



SOUTH KITSAP
SCHOOL DISTRICT

STUDENT, FAMILY & STAFF HANDBOOK

2024-2025



LETTER FROM THE SUPERINTENDENT

Dear Families, Students, and Staff of the South Kitsap School District,

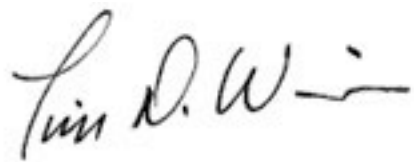
I am delighted to extend a warm welcome to each of you as we embark on a new academic year filled with boundless opportunities and shared aspirations. In the South Kitsap School District, our vision is deeply rooted in fostering a sense of belonging, where every student, parent, and staff member feels valued, respected, and connected within our educational community.

As we unveil the updated Student, Family, and Staff Handbook, it's more than just a guide. It's a testament to our commitment to nurturing an inclusive environment where relationships flourish, where understanding grows, and where every individual is embraced for who they are. This handbook is a reflection of our collective dedication to creating a safe, supportive, and equitable space for learning and growth.

Together, as one community, let us uphold the principles of respect, empathy, and understanding. Let us embrace our differences and celebrate our shared values. Let us create a culture where belonging isn't just a word but a lived experience for everyone.

Thank you for being an essential part of the South Kitsap School District. I am excited about the possibilities that lie ahead and the collective impact we can make in fostering a successful community.

Sincerely,



Tim Winter

Nondiscrimination Statement: South Kitsap School District provides equal educational and employment opportunity without regard to race, creed, religion, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation - including gender expression or identity, marital status, or the presence of any sensory, mental, or physical disability, the use of a trained dog guide or service animal by a person with a disability. Equal access to activities, facilities and programs provided to the Boy Scouts of America and other designated youth groups. District procedure complies with all applicable state and federal laws.

The Title IX Officer, Section 504 Coordinator, and Gender Inclusivity Officers with the responsibility for monitoring, auditing and ensuring compliance with this policy are:
Compliance/ADA/Title IX Coordinator: Will Sarett, Executive Director of Human Resources, 2689 Hoover Avenue SE, Port Orchard, WA 98366; 360-874-7071; sarett@skschools.org
Section 504 Coordinator: Kimberly House, Director of OSS, 2689 Hoover Ave SE, Port Orchard, WA 98366; 360-443-3648; house@skschools.org
Gender Inclusivity Compliance Officer: Dr. Tom Edwards, Assistant Superintendent for Teaching and Learning; 2689 Hoover Ave SE, Port Orchard, WA 98366; 360-874-7003; edwards@skschools.org

ABOUT THIS HANDBOOK

The South Kitsap School District's Student, Family & Staff Handbook is an annual publication of the district, satisfying [WAC 392-400-110\(3\)](#) requirements for distribution of district discipline and operational procedures. Complete copies of district operational procedures regarding student discipline are available on the district website, www.skschools.org. State discipline law is available under [WAC 392.400](#).

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IMPORTANT INFORMATION

NOTICES & SUMMARY OF DISTRICT OPERATIONAL PROCEDURES

Attendance is the most critical aspect of student success. Excused absences for an illness, religious observance, school activity, or emergency are honored at principal's discretion. Excused absences should be communicated as soon as reasonably possible. Unexcused absences of seven (7) days in a month or fifteen (15) days in a school year will initiate a truancy petition. (*Policy 3120 and 3122*)

Absences may be pre-arranged in cases where parent(s)/guardian(s) have a compelling reason to have students out of school if absence does not fit the approved excuses described above. If approved by the principal, it enables the student to continue school work with excused absences. Students are marked absent for one period in elementary schools if they arrive more than one hour late or leave more than one hour early. Students are marked absent in elementary school for the full day if they arrive more than 3.5 hours late or leave more than 3.5 hours early. Students are marked absent in comprehensive middle and high school if more than 10 minutes of a period is missed. ALE: Contact your school or telephone (360) 874-7000 for assistance. (*Policy 3122*)

Bus riding is a privilege. The school bus is district property and an extension of the school campus as regards to expectations for student conduct. Students are expected to be safe, kind, and responsible on the bus: follow directions, remain seated with low voice levels, keep hands and feet to self, and avoid littering or vandalism. Student disciplinary consequences apply for infractions on the bus. Telephone (360) 874-7090 for assistance. (*Procedure 6605*)

Child abuse is reported to proper authorities if a reasonable cause exists as required by state law. All staff are mandated reporters and must report at the first opportunity but in no case longer than 48 hours. Child interviews will be provided to Child Protective Services (CPS) and law enforcement. Only law enforcement is able to remove a child from the school. Contact your school for assistance. (*Policy 3421*)

Child Custody. A student is assumed to reside with the residential/custodial parent(s)/guardian(s). It is the parent/guardian's responsibility to file certified court custody papers with the school. Other family members may not contact the student and interrupt the educational process without written permission of the residential/custodial parent(s)/guardian(s). Contact your school for assistance. (*Policy 3126*)

Child Find, an IDEA mandate, seeks to find children who need special education and related services. School districts shall conduct Child Find activities calculated to reach all students with a suspected disability for the purpose of locating, evaluating and identifying students who are in need of special education and related services, regardless of the severity of their disability. The Child Find activities shall extend to students residing within the school district boundaries whether or not they are enrolled in the public school system. Telephone (360) 874-7000 for assistance with Section 504 or (360) 443-3625 for assistance with Special Education Services.

Child Nutritional Programs are provided under the USDA National School Lunch and School Programs. All students enrolled in the district are eligible to participate in the school meals program. Visit our website for the current cost of school meals. The meal will need to be paid for at the time of purchase or preloaded on an account. Families are encouraged to complete the School Benefits Application to see if they qualify for free or reduced price meals. Applications can be completed online at www.lingconnect.com or a paper application can be obtained from your school or the Food & Nutrition office. For assistance with Meal Applications telephone (360) 443-3663 for assistance.

Some schools are eligible to operate under the Community Eligibility Provision (CEP) which allows all enrolled children to receive a breakfast and lunch daily at no cost to the students. Anything above and beyond the provided meal will need to be paid for at the time of purchase or preloaded on an account. Families are asked to complete School Benefits Application allowing the school to continue operating this beneficial program, as well as apply for additional funding to support students. For assistance or questions about CEP telephone (360) 443-3663 for assistance.

Child Nutritional Programs - USDA Nondiscrimination Statement. In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language) should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632- 9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form can be sent to:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights 1400
Independence Avenue, SW
Washington, D.C. 20250-9410
Fax: (833) 256-1665 or (202) 690-7442
Email: Program.Intake@usda.gov

This institution is an equal opportunity provider.
Telephone (360) 874-7000 for assistance.

IMPORTANT INFORMATION

NOTICES & SUMMARY OF DISTRICT OPERATIONAL PROCEDURES CONT.

Fines and fees are the responsibility of the student and parent/guardian. Contact your school or telephone (360) 874-7000 for assistance. ([Policy & Procedure 3520](#))

Gender-inclusive schools: All students have the right to be treated consistent with their gender identity at school. In Washington public schools, students have the right to be addressed by their requested name, pronoun (e.g., he/him, she/her, they/them, etc.), and gender designation. School records should use the student's requested name, pronoun, and gender designation unless there is a legal reason not to do so. Civil rights laws prohibit discrimination and discriminatory harassment on the basis of gender expression and gender identity in Washington public schools. The district designated Gender-Inclusive Schools Coordinator is the Assistant Superintendent of Student Achievement, (360) 874-7000. ([Policy & Procedure 3211](#))

Health services are provided by school certified registered nurses, classified licensed practical nurses, and trained classified health services support staff. These professionals are equipped to assist students who are exposed to disease, are seriously ill, injured or facing emergencies. In an emergency, the following occurs in this order: (1) student is stabilized, and emergency care is given, (2) 911 is called, and (3) parent(s)/ guardian(s) or emergency contacts are notified. In cases of minor injury that pose no serious health risk and will not worsen with continued attendance, parent notification may not be required. Health services are also responsible for the maintenance of health records, vision and hearing screening and immunization compliance. Telephone (360) 874-7000 for assistance. ([Policy 3410 and 3418](#))

High school opportunities for college credit. Currently, there are opportunities for South Kitsap School District students to take courses where they earn college credits while also earning high school credits towards the completion of their high school graduation requirements. South Kitsap School District offers college credit opportunities through programs like Advanced Placement, CTE dual credit courses, and Running Start, as well as College in the high School. See high school counselor or telephone (360) 874-7000 for assistance.

Immunizations and compliance with life-threatening health condition protocols are mandated by state law and are required for student attendance.

For immunizations, students must have up-to-date records. Students with incomplete or non-compliant records will be excluded from school after parent/guardian notification. Parent(s)/guardian(s) have the option to file a Certificate of Exemption form based on religious, personal/ philosophical, or medical grounds. Personal or philosophical exemption for the MMR vaccine is no longer accepted. In the event of an outbreak, Kitsap Health District holds the authority to exclude susceptible students and staff not adequately immunized against a particular vaccine preventable disease, even if they have an exemption on file. All immunization records turned into schools are required to be medically verified. Records must be from a health care provider, or you must attach paperwork from a health care provider to your handwritten immunization form.

All students with life-threatening health conditions (diabetes, anaphylaxis, epilepsy, asthma, cardiac disorders, etc.) must have medication or treatment orders signed by their healthcare provider, along with a nursing care plan that includes staff training. Parent(s)/guardian(s) are responsible for providing necessary medication, supplies and equipment unless the district is required to provide them as a related service under federal law. Non-compliance with these legal requirements will result in exclusion from school until the necessary steps are completed. Telephone (360) 874-7000 for assistance. ([Policy 3413](#))

McKinney-Vento Act ensures the educational rights and stability of students experiencing homelessness. This federal law mandates that homeless students have the right to enroll in and attend school, receive transportation services, and access necessary support. Under McKinney-Vento, schools must eliminate barriers to enrollment, such as proof of residency or documentation, and provide a prompt and effective education to homeless students. The Act recognizes the unique challenges faced by homeless students and seeks to address their immediate educational needs. Liaisons designated in each school district work collaboratively with families, ensuring access to educational resources, transportation assistance, and support services. For more information or assistance, contact the school district's McKinney-Vento liaison (360) 874-7000, or your students' school counselor. ([Policy 3115](#))

Medications. Both prescription and over-the-counter (OTC) medications should be given before or after school under parental supervision. However, when necessary, oral medication, topical medication, eye drops, ear drops, or nasal spray may be administered at school with written parental request and authorization from a licensed healthcare practitioner (LHP). Medication will only be collected in its original container directly from the parent/guardian and when an authorization form properly signed by the parent and prescribing health profession is on file. No more than twenty days of oral medication will be stored. Medication is the financial responsibility of the parent(s)/guardian(s). Over-the-counter topical sunscreen products may be carried and used by students, parents, and school staff, without a written prescription or note from a licensed healthcare provider. The sunscreen product must be regulated by the US Food and Drug Administration as an over-the-counter sunscreen product and if carried by a student, the product is provided to the student by their parent/guardian. Students who carry over-the-counter topical sunscreen products that meet the above criteria may carry up to 8 ounces at a time, preferably with the container in a plastic bag. Contact your school office coordinator, health services staff, or telephone (360) 874-7000 for assistance. ([Policy 3416](#))

Native American | Alaskan Native Education serves Indigenous students in our district and provides services such as tutoring, homework assistance, and cultural summer camps, and employs a full-time support specialist who assists students and families. The South Kitsap Indian Parent Advisory Council (S.K.I.P.A.C.) is staffed by parent, teacher, and student volunteers and engages in advising and promoting our programs, and planning a variety of activities for students and their families throughout the year. This program is primarily funded by a federal Title VI grant based on tribal enrollment. If (1.) your family self-identifies as Native American or Alaskan Native or (2.) your student is an enrolled member of a federally recognized tribe (or has a parent or grandparent who is a tribal member) please reach out to our Support Specialist for further instructions and information at (360) 874-7017 or online at www.skschools.org/naane.

IMPORTANT INFORMATION

NOTICES & SUMMARY OF DISTRICT OPERATIONAL PROCEDURES CONT.

Personal property comes to school at the student's own risk. The District discourages valuable jewelry, electronics, and other items from being brought and is not responsible for lost, damaged, or stolen property. Contact your school for assistance. (Policy 6540)

Pesticides and herbicides are periodically used on school district premises; notice is given in advance to staff, students, and parent(s)/guardian(s); signs are posted during the potency period of the application. To see the South Kitsap School District's Annual Notification and Integrated Pest Management program requirements, visit [our website](#). To view annual application records, contact the Facilities department at (360) 874-6000. (**Policy 6895**)

Protection of Pupil Rights Amendment (PPRA) affords parent(s)/guardian(s) certain rights regarding the district's implementation of surveys, collection and use of information for marketing purposes and certain physical exams. For more information click [here](#).

Registration of students can be completed at school locations, electronically online, and the district office. Non-resident students in grades K-12 follow the Choice Transfer admission process by obtaining annual release from the student's home district prior to applying for enrollment in the South Kitsap School District. In-district transfers follow the Open Enrollment process. Both Open Enrollment and Choice Transfer registrations are at the discretion of school and district administration. Telephone (360) 874-7000 for assistance. (**Policy 3131**) and (**Policy 3141**)

Section 504 outlines the rights and responsibilities for students with disabilities under Section 504 of the Rehabilitation Act of 1973. This plan is designed to ensure equal access to education by addressing the individual needs of students with disabilities that substantially limit a major life activity. The plan includes accommodations and modifications that allow students to participate in school programs and activities. Parents/guardians, school staff, and relevant professionals collaborate to develop and implement the plan. The plan aims to create a supportive and inclusive learning environment while maintaining confidentiality and prohibiting discrimination. Regular reviews and adjustments are made to meet the evolving needs of the student. For more information or to initiate a Section 504 evaluation, contact the district designated 504 coordinator, (360) 874-7000, or your students' school counselor. (**Policy 2162**)

Special education works with Child Find activities and responds to requests for assessment of a student for its services. Parent(s)/guardian(s) of students with disabilities must receive a copy of procedural safeguards annually (and upon initial referral or parental request for an evaluation) and upon filing a request for a due process hearing. Telephone (360) 443-3662 for assistance. (**Policy 2161**)

Student Directory Information – Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the South Kitsap School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your student's education records. However, the district may disclose appropriately designated "directory information" without written consent unless you have advised the district to the contrary in accordance with the district operational procedures. The primary purpose of directory information

is to allow the district to include information from your student's education records in certain school publications.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's/guardian's prior written consent. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. If you prefer South Kitsap School District not disclose any or all of the types of information designated below as directory information from your student's education records without your prior written consent, you must contact the school office or call (360) 874-7000 for a release form, returning it to the principal by September 30. This form is renewed annually. South Kitsap School District has designated the following information as directory information: student's name, address, telephone listing, photograph, date and place of birth, major field of study, dates of attendance, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors, and awards received, and the most recent educational agency or institution attended. For more detailed information on student directory information, opting out, and FERPA, please visit our [website](#).

Student education records - Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students who are 18 years of age or older certain rights with respect to the student's education records. This act provides rights to review records, request amendment to records, consent to disclosure of personally identifiable information, and file a complaint with the U.S. Department of Education. Release of health records follows protections of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and (FERPA). Telephone (360) 874-7000 for assistance.

Student original work and other copyright provisions of law are protected. Telephone (360) 874-7000 for assistance. (**Policy 2025**)

Student privacy and searches of students are protected under their constitutional right to be secure in their persons, papers, and effects against unreasonable searches and seizures. However, searches may be conducted when there is reasonable suspicion to believe that the search will yield evidence of a student's violation of the law, district policy, or school rules. Student lockers are district property and subject to search with or without reasonable suspicion. Telephone (360) 874-7000 for assistance. (**Policy 3230**)

Visitors to school, such as parent(s)/guardian(s) and community persons, must abide by the entry process set by their school office. Visitors must identify themselves and leave the school at the request of school staff. Contact your school for assistance.

Volunteers are encouraged on our school campuses. To volunteer, visit the volunteer webpage to learn about volunteer clearance and opportunities or call (360) 874-7000.

IMPORTANT INFORMATION



We commit to a culture where everyone belongs and is supported to be the best version of themselves. We recognize the tremendous value of a positive, cohesive culture of engagement that brings out the best in each of us. The principles of the SK Way guide our actions and dictate how we approach our work, how we behave, and how we interact with each other. This is the SK Way, our identity, and the story of the South Kitsap School District.

Love People -

We believe people come first and they are the most important resource in South Kitsap. For people to feel that they belong, they need to feel respected, trusted and loved. We recognize the power of relationships and the impact of genuine interpersonal connections. We assume positive intent and seek to understand diverse perspectives in all interactions.

