2026-2027

Student Rights & Responsibilities

Handbook

GREYWOLF ELEMENTARY
Our School has Grit!
Kids At Hope

Helen Haller
COUGARS
Elementary

SEQUIM MIDDLE SCHOOL

OPA
OLYMPIC PENINSULA ACADEMY

Sequim High School

DUNGENESS VIRTUAL SCHOOL

SEQUIM SCHOOL DISTRICT

Table of Contents

Nondiscrimination	**4**
Philosophy for Students	**5**
Civility	
School District Rules - Student Responsibilities and District Responsibilities	**6**
Complaints Regarding Staff or Programs	
District Commitment	**7-8**
Qualification of Attendance and Placement	**9**
School Attendance	
Student Conduct	**9**
Classroom Management, Discipline, and Corrective Action	**10**
Interventions to be used before Exclusionary Discipline	**10**
Exceptional Misconduct	**11-12**
Appeal, Readmission, and Re-Engagement During School Exclusion	**13**
Bus Conduct	**14-15**
Off-Campus Intervention	**16**
Cultural Diversity Code of Conduct	**16-22**
Equity and Nondiscrimination	
Harassment, Intimidation, and Bullying	
Student Activities, Programs, Expression	**23**
Co-Curricular Programs	
Freedom of Assembly and Expression	
Interscholastic Activities	
Service Animals	
Student Welfare	**24-25**
Immunization and Life-Threatening Health Condition	
Medications at School	
Searches of Students and Personal Property	
Students and Telecommunication Devices	
Use of Isolation, Restraint, and Reasonable Force	
Legal Notifications	**26-30**
Notification and Dissemination of Information about Student Offenses or Threats	
Student Records – FERPA and PPRA. School Facilities	

Sequim School District No. 323

Engage Empower Thrive

503 N Sequim Ave, Sequim, WA 98382
Telephone: (360) 582-3260, FAX: (360) 683-6303

Dear Families,

Welcome to the 2026-27 school year! Our educators are ready to teach, support, challenge, and encourage each and every Sequim School District student. We also want to say something clearly: You are the most important influence in your child's learning.

Research consistently shows that parent and family involvement matters greatly to student learning and achievement. Attendance, sleep, reading, homework routines, encouragement, high expectations, and conversations about the future all shape student success.

Our educators provide excellent instruction and caring support, and students make the greatest progress when families and schools work together. Every parent, guardian, and caregiver has the power to help their child believe, persist, and succeed.

This year, we ask you to partner with us in the following ways:

- Make school attendance a priority;
- Ask your child what specifically they are learning in class;
- Focus on reading printed text (books, magazines) by reading together or encouraging daily independent reading;
- Create time and space for homework;
- Limit distractions during study time; and
- Remind your child that effort, responsibility, and good decisions open doors to future opportunities.

Thank you for trusting us with your children and for the daily leadership you provide at home. Together, we can help our students build the habits, skills, and confidence they need for a strong future.

Sincerely,

Superintendent Nickels

Sequim School District does not discriminate in any programs or activities based on 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: Victoria Balint, vbalint@sequimschools.org, Title IX Coordinators, Civil Rights Compliance Coordinator: Sequim School District Office, 503 N. Sequim Ave., Sequim, WA 98382, 360-582-3260; and for Section 504/ADA Coordinator, Mr. Rachel Summers, 503 N. Sequim Ave., Sequim, WA 98382,360-582-3405, rsummers@sequimschools.org.

Sequim School District
Student Rights and Responsibilities Handbook

Disclaimer: This handbook highlights key rights and responsibilities of students and their access to public education. It does not include all policies, which are revised by the School Board, or procedures, which are revised as needed. These may be found at www.sequimschools.org.

Nondiscrimination

Sequim School District does not discriminate in any programs or activities on the basis of sex, race, ethnicity, color