The following appearance expectations are for PSSC and all Highline Public Schools and activities.

- Clothes should be clean and in good repair. Clothing with holes is not acceptable at school.
- Shoes should always be worn
- Hats should not be worn at school or school functions unless authorized for a specific event or purpose or as approved by your instructor to meet industry standards.
- Clothing or tattooing with inappropriate language or any reference to tobacco, drugs, alcohol, or gang affiliation (including bandanas) is not allowed.
- Shorts, skirts, and dresses should be long enough to maintain modesty while standing or sitting. These items should reach mid-thigh.
- Shirts should meet the waistband of skirts or pants, even when students move or bend. Shirts that are midriff in length and tank tops that have straps that fail to cover undergarments are inappropriate.
- Pants should not have to be held up with a hand when walking. Your underwear should not be showing. The waistband of the pants must be worn at the waist.
- Heavy, bulky winter-type coats are not to be worn in the classroom without instructor permission.
- Piercing must not present health or safety issues to the individual or other students.
- Large chains, whether worn as necklaces or on wallets, spiked collars or cuffs should not be worn to school.

Our goal is to create a positive learning environment. While our student population is at an age of experimentation, working hard to define their own personal style, we encourage appropriate judgment.

PSSC Student Appearance Policy:

Students at PSSC are expected to dress according to the standards of their particular industry, as defined by the program instructor. As in the world of work, specific standards will vary from program to program. In the case where the program standard for dress is different from what is allowed at the partner high school, a student may bring a change of clothing for their PSSC program. Please allow time to change into your uniform or coveralls before class begins. Protective clothing (as required by OSHA and WISHA) is required.

Discipline

As a staff, we are committed to positive involvement with our students and will do all that is possible to anticipate your needs and deal with situations in a fair, open, and honest manner. When or if disciplinary action is warranted, it will follow a progressive process.

The staff has the right to remove any student from class if that student's behavior interferes with the educational process. Behavior judged to be a breach of student conduct will be handled in accordance with school district policy, state law and PSSC procedures. Please see the Highline Public School District's ["Responsibilities and Rights for Students, Parents, and School Personnel."](#) This booklet is available on the Highline Public Schools' website.

APPENDIX A

Puget Sound Skills Center			
Telephone/email information/PSSC staff use @highlineschools.org after their name			
Job Title	Name	Direct Phone	email
ADMINISTRATORS			
Principal/Director	Gilman, Reba	(206) 631-7301	reba.gilman
Assistant Principal/ Director	Lozano, Juan	(206) 631-7332	juan.lozano
Dean of College & Career Success	Pina, Sisto	(206) 631-7378	sisto.pina
SUPPORT STAFF			
Budget and Accounting	Whisner, Jocee	(206) 631-7333	jocee.whisner
Office Manager	TBA	(206) 631-7326	
Registrar	Stariha, Pam	(206) 631-7330	pamela.stariha
Counselor	Ferry, Jeff	(206) 631-7328	jeffrey.ferry
Attendance	Gomez, Kelsey	(206) 631-7353	kelsey.gomez
Para Educator	Gill, Judy	(206) 631-7320	judy.gill
Para Educator	Amundson, Amy	(206) 631-7320	amy.amundson
Para Educator	Riggs, Emily	(206) 631-7320	emily.riggs
ELL Para Educator	Malagon, Maribel	(206) 631-7309	marilbel.malagon
District Nurse	Nguyen, Julie	(206) 631-7323	julie.nguyen
District Social Worker	Merrill, Kelly	(425) 298-6307	kelly.merrill
Technology Support	Cooper, Nick	(206) 631-7340	nick.cooper
Head Custodian	Hagen, Celine	(206) 631-7307	celine.hagan
Custodian	Nord, Carl	(206) 631-7306	carl.nord
Custodian	Sanchez, Helena	(206) 631-7307	
INSTRUCTORS			
Aeronautical Science (MOF/3rd session)	Graham, Michael	206-718-6132	mgraham@museumofflight.org
Aeronautical Science (MOF/3rd session)	Prosch, Robert	206-761-0368	rprosch@museumofflight.org
Aerospace/Manufacturing Engineering	Buck, Steve	(206) 631-7313	steve.buck
Animation	Etherington, Edward	(206) 631-7343	edward.etherington
Auto Body Technology	Tofte, James	(206) 631-7306	james.tofte
Automotive Technology	McDonald, John	(206) 631-7312	john.mcdonald
Automotive & Auto Body	Darling, Chris	(206) 631-7312	chris.darling
Biomedical Research	Noelle Machnicki	(206) 631-7365	O-noelle.machnicki
College IT in the High School	Phillips, Peller	(206) 631-7314	peller.phillips
Construction Technology	Shaffer, Tim	(206) 631-7311	timothy.shaffer
Criminal Justice	Siwek, James	(206) 631-7329	james.siwek
Culinary Arts	Blaylock, Kevin	(206) 631-7303	kevin.blaylock
Culinary Arts	Poplin, Tony	(206) 631-7304	tony.poplin
Culinary Arts	Larson, Erin	206-631-7303	erin.larson