Know Your Purpose -

We are passionate about our purpose of supporting South Kitsap students from pre-kindergarten through graduation and beyond. We invest in building and sustaining an inclusive and equitable learning environment for all students and staff. To do this, we need to be our best as the adults in the system. We build and nurture relationships with parents as learning partners as we walk shoulder to shoulder with students. We are all leaders in the system and take great pride and ownership in our work.

Get Better Every Day -

We believe in the ability to improve. We invest in the success of others and celebrate growth and achievement. We are generous with both praise and support. We lift each other up and do everything we can to prevent others from failing. We are resilient and don't back down from blazing a new trail of progress and improvement.

Think Big -

We fearlessly strive for excellence while accepting that setbacks are inevitable. We believe that achieving our Top 5 vision requires high expectations and willingness to take risks. We embrace change positively, constantly asking "Is this the best way?". We set personal goals and team targets to drive improvement. We embrace new and innovative ideas to move us toward our vision.

Attitude of Gratitude -

We are thankful to be part of South Kitsap School District and freely express gratitude to people for the work they do. We are a living culture that builds trust and inspires greatness. Through our actions, we build a sense of belonging and accomplishment. We are stronger together and strive to create an environment that is safe and empowering.



Every Student Deserves a Safe and Civil School

The positive climate of a school sets the foundation for learning and creativity. The best schools are places where students are safe and feel supported and encouraged. As educators and community members, we are all responsible for fostering a positive climate—creating a place where students want to be, want to learn, and can thrive.

While student misbehavior can disrupt the positive climate and create major barriers to learning, school staff can significantly influence and shape students' behavior and motivation. Every adult in the school plays a role in creating the best environment for student learning. [Safe & Civil Schools](#) helps guide our staff so everyone can be a positive influence that your students will remember for the rest of their lives. The Guidelines for Success in South Kitsap are **Safe, Kind, and Responsible**. These three traits are what each staff member and student strive to live each day to realize our fullest potential.



STUDENT ATTENDANCE

ATTEND TODAY, ACHIEVE TOMORROW

WHY ATTEND SCHOOL?

Getting our children to school on time every day is the best thing we can do for their futures. When a child is absent, whether excused or unexcused, it's hard to catch up. Missing 1 day of school means missing 6.5 hours of learning, no matter why they're gone. We want to help, so we review your child's attendance data at the end of each month. We're sharing the information so you can step in if your child is at risk of chronic absence.

THE ATTENDANCE PROBLEM

Across the country, more than 8 million students are missing so many days of school that they are academically at risk. Chronic absenteeism can translate into students having difficulty learning to read by third grade, achieving in middle school, and graduating from high school.

WHAT IS CHRONIC ABSENCE?

Chronic absence means missing 10% or more of school or 18 days of school.

WHAT CAN STUDENTS DO TO MAINTAIN REGULAR ATTENDANCE?

- ▶ Post my class schedule and login information at home where it is visible.
- ▶ Set alarm/alerts to remind myself to wake up on time.
- ▶ Keep track of my own attendance and absences.
- ▶ Find a friend, relative, or neighbor who can help with resolving the problems keeping me from attending school.
- ▶ Talk with my teacher if I am absent.
- ▶ Get to bed on time and get good rest.

HOW CAN STAFF SUPPORT STUDENT ATTENDANCE AT MY SCHOOL?

- ▶ Predictable schedule and class routines - Share out course schedules, syllabi, and class routines on a regular basis.
- ▶ Know your data - Track students who miss school for any reason. Early identification of at-risk students and trends in absenteeism will help with home communications and specific interventions. Take advantage of existing tools to assist you with monitoring your students.
- ▶ Communicate with home - Write or call parents/guardians as early as possible with student attendance data to raise awareness. Help with action plans to overcome barriers.
- ▶ Identify root causes - Assess prevalent reasons for absences. Create positive home and community partnerships to build support systems (health, transportation, school climate, etc.).



TRUANCY VS. CHRONIC ABSENCE

TRUANCY

Counts only unexcused absences

Emphasizes compliance with school rules

Relies on legal & administrative solutions

VS.

CHRONIC ABSENCE

Counts all absences: excused, unexcused & suspensions

Emphasizes academic impact of missed days

Uses community-based, positive strategies

WHAT CAN PARENTS/GUARDIANS DO TO SUPPORT ATTENDANCE?

- ▶ Keep a predictable schedule and routines. Set a regular bedtime and morning routine.
- ▶ Lay out clothes and pack backpacks the night before.
- ▶ If your child seems anxious about going to school, talk to teachers, school counselors, or other parents/guardians for advice on how to make your child feel comfortable and excited about learning.
- ▶ Regularly communicate with teachers.
- ▶ Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent/guardian.
- ▶ Avoid medical appointments and extended trips when school is in session.



HOW SICK IS TOO SICK FOR SCHOOL?

In general, children are too sick to come to school when:

- They are contagious.
- Their symptoms are serious enough to prevent them from focusing on the tasks they need to do there.

When children have a minor cold, headache, or stomachache that is not accompanied by fever, vomiting or diarrhea, they can probably come to school. Earaches are not contagious; children can come to school if they can concentrate on their work.

Use this checklist to help determine whether to keep your child home from school:

Are your child's eyes crusty, bright red, and/or discharging yellow or green fluid (conjunctivitis/pink eye)?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Does your child have a persistent, phlegmy cough or nasal drainage that will interfere with their ability to learn?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Does your child have a fever or 100.4° F or higher?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Does your child have diarrhea?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Has your child vomited? or Do they have a stomachache with sharp pain, and/or hard belly?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Does your child complain of a sore throat and is it accompanied by fever, headache, stomachache, or swollen glands?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Is your child unable to concentrate due to pain or pain medication?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Does your child have a rash with blisters, drainage, pain, itching, or looks like bruises?	YES <input type="checkbox"/>	NO <input type="checkbox"/>

If you answered yes to any of these questions, please keep your child home from school and consider seeking medical attention. Your child could have a serious or contagious illness. Keep your child home until they are symptom-free for at least 24 hours (without the use of fever-reducing medication) or until a doctor indicates that they can return to school. If your child has lice, they may return to school once they have been treated.



COVID-19

If you suspect your student may have COVID-19 or has been exposed to COVID-19, please use the latest Washington Department of Health COVID-19 Decision Tree for the general public: [skschools.org/learn-sk/covid-health-safety](https://www.skschools.org/learn-sk/covid-health-safety).

DISCRIMINATION

South Kitsap School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide 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:

Compliance /ADA/Title IX—Coordinator:

Will Sarett, Executive Director of Human Resources
2689 Hoover Ave SE, Port Orchard, WA 98366
(360) 874-7071, sarett@skschools.org

Gender Inclusive Schools—Coordinator:

Dr. Tom Edwards, Assistant Superintendent for Student Achievement
2689 Hoover Ave SE, Port Orchard, WA 98366
(360) 874-7004, edwards@skschools.org

Section 504—Coordinator

Kimberly House, Director of Special Services
2689 Hoover Ave SE, Port Orchard, WA 98366
(360) 443-3648, house@skschools.org

You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Coordinators who are listed above. You also have the right to file a complaint (see column to the right under "Complaint Options"). For a copy of the district's nondiscrimination operational procedure, contact your school or district office, or view it online: skschools.org ([Policy 3210](#)) and ([Policy 5010](#)).

SEXUAL HARASSMENT

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or

The conduct substantially interferes with a student's educational performance, or creates an intimidating or hostile educational or employment environment.

Examples of sexual harassment:

Pressuring a person for sexual favors

Unwelcoming touching of a sexual nature

Writing or drawing of graffiti of a sexual nature

Distributing sexually explicit texts, e-mails, or pictures

Making sexual jokes, rumors, or suggestive remarks

Physical violence, including rape and sexual assault

You can report sexual harassment to any school staff member or to the district's Title IX Officers who are listed above under "Discrimination". You also have the right to file a complaint (see column to the right under "Complaint Options"). For a copy of the district's sexual harassment operational procedure, contact your school or district office, or view it online: skschools.org ([Policy 3205](#)) and ([Policy 5011](#)).

COMPLAINT OPTIONS: DISCRIMINATION AND SEXUAL HARASSMENT

If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint.

Before filing a complaint, you can discuss your concerns with your child's principal or with the school district's Section 504 Coordinator, Title IX Officer, who are listed in the left column under "Discrimination". This is often the fastest way to resolve your concerns.

Complaint to the School District

Step 1: Write Your Complaint

In most cases, complaints must be filed within one year from the date of the incident or conduct that is the subject of the complaint. A complaint must be in writing. Be sure to describe the conduct or incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and describe what actions you believe the district should take to resolve the problem. Send your written complaint—by mail, fax, email, or hand delivery—to the district compliance officer.

Step 2: School District Investigates Your Complaint

Once the district receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The superintendent or designee will respond to you in writing within 30 calendar days—unless you agree on a different time period. If your complaint involves exceptional circumstances that demand a lengthier investigation, the district will notify you in writing to explain why staff need a time extension and the new date for their written response.

Step 3: School District Responds to Your Complaint

In its written response, the district will include a summary of the results of the investigation, a determination of whether or not the district failed to comply with civil rights laws, notification that you can appeal this determination, and any measures necessary to bring the district into compliance with civil rights laws. Corrective measures will be put into effect within 30 calendar days after this written response—unless you agree to a different time period.

Appeal to the School Board

If you disagree with the school district's decision, you may appeal to the school district's board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received the school district's response to your complaint. The school board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board's decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

Complaint to OSPI

If you do not agree with the school board's appeal decision, state law provides the option to file a formal complaint with the Office of Superintendent of Public Instruction (OSPI). This is a separate complaint process that can take place if one of these two conditions has occurred: (1) you have completed the district's complaint and appeal process, or (2) the district has not followed the complaint and appeal process correctly.

You have 20 calendar days to file a complaint to OSPI from the day you received the decision on your appeal. You can send your written complaint to the Equity and Civil Rights Office at OSPI:

Email: Equity@k12.wa.us | Fax: 360-664-2967

Mail or hand deliver:

PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200

For more information, visit the OSPI website <http://www.k12.wa.us/Equity/Complaints.aspx>, or contact OSPI's Equity and Civil Rights Office at 360-725-6162/TTY: 360-664-3631 or by e-mail at equity@k12.wa.us.

Other Discrimination Complaint Options

Office for Civil Rights, U.S. Department of Education
206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov |
Website: www.ed.gov/ocr

Washington State Human Rights Commission

1-800-233-3247 | TTY: 1-800-300-7525 | Website: www.hum.wa.gov

HARASSMENT, INTIMIDATION, AND BULLYING

Definition of Harassment, Intimidation, and Bullying: RCW 28A.600.477

"Harassment, intimidation, or bullying" means any intentional electronic, written, verbal, or physical act including, but not limited to, one shown to be motivated by sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, the use of a trained dog guide or service animal by a person with a 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 or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

There is no requirement that the affected student actually possess the characteristic that is the basis for the harassment, intimidation, or bullying.

How to prevent being a target:

- Learn how to speak out and stick up for yourself:
 - If it feels safe, look the bully in the eye and say strongly and calmly, "Leave me alone."
 - Walk (don't run) away from the bully. Running away may strengthen a feeling of power in the bully.
 - Tell an adult about the experience. If you see another student being bullied, seek help from an adult right away.
- Stay near adults and other kids. Most bullying occurs when adults are not around.
- Stay away from places where bullying occurs

What makes bullying different from other conflicts?

- **There is an imbalance of power.** People who bully use their power to control or harm, and the people being bullied may have a hard time defending themselves.
- **Intent to cause harm.** Actions done by accident are not bullying; the person bullying has a goal to cause harm.
- **Repetition.** Incidents of bullying happen to the same person over and over by the same person or group.

Cyberbullying

Cyberbullying is the repeated use of computers, cell phones, and other electronic devices to willfully harm, harass, humiliate, threaten, or damage the reputation and relationships of the intended target.

How to report Harassment, Intimidation, or Bullying:

You can report HIB to any school staff member, School Compliance Officer, or the District Compliance Officer. Reports can be filed anonymously. See the HIB Incident Reporting link here

<https://www.skschools.org/learn-sk/harassment-intimidation-and-bullying>

What happens after Harassment, Intimidation, or Bullying (HIB) is reported?

Each situation is different. Sometimes a report can be followed by quick intervention and resolution. These situations typically do not meet the definition of HIB.

When an incident or series of incidents meets the definition of HIB, a designated school staff member conducts an investigation and follows a specific timeline described in (Policy 3207). The investigation includes interviews and notification of parent(s)/guardian(s) of both the alleged aggressor and the targeted student. If the outcome of the investigation indicates that HIB has occurred, consequences may be assigned and a plan may be developed which includes follow-up with the targeted student.

Targeted Student's Right to Appeal (Policy 3207)

If the targeted student or parent/guardian is dissatisfied with the results of the investigation, they may appeal to the superintendent or designee by filing a written notice of appeal within five (5) school days of receiving the written decision. The superintendent or designee will review the investigative report and issue a written decision on the merits of the appeal within ten (10) school days of receiving the notice of appeal.

If the targeted student or parent/guardian remains dissatisfied after the initial appeal to the superintendent or designee, the student or parent/guardian 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 (5th) school day following the date upon which the targeted student or parent/guardian received the superintendent's written decision.

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 tenth (10th) school day following the termination of the hearing, and will provide a copy to all parties involved. The board or council's decision will be the final district decision.

RIGHTS & RESPONSIBILITIES

STUDENT RIGHTS & RESPONSIBILITIES

Student rights bring with them responsibilities for thoughtful and lawful expression within the goals and mission of a school district, to realize the learner profile above. Therefore, student rights carry the obligation for the individual student to learn limitations as expressed in federal and state law and district operational procedures.

Students have the following rights regarding student conduct:

1. Feel welcome and a sense of belonging at school.
2. Receive the assistance of school and/or district staff.
3. Expect other students to comply with all district and building rules.
4. Provide feedback on school climate.
5. Be informed of behavior expectations and disciplinary processes.
6. Be afforded the opportunity to attend discipline conferences at the administrator level, as necessary.

Students have the following responsibilities to be safe, kind, and responsible:

1. Demonstrate the qualities of safety, kindness, and responsibility toward self and all persons in the school community: staff, parents, and other students.
 - a. Abide by district and building rules.
 - b. Maintain civil communication.
 - c. Observe the rights of staff and other students.
2. Come to school/class on time, prepared to learn and achieve.
3. Work hard and ask for help when needed.
4. Understand and commit to following these Rights and Responsibilities and your local school rules.
5. See something, say something - we are all responsible for the safety and security of our schools!

The district will observe students' fundamental rights and will administer discipline in a manner that does not unlawfully discriminate against a student; deprive a student of their constitutional right to freedom of speech and press, peaceful assembly, freedom of religion; deprive a student of their constitutional right to be secure against unreasonable searches and seizures; unlawfully interfere in a student's pursuit of an education; deprive a student of their right to an equal educational opportunity ([WAC 392-400-805](#)).

The district's Policy 3241 "Student Discipline" is designed to provide students with a safe, healthy, and educationally sound environment. It is the student's responsibility to be aware of and comply with Policy 3240, including behavioral expectations that respect the rights, person, and property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive climate for learning. Students are referred to readily available operational procedures for the full statement of information in any of the areas to be summarized in this handbook. The South Kitsap School District maintains a website with all operational procedures listed at [skschools.org](https://www.skschools.org). State discipline law is available under [WAC 392.400](#).



LEARNER PROFILE

Problem Solver

Contributing Community Member

Confident Learner

Effective Communicator

Critical Thinker

Innovator

Collaborator

Leader



RIGHTS & RESPONSIBILITIES

PARENT/GUARDIAN RIGHTS & RESPONSIBILITIES

Parents/Guardians have the following rights regarding student conduct:

1. Be welcomed and encouraged to be a member of the school community.
2. Receive the assistance of school and/or district staff.
3. Expect staff to comply with all district and building rules.
4. Provide feedback on school climate.
5. Be informed of disciplinary action regarding discipline referrals involving your student.
6. Be afforded the opportunity to attend discipline conferences at the administrative level.

Parents/Guardians have the following responsibilities to:

1. Observe the rights of staff and other students.
2. Abide by district and building rules.
3. Report safety concerns.
4. Model and reinforce the district guidelines for success: safe, kind, and responsible.
5. Develop a partnership with the teacher to support your student's education by monitoring your student's progress.
6. Assist in ensuring "good" student attendance (>95% attendance rate) by sending your student to school/class everyday on time and prepared to learn.
7. Understand and commit to following these Rights and Responsibilities and your local school rules.

Parent(s)/Guardian(s) need to be aware that district staff are available to problem-solve issues and concerns. Staff expect mutual respect and appropriate expression by all parties involved. Any concern over building staff is first to be expressed to the principal; following that, concerns can be made to district office administrative staff. Verbal abuse, threats, and intimidation are illegal acts and will not be tolerated against any staff persons. (*Policy 4201*)

SCHOOL ADMINISTRATOR RIGHTS & RESPONSIBILITIES

Administrators have the following rights regarding student conduct:

1. Feel welcome and a sense of belonging while working in a safe and non-hazardous environment.
2. Participate in developing building rules.
3. Receive the assistance of district administration.
4. Expect students to comply with all district and building rules.
5. Make decisions on disciplinary action regarding discipline referrals.
6. Coordinate student discipline conferences.
7. Be promptly advised of any grievance or complaint regarding the discipline of students.

Administrators have the following responsibilities to:

1. Observe the rights of students.
2. Enforce district and building rules and report student misconduct, as appropriate.
3. Model and reinforce the district guidelines for success: safe, kind, and responsible.
4. Model and reinforce good attendance practices.
5. Confer with teachers after a student's exclusion from class to discuss appropriate behavioral expectations, as well as probable interventions, strategies and/or consequences for future, similar infractions by phone or in person. This conference shall not further disrupt classroom instruction.
6. Partner with parents/guardians to best support student educational growth and development.
7. Read and understand the Rights and Responsibilities handbook and your local school rules and apply the policies and rules.

Administrators have the following authority to:

1. Use reasonable action to protect themselves, students or other staff or individuals from student misconduct.
2. Assign disciplinary actions that exclude students from school for safety reasons.

RIGHTS & RESPONSIBILITIES

NON-ADMINISTRATIVE STAFF RIGHTS & RESPONSIBILITIES

Staff have the following rights regarding student conduct:

1. Feel welcome and a sense of belonging while working in a safe and non-hazardous environment.
2. Participate in developing building rules.
3. Receive the assistance of school and/or district administration.
4. The ability to exclude students from the classroom for misconduct as described in school wide behavior plan; the administrator will confer with the staff member before the student is returned to classroom.
5. Be informed of disciplinary action regarding discipline referrals.
6. Be afforded the opportunity to attend discipline conferences at the administrative level.
7. Be promptly advised of any grievance or complaint regarding the discipline of students.

Staff have the following responsibilities to:

1. Observe the rights of students.
2. Comply with district and building rules.
3. Enforce district and building rules and report student misconduct, as appropriate.
4. Model and reinforce the district guidelines for success: safe, kind, and responsible.
5. Model and reinforce good attendance practices.
6. Partner with parents/guardians to best support student educational growth and development.
7. Read and understand the Rights and Responsibilities handbook and your local school rules and apply the policies and rules.

Staff have the following authority to:

1. Use reasonable action to protect themselves, students or other staff or individuals from student misconduct.
2. Exclude a student from an individual classroom and instructional or activity area for safety reasons pursuant to [RCW 28A.600.020\(2\)](#). A student who has been excluded from class shall not be returned to that class until the teacher and administrator have conferred, meaning that the administrator and the teacher have discussed appropriate behavioral expectations, as well as probable interventions, strategies and/or consequences for future, similar infractions by phone or in person. This conference shall not further disrupt classroom instruction.

Important Information for SKSD Staff Members:

- A. The District is covered under the Washington Schools Risk Management Pool. Coverage exists with exclusions and is subject to applicable limits of Liability, retentions, terms and conditions. Please reach out to your building administrator to discuss any possible claims or damages.
- B. Any incident which could constitute assault and battery upon a SKSD staff member while acting within the scope of his or her employment shall be reported promptly to the immediate supervisor for investigation and immediate protective measures if warranted. An "assault" is when a student physically attacks another with intent to harm, and has three elements: intent, apprehension of a harmful contact, and causation. The District shall provide support to the employee for such events, including assistance reporting such events to law enforcement, paid leave for participation in any legal proceedings initiated and prosecuted by law enforcement authorities, reimbursement for any out-of-pocket medical expenses not covered by insurance or workers compensation, and reimbursement for any damaged personal property used within a professional capacity not covered by other insurance. Any staff member who is the victim of an assault or other violent criminal offense committed by a student shall have the right to all protections outlined above, as well as the following:
 - meet with a supervisor within two (2) days of the incident or sooner if possible;
 - review student data system entry;
 - meet with the Assistant Superintendent, if appropriate, within seven (7) days of the incident or sooner if possible;
 - be provided access to the Employee Assistance Program; and
 - (if requested) receive additional training and/or additional support collaboratively agreed upon with their supervisor.

TECHNOLOGY

Governing Policies

Staff and Students are expected to abide by District policies and procedures for appropriate technology use.

Policy 2022 (Electronic Resources & Internet Safety) outlines that staff and students need to be proficient and safe users of information, media, and technology to succeed in a digital world. This will include appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

Policy 3235 (Protection of Student Personal Information) outlines the District responsibility for protecting student information as students use third-party technology tools. Please review the Data Privacy section for more details.

Policy 3245 (Students and Telecommunications Devices) outlines the conditions under which students may use their own communications devices at school. Please review the student-Owned Devices section for more details.

Acceptable Use

Use of 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; only access files that belong to me.
3. Use existing software and not install any other software without permission.
4. Use only teacher-approved media or devices.
5. Obey the restrictions of the network filter.
6. Report anything inappropriate to my teacher or another adult immediately.
7. Protect myself by not giving out personal information (including my password) or leaving my computer unattended.
8. Be a good cyber-citizen and not use the computer to bully, harass or put-down others.
9. 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.

Web Filtering

The District may use one or more web filtering tools to restrict access to objectionable web resources and to maintain compliance with the Children's Internet Protection Act (CIPA). Web filtering systems are never foolproof and do not take the place of supervising student use by teachers and parents. The web filter is based on District-wide settings to maintain uniformity for all students and consistency in access to resources and is not customizable to individual student or parent preferences.

Digital Citizenship

South Kitsap schools use the Common Sense Education's curriculum, which contains resources to extend digital literacy and citizenship to homes and families.

You are encouraged to review the curriculum resources at <https://www.commonsense.org/education/digital-citizenship/curriculum> and family resources at <https://www.commonsense.org/education/toolkit/family-engagement-resources>.

Librarians and classroom teachers deliver age-appropriate lessons focused on media balance & well-being, privacy & security, digital footprints, and cyberbullying. These activities promote the positive use of technology, foster student ownership, and support good digital citizenship.

Devices

District-Owned Devices

Through generous community support, SKSD has a one-to-one technology initiative providing student Chromebooks to support and extend classroom learning. Students are expected to be responsible users of District-owned equipment, just like textbooks and other school property.

- Device damage may incur a fine as specified on the Technology Fines page at: Student Handbook - Fine Schedule.
- Students may be assigned a loaner device if their assigned device is being repaired.
- Students are responsible for returning equipment in a timely fashion as requested by school staff.
- District-owned devices are not for personal use (i.e., downloading music or videos, installation of non-school programs, etc.)



Student-Owned Telecommunication Devices

Students in possession of telecommunications devices, including, but not limited to cellular phones, gaming devices, and tablets, while on school property or while attending school-sponsored or school-related activities will observe the following conditions (IMPORTANT: these expectations may be different for your school - please consult your school's policy and procedure):

- A. Depending on school rules, telecommunication devices may 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; 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.
- D. 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.
- E. 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.
- F. Students will comply with any additional rules developed by the school concerning the appropriate use of telecommunication or other electronic devices.
- G. Students who violate this policy will be subject to disciplinary action, including suspension or expulsion.

Data Privacy

In compliance with Policy 3235, the District seeks to enter into agreements with all third-party vendors to protect student personal information and usage statistics. Through a statewide partnership with the Student Data Privacy Consortium, we join with other Districts in the state and country to provide these legally vetted agreements to software vendors to ensure student data is protected. A current list of agreements can be found on the SDPC site at [Washington Student Privacy Alliance](#).

Children's Online Privacy Protection Act (COPPA)

This notice is intended to inform you about the Online Resources that have been approved for use at SKSD schools and to give parents/guardians of students under the age of 13 an opportunity to opt-out of their child's use of such Online Resources.

In order for our students to use these Online Resources, the third-party operators of these online resources may collect certain personally identifying information (e.g., the students first and last name, username, and District email address). Under the federal Children's Online Privacy Protection Act (COPPA), these third-party operators must notify parents/guardians and obtain parent/guardian consent before collecting personal information of students under the age of 13. However, COPPA allows education institutions like SKSD to consent to this collection on behalf of parents, as long as the use of the personal information collected is limited to an educational context and is not used for any other commercial purpose.

If you are the parent or guardian of a student under the age of 13 and at any time wish to opt out of your child's use of Online Resources, please contact your child's principal to discuss your concerns and provide a written opt-out. Please note that opting out of the use of online resources may affect your child's interaction in the classroom and ability to participate in certain learning activities.

Email

Email is not private. Email is considered a "writing" and may be disclosable to media or others (see RCW 42.56). Most staff email is considered a public record and subject to Freedom of Information Act requests. Student email is available for review by District administration and may be discoverable in legal proceedings. Any form of harassment by email is prohibited.

Lightspeed

Lightspeed is a program on all South Kitsap School District computers. It helps identify browsing activity that looks like self-harm, cyberbullying, suicide, or violence. It is intended for school administrative staff to be alerted to students that might need help or additional support. Lightspeed Parent Reports are available to SKSD parents and guardians interested in knowing more about their child's activity on an SKSD device. Parents can opt-in via Skyward to receive reports of their child's internet usage over the prior 7 days. Our internet content filtering service, Lightspeed, provides a summary that recaps when the web is being used, top sites visited, and more. This allows parents to see their child's school and home internet activity for the past seven days and helps ensure they are safe and focused on learning.

Teachers may also use Lightspeed to monitor and direct learning during class time. In addition to actively monitoring student activities with technology, Lightspeed will also track student activity throughout the school day.

SAFE & CIVIL SCHOOLS: POSITIVE BEHAVIOR SUPPORTS

All Students: Empowered, Connected, Supported, Resilient, Engaged

The South Kitsap School District is changing the way we interact with students in a huge way. We want students to hear positive acknowledgement far more often than they hear correction. Students will respond to the behaviors we recognize. When we consistently acknowledge hard work and effort, both academically and socially, then students will strive for those qualities. Safe and Civil Schools is a positive behavior support framework that helps us structure school settings for success and shift to recognizing and supporting positive behaviors. As a district we want to create an environment where everyone belongs, from students to adults, and can become the best version of themselves and find success.

WHAT IS SAFE AND CIVIL SCHOOLS (SCS)?

Safe and Civil Schools is a school-wide framework in our district and school buildings that helps to ensure schools are safe places to learn, work and grow together. SCS helps schools become welcoming places for each student's learning, social emotional development and life-long success.

SCS encourages appropriate behavior the same way students learn to read; through instruction, practice, feedback, and encouragement. It's about prevention, not punishment.

SCS practices you will see in buildings include:

- a clear set of defined positive expectations and behaviors;
- teaching students of expected behaviors;
- student recognition of meeting expected behaviors;
- monitoring and correction of challenging behaviors; and
- being data driven in the decision making process.

In schools that have implemented SCS practices, all students and staff know what positive behavior looks like at all times and in all places. Safe and Civil Schools balance individual rights with civic responsibilities by setting expectations for behaviors which will help students be successful in school, in our communities and in society as future responsible citizens.

Research shows that using SCS practices improves the way all students behave, and it cuts down the number of detentions and suspensions. Students earn better grades and studies show SCS may reduce bullying.

SCS as a student - We know the positive expectations of our school. The expectations are demonstrated to us by our teachers, administrators, and peers. As we live up to those expectations, teachers recognize and reward our contributions. Consequences are established to help us reflect and correct. Supports are available to reteach and apply expectations, and to reinforce good decision making skills. Students have access to social/emotional as well as mental health supports, including School Counselors, School Social Workers, Student Assistance Professionals (SAP-drug and alcohol counselors) and community agency mental health resources.

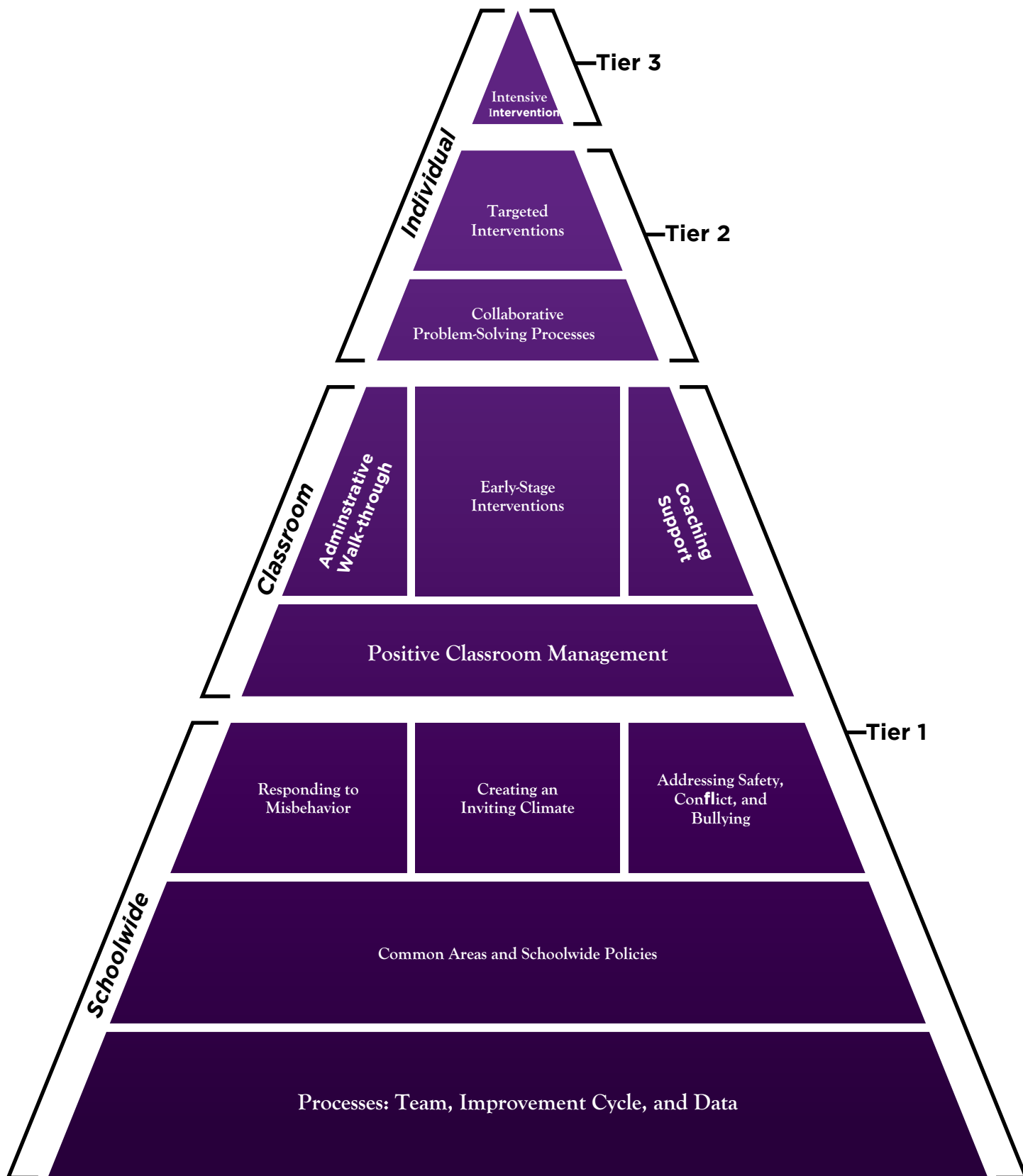
SCS as a parent/guardian - We inherit a culture of positive interventions from school that we can use at home with a common language and expectations. Our children find more joy in going to school and working to be successful, knowing that their hard work and good behavior is appreciated. We have a role in supporting our children with greater needs by working with school staff to implement programs of support for our kids. If our child is having difficulty we know that school staff are working to find solutions to ensure our child's success.

SCS as a teacher - We focus on relationship building and setting a positive culture in our school. We strive to provide students at least 3 times as much positive attention as we do corrective attention. We remain mindful to maintain focus on the good things about our students, rather than the minority of difficulties. Hence, learning tasks become a positive experience rather than a source of conflict. We embrace the fact that behaviors are learned in the same way academics are learned; by instruction and practice. Students come to us as they are, and we need to meet them there and help them grow.