Dental Assisting (1-3)	Hendrickson, Jeannie	(206) 631-7363	jean.hendrickson
Dental Assisting	Walker, Yvonne	(206) 631-7364	yvonne.walker
DigiPen Programming	Cornuelle, Chris	(206) 631-7319	O-chris.cornuelle
Fashion Design and Marketing	DaDalto, Sharon	(206) 631-7317	sharon.dadalto
Fire & Emergency Services	Harvey, Ron	(206) 631-7341	O-ronald.harvey
Fire & Emergency Services	Madson, John	(206) 631-7349	O-john.madson
Marine Science & Technology	Weiss, Joseph	(206) 433-2107	psscmarinelab@gmail.com
Nursing Assistant Certified	Hall, Wendy	(206) 631-7368	wendy.hall
Nursing Assistant Certified (1-3)	Judd, Jane	(206) 631-7367	jane.judd
Outdoor Recreation	Hall, Tim	(206) 631-7325	timothy.hall
VITAL/PSHS	Lee-Walrond, Laura	(206) 631-7334	laura.leewalrond
VITAL/PSHS	Asare, Katie	(206) 631-7324	katelyn.asare
s: staff: staff information; PSSC phone numbers with email			

APPENDIX B

Safety Procedures

Evacuation

1. Immediately upon being alerted to evacuate, prepare to exit as directed by a teacher or other PSSC staff member along designated routes. The room will be secure in your absence; leave your belongings behind.
2. Evacuate in an orderly and quiet fashion along designated route.
3. The last person to leave the room shall turn off the lights and secure the door.
4. Provide for the special evacuation needs of the disabled.
5. At the assembly area,
 - a. Line up in a single file line at the designated spot so that you and other students may be accounted for
 - i. If the order to evacuate occurs during lunch or a passing period, report to the teacher of the previous class period.
 - ii. If the order to evacuate occurs before school, report to first period.
 - b. Secure medical treatment for any injured.
 - c. Assist as needed
6. Stay together and keep calm.
7. If not fulfilling some assignment, remain in the assembly area.
8. When signaled to re-enter the school building, do so calmly and quickly

Fire

1. Activate fire alarm.
2. Follow evacuation procedures.
3. If safe, use fire extinguisher.
4. Notify an PSSC staff member of location of fire as soon as possible.
5. Reassemble at predetermined area.
6. Await further instruction from PSSC staff

Lockdown

1. Upon signal, move to nearest secure location and ensure that the door is closed and locked.
2. Crouch behind or beneath furniture as far from doors and windows as is practical.
3. Remain silent and in place until the "All Clear" signal is given.