SCS as a district - We place a high value on Social Emotional Learning (SEL). Studies show a significant increase in student academic achievement and personal growth in schools that implement SCS. We place an emphasis on SEL strategies that have real, lasting impacts on students. As a school community we implement proven strategies within the SCS framework. By using a district-wide approach, we ensure our students are supported every step of the way.



SAFE & CIVIL SCHOOLS: POSITIVE BEHAVIOR SUPPORTS



STUDENT DISCIPLINE

DISCIPLINE means any action taken by a school district in response to behavioral violations. [WAC 392-400-025](#)

OTHER FORMS OF DISCIPLINE means actions used in response to behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency removal, which may involve the use of best practices and strategies included in the state menu for behavior developed under [RCW 28A.165.035](#).

- ▶ Before administering a **classroom exclusion**, school personnel **must first attempt** one or more other forms of discipline to support the student in meeting behavioral expectations, unless the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process. [WAC 392-400-330\(2\)](#)
- ▶ Before administering a **short-term suspension or in-school suspension**, the district **must first attempt** one or more other forms of discipline to support the student in meeting behavioral expectations. [WAC 392-400-435\(1\)](#)
- ▶ Before administering a **long-term suspension or expulsion**, the district **must consider** other forms of discipline to support the student in meeting behavioral expectations. [WAC 392-400-440\(1\)](#) and [WAC 392-400-445\(1\)](#)

Other Forms of Intervention/Discipline Actions List:

- Behavior Agreement- (Including Gang Tendencies)
- Behavior Monitoring
- Behavioral/Mental Health
- Bus-Alternative Transportation
- Bus-Exclusion
- Bus-Parent/Guardian Contact on Bussing
- Bus-Return for Discipline Action
- Bus-Warning on Bus
- Conference/Warning
- Detention After or Before School
- Detention During School (Noon /Recess)
- Family Engagement
- Mentoring
- Peer Mediation
- Restorative Justice
- Social Skills Instruction

CLASSROOM EXCLUSION means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements in [WAC 392-400-330](#) and [WAC 392-400-335](#). Classroom exclusion does not include actions that result in missed instruction for a brief duration when:

- a. A teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
- b. The student remains under the supervision of the teacher or other school personnel during such brief duration.

Conditions and limitations. [WAC 392-400-330](#)

- ▶ **Limitations on classroom exclusion.**
 - a. **Duration of classroom exclusion.** A classroom exclusion may be administered for all or any portion of the balance of the school day in which the student was excluded from the student's classroom or instructional or activity area. When a student is excluded from the student's classroom or instructional or activity area for longer than the balance of the school day, the school district must provide notice and due process for a suspension, expulsion, or emergency removal.
 - b. **Removal from school.** A student may not be

removed from school during a classroom exclusion unless the school district provides notice and due process for a suspension, expulsion, or emergency removal.

SUSPENSION means a denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency removal.

▶ **IN-SCHOOL SUSPENSION** means a suspension in which a student is excluded from the student's regular educational setting but remains in the student's current school placement for **up to ten (10) consecutive school days**, subject to the requirements in [WAC 392-400-430](#) through [WAC 392-400-475](#). **Additional conditions and limitations. [WAC 392-400-435](#)**

▶ **Length of exclusion.** A school district may not administer an in-school suspension beyond the school year in which the behavioral violation occurred.

▶ **Grade-level limitations.** Grades K-4 limited to no more than ten (10) cumulative school days during any academic term. Grades 5-12 are limited to no more than fifteen (15) cumulative school days during any single semester or ten (10) cumulative school days during any single trimester.

▶ **SHORT-TERM SUSPENSION** means a suspension in which a student is excluded from school for **up to ten (10) consecutive school days**, subject to the requirements in [WAC 392-400-430](#) through [WAC 392-400-475](#). **Additional conditions and limitations. [WAC 392-400-435](#)**

▶ **Length of exclusion.** A school district may not administer a short-term suspension beyond the school year in which the behavioral violation occurred.

▶ **Grade-level limitations.** Grades K-4 limited to no more than ten (10) cumulative school days during any academic term. Grades 5-12 are limited to no more than fifteen (15) cumulative school days during any single semester or ten (10) cumulative school days during any single trimester.

▶ **LONG-TERM SUSPENSION** means a suspension in which a student is excluded from school for more than ten (10) consecutive school days, subject to the requirements in [WAC 392-400-430](#) through [WAC 392-400-475](#). **Additional conditions and limitations. [WAC 392-400-440](#)**

▶ Limitations on long-term suspensions. A school district may only administer a long-term suspension:

- a. For behavioral violations under [RCW 28A.600.015](#) (6)(a) through (d); and
- b. After the school district has determined that, if the student returned to school before completing a long-term suspension:
 - i. The student would pose an imminent danger to students or school personnel; or
 - ii. The student would pose an imminent threat of material and substantial disruption of the educational process.

▶ **Length of exclusion:**

- a. A long-term suspension **may not exceed ninety (90) consecutive school days, the length of an academic term.**
- b. A school district may not administer a long-term suspension beyond the school year in which the behavioral violation occurred.

▶ **Grade-level limitations.** Other than for the firearm exception under [WAC 392-400-820](#), a school district may not administer a long-term suspension for any student in kindergarten through fourth grade.

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EXPULSION means a denial of admission to the student's current school placement in response to a behavioral violation, subject to the requirements in [WAC 392-400-430](#) through [WAC 392-400-480](#). **Additional conditions and limitations.** [WAC 392-400-445](#)

- ▶ **Limitations on expulsions.** A school district may only administer an expulsion:
 - a. For behavioral violations under [RCW 28A.600.015](#) (6) (a) through (d); and
 - b. After the school district has determined that if the student returned to school before completing an expulsion, the student would pose an imminent danger to students or school personnel.
- ▶ **Length of exclusion.** An expulsion may not exceed ninety (90) consecutive school days, the length of an academic term, unless the principal or designee petitions the school district superintendent for extension of an expulsion under [WAC 392-400-480](#), and the petition is granted.
- ▶ **Grade-level limitations.** Other than for the firearm exception under [WAC 392-400-820](#), a school district may not administer an expulsion for any student in kindergarten through fourth grade.

PETITION TO EXTEND AN EXPULSION. When risk to public health or safety warrants extending a student's expulsion, the principal or designee may petition the superintendent for authorization to exceed the academic term limitation on an expulsion. [WAC 392-400-480](#)

EMERGENCY REMOVAL means the removal of a student from school because the student's presence, statement or behavior poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in [WAC 392-400-510](#) through [WAC 392-400-530](#).

Conditions and limitations. [WAC 392-400-510](#)

A school district may immediately remove a student from the student's current school placement, subject to the following requirements:

- ▶ **Sufficient cause.** The school district must have sufficient cause to believe that the student's presence poses
 - a. An immediate and continuing danger to other students or school personnel; or
 - b. An immediate and continuing threat of material and substantial disruption of the educational process.
- ▶ **Determination of immediate and continuing threat of disruption.** For purposes of this section, an immediate and continuing threat of material and substantial disruption of the educational process means
 - a. The student's behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day; and
 - b. School personnel have exhausted reasonable attempts at administering other forms of discipline to support the student in meeting behavioral expectations.
- ▶ **Time limit.** An emergency removal **may not exceed ten (10) consecutive school days**. An emergency removal must end or be converted to another form of discipline within ten school days from the start of the emergency removal.

ABSENCES AND TARDINESS. A school district may not suspend or expel a student from school for absences or tardiness. [WAC 392-400-430](#)

LANGUAGE ASSISTANCE. The school district must ensure that notices and communications related to discipline procedures are

in a language the student and parent understand, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. [WAC 392-400-110](#)

REASONABLE SELF-DEFENSE. It is expected that a student remove themselves from any threat of harm and/or contact a staff member for assistance before engaging in any type of physical response to an assault. However, an administrator may decide, following a reasonable investigation, not to subject a student to disciplinary measures if all the following are true:

1. A student who is being assaulted or witnesses another student being assaulted acts only in a manner that is defensive and protective of self or others;
2. The student is acting in a manner that a building administrator determines is reasonable and necessary considering the circumstances; and
3. The student did not instigate, provoke, or promote the violence by his or her words or conduct immediately prior to the assault.

A reasonable physical response to an assault may include holding the assailant's hands or arms to prevent the assault or pulling two fighting students apart and holding them until adult staff can arrive and intervene.

SCHOOL MEALS. A school district may not administer any discipline in a manner that would result in the denial or delay of a nutritionally adequate meal to the student. [WAC 392-400-830](#)

THREAT ASSESSMENT

School-based threat assessment means the formal process, established by a school district, of evaluating the threatening, or potentially threatening, behavior of a student, and the circumstances surrounding the threat, to uncover any facts or evidence that the threat is likely to be carried out [RCW 28A.320.123](#)(3)(a).

School-based threat management means the development and implementation of a plan to manage or reduce the threatening, or potentially threatening, behavior of a student in a way that increases the physical and psychological safety of students, staff, and visitors, while providing for the education of all students, [RCW 28A.320.123](#)(3)(b). As outlined by Washington Office of the Superintendent of Public Instruction's SCHOOL-BASED THREAT ASSESSMENT FIDELITY DOCUMENT, School District Guide to Program Fidelity and Compliance, 2021

What is Threat Assessment?

- Threat Assessment is a preventative, trauma-informed process utilizing early interventions to keep students safe and engaged in school.
- This structured, multidisciplinary group process is used to evaluate the risk posed by a student or another person, typically as a response to an actual or perceived threat or concerning behavior.
- The primary purpose is to prevent targeted violence and is centered on an analysis of the facts and evidence of behavior in each situation. Threat Assessment Protocols are designed with recommendations of experts and focus on situational variables, not demographic characteristics.

Why is a Threat Assessment Conducted?

- When there are concerns regarding school violence and safety
- To know when a threat is real
- To know how to respond to a threat
- To ensure that we do not overreact or underreact
- To improve the quality of safety in our schools

STUDENT DISCIPLINE

- To utilize interventions that are prevention focused rather than exclusion, expulsion, and arrest

Threat Assessment Outcomes

The assessment conducted by the School-Based Threat Assessment Team may lead to:

- A specific plan for supervision
- Development of an individual accountability plan
- Linkage to social-skill building programs and other support systems in the community such as:
 - Faith communities
 - Mental health services
 - Alcohol/drug evaluation
 - Mentoring programs
- Implementation of a safety plan for any intended targets

In addition to the list above, the plan may include family/home options such as:

- Increased supervision of social media use
- Safety-proofing the home and removing weapons
- Increasing supervision in the home

The model also reduces over-reactive responses by schools with Zero-Tolerance policies which lead to exclusionary discipline for students who need support and do not pose a viable threat at the time of the assessment.

Accurate implementation of Threat Assessment Programs in schools helps to increase support for students in need and emphasizes a supportive and healthy school climate providing a platform for students to reach out when a problem or concern exists and create a safer atmosphere for students and staff alike.

EDUCATIONAL SERVICES, WAC 392-400-610

- a. A school district may not suspend the provision of educational services to a student in response to behavioral violations.
- b. During the suspension, expulsion, or emergency removal of a student, a school district must provide the student the opportunity to receive educational services. The educational services must enable the student to
 1. Continue to participate in the general education curriculum;
 2. Meet the educational standards established within the district; and
 3. Complete subject, grade-level, and graduation requirements.
- c. When providing a student the opportunity to receive educational services under this section, the school district must consider
 1. Meaningful input from the student, parents, and the student's teachers;
 2. Whether the student's regular educational services include English language development services, special education, accommodations and related services under Section 504 of the Rehabilitation Act of 1973, or supplemental services designed to support the student's academic achievement; and
 3. Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.
- d. A school district may provide educational services to the student in an alternative setting or modify the suspension or expulsion on a case-by-case basis. An alternative setting should be comparable, equitable, and appropriate to the regular educational services a student would have received without the exclusionary discipline. Example alternative settings include alternative high schools, one-on-one tutoring, and online learning.

REENGAGEMENT MEETING, WAC 392-400-710

When a school district administers a long-term suspension or expulsion, the district must convene a reengagement meeting with the student and parents to discuss a plan to reengage the student. Before convening a reengagement meeting, a school district must communicate with the student and parents to schedule the meeting time and location. The reengagement meeting must occur:

- a. Within twenty (20) calendar days of the start of the student's long-term suspension or expulsion, but no later than five (5) calendar days before the student returns to school; or
- b. As soon as reasonably possible, if the student or parents request a prompt reengagement meeting.

REENGAGEMENT PLAN, WAC 392-400-710

The school district must collaborate with the student and parents to develop a culturally sensitive and culturally responsive reengagement plan tailored to the student's individual circumstances to support the student in successfully returning to school. In developing a reengagement plan, the school district must consider:

- a. The nature and circumstances of the incident that led to the student's suspension or expulsion;
- b. As appropriate, students' cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach;
- c. Shortening the length of time that the student is suspended or expelled;
- d. Providing academic and nonacademic supports that aid in the student's academic success and keep the student engaged and on track to graduate; and
- e. Supporting the student, parents, or school personnel in taking action to remedy the circumstances that resulted in the suspension or expulsion and preventing similar circumstances from recurring.

FIREARM EXCEPTIONS

WAC 392-400-820; RCW 28A.600.420

- a. A school district **must expel a student for no less than one (1) year** if the district has determined that the student has carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. The school district superintendent may modify the expulsion on a case-by-case basis.
- b. A school district may suspend or expel a student for up to one (1) year if the student acts with malice, as defined under RCW 9A.04.110, and displays an instrument that appears to be a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools.
- c. These provisions do not apply to students while engaged in a district authorized military education; a district authorized firearms convention or safety course; or district authorized rifle competition.

School officials shall notify the student's parents or guardians and the appropriate law enforcement agency of known or suspected violations.

STUDENT DISCIPLINARY DUE PROCESS

The following charts are included as a reference aid and are not intended to add to or modify district operational procedure or state regulations. South Kitsap School District students, parent(s)/guardian(s), and staff can review the entire state regulation, [WAC 392-400](http://apps.leg.wa.gov/wac/) at <http://apps.leg.wa.gov/wac/>. District operational procedure ([Policy 3241](#)) incorporates these provisions and sets forth the student discipline process.

If your student has been disciplined, your rights include proper notification and due process. The grievance process is intended to provide a review of disciplinary action taken to assure that the action is justified based upon the student's behavior violation and appropriate opportunity for the student and parent(s)/guardian(s) to question the discipline imposed.

Discipline of a student with a qualifying disability condition on an IEP or 504 accommodation plan may vary from the following charts. Reference should be made to special rules covering students with disabilities.

CLASSROOM EXCLUSION AND/OR OTHER FORMS OF DISCIPLINE

Including Exclusion from Transportation or Extra-Curricular Activity and Detention [WAC 392-400-330](#)

Notice to parents. [WAC 392-400-335](#)

- The teacher, principal, or designee must notify the student's parents regarding the classroom exclusion as soon as reasonably possible.

The student must have an opportunity to share their perspective and explanation regarding the behavioral violation.

LEVEL:	1. Optional Informal Conference WAC 392-400-110(1)(h)
CONTACT:	Your School Office
PRESIDING OFFICIAL:	Principal
REQUEST:	The student or parent(s) may request an informal conference orally or in writing.
TIME LIMIT:	The principal must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parents.

IN-SCHOOL SUSPENSION OR SHORT-TERM SUSPENSION

[WAC 392-400-430](#), [WAC 392-400-435](#)

Initial hearing with student. [WAC 392-400-450](#)

- Initial hearing.** Before administering any suspension, the principal or designee must conduct an informal initial hearing with the student for the purpose of hearing the student's perspective.
- Parent participation.** At an initial hearing in which the principal or designee is considering administering a short-term or in-school suspension, the principal or designee must provide the student an opportunity for the student to contact the student's parents.
- Administrative decision.** Following the initial hearing, the principal or designee must inform the student of the decision regarding the behavioral violation, including the date on which any suspension will begin and end.

Notice to student and parents. [WAC 392-400-455](#)

- No later than one (1) school business day following the initial hearing with the student, the principal or designee must provide written notice of the suspension to the student and parents in person, by mail, or by email.

LEVEL:	1. Optional Informal Conference WAC 392-400-460	2. Appeal WAC 392-400-465	3. Review and Reconsideration of Appeal WAC 392-400-470
CONTACT:	Your School Office	Office of Student Achievement (360) 874-7004	Office of the Superintendent (360) 874-7000
PRESIDING OFFICIAL:	Principal	Superintendent's Designee	Discipline Appeal Hearing Officer
REQUEST:	The student or parent(s) may request an informal conference orally or in writing.	The student or parent(s) may request an appeal orally or in writing within five (5) school business days from the date the principal or designee provided the written notice.	The student or parent(s) may request a review and reconsideration orally or in writing within ten (10) school business days from the date the superintendent's designee provided the written appeal decision.
TIME LIMIT:	The principal must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parents. Right to appeal: An informal conference must not limit a student's or parents' right to appeal under Level 2.	Decision: The superintendent's designee must deliver a written appeal decision to the student and parent(s) in person, by mail, or by email within two (2) school business days after receiving the appeal.	Decision: The Board of Directors must provide a written decision to the student and parents in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration.

STUDENT DISCIPLINARY DUE PROCESS

LONG-TERM SUSPENSION OR EXPULSION

WAC 392-400-430, WAC 392-400-440, WAC 392-400-445

Initial hearing with student. WAC 392-400-450

- **Initial hearing.** Before administering any suspension or expulsion, the principal or designee must conduct an informal initial hearing with the student for the purpose of hearing the student's perspective.
- **Parent participation.** At an initial hearing in which the principal or designee is considering administering a long-term suspension or expulsion, the principal or designee must make a reasonable attempt to contact the student's parents to provide an opportunity for the parents to participate in the initial hearing in person or by telephone.
- **Administrative decision.** Following the initial hearing, the principal or designee must inform the student of the decision regarding the behavioral violation, including the date on which any suspension or expulsion will begin and end.

Notice to student and parents. WAC 392-400-455

- No later than one (1) school business day following the initial hearing with the student, the principal or designee must provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email.

LEVEL:	1. Optional Informal Conference WAC 392-400-460	2. Appeal WAC 392-400-465	3. Review and Reconsideration of Appeal WAC 392-400-470
CONTACT:	Your School Office	Office of Student Achievement (360) 874-7004	Office of the Superintendent (360) 874-7000
PRESIDING OFFICIAL:	Principal	Hearing Officer	School Board of Directors
REQUEST:	The student or parent(s) may request an informal conference orally or in writing.	The student or parent(s) may request an appeal hearing orally or in writing within five (5) school business days from the date the principal or designee provided the written notice.	The student or parent(s) may request a review and reconsideration orally or in writing within ten (10) school business days from the date the hearing officer provided the written appeal decision.
TIME LIMIT:	The principal must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parents. Right to appeal: An informal conference must not limit a student's or parents' right to appeal under Level 2.	The district must hold an appeal hearing within three (3) school business days from the date the district received the appeal request, unless otherwise agreed to by the student or parents. Decision: The hearing officer must provide a written decision to the student and parents in person, by mail, or by email within three (3) school business days after the appeal hearing.	Decision: The Board of Directors must provide a written decision to the student and parents in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration.

Petition for Readmission to School: The readmission process is different from and does not replace the appeal process. A student, who has been suspended or expelled, may petition for readmission to the district at any time. Contact the Office of Student Achievement (360) 874-7000 to request readmission to school. **WAC 392-400-110(k)**

EMERGENCY REMOVAL

WAC 392-400-510

Notice to student and parents. WAC 392-400-515

- Within twenty-four (24) hours after an emergency removal, the principal or designee must provide written notice of the emergency removal to the student and parents in person, by mail, or by email.

LEVEL:	1. Optional Informal Conference WAC 392-400-460	2. Appeal WAC 392-400-465	3. Review and Reconsideration of Appeal WAC 392-400-470
CONTACT:	Your School Office	Office of Student Achievement (360) 874-7004	Office of the Superintendent (360) 874-7000
PRESIDING OFFICIAL:	Principal	Hearing Officer	School Board of Directors
REQUEST:	The student or parent(s) may request an informal conference orally or in writing.	The student or parent(s) may request an appeal hearing orally or in writing within three (3) school business days from the date the principal or designee provided the written notice of the emergency removal.	The student or parent(s) may request a review and reconsideration orally or in writing within five (5) school business days from the date the hearing officer provided the written appeal decision.
TIME LIMIT:	The principal must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parents. Right to appeal: An informal conference must not limit a student's or parents' right to appeal under Level 2.	The district must hold an appeal hearing as soon as reasonably possible, but no later than two (2) school business days after the date the district received the appeal request, unless otherwise agreed to by the student and parents. Decision: The hearing officer must provide a written decision to the student and parents in person, by mail, or by email within one (1) school business day after the appeal hearing.	Decision: The Board of Directors must provide a written decision to the student and parents in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration.

DISTRICT DISCIPLINE MATRIX

The South Kitsap School District strives to keep students in school, learning in a safe and appropriate environment. Unless otherwise required by law, the district is not required to impose student discipline for any behavioral violation. However, there are circumstances when the district may determine that disciplinary measures are appropriate.

The Procedure (Policy) **3241** "District Discipline Matrix" represents a summary of **3241** "Student Discipline"; it includes behavior violations for which a student may be disciplined and represents the range of potential responses based on conditions, limitations, and interventions. A "behavioral violation" means a student's behavior that violates the district's discipline operational procedures. The district has developed definitions and consensus on what constitutes behavioral violations to reduce the effect of implicit or unconscious bias.

Unless otherwise required by law, the district is not required to impose long-term suspension or expulsion and only administer long-term suspension or expulsion for specific severe behavioral violations listed under **RCW 28A.600.015 (6) (a) through (d)**. In addition, before imposing long-term suspension or expulsion, district personnel must also determine that if the student returned to school before completing a long-term suspension or expulsion the student would pose an imminent danger to students or school personnel; or for long-term suspension the student would pose an imminent threat of material and substantial disruption to the educational process. **WAC 392-400-440(2)** and **WAC 392-400-445(2)**.

DISTRICT DISCIPLINE MATRIX KEY	
✓	Applies to Grades K-12
*	Long-term Suspension or Expulsion may be imposed. (Other Forms of Discipline must be considered unless a firearm is involved as provided in RCW 28A.600.420)
**	Long-term Suspension or Expulsion may be imposed if two or more violations have occurred within a three-year period. (Other Forms of Discipline must be considered unless a firearm is involved as provided in RCW 28A.600.420)
	Yellow highlighted behavior codes indicate those behaviors which are prone to subjectivity and often lead to discipline disproportionality among student groups. When considering one of these offense codes, SKSD staff will be mindful that these offense codes necessitate attention to 'vulnerable decision points,' where staff should pause and think about any possible bias that may be at play.
A continuum of discipline responses is described in greater detail at the end of this matrix. The levels of response include: <ul style="list-style-type: none"> • Response Levels A-C Teacher or School Personnel • Response Level D Classroom and Administrative Level • Response Levels E, F & G Administrative Response 	

(CODE) BEHAVIORAL VIOLATION ²	Range of Potential Responses Based on Conditions, Limitations, and Interventions ³						
	Best Practices ⁴	Classroom Exclusion	In-School Suspension	Short-Term Suspension	Long-Term Suspension	Expulsion	School Referrals and Protocols ⁵
	Follow additional protocols for students with special needs, IEPs, 504s, etc.						
Alcohol Manufacturing, sale, purchase, transportation, possession, distribution, or consumption of intoxicating alcoholic beverages or substances represented as alcohol.	Level E	✓	✓	✓	Grades 6-12 Only *	No	Report to Law Enforcement SAP Referral
Alteration of Records/False Reporting/Forgery Falsifying, altering, or destroying any school record or any communication between home and school, to include investigative reports.	Levels A-C and Level D	✓	✓	✓	No	No	
Arson Lighting a fire, causing any fire or explosion to be started, or setting fire to district, school, staff, or student property (RCW 9A.48.020 or RCW 9A.48.030).	Level F	✓	✓	✓	Grades 6-12 Only *	No	Report to Law Enforcement Mandatory School-Based Threat Assessment Referral
Building/Classroom Rules Violation A student shall not violate building or classroom rules as adopted by each school building, program or classroom teacher. These rules support district operational procedures and may be unique to a particular building.	Levels A-C and Level D	✓	✓	No	No	No	

DISTRICT DISCIPLINE MATRIX

(CODE) BEHAVIORAL VIOLATION ²	Range of Potential Responses Based on Conditions, Limitations, and Interventions ³						
	Best Practices ⁴	Classroom Exclusion	In-School Suspension	Short-Term Suspension	Long-Term Suspension	Expulsion	School Referrals and Protocols ⁵
	Follow additional protocols for students with special needs, IEPs, 504s, etc.						
Bullying A student shall not engage in intentional, unwanted, aggressive behavior that (1) involves a real or perceived power imbalance, and (2) is repeated, or has the potential to be repeated, over time, and (3) meets the criteria under RCW 28A.600.477(5)(b)(i) . Bullying means any intentional electronic, written, verbal, or physical act, including but not limited to one shown to be motivated because of his or her perception of the victim's race, color, religion, ancestry, national origin, gender, sexual orientation, gender expression or identity, or mental, physical, or sensory handicap or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act: 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.	Level E	✓	✓	✓	No	No	Complete HIB Worksheet
Burglary.* A student shall not enter onto school premises or into any school district rooms or buildings without authorization and with the intent to steal property (RCW 9A.52.010 - RCW 9A.52.060).	Level F	✓	✓	✓	Grades 6-12 Only *	No	Report to Law Enforcement and SSEM
Bus Conduct A student may be assigned discipline on school district buses, which will be enforced at the student's school according to published bus rules (Policy 6600).	Levels A-C and Level D	N/A	✓	✓	No	No	Consider bus suspension over school exclusion
Cannabis Unlawful use, cultivation, distribution, sale, solicitation, purchase, possession, or transportation of cannabis.	Level E, Level F and Level G	✓	✓	✓	Grades 6-12 Only *	No	SAP Referral Consider reporting to SSEM and Law Enforcement
Destruction of Property/Vandalism** A student shall not deface or otherwise damage the property of the school district, another student, an employee, volunteer, visitor, or contractor of the district while on or in the vicinity of school premises or at a school-sponsored event (RCW 28A.635.060)	Levels A-C and Level F	✓	✓	✓	Grades 6-12 Only *	No	Consider reporting to SSEM and Law Enforcement
Disruptive Conduct Behaving in a way that materially or substantially interferes with or is detrimental to the orderly operation of school, school-sponsored events, or any other aspect of the educational process. Includes behavior or activities occurring off-campus that cause or threaten to cause a substantial disruption to the educational process on campus or impinge on the rights of the students or staff at school.	Levels A-C and Level D	✓	✓	No	No	No	
Dress and Appearance A student's dress and appearance that creates a material and substantial disruption of the educational process, as per District Policy and Procedure 3224: Prohibited conduct includes the use of obscene, sexual, alcohol, tobacco and other controlled substance drug-related messages and gang-related apparel.	Levels A-C and Level D	✓	✓	No	No	No	
Drugs - (Illicit Substances; Not Cannabis) Unlawful use, cultivation, manufacture, distribution, sale, solicitation, purchase, possession, transportation, or importation of any controlled drug or narcotic substance or violation of the district drug policy. Include the use, possession or distribution of any prescription or over-the-counter medication (e.g., aspirin, cough syrups, caffeine pills, nasal sprays).	Level E, Level F and Level G	✓	✓	✓	Grades 6-12 Only *	No	Consider reporting to SSEM and Law Enforcement SAP Referral

✓, * and ** See the "District Discipline Matrix Key" on page 25

DISTRICT DISCIPLINE MATRIX

(CODE) BEHAVIORAL VIOLATION ²	Range of Potential Responses Based on Conditions, Limitations, and Interventions ³						
	Best Practices ⁴	Classroom Exclusion	In-School Suspension	Short-Term Suspension	Long-Term Suspension	Expulsion	School Referrals and Protocols ⁵
	Follow additional protocols for students with special needs, IEPs, 504s, etc.						
Electronic Devices (including cell phones) Failure to follow school rules regarding personal electronic devices including but not limited to: smart devices (e.g. smart phones, smartwatches, tablets, MP3 players, gaming systems), communication devices, cameras, video cameras, digital media players etc., while on school property or while attending a school-sponsored or school related activities (RCW 28A.320.135).	Levels A-C and Level D	✓	✓	No	No	No	
Eloping/Skipping Deliberately skipping school, class, or running from staff.	Levels A-C and Level D	✓	✓	No	No	No	
Failure to Cooperate Failure to comply with or follow reasonable, lawful directions or requests of teachers or staff. This includes, but is not limited to non-compliance, defiance and disrespect.	Levels A-C and Level D	✓	✓	No	No	No	
Failure to Identify Self A student's failure to, while on or in the vicinity of district or school premises or at a school-sponsored event, on buses and at bus stops, identify themselves appropriately to school personnel.	Levels A-C and Level D	✓	✓	✓	No	No	
Fighting Engaging in a physical altercation; 'mutual combat' with another. (For description of reasonable self-defense, see Student Discipline section)	Level D	✓	✓	✓	No	No	
Firearms Having a firearm on district or school property or district transportation in violation of RCW 28A.600.420 .	Levels A-C and Level D	N/A	N/A	N/A	N/A	Mandatory *	Report to Law Enforcement and SSEM Mandatory Community-Based Threat Assessment Referral
Fireworks, Chemicals & Incendiary Devices A student shall not possess fireworks or igniting devices (e.g. lighters, matches, poppers, caps, sparklers, etc.) on school property or at school sponsored events.	Level D	✓	✓	✓	No	No	Consider reporting to SSEM and Law Enforcement Consider School-Based Threat Assessment Referral
Gang Related.** <i>If this behavioral violation code is used, it must be attached to another behavioral violation code.</i> A student is prohibited from any gang related activity with the purpose of violating the law, district operational procedures or school rules, or having a criminal intent or nature (RCW 9A.46.120 or RCW 28A.600.455). Indicators of gang related activities may include: declaration of membership and membership recruitment; colors or distinctive clothing of any type; a claim of turf or a particular territory in community or school; graffiti with special meaning to the gang; hand signs with unique meaning; a group name; group organization and structure; nicknames or secret names; identifiable leadership; tattoos, haircuts, shaved eyebrows, or other body markings or piercings with distinctive meanings; and conspiring and acting in concert, mainly for purposes of violating or circumventing operational procedures or school rules. In order to be a school-approved group, the group must be authorized by the school, primarily for the benefit of the school, and must have non-selective membership. Criminal intimidation is threatening bodily injury to a person not affiliated with a gang, one who refuses to join, or one who has attempted to withdraw from a gang (RCW 28A.600). The district will not tolerate any gang-type behaviors in the vicinity within one thousand (1,000) feet of school premises or at a school-sponsored event.	Level F	✓	✓	✓	Grades 6-12 Only *	No	Consider School-Based Threat Assessment Referral

✓, * and ** See the "District Discipline Matrix Key" on page 25

DISTRICT DISCIPLINE MATRIX

(CODE) BEHAVIORAL VIOLATION ²	Range of Potential Responses Based on Conditions, Limitations, and Interventions ³						
	Best Practices ⁴	Classroom Exclusion	In-School Suspension	Short-Term Suspension	Long-Term Suspension	Expulsion	School Referrals and Protocols ⁵
	Follow additional protocols for students with special needs, IEPs, 504s, etc.						
Harassment A student is prohibited from conduct or communication that (1) is intended to be harmful, humiliating, or physically threatening, and (2) shows hostility toward a person or persons based on their real or perceived sex, race, creed, religion, color, national origin, sexual orientation, gender identity, gender expression, veteran or military status, disability, or use of a trained dog guide or service animal (RCW 28A.642.010). Sexual Harassment: A student shall not indulge in sexually-based behavior, which is unwelcome, repeated, or causes harm, that creates an intimidating, hostile, or offensive work or learning environment (RCW 28A.640.020(2)(f) and WAC 392-190-056 . Conduct or communication intended to be sexual in nature, is unwelcome by the targeted person(s) and has the potential to deny or limit another student(s) ability to participate in or benefit from a school's education program. Harassing conduct includes repeated offensive sexual flirtations, advances or propositions, continued or repeated verbal abuse of a sexual nature, graphic or degrading verbal comments about an individual or about his/her appearance, or any offensive or abusive physical contact including, offensive jokes, innuendoes, compliments, cartoons, pranks and/or other verbal, visual, electronic communications (e.g. sexting), or physical conduct, including stalking. Conduct is gender-based when it would not occur but for the sex of the person to whom it is directed.	Level E	✓	✓	✓	Grades 6-12 Only *	No	Consider School-Based Threat Assessment Referral
Inappropriate Language/Profanity Any inappropriate language or crude reference to anatomical parts, sexual acts, sexual orientation, or bodily fluids including excrement; A student is forbidden from using vulgar, obscene or profane language, whether spoken, in writing, or by gesture.	Levels A-C and Level D	✓	✓	No	No	No	
Inhaling Toxic Fumes (RCW 9.47A) Intentionally smelling or inhaling, or possessing for the purpose of smelling or inhaling, or selling, offering to sell, delivering, or giving with knowledge that it will be used for smelling or inhaling, the fumes of any type of substance defined in RCW 9.47A.010 or to induce any other person to do so, for the purpose of causing a condition of, or inducing symptoms of intoxication, elation, euphoria, dizziness, excitement, irrational behavior, exhilaration, paralysis, stupefaction, or dulling of the senses of the nervous system, or for the purpose of, in any manner, changing, distorting, or disturbing the audio, visual, or mental processes.	Level E, Level F and Level G	✓	✓	✓	Grades 6-12 Only *	No	SAP Referral
Interference with School Authorities Misrepresenting, lying, concealing evidence/information, verbally or physically impeding, intimidating or interrupting an investigatory process involving self or others, or otherwise hindering an investigation of an infraction or crime on campus or at a school sponsored event.	Levels A-C and Level D	✓	✓	✓	Grades 6-12 Only *	No	
Intimidation/Non-Sexual Harassment Behavior that includes non-violent/non-sexual offensive contact with another person, publicly insulting another person with abusive words or gestures, subjecting another person to alarm by conveying a false report that the student knows to be false, or use of electronic or telephonic means to convey false or embarrassing information about another person.	Level E	✓	✓	✓	Grades 6-12 Only *	No	Complete HIB Worksheet