Earthquake

1. At the point of recognition of an earthquake, all persons should drop, cover and hold.
 - a. In a gymnasium or cafeteria, quickly move to a safer area if possible.
 - b. If outdoors, move to a safe area as far as possible from buildings, poles, wires, or other objects.
 - c. In an interior hallway, move to the inside wall.
2. Move away from anything that may break or fall.
3. Get under a table or desk or in a doorway.
4. Crouch on floor facing away from breakables with knees up to head. Cover head with arms. Hold onto table/chair, etc.
5. Remain in the crouched position, alert to moving with cover.
6. Remain in place until the "All Clear" signal is given.
7. Remain alert for aftershocks that may again create the need to "take cover" again.

APPENDIX C

STUDENT HANDBOOK SIGNATURE PAGE

The Student Handbook is stored on our school web site, and is found under the "Students" tab. All required signature forms are available in the online handbook. It will be reviewed in class, it is your responsibility to familiarize yourself with the entire document.

Please initial and sign below, and return this notice to your Instructor.

Initial below to confirm you have read and understand the following handbook sections:

Student Initial Below:

Parent/Guardian Initial Below:

Attendance Policies

Attendance Policies

Dress Standard

Dress Standard

Technology Use

Technology Use

By my signature below, I affirm that I have reviewed the entire 2021-2022 PSSC Student Handbook and agree to adhere to the school policies as outlined within.

Student PRINTED NAME

Student signature and Date

Parent / Guardian PRINTED NAME

Parent / Guardian signature and Date

APPENDIX D

SEXUAL HARASSMENT POLICY

(PSSC students complete an on-line assignment on sexual harassment prevention)

Highline Public Schools Policy
#5262P

I. Prevention

It is the policy of Highline Public Schools 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. Students will not be harassed because of their race, religion, creed, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation, gender expression and 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, or other distinguishing characteristics.

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation, and bullying. "Other distinguishing characteristics" may include, but are not limited to: physical appearance, clothing or other apparel, socio-economic status and weight. "Intentional" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

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.

Definitions

- **Aggressor** is a student, staff member, or other member of the school community who engages in the harassment, intimidation, and bullying of a student.
- **Complainant** is the person who files a complaint of harassment, intimidation, or bullying.
- **Harassment, intimidation, and bullying (HIB)** means an intentional electronic, written, verbal or physical act that:
 - Physically harms a student or damages the student's property;
 - Has the effect of substantially interfering with a student's education; or
 - Is so severe, persistent, or pervasive that it creates an intimidating, embarrassing or threatening educational environment; or
 - Has the effect of substantially disrupting the orderly operation of the school

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

- 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.
- **Retaliation** is when a student, staff member, or other member of the school community takes adverse action or reprisal against a student because the student has reported incidents of harassment, intimidation and bullying, or because the student has participated in an investigation of harassment, intimidation, and bullying.
- **School community** includes students, staff members, school board members, contractors, volunteers, parents and guardians, patrons and other visitors.
- **Staff member** 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 and bullying has allegedly been perpetrated.

Prevention

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.

Annually, the superintendent or designee will ensure that a statement summarizing the policy and procedure is provided in student, staff, volunteer, and parent handbooks (if handbooks are developed), 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 WAC 392-400-226.

Education

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

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 Report Form.

Prevention Strategies

The district will implement a range of strategies including individual, classroom, school, and district-level approaches to prevent harassment, intimidation, and bullying.

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.

Staff Intervention

Any school staff member who observes, overhears, or otherwise witnesses harassment, intimidation, and bullying or to whom such actions have been reported must take prompt and appropriate action to stop the harassment and to prevent its reoccurrence. Minor incidents that staff are able to resolve immediately, or incidents that do not meet the definition of harassment, intimidation, and bullying, may require no further action under this procedure.

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 HIB Incident Report Forms, discipline referral forms relating to HIB, 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 officer.
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 the 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, and 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. A sample student safety plan is available on the OSPI website: www.k12.wa.us/SafetyCenter/default.aspx.

Incident Reporting

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.