✓, * and ** See the "District Discipline Matrix Key" on page 25

DISTRICT DISCIPLINE MATRIX

(CODE) BEHAVIORAL VIOLATION ²	Range of Potential Responses Based on Conditions, Limitations, and Interventions ³						
	Best Practices ⁴	Classroom Exclusion	In-School Suspension	Short-Term Suspension	Long-Term Suspension	Expulsion	School Referrals and Protocols ⁵
	Follow additional protocols for students with special needs, IEPs, 504s, etc.						
Intimidation: Hazing Any humiliating or dangerous activity expected of a student to belong to a group, regardless of their willingness to participate.	Level E	✓	✓	✓	Grades 6-12 Only *	No	Complete HIB Worksheet
Incitement Inciting to Fight/Contributing to a Disruptive Situation: The intentional promotion, advocacy, or recording of student misbehavior by another student for the purpose of substantially disrupting any school function or classroom.	Levels A-C, Level D and Level E,	✓	✓	✓	No	No	Consider HIB Worksheet
Overt Affection/Lewd or Sexual Behavior Inappropriate touching and public displays of overt intimate affection or lewd or sexual behavior on or in the vicinity of school premises or at school-sponsored events.	Level D	✓	✓	✓	No	No	
On/Off Campus Events and Activities Specific rules and expectations for student behavior are annually produced and are contained in associated student body (ASB) constitutions, <u>Student, Family, and Staff Handbook</u> , school building rules, and/or in the student <u>Athletic Handbook</u> . A student violating the rules set forth in these publications is deemed to be student misconduct.	Levels A-C and Level D	✓	✓	✓	No	No	
Physical Aggression Attempting to cause physical injury or intentionally behaving in such a way as could reasonably be expected to cause physical injury to any person (for example, pushing but not punching). For younger students, this may include hitting, kicking, etc. when the intent is not to harm.	Levels A-C and Level D	✓	✓	No	No	No	
Plagiarism All forms of cheating, plagiarism and fabrication, including submitting any work product that the student misrepresents as his or her work product for fulfilling any assignment or task required as part of the student's course of studies. This includes the unauthorized use of electronic devices, artificial intelligence, the use of unauthorized material or unauthorized communication of any kind during testing, and the aiding and abetting of academic dishonesty of others.	Levels A-C and Level D	No	No	No	No	No	Student to rework assignment / assessment with increased supervision
Paraphernalia (Possession/Use) Possessing or using any devices (e.g. e-cigarettes, electronic hookahs, vaporizers, etc.) that may be used to deliver a banned or controlled substance such as tobacco, nicotine, drugs and/or alcohol. Paraphernalia also includes any item that can be used to ingest or conceal tobacco, drugs and/or alcohol. All paraphernalia items will be assessed the same, regardless of the substance.	Level G	✓	✓	✓	Grades 6-12 Only *	No	SAP Referral
Prohibited or Misuse of District Network & Digital Resources Using the District network for commercial, political, illegal, indecent, disruptive, or personal entertainment use as defined in the Student Acceptable Use Procedures (District policy 2022). This includes any attempt to defeat or bypass the District's Internet filter or conceal Internet activity (e.g. proxies, https, special ports, modifications to District browser settings, logging into a remote computer from the District network, and any other techniques designed to evade filtering or enable the publication of inappropriate content).	Level E	✓	✓	No	No	No	Consider restricting use of 1:1 device and/or imposing limitations

✓, * and ** See the "District Discipline Matrix Key" on page 25

DISTRICT DISCIPLINE MATRIX

(CODE) BEHAVIORAL VIOLATION ²	Range of Potential Responses Based on Conditions, Limitations, and Interventions ³						
	Best Practices ⁴	Classroom Exclusion	In-School Suspension	Short-Term Suspension	Long-Term Suspension	Expulsion	School Referrals and Protocols ⁵
	Follow additional protocols for students with special needs, IEPs, 504s, etc.						
Restricted Area Violation/Trespass Student presence in areas on campus or district property that are restricted due to lack of adult supervision or other safety reasons or after receipt of No Trespass Warning (RCW 9A.52.070 - RCW 9A.52.090 and RCW 9A.84.020).	Level D	N/A	No	No	No	No	Consider reporting to SSEM & Law Enforcement and Trespass Warning
Robbery* Unlawfully taking personal property from an individual against their will by the use or threatened use of immediate force, violence, or fear of injury to that person or their property (RCW 9A.56.190 and RCW 9A.56.200 or RCW 9A.56.210).	Level G	✓	✓	✓	Grades 6-12 Only *	No	Report to Law Enforcement and SSEM Consider School-Based Threat Assessment Referral
Sexually Inappropriate Conduct Inappropriate sexual behavior, or sexually aggressive behavior, including obscene gesturing, sexual touching self or other person, exposing body parts or disrobing.	Level E, Level F and Level G	✓	✓	✓	Grades 6-12 Only *	No	
Slurs A "slur" is speech, for example, epithets, threats, verbal abuse, use of profanity or derogatory comments, includes spreading rumors, jokes, notes, stories, graffiti, drawings, pictures or gestures, that make reference to real or perceived ethnicity, national origin, immigrant status, religious belief, gender, sexual orientation, age, disability, political affiliation, manner of speech, or any other physical or cultural characteristics.	Level D, Level E, Level F and Level G	✓	✓	✓	Grades 6-12 Only *	No	Complete HIB Worksheet
Tobacco District premises are tobacco-free properties; a student shall not use, sell, distribute, or possess any tobacco products, to include cigarettes, chewing tobacco, and tobacco pouches (RCW 28A.210.310).	Level D and Level E	✓	✓	No	No	No	SAP Referral ¹¹
Theft/Possession of Stolen Property Taking school district property or the property of another without permission. This includes knowingly possessing, concealing, selling or disposing of stolen property. (RCW 9A.56.020).	Level E	✓	✓	✓	Grades 6-12 Only *	No	Consider reporting to SSEM and Law Enforcement
Threats of Violence* A student shall not express the intention to inflict harm, injury or damage to another person. A student shall not engage in spoken, written or electronic statements or actions conveying the malicious intent of causing physical injury to another person or group of people. A student shall not threaten to bomb, shoot or communicate or repeat any information concerning such a threat of bombing or injury, knowing such information to be false (RCW 9.61.160) (Note: If the behavior meets the definition of Bullying or Discriminatory Harassment, then those codes should be used.)	Level D, Level E, Level F and Level G	✓	✓	✓	Grades 6-12 Only *	No	Consider reporting to SSEM and Law Enforcement Consider School-Based Threat Assessment Referral
Uncivil Behavior Behavior such as name calling, inappropriate gestures, symbols, comments, insults, put-downs that does not meet the definition of Harassment, Intimidation, and Bullying (HIB).	Levels A-C and Level D	✓	✓	No	No	No	
Unsafe Behavior Behavior such as rough housing, throwing items, playground misconduct, or other unsafe actions that, while not intended to, could cause bodily harm to self or others.	Levels A-C and Level D	✓	✓	No	No	No	

✓, * and ** See the "District Discipline Matrix Key" on page 25

DISTRICT DISCIPLINE MATRIX

(CODE) BEHAVIORAL VIOLATION ²	Range of Potential Responses Based on Conditions, Limitations, and Interventions ³						
	Best Practices ⁴	Classroom Exclusion	In-School Suspension	Short-Term Suspension	Long-Term Suspension	Expulsion	School Referrals and Protocols ⁵
	Follow additional protocols for students with special needs, IEPs, 504s, etc.						
Verbal Aggression Behavior that includes verbal threats, screaming at, or cursing others. This must be more severe than inappropriate language or uncivil behavior but does not meet the definition of Harassment, Intimidation, and Bullying (HIB).	Levels A-C and Level D	✓	✓	No	No	No	
Violent Incidents With Major Injury* A major injury is when one or more students, school personnel, or other persons on school grounds require professional medical attention. Examples: sexual assault, stab or bullet wounds, concussions, fractured or broken bones, or cuts requiring stitches.	Level G	✓	✓	✓	Grades 6-12 Only *	No	Report to Law Enforcement and SSEM Mandatory School-Based Threat Assessment Referral
Violent Incidents Without Major Injury* A major injury is when one or more students, school personnel, or other persons on school grounds require professional medical attention. Examples: sexual assault, stab or bullet wounds, concussions, fractured or broken bones, or cuts requiring stitches.	Level F and Level G	✓	✓	✓	No	No	Consider reporting to SSEM and Law Enforcement Consider School-Based Threat Assessment Referral
Weapons: Possession of Knives, Daggers* A student shall not possess any dagger, sword, knife (fixed, spring, or centrifugal thrust, pocket knife, box cutter) or other cutting or stabbing instrument, capable of producing bodily harm, in a manner, under circumstances, and at a time and place that either manifests an intent to intimidate another or that warrants alarm for safety of other persons (<i>RCW 9.41.250</i> and <i>RCW 9.41.270</i>). Student carried or possessed a weapon on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools.	Level F	✓	✓	✓	Grades 6-12 Only *	No	Consider reporting to SSEM and Law Enforcement Consider School-Based Threat Assessment Referral
Weapons: Possession of Other Weapons* A student shall not possess other weapons (as defined below) in the vicinity of school premises, on a school bus or other school-provided transportation, or at a school-sponsored event. <i>Other weapon</i> is defined as: Anything used as a weapon that is <u>not</u> classified as a handgun, rifle/shotgun, knife/dagger, or other firearm. Examples include box cutters, chains, pipes, razor blades or similar instruments with sharp cutting edges (scissors); ice picks, pointed instruments (pencils, pens); nun-cha-ka sticks; brass knuckles; stars; billy clubs; tear gas guns; electrical weapons (stun guns); BB or pellet guns; and explosives or propellants (<i>RCW 9.41.280</i>).	Level F	✓	✓	✓	Grades 6-12 Only *	No	Consider reporting to SSEM and Law Enforcement Consider School-Based Threat Assessment Referral

✓, *, and ** See the “District Discipline Matrix Key” on page 25

DISTRICT CONTINUUM OF DISCIPLINE RESPONSES

Classroom Level Continuum of Responses (Levels A-C Behavioral Violations)

LEVELS A-C

LEVEL A

Problem behavior initially occurs. Teacher or school personnel:

- Common low-level responses:
 - ☐ Regulate first (self and student)
 - ☐ Connect before correct (redirect/relate)
 - ☐ Visual or verbal redirection
 - ☐ Ask vs. Tell
 - ☐ "Do" vs. "Don't"
 - ☐ Write a post-it note
 - ☐ Non-verbal cue
 - ☐ Ask student for help (job)
 - ☐ Proximity
- Reteaches behavioral expectations.
- Implements **best practices and strategies** that invite the student to share their perspective and explanation regarding the behavioral violation.
- Documents interventions and monitors effectiveness.

LEVEL B

Problem behavior involving unsuccessful Level A responses or repeated problem behaviors within the same school day.

Teacher or school personnel:

- Checks in with student regarding regulation
- Reteaches behavioral expectations.
- Implements **best practices and strategies** that invite the student to share their perspective and explanation regarding the behavioral violation.
- Notifies the parent/guardian.
- Documents interventions and monitors effectiveness

LEVEL C

Problem behavior involving unsuccessful Level B and Level A responses or repeated problem behaviors over a series of school days. Teacher or school personnel:

- Implements **Early Stage Interventions** regarding the repeated problem behavior.
- Decides whether to request classroom support from school support staff.
- Confers with other school personnel as appropriate.
- Notifies and attempts to involve the parent/guardian in the resolution.
- Documents interventions and monitors effectiveness.

Classroom and Administrative Level Continuum of Responses (Level D Behavioral Violations)

LEVEL D

- Teacher or school personnel implement Level C continuum of responses as appropriate.
- Teacher or school personnel notifies administrator of problem behavior.
- Reference the "School Referrals and Protocols" column in 3241F "District Discipline Matrix".
- Administrator or school support staff provide classroom support.
- Administrator investigates evidence of behavioral violation.
- Administrator confers with teacher or other school personnel.
- Administrator notifies and attempts to involve the parent/guardian in the resolution.

LEVEL D CONT.

- Administrator invites the student to share their perspective and explanation regarding the behavioral violation.
- Attempt other forms of discipline (i.e. restorative practices, etc.).
- Document all school referrals and protocols, other forms of discipline attempted, and actions.
- If considering exclusion of Special Education student, confer with Special Education Administrator and check for cumulative exclusion days.

Administrative Level Continuum of Responses (Levels E-G Behavioral Violations)

While determining whether a school exclusion is appropriate, be sure to consider whether the problem behavior may be manifestation of a disability, or other environmental factors.

LEVEL E

- Reference the "School Referrals and Protocols" column in 3241F "District Discipline Matrix".
- Investigate evidence of problem behavior.
- Confer with teacher or other school personnel.
- Notify and attempt to involve the parent/guardian in the resolution.
- Invite student to share their perspective and explanation regarding the behavioral violation.
- Confer with Assistant Superintendent of Student Achievement and Law Enforcement, as appropriate.
- Attempt other forms of discipline (i.e. restorative practices, behavior agreement, etc.).
- Document all school referrals and protocols, other forms of discipline attempted, and actions.
- If considering exclusion of Special Education student, confer with Special Education Administrator and check for cumulative exclusion days.

LEVEL F

- Take actions outlined in Level E.
- Complete Threat Response Pre-Screening/Dismissal Form or School-Based Threat Assessment
 - ☐ If Threat Assessment is warranted, notify SSEM and SRO
 - ☐ When Threat Assessment is completed, create and implement intervention/safety/support plan

LEVEL G

- Take actions outlined in Level E.
- Mandatory School-Based Threat Assessment
 - ☐ Notify SSEM and SRO
 - ☐ Create and implement intervention/safety/support plan

APPENDIX A: ANNUAL ACKNOWLEDGMENTS

Parents are strongly encouraged to use Skyward Family Access to complete the Annual Acknowledgement forms. Please print these forms only if you are not able to complete the forms online.

Dear Parent/Guardian,

Each student's parent/guardian must complete an annual acknowledgement of district policies and procedures. We strongly recommend completing the parent/guardian annual acknowledgements online via Skyward Family Access. If you do not have access to a computer or prefer to complete printed forms, please contact your student's school .

Please read the documents referenced in this letter. After you have read the documents, please sign and date each area to indicate that you have read, understand, and received a copy of each document or instructions on where to obtain a copy. **Your signature implies full understanding, legal validity, and affirmation to each document.**

These forms must be completed **ANNUALLY**. Appendix Annual Acknowledgment Forms:

- Opt-Out Survey
- Annual Attendance Letter
- Annual Student Housing Questionnaire
- Free/Reduced Status Release of Information
- Health History and Conditions
- Military Family Affiliation
- Washington State Ethnicity and Race Data Collection

These forms will remain part of your student's cumulative file and MUST be completed each year. Additional copies of the documents referenced in this form can be found on the South Kitsap School District website at www.skschools.org or by requesting a copy from your student's school. If there are any portions of this form, or the documents referenced, that you do not understand, please make an appointment with your school administrator to discuss your questions.

To complete annual verification forms in Skyward Family Access:

1. Login to Family Access by going to <http://family.southkitsap.wa-k12.net>
2. Please note that secondary households do not have access to annual acknowledgements via Skyward Family Access. If you are a parent/guardian in a secondary household, please contact your child's school for paper copies of these forms.
3. Select Annual Verification & Acknowledgement from the left hand menu.
4. Click on a child's name to begin the process. This process must be completed for each of your children.
5. Read the general information about the process and click Next on the bottom right of the screen.
6. Complete each area of the process, being sure to click Complete Step and Move to Next Step at the bottom of each page.
7. Once all steps are complete, click Submit Annual Verification & Acknowledgement at the bottom of the final screen.