Step 1: Filing an Incident Report Form

An individual need not reveal his or her identity on an Incident Report Form. The form may be filed anonymously, confidentially, or the individual may choose to disclose his or her identity (non-confidential). Staff members should report incidents of HIB on an Incident Report Form.

Status of Reporter

- a. Non-Confidential
-

Individuals may 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 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.

Confidential

Individuals may file a report asking 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.")

b. 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 use 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 Report Form dropped on a teacher's desk led to the increased monitoring of the boys' locker room in 5th period.)

Step 2: Receiving an Incident Report Form

All staff members are responsible for receiving oral and written reports. Whenever possible, staff members who initially receive an oral or written report of harassment, intimidation, and 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, and bullying, no further action may be necessary under this procedure.

All reports of unresolved, severe, or persistent harassment, intimidation, and bullying will be recorded on a district Incident Report Form and submitted to the principal or designee, unless the principal or designee is the subject of the complaint. If the principal or designee is the subject of the complaint the Incident Report Form should be submitted to the district compliance officer.

Step 3: Investigations of Unresolved, Severe, or Persistent Harassment, Intimidation, and Bullying

All reports of unresolved, severe, or persistent harassment, intimidation, and bullying will be investigated with reasonable promptness. Any student may have a trusted adult with them throughout the reporting and investigative process.

a. Upon receipt of the Incident Report Form that alleges unresolved, severe, or persistent harassment, intimidation, or bullying, the school or district designee will begin an investigation. If there is potential for clear and immediate physical harm to the targeted student, 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, and bullying occur

between the targeted student 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 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 Policy and Procedure 3210 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 knew 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 Incident Report 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 (Policy 3207).

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 targeted student 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 have reasonable cause to believe that a student is subject to child abuse or neglect, they must follow district policy (Policy 3421) for reporting such cases to Child Protective Services or the police.

- 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.

The investigation will be completed as soon as practical but generally no later than five (5) school days from the initial report. If more time is needed to complete an investigation, the district will provide the parent/guardian and/or the student with weekly updates.

- g. 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 verbally 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 targeted student to file an appeal if the complainant disagrees with results.

Because of the laws regarding the confidentiality of student records, the principal or designee may not be able to report specific information to the complainant's parent/guardian about any disciplinary action taken unless it involves a directive that the complainant 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 have reasonable cause to believe that a student is subject to child abuse or neglect, as mandatory reporters they must follow district policy (Policy 3421) for reporting such cases to Child Protective Services or the police.

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

Step 4: Corrective Measures for the Aggressor

- a. After completion of the investigation, the school or district designee will institute appropriate corrective measures.
- b. Corrective measures will be instituted as soon as possible, but in no event more than five (5) school days after contact has been made with the families or guardians regarding the outcome of the investigation.
- c. Corrective measures that involve student discipline will be implemented according to district Policy 3240 -Student Conduct. If the accused aggressor is appealing the imposition of discipline, the district may be prevented by law and policy from imposing the discipline until the appeal process is concluded.
- d. If a principal or principal's designee finds that a student knowingly made a false allegation of harassment, intimidation and bullying, that individual may be subject to corrective measures, including discipline.

Step 5: Targeted Student's Right to Appeal

- a. If the complainant or his or her parent/guardian is dissatisfied with the results of the investigation, they may appeal to the superintendent or his or her designee by filing a written notice of appeal with the superintendent within five (5) school days of receiving the 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.
- b. If the complainant remains dissatisfied after the initial appeal to the superintendent, the student or his or her parent/guardian may appeal to the school board by filing a written notice of appeal with the secretary of the school board within five (5) school days of receiving the superintendent's written decision.
- c. An appeal to the school board must be heard within ten (10) school days of receipt of the written notice of appeal to the school board. The school board will review the record and render a written decision on the merits of the appeal within five (5) school days following the termination of the hearing, and shall provide a copy of the decision to all parties involved. The board's decision will be the final district decision.

Step 5: 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 the 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 3240 – Student Conduct.

If the harassment, intimidation, and bullying was of a public nature or involved groups of students or bystanders, the school may consider school-wide training or other activities to address the incident.

If a staff member has been found to be in violation of this policy and procedure, the district may impose disciplinary action, up to and including termination of employment. If a certificated employee 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 impose disciplinary action on a certificate, up to and including revocation. Contractor violations of this policy may result in the loss of contracts.

Step 6: Support for the Targeted Student

Students found to have been subjected to harassment, intimidation, or bullying will be provided information regarding resources available to them, and the adverse impact of the harassment on the student shall be addressed. In addition, the safety plan, if any, will be reviewed and modified as appropriate.

Immunity/Retaliation

A staff member, student, or other member of the school community who promptly reports an incident of harassment, intimidation, or bullying to an appropriate school official, and who makes this report in compliance with the district's policy and procedure relating to harassment, intimidation, or bullying is immune from a cause of action for damages arising from any failure to remedy the reported incident.

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

Other District Policies and Procedures

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

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.

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.

APPENDIX D

Nothing in this procedure prevents a student, parent/guardian, school, or district from taking action to remediate discrimination or harassment based on a student's membership in a legally protected class under local, state or federal law. A harassment, intimidation, and bullying complaint based on a student's legallyprotected status may also be reported to the following state or federal agencies:

OSPI Equity and Civil Rights Office
360.725.6162Email: equity@k12.wa.us
www.k12.wa.us/Equity/default.aspx

Washington State Human Rights Commission
800.233.3247www.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/crtl

Office of the Education Ombudsman
866.297.2597Email: OEOinfo@gov.wa.gov
www.governor.wa.gov/oeo/default.asp

OSPI Safety Center 360.725.6044
[www.k12.wa.us/SafetyCenter/BullyingHarassment/default.a
spx](http://www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx)

Highline School District 401
Adopted by the Superintendent: May 28, 2003 Revised by
theSuperintendent: 1.10, 11.11, 10.15

HARASSMENT, INTIMIDATION, AND BULLYING POLICY

The Highline Public Schools 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, innuendos, 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 shall 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.

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 or designee 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 or designee is authorized to direct the implementation of procedures addressing the elements of this policy.

Cross References: Board Policy 3200 Rights and Responsibilities
Board Policy 3210 Nondiscrimination
Board Policy 3240 Student Conduct
Board Policy 5262 Sexual Harassment
Legal References: RCW 28A.300.285 Harassment, intimidation and bullying prevention policies
Management Resources: *Policy News*, December 2010 Harassment, Intimidation and Bullying Policy Strengthened
Policy News, April 2008 Cyber Bullying Policy Required
Policy News, April 2002 Legislature Passes an Anti-Bullying Bill
Adopted by the Board: May 28, 2003
Revised by the Board: March 25, 2009
Revised by the Board: August 24, 2011

Highline Public Schools Policy #3207P

STUDENTS

Prohibition of Harassment, Intimidation, and Bullying Procedures

Prohibition of Harassment, Intimidation, and Bullying

Harassment, intimidation, and bullying (HIB) means any intentional electronic, written, 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, sensory, or physical disability or other distinguishing characteristics, when the intentional electronic, written, verbal or physical 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, embarrassing or threatening educational environment; or
- 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, and bullying. "Other distinguishing characteristics" may include, but are not limited to: physical appearance, clothing or other apparel, socio-economic status and weight. "Intentional" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

Behaviors/Expressions

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

A. Definitions

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

Retaliation is when a student, staff member, or other member of the school community takes adverse action or reprisal against a student because the student has reported incidents of harassment, intimidation and bullying, or because the student has participated in an investigation of harassment, intimidation, and bullying.

School community includes students, staff members, school board members, contractors, volunteers, parents and guardian, patrons and other visitors.

Staff member 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 and bullying has allegedly been perpetrated.

B. 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.

Annually, the superintendent or designee 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.

2. **Education**

Annually students will receive age-appropriate information on the recognition and prevention of harassment, intimidation, and bullying at student orientation sessions and on other appropriate occasions. The information will include a copy of the Incident Report 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 Report Form.

4. **Prevention Strategies**

The district will implement a range of strategies including individual, classroom, school, and district-level approaches **to prevent** harassment, intimidation, and bullying. 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.

C. Staff Intervention

Any school staff member who observes, overhears, or otherwise witnesses harassment, intimidation, and bullying or to whom such actions have been reported must take prompt and appropriate action to stop the harassment and to prevent its reoccurrence. Minor incidents that staff members can resolve immediately, or incidents that do not meet the definition of harassment, intimidation, and bullying, may require no further action under this procedure.

D. 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 HIB Incident Report Forms, discipline referral forms relating to HIB, and letters to parents providing the outcomes of investigations.
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 the 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 receives annual fall training.
7. Provide the OSPI School Safety Center with notification of policy or procedure updates or changes on an annual basis.

In cases where, despite school efforts, a targeted student experiences harassment, intimidation, and 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.

E. Incident Reporting

Step 1: Filing an Incident Report Form

An individual need not reveal his or her identity on an Incident Report Form. The form may be filed anonymously, confidentially, or the individual may choose to disclose his or her identity (non-confidential). Staff members should report incidents of HIB on an Incident Report Form.

Status of Reporter

a. **Non-Confidential**

Individuals may 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 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.

b. **Confidential**

Individuals may file a report asking that their identities be kept secret from the accused and other students. Like anonymous reports, no disciplinary action will be taken against an alleged perpetrator 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. **Anonymous**

Individuals may file a report without revealing their identity. No disciplinary action will be taken against an alleged perpetrator based solely on an anonymous report. Schools may use 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 Report Form dropped on a teacher's desk led to the increased monitoring of the boys' locker room in 5th period.)

Step 2: Receiving an Incident Report Form

All staff members are responsible for receiving oral and written reports. Whenever possible, staff members who initially receive an oral or written report of harassment, intimidation, and 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, and bullying, no further action may be necessary under this procedure. All reports of unresolved, severe, or persistent harassment, intimidation, and bullying will be recorded on a district Incident Report Form and submitted to the principal or designee, unless the principal or designee is the subject of the complaint.

Step 3: Investigations of Unresolved, Severe, or Persistent Harassment, Intimidation, and Bullying

All reports of unresolved, severe, or persistent harassment, intimidation, and bullying will be investigated with reasonable promptness. Any student may have a trusted adult with them throughout the reporting and investigative process.

- a. Upon receipt of the Incident Report Form that alleges unresolved, severe, or persistent harassment, intimidation, and bullying, the school or district designee will begin an investigation. If there is potential for clear and immediate physical harm to the targeted student, 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, and bullying occur between the targeted student and the alleged perpetrator. If necessary, the district will implement a safety plan for the student(s) involved. The plan may include changing seating arrangements for the targeted student and/or the alleged perpetrator in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the targeted student; altering the alleged perpetrator's schedule and access to the targeted student, and other measures.
- c. Within two (2) school days after receiving the Incident Report 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 targeted student or the alleged perpetrator 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 have reasonable cause to believe that a student is subject to child abuse or neglect, they must follow district policy for reporting such cases to Child Protective Services or the police.
- e. The investigation shall include, at a minimum:
 - ☐ An interview with the targeted student;
 - ☐ An interview with the alleged perpetrator;
 - ☐ A review of any previous complaints involving either the targeted student or the alleged perpetrator; 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 practical but generally no later than five (5) school days from the initial 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 verbally to the parent/guardian of the targeted student and the alleged perpetrator 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 targeted student to file an appeal if the targeted student disagrees with results.