OPT-OUT SURVEY

Parents and adult or emancipated minor students may opt their children or themselves out of participating in any protected information survey. Please see Board Policy & Procedure 3232.

1. South Kitsap School District Rights and Responsibilities

If you do not have access to a computer, please request a copy of this document from the school office.

I acknowledge that my student and I have been given notice of the types of misconduct for which discipline, suspension, or expulsion may be imposed and procedures for administering such corrective action. This document has provided me with important information regarding the Family Educational Rights and Privacy Act (FERPA), student use of technology, District pesticide uses and asbestos management practices.

2. Internet Access Privileges – See Policy & Procedure 2022

All students have filtered internet access privileges under the guidelines of the District's acceptable use policy. See Rights and Responsibilities Information Handbook, Section 14.

3. Release of Information to Military Recruiters (Grades 11-12 Only)

The District/School will assume permission to release student demographic information to Armed Forces and Military Recruiters, or Military School UNLESS a parent or guardian sets the Skyward Family Access Military flag to NO to opt out the student or notifies the school in writing.

4. Release of Information to Higher Education (Grades 11-12 Only)

The District/School will assume permission to release student demographic information to institutions of higher education UNLESS a parent or guardian sets the Skyward Family Access **Higher Ed** flag to NO to opt out the student or notifies the school in writing.

5. FERPA: Public Release of Directory Information – See Policy & Procedure 3231 and 3235

Under Federal Law (FERPA), the District may release directory information on a student without obtaining parent consent UNLESS a parent or guardian sets the Skyward Family Access Public Info flag to NO to opt out the student or notifies the school in writing. The common use of directory information includes athletic contest and musical concert programs, and college recruiters. Such information shall not be released for commercial reasons.

6. Public Release of Student's Photo or Video

The District/School will assume permission to use a student's image (photo or video), including comments in public/community newspapers, magazines, or other media UNLESS a parent or guardian sets the Public Photo flag to NO to opt out the student or notifies the school in writing.

7. Internal Use of Student's Photo or Video

The District/School will assume permission to use a student's image (photo or video) or class work in District and school publications such as yearbooks, and on District sponsored websites, UNLESS a parent or guardian sets the **District Photo** flag to NO to opt out the student or notifies the school in writing.

8. Online Use of Student's Photo

The District/School will assume permission to use a student's photo image in conjunction with District and school online services (Google, Microsoft Office 365, Zoom) UNLESS a parent or guardian sets the Profile Photo flag to NO to opt out the student or notifies the school in writing.

9. Kitsap Regional Library

The District will provide student name, school, grade level and ID number to the Kitsap Regional Library for the creation of a library account to check out resources and access online services UNLESS a parent or guardian sets the Kitsap Regional Library flag to NO to opt out the student or notifies the school in writing.

I have read, understood, and received a copy of each document or instructions on where to obtain a copy.

My signature implies full understanding, legal validity, and affirmation to each document.

Parent/Guardian Signature: _____ Date: _____

Student Name: _____ Date: _____

ANNUAL ATTENDANCE LETTER

2024-2025

Dear Parent/Guardian

The South Kitsap School District is making a special effort to ensure that all students fully benefit from their education by attending school regularly. Students who attend regularly feel better about school and themselves by not falling behind. You and your student can start building the habit of good attendance beginning in preschool. Learning right from the start that going to school on time, each and every day is not only important and beneficial, but builds good habits of participation, learning, and accountability for future success while in high school, college, and career opportunities.

DID YOU KNOW?

- Starting in kindergarten, too many absences (excused and unexcused) can cause children to fall behind in school.
- Missing 10 percent (or about 18 days) increases the chance that your student will not read or master math at the same level as their peers.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.
- By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
- By being present at school, your child learns valuable social skills and has the opportunity to develop meaningful relationships with other students and school staff.
- Absences can be a sign that a student is losing interest in school, struggling with schoolwork, dealing with a bully, or facing some other potentially serious difficulty.
- By 9th grade, regular and high attendance is a better predictor of graduation rates than 8th grade test scores.

WHAT WE NEED FROM YOU

We miss your student when they are gone, and we value their contributions to our school. We would like you to help ensure that your student attends regularly and is successful in school. If your student is going to be absent, please contact your **school's attendance office**.

OUR PROMISE TO YOU

We know that there are a wide variety of reasons that students are absent from school, from health concerns to transportation challenges. There are many people in our building prepared to help you if you or your student face challenges in getting to school regularly or on time. We promise to track attendance daily, to notice when your student is missing from class, communicate with you to understand why they were absent, and to identify barriers and supports available to overcome challenges you may face in helping your student attend school.

SCHOOL POLICIES AND STATE LAWS

It is important that you understand our school policies and procedures, as well as Washington State Law, to ensure your child is successful in school. State law for mandatory attendance, called the Becca Bill, requires children from age 8 to 17 to attend a public school, private school, or Homeschool program. Children that are 6 or 7 years-old are not required to be enrolled in school. However, if parents enroll their 6 or 7-year-old, the student must attend full-time. Youth who are 16 or older may be excused from attending public school if they meet certain requirements. We are required to take daily attendance and notify you when your student has an unexcused absence.

UNEXCUSED ABSENCES

State law (RCW 28A.225.020) requires we contact you in writing or by phone if your student has one unexcused absence within any month of the school year. Three unexcused absences within any month requires we schedule a conference with you and your student to identify barriers and help with supports available to ensure regular attendance. The district is obligated to develop a plan that may require an assessment to determine how to best meet the needs of your student and reduce absenteeism.

Students with seven unexcused absences in any given month or fifteen unexcused absences or more within a school year, we are required by law to take a range of actions including filing a truancy petition with the juvenile court, alleging a violation of RCW 28A.225.010 the mandatory attendance laws.

The petition may be automatically stayed, and your student and family may be referred to a Community Engagement Board, or you and your student may need to appear in juvenile court. If your student continues to be truant, you may need to go to court.

ELEMENTARY EXCUSED ABSENCES

In elementary school, after five **excused** absences in any month, or ten or more excused absences in the school year, the school will contact you to schedule a conference. The school principal or designated employee will attend the conference to help identify barriers and provide supports available to you and your student. A conference will not be required if a doctor's note has been provided or the absence has been pre-arranged in writing, and the parent, student, and school have a plan in place to ensure your student does not fall behind academically. If your student has an Individualized Education Plan (IEP) or a 504 Plan, the team that created the plan will need to reconvene. RCW 28A.225.018

ALL EXCUSED ABSENCES

The principal or a designated staff member decides if an absence is excused based on specific criteria. However, if a student misses more than 4 days in the first 45 school days, more than 8 in the first 90, more than 12 in the first 135, or more than 16 in the first 150), parents/guardians must provide a note from a school or community health professional to excuse further absences. Procedure (Policy) 3122.

The South Kitsap School District has established rules on attendance that will help you ensure your student is attending regularly. Please refer to the [Student, Family and Staff Handbook](#) located on our website www.skschools.org.

WHAT YOU CAN DO

- Set a regular bedtime and morning routine.
- Prepare for school the night before, finishing homework and getting a good night's sleep.
- Find out what day school starts and make sure your child has the required immunizations.
- Don't let your student stay home unless they are truly sick. Keep in mind complaints of a stomachache or headache can be a sign of anxiety and not a reason to stay home.
- Avoid appointments and extended trips when school is in session.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Keep track of your student's attendance. Missing more than 9 days could put your student at risk of falling behind.
- Talk to your student about the importance of attendance.
- Talk to your student's teachers if you notice sudden changes in behavior. These could be tied to something going on at school.
- Encourage meaningful afterschool activities, including sports and clubs.

The South Kitsap School District requires annually this signed attendance agreement stating that you agree with the importance of daily attendance.

Your signature below indicates that you have read and understand the attendance policies and procedures in South Kitsap School District.

Parent/Guardian Signature: _____ Date: _____

Student Name: _____ DOB: _____

ANNUAL STUDENT HOUSING QUESTIONNAIRE

2024-2025

The answers to the following questions can help determine the services this student may be eligible to receive under the McKinney-Vento Act 42 U.S.C. 11435. The McKinney-Vento Act provides services and supports for children and youth experiencing homelessness (Please see reverse side for more information).

Does the student live in a home with adequate facilities (water, heat, electricity, etc.) that is owned or rented by the parent or guardian? ☐ Yes ☐ No

If the student does not live in a home owned or rented by the parent or guardian and/or if the home does not have adequate facilities (water, heat, electricity, etc.), please check all that apply below. (Submit form to the district's designated McKinney-Vento liaison. Contact information can be found at the bottom of the page.)

<input type="checkbox"/> In a Motel	<input type="checkbox"/> A car, park, campsite or similar location
<input type="checkbox"/> In a Shelter	<input type="checkbox"/> Transitional housing
<input type="checkbox"/> Moving from place to place/couch surfing	<input type="checkbox"/> Other _____
<input type="checkbox"/> In someone else's house or apartment with another person/family	
<input type="checkbox"/> In a residence with inadequate facilities (no water, heat, electricity, etc.)	

Student Name: _____ DOB: _____ Age: _____

School: _____ Grade: _____

☐ Student is unaccompanied (not living with a parent or legal guardian)

☐ Student is living with a parent or legal guardian

Address of current residence: _____

Phone or Contact Number: _____ Contact Name: _____

Name of Parent/legal guardian: _____
(or unaccompanied youth)

Signature of Parent/legal guardian: _____ Date: _____
(or unaccompanied youth)

☐ The student(s) named above have younger siblings/children (not yet school age) who need developmental screening, community support, or referrals to early childhood services. The District's McKinney-Vento or Building Liaison may be able to assist you with age-appropriate resources.

Please return completed form to your building McKinney-Vento Liaison, or to SKSD's McKinney-Vento Liaison, email teachlearn@skschools.org

FOR SCHOOL PERSONNEL ONLY

For data collection purposes and student information system coding

☐ (N) Not Homeless ☐ (A) Shelters ☐ (B) Doubled Up ☐ (C) Unsheltered ☐ (D) Hotels/Motels

McKinney-Vento Act 42 U.S.C. 11435

For purposes of this subtitle:

1. The terms 'enroll' and 'enrollment' include attending classes and participating fully in school activities.
2. The term 'homeless children and youths' –
 - A. means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1); and
 - B. includes –
 - i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals.
 - ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(c).
 - iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - iv. migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).
3. The term 'unaccompanied youth' includes a youth not in the physical custody of a parent or guardian.

Additional Resources

Parent information and resources can be found at the following:

National Center for Homeless Education (NCHE)

<https://ncche.ed.gov/>

National Association for the Education of Homeless Children and Youth (NAEH CY)

<https://naehcy.org/resources/>

SchoolHouse Connection

<https://schoolhouseconnection.org/>

ELIGIBILITY STATUS RELEASE OF INFORMATION

2024-2025

Dear Parent/Guardian,

Free and Reduced-Price Meals are available to qualifying families who complete a School Benefits Application. The application can be found on the South Kitsap School District's Food and Nutrition Services website at sksdfoodandnutrition.com or by requesting a copy from your student's school.

You may grant permission to share your student's current school year eligibility status with school officials to receive additional school benefits or reduced program fees in our district.

Until this application is completed, your student may not have the option for a reduction of fees. This is an annual process.

☐ Yes – Please share my student's eligibility status for South Kitsap School District's InTouch Reduced Program Fees (such as: ASB related fees, Athletic Fees, District-sponsored event fees including dances and sports). InTouch is SKSD's online fee payment system.

☐ No – Please do not share my student's eligibility status

By signing below, you are allowing the information contained on this application to be shared with school officials.

Parent/Guardian Signature: _____ Date: _____

Student Name: _____ DOB: _____

If you have any questions, please contact Food and Nutrition Services at (360) 443-3663.

HEALTH HISTORY AND CONDITIONS

2024-2025

School: _____ Grade: _____ Date: _____

Student Name: _____ DOB: _____ Gender: _____

Indicate below the medical conditions which are **SEVERE ENOUGH TO AFFECT THE STUDENT'S SCHOOL PROGRAM OR SCHOOL PERFORMANCE.**

Note: this information may be shared with school staff who need to know.

MEDICAL HISTORY (CHECK ALL THAT APPLY)

NB	<input type="checkbox"/> ADHD/ADD	P	<input type="checkbox"/> PE Considerations/Limitations	BD	<input type="checkbox"/> Blood Condition
	Asthma		Description:		Description
RA	<input type="checkbox"/> Exercise Induced	GI	<input type="checkbox"/> Renal: Kidney/Urinary Condition	NU	<input type="checkbox"/> Head Injury/Concussion
RB	<input type="checkbox"/> Mild		Description:		Description
RC	<input type="checkbox"/> Moderate		<input type="checkbox"/> Gastrointestinal Condition		Allergies
RD	<input type="checkbox"/> Severe		Description:	ED	<input type="checkbox"/> Environmental
	Diabetes		Visually Impaired	ED	<input type="checkbox"/> Food
EK	<input type="checkbox"/> Type I	YD	<input type="checkbox"/> Wears Glasses	EE	<input type="checkbox"/> Insect
EL	<input type="checkbox"/> Type II	NP	<input type="checkbox"/> Seizure Disorder	EF	<input type="checkbox"/> Latex
NH	<input type="checkbox"/> Headaches, Migraine		Date of last seizure:	EG	<input type="checkbox"/> Anaphylactic Condition
	Hearing Impaired		Type of seizure:	EG	<input type="checkbox"/> Epi-Pen required
YB	<input type="checkbox"/> Hearing Problem		Seizure medications:	EB	<input type="checkbox"/> Other allergy:
YB	<input type="checkbox"/> Hearing Aids				Reacts to:
	Description:	ME	<input type="checkbox"/> Muscle or Bone Condition		Describe allergic reaction:
CG	<input type="checkbox"/> Cardiovascular Condition		Description:		
	Description:				

Is medication needed for any condition? ☐ Yes ☐ No

Is medication needed at school? ☐ Yes ☐ No If **YES**, please list name(s) of medication, dose, and schedule:
Medication at school (over the counter or prescription) requires Form #157, "Medication at School".

What condition is being treated by this medication? _____

List major operations, injuries, or hospitalizations including dates: _____

☐ I give permission to my child's school nurse to add immunization information into the Washington State Immunization Information System to help the school maintain my child's immunization records.

	Medical Exam	Eye Exam	Dental Exam
Last Exam Date/Doctor			
Insurance Company			

HEALTH HISTORY AND CONDITIONS (continued)

In an emergency, transport to _____ hospital.

Are there any health-related information or concerns that you can tell us about your child that you feel would help the school staff better understand and work with them?

AUTHORIZATION FOR EMERGENCY PROCEDURE

If the parent(s)/guardian(s) and health care provider named above cannot be reached at the time of an emergency, and if immediate observation or treatment is urgent in the judgment of the school authorities, I authorize and direct the school authorities to send the student to the hospital or doctor most easily accessible. I understand that I will assume full responsibility for the payment of any services rendered.

Parent/Guardian Signature: _____ Date: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

Student Name: _____ DOB: _____

MILITARY FAMILY AFFILIATION

2024-2025

Dear Parent or Guardian,

Beginning with the 2016-2017 school year, the state legislature passed a law requiring Washington State public schools to collect information on military affiliation. (<http://app.leg.wa.gov/billinfo/summary.aspx?bill=5163&year=2015>)

Reasons for collection of the data include:

1. The legislature finds that, nationally, nearly two million students are from military families, where one or more parent or guardian serves in the United States armed forces, reserves, or national guard. There are approximately one hundred thirty-six thousand military families in Washington state.
2. The legislature further finds that a United States government accountability office study in 2011 identified that it is not possible to monitor educational outcomes for students from military families due to the lack of a student identifier in state educational data systems. Such an identifier is needed to allow educators and policy makers to monitor critical elements of education success, including academic progress and proficiency, special and advanced program participation, mobility and dropout rates, and patterns over time across states and school districts. Reliable information about student performance will assist educators in more effectively transitions students to a new school and enable school districts to discover and implement best practices. [2015 c 210§ 1.]

For the purposes of this data collection, “students from military families” includes:

- Students with a parent or guardian who is a member of the active-duty United States armed forces; and
- Students with a parent or guardian who is a member of the reserves of the United States armed forces or a member of the Washington national guard.