Because of the laws 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 targeted student and alleged perpetrator 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 targeted student or the alleged perpetrator to involve his or her family. If professional school personnel have reasonable cause to believe that a student is subject to child abuse or neglect, as mandatory reporters they must follow district policy for reporting such cases to Child Protective Services or the police. If the incident

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

Step 4: Corrective Measures for the Perpetrator

- a. After completion of the investigation, the school or district designee will institute appropriate corrective measures.
- b. Corrective measures will be instituted as soon as possible, but in no event more than five (5) school days after contact has been made with the families or guardians regarding the outcome of the investigation.
- c. Corrective measures that involve student discipline will be implemented according to district Policy 3240 – Student Conduct. If the accused perpetrator is appealing the imposition of discipline, the district may be prevented by law and policy from imposing the discipline until the appeal process is concluded.
- d. If a principal or principal's designee finds that a student knowingly made a false allegation of harassment, intimidation and bullying, that individual may be subject to corrective measures, including discipline.

Step 5: Targeted Student's Right to Appeal

- a. If the targeted student or his or her parent/guardian is dissatisfied with the results of the investigation, they may appeal to the superintendent or his or her designee by filing a written notice of appeal with the superintendent within five (5) school days of receiving the 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.
- b. If the targeted student remains dissatisfied after the initial appeal to the superintendent, the student or his or her parent/guardian may appeal to the school board by filing a written notice of appeal with the superintendent within five (5) school days of receiving the superintendent's written decision.
- c. An appeal to the school board must be heard within ten (10) school days of receipt of the written notice of appeal to the school board. The school board will review the record and render a written decision on the merits of the appeal within five (5) school days following the termination of the hearing, and shall provide a copy of the decision to all parties involved. The board'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, and bullying. Depending on the severity of the conduct, corrective measures may include counseling, education, discipline, and/or referral to law enforcement.

Corrective measures for the student who commits an act of harassment, intimidation, and 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 3240 – Student Conduct. If the harassment, intimidation, and bullying was of a public nature or involved groups of students or bystanders, the school may consider school-wide training or other activities to address the incident. If a staff member has been found to be in violation of this policy and procedure, the district may impose disciplinary action, up to and including termination of employment. If a certificated employee 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 impose disciplinary action on a certificate, up to and including revocation. Contractor violations of this policy may result in the loss of contracts.

Step 7: Support for the Targeted Student

Students found to have been subjected to harassment, intimidation, and bullying will be provided information

regarding resources available to them, and the adverse impact of the harassment on the student shall be addressed. In addition, the safety plan, if any, will be reviewed and modified as appropriate.

F. Immunity/Retaliation

A staff member, student, or other member of the school community who promptly reports an incident of harassment, intimidation, and bullying to an appropriate school official, and who makes this report in compliance with the district's policy and procedure relating to harassment, intimidation, and bullying is immune from a cause of action for damages arising from any failure to remedy the reported incident.

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

G. 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. Nothing in this procedure prevents a student, parent/guardian, school, or district from taking action to remediate discrimination or harassment based on a student's membership in a legally protected class under local, state or federal law. A harassment, intimidation, and bullying complaint based on a student's legally protected status 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

H. Other District Policies and Procedures

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

I. 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.

Approved by the Superintendent: May 28, 2003

Revised by the Superintendent: January 27, 2010

Revised by the Superintendent: November 2011

J. Other Resources

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OSPI Equity and Civil Rights Office 360.725.6162 Washington State Human Rights Commission 800.233.3247 Office for Civil Rights, U.S. Department of Education, Region IX 206.607.1600	Email: equity@kl2.wa.us www.kl2.wa.us/Equity/default.aspx www.hum.wa.gov/index.html 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: OEInfo@gov.wa.gov www.governor.wa.gov/oeo/default.asp
OSPI Safety Center 360.725.6044	www.kl2.wa.us/SafetyCenter/BullyingHarassment/default.aspx

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PSSC Health Science Building

LEVEL ONE



PSSC Health Science Building

LEVEL