Choose one that best describes your family’s military status:

- ☐ A- Parent or guardian is a current member of the US Armed Forces, active duty
- ☐ R- Parent or guardian is a current member of the US Armed Forces, reserves
- ☐ G- Parent or guardian is a current member of the National Guard
- ☐ M- More than one parent or guardian qualifies for A, R, or G
- ☐ N- No parent or guardian is currently serving the US Armed Forces or National Guard
- ☐ Z- Prefer not to answer

Parent/Guardian Signature: _____ Date: _____

Student Name: _____ DOB: _____

Permission to Add Immunization Information to the Washington Immunization Information System (WAIIS)

DATE: _____ SCHOOL: _____ GRADE: _____

STUDENT NAME: _____ GENDER: _____ BIRTHDATE: _____

Students enrolling in the South Kitsap School District must be up to date on their immunizations or have a valid Washington State exemption to begin attending school. SKSD uses School Module (WAIIS), an online system provided by the Washington State Department of Health, to manage student immunization records. The School Module allows school nurses to quickly and efficiently check if students have the vaccines required by the state for attending school.

Most students born and/or vaccinated in Washington already have their information in the system. If your student is missing vaccines in the system, we will ask for a copy of their immunization record and with your permission we will update their vaccines in the WAIIS.

Students who will be attending school in this state for the first time are added to the WAIIS and with your permission our school nurse may enter your student's medically verified immunizations.

Medically verified immunization records are required for enrollment and attendance in SKSD, regardless of permission being given to add information to the WAIIS.

By signing below, I give permission to the South Kitsap School District to add immunization information into the Washington State Department of Health School Module Immunization Information System to help maintain my student's record.

Parent/Guardian Signature

Today's Date

WASHINGTON STATE ETHNICITY AND RACE DATA COLLECTION

Student Name: _____ DOB: _____

School districts in Washington State are required to report student data by ethnicity and race categories to the state's Office of Superintendent of Public Instruction (OSPI). Ethnicity and race categories are set by the federal government, the Washington State Legislature, and OSPI. If parents, guardians, or students do not provide ethnicity and race information, districts are responsible for assigning categories based on observation.

Please select both ethnicity and race.

ETHNICITY			
HISPANIC: <input type="checkbox"/> Yes <input type="checkbox"/> No (H01)			
<input type="checkbox"/> Hispanic (H01) <input type="checkbox"/> Argentine (H02) <input type="checkbox"/> Bolivian (H03) <input type="checkbox"/> Brazilian (H04) <input type="checkbox"/> Chicano/Mexican American (H05) <input type="checkbox"/> Chilean (H06) <input type="checkbox"/> Colombian (H07) <input type="checkbox"/> Costa Rican (H08)	<input type="checkbox"/> Cuban (H09) <input type="checkbox"/> Dominican (H10) <input type="checkbox"/> Ecuadorian (H11) <input type="checkbox"/> Guatemalan (H12) <input type="checkbox"/> Guyanese (H13) <input type="checkbox"/> Honduran (H14) <input type="checkbox"/> Jamaican (H15) <input type="checkbox"/> Mexican (H16)	<input type="checkbox"/> Mestizo (H17) <input type="checkbox"/> Native (H18) <input type="checkbox"/> Nicaraguan (H19) <input type="checkbox"/> Panamanian (H20) <input type="checkbox"/> Paraguayan (H21) <input type="checkbox"/> Peruvian (H22) <input type="checkbox"/> Puerto Rican (H23) <input type="checkbox"/> Salvadorian (H24)	<input type="checkbox"/> Spaniard (H25) <input type="checkbox"/> Surinamese (H26) <input type="checkbox"/> Uruguayan (H27) <input type="checkbox"/> Venezuelan (H28) <input type="checkbox"/> _____ Hispanic/Latino Write In (H29)

RACE - NATIVE HAWAIIAN/PACIFIC ISLANDER			
<input type="checkbox"/> Native Hawaiian/Other Pacific Islander (P00) <input type="checkbox"/> Carolinian (P01) <input type="checkbox"/> Chamorro (P02) <input type="checkbox"/> Chuukese (P03) <input type="checkbox"/> Fijian (P04)	<input type="checkbox"/> i-Kiribati/Gilbertese (P05) <input type="checkbox"/> Kosraean (P06) <input type="checkbox"/> Maori (P07) <input type="checkbox"/> Marshallese (P08) <input type="checkbox"/> Native Hawaiian (P09) <input type="checkbox"/> Ni-Vanuatu (P10)	<input type="checkbox"/> Palauan (P11) <input type="checkbox"/> Papuan (P12) <input type="checkbox"/> Pohpeian (P13) <input type="checkbox"/> Samoan (P14) <input type="checkbox"/> Solomon Islander (P15) <input type="checkbox"/> Tahitian (P16)	<input type="checkbox"/> Tokelauan (P17) <input type="checkbox"/> Tongan (P18) <input type="checkbox"/> Tuvaluan (P19) <input type="checkbox"/> Yapese (P20) <input type="checkbox"/> _____ Pac. Islander Write In (P21)

RACE - BLACK/AFRICAN AMERICAN			
<input type="checkbox"/> Black/African American (B00)	<input type="checkbox"/> African American (B01)	<input type="checkbox"/> African Canadian (B02)	<input type="checkbox"/> _____ Black Write In (C02)

CARIBBEAN			
<input type="checkbox"/> Anguillan (B03) <input type="checkbox"/> Antiguan (B04) <input type="checkbox"/> Bahamian (B05) <input type="checkbox"/> Barbadian (B06) <input type="checkbox"/> Barthélemois/Barthélemoises (Saint Barthélemy) (B07)	<input type="checkbox"/> British Virgin Islander (B08) <input type="checkbox"/> Caymanian (Cayman Island) (B09) <input type="checkbox"/> Cuba Dominican (B10) <input type="checkbox"/> Dominican (Dominican Republic) (B11)	<input type="checkbox"/> Dutch Antillean (Netherlands Antilles) (B12) <input type="checkbox"/> Grenadian (B13) <input type="checkbox"/> Guadeloupian (B14) <input type="checkbox"/> Haitian (B15) <input type="checkbox"/> Jamaican (B16)	<input type="checkbox"/> Martiniquais/Martiniquaise (B17) <input type="checkbox"/> Montserratian (B18) <input type="checkbox"/> Puerto Rican (B19) <input type="checkbox"/> _____ Caribbean Write In (B20)

CENTRAL AFRICAN			
<input type="checkbox"/> Angolan (B21) <input type="checkbox"/> Cameroonian (B22) <input type="checkbox"/> Central African (Central African Rep) (B23)	<input type="checkbox"/> Chadian (B24) <input type="checkbox"/> Congolese (Republic of the Congo) (B25) <input type="checkbox"/> Equatorial Guinean (B27)	<input type="checkbox"/> Congolese (Democratic Republic of the Congo) (B26) <input type="checkbox"/> Gabonese (B28) <input type="checkbox"/> São Tomé (B29)	<input type="checkbox"/> Principe (B30) <input type="checkbox"/> _____ Central African Write In (B31)

EAST AFRICAN			
<input type="checkbox"/> Burundian (B32) <input type="checkbox"/> Comoran (B33) <input type="checkbox"/> Djiboutian (B34) <input type="checkbox"/> Eritrean (B35) <input type="checkbox"/> Kenyan (B37) <input type="checkbox"/> Malagasy (Madagascar) (B38)	<input type="checkbox"/> Malawian (B39) <input type="checkbox"/> Mauritian (Mauritius) (B40) <input type="checkbox"/> Mahoran (Mayotte) (B41) <input type="checkbox"/> Mozambican (B42) <input type="checkbox"/> Reunionese (B43) <input type="checkbox"/> Rwandan (B44)	<input type="checkbox"/> Seychellois/Seychelloise (B45) <input type="checkbox"/> Somali (B46) <input type="checkbox"/> South Sudanese (B47) <input type="checkbox"/> Sudanese (B48) <input type="checkbox"/> Ugandan (B49)	<input type="checkbox"/> Tanzanian (United Republic of Tanzania) (B50) <input type="checkbox"/> Zambian (B51) <input type="checkbox"/> Zimbabwean (B52) <input type="checkbox"/> _____ East African Write In (B53)

LATIN AMERICAN			
<input type="checkbox"/> Argentine (B54) <input type="checkbox"/> Belizean (B55) <input type="checkbox"/> Bolivian (B56) <input type="checkbox"/> Brazilian (B57) <input type="checkbox"/> Chilean (B58) <input type="checkbox"/> Colombian (B59) <input type="checkbox"/> Costa Rican (B60)	<input type="checkbox"/> Ecuadorian (B61) <input type="checkbox"/> El Salvadoran (B62) <input type="checkbox"/> Falkland Islander (B63) <input type="checkbox"/> French Guianese (B64) <input type="checkbox"/> Guatemalan (B65) <input type="checkbox"/> Guyanese (B66) <input type="checkbox"/> Honduran (B67)	<input type="checkbox"/> Mexican (B68) <input type="checkbox"/> Nicaraguan (B69) <input type="checkbox"/> Panamanian (B70) <input type="checkbox"/> Paraguayan (B71) <input type="checkbox"/> Peruvian (B72) <input type="checkbox"/> South Georgia and the South Sandwich Islands (B73)	<input type="checkbox"/> Surinamese (B74) <input type="checkbox"/> Uruguayan (B75) <input type="checkbox"/> Venezuelan (B76) <input type="checkbox"/> _____ Latin American Write In (B77)
SOUTH AFRICAN			
<input type="checkbox"/> Botswanan (B78) <input type="checkbox"/> Mosotho (Lesotho) (B79)	<input type="checkbox"/> Namibian (B80) <input type="checkbox"/> South African (B81)	<input type="checkbox"/> Swazi (B82) <input type="checkbox"/> _____ South African Write In (B83)	
WEST AFRICAN			
<input type="checkbox"/> Beninese (B84) <input type="checkbox"/> Bissau-Guinean (B85) <input type="checkbox"/> Burkinabé (Burkina Faso) (B86) <input type="checkbox"/> Cabo Verdean (B87)	<input type="checkbox"/> Ivorian (Cote d'Ivoire) (B88) <input type="checkbox"/> Gambian (B89) <input type="checkbox"/> Ghanaian (B90) <input type="checkbox"/> Liberian (B91) <input type="checkbox"/> Malian (B92)	<input type="checkbox"/> Mauritanian (B93) <input type="checkbox"/> Nigerien (Niger) (B94) <input type="checkbox"/> Nigerian (Nigeria) (B95) <input type="checkbox"/> Saint Helenian (B96) <input type="checkbox"/> Senegalese (B97)	<input type="checkbox"/> Sierra Leonean (B98) <input type="checkbox"/> Togolese (B99) <input type="checkbox"/> _____ West African Write In (C01)
RACE - AMERICAN INDIAN/ALASKA NATIVE			
<input type="checkbox"/> American Indian/Alaskan Native (N00)	<input type="checkbox"/> _____ Alaska Native Write In (N36)	<input type="checkbox"/> _____ American Indian Write In (N37)	
WASHINGTON STATE TRIBES			
<input type="checkbox"/> Chinook Tribe (N01) <input type="checkbox"/> Confederated Tribes and Bands of the Yakama Nation (N02) <input type="checkbox"/> Confederated Tribes of the Chehalis Res. (N03) <input type="checkbox"/> Confederated Tribes of the Colville Res. (N04) <input type="checkbox"/> Cowlitz Tribe (N05) <input type="checkbox"/> Duwamish Tribe (N06) <input type="checkbox"/> Hoh Tribe (N07) <input type="checkbox"/> Jamestown S'Klallam Tribe (N08) <input type="checkbox"/> Kalispel Indian Community of the Kalispel Res. (N09) <input type="checkbox"/> Kikiallus Indian Nation (N10) <input type="checkbox"/> Lower Elwha Tribal Community (N11) <input type="checkbox"/> Lummi Tribe of the Lummi Res. (N12) <input type="checkbox"/> Makah Tribe of the Makah Res. (N13) <input type="checkbox"/> Marietta Band of Nooksack Tribe (N14) <input type="checkbox"/> Muckleshoot Tribe (N15) <input type="checkbox"/> Nisqually Tribe (N16) <input type="checkbox"/> Nooksack Tribe of WA (N17) <input type="checkbox"/> Port Gamble S'Klallam Tribe (N18)		<input type="checkbox"/> Puyallup Tribe of Puyallup Res. (N19) <input type="checkbox"/> Quileute Tribe of the Quileute Res. (N20) <input type="checkbox"/> Quinault Indian Nation (N21) <input type="checkbox"/> Samish Indian Nation (N22) <input type="checkbox"/> Sauk-Suiattle Tribe of WA (N23) <input type="checkbox"/> Shoalwater Bay Tribe of the Shoalwater Bay Res. (N24) <input type="checkbox"/> Skokomish Tribe (N25) <input type="checkbox"/> Snohomish Tribe (N26) <input type="checkbox"/> Snoqualmie Tribe (N27) <input type="checkbox"/> Snoqualmoo Tribe (N28) <input type="checkbox"/> Spokane Tribe of the Spokane Res. (N29) <input type="checkbox"/> Squaxin Tribe of the Squaxin Island Res. (N30) <input type="checkbox"/> Steilacoom Tribe (N31) <input type="checkbox"/> Stillaguamish Tribe of WA (N32) <input type="checkbox"/> Suquamish Tribe of the Port Madison Res. (N33) <input type="checkbox"/> Swinomish Tribal Community (N34) <input type="checkbox"/> Tulalip Tribes of WA (N35) <input type="checkbox"/> Upper Skagit Tribe (N38)	
RACE - ASIAN			
<input type="checkbox"/> Asian (A00) <input type="checkbox"/> Asian Indian (A01) <input type="checkbox"/> Bangladeshi (A02) <input type="checkbox"/> Bhutanese (A03) <input type="checkbox"/> Burmese/Myanmar (A04) <input type="checkbox"/> Cambodian/Khmer (A05) <input type="checkbox"/> Cham (A06) <input type="checkbox"/> Chinese (A07)	<input type="checkbox"/> Filipino (A08) <input type="checkbox"/> Hmong (A09) <input type="checkbox"/> Indonesian (A10) <input type="checkbox"/> Japanese (A11) <input type="checkbox"/> Korean (A12) <input type="checkbox"/> Lao (A13) <input type="checkbox"/> Malaysian (A14) <input type="checkbox"/> Mien (A15)	<input type="checkbox"/> Mongolian (A16) <input type="checkbox"/> Nepali (A17) <input type="checkbox"/> Okinawan (A18) <input type="checkbox"/> Pakistani (A19) <input type="checkbox"/> Punjabi (A20) <input type="checkbox"/> Singaporean (A21) <input type="checkbox"/> Sri Lankan (A22) <input type="checkbox"/> Taiwanese (A23)	<input type="checkbox"/> Thai (A24) <input type="checkbox"/> Tibetan (A25) <input type="checkbox"/> Vietnamese (A26) <input type="checkbox"/> _____ Asian Write In (A27)

Student Name: _____ DOB: _____

RACE - WHITE			
<input type="checkbox"/> White (W00)		<input type="checkbox"/> _____ White Write In (W35)	
EASTERN EUROPEAN			
<input type="checkbox"/> Bosnian (W01) <input type="checkbox"/> Herzegovinian (W02)	<input type="checkbox"/> Polish (W03) <input type="checkbox"/> Romanian (W04)	<input type="checkbox"/> Russian (W05) <input type="checkbox"/> Ukrainian (W06)	<input type="checkbox"/> _____ E. European Write In (W07)
MIDDLE EASTERN & NORTH AFRICAN			
<input type="checkbox"/> Algerian (W08) <input type="checkbox"/> Amazigh or Berber (W09) <input type="checkbox"/> Arab or Arabic (W10) <input type="checkbox"/> Assyrian (W11) <input type="checkbox"/> Bahraini (W12) <input type="checkbox"/> Bedouin (W13) <input type="checkbox"/> Chaldean (W14)	<input type="checkbox"/> Copt (W15) <input type="checkbox"/> Druze (W16) <input type="checkbox"/> Egyptian (W17) <input type="checkbox"/> Emirati (W18) <input type="checkbox"/> Iranian (W19) <input type="checkbox"/> Iraqi (W20) <input type="checkbox"/> Jordanian (W21)	<input type="checkbox"/> Kurdish (W22) <input type="checkbox"/> Kuwaiti (W23) <input type="checkbox"/> Lebanese (W24) <input type="checkbox"/> Libyan (W25) <input type="checkbox"/> Moroccan (W26) <input type="checkbox"/> Omani (W27) <input type="checkbox"/> Palestinian (W28)	<input type="checkbox"/> Qatari (W29) <input type="checkbox"/> Tunisian (W32) <input type="checkbox"/> Yemeni (W33) <input type="checkbox"/> _____ Mid. Eastern Write In (W34) <input type="checkbox"/> _____ N. African Write In (W35)

Student Name: _____ DOB: _____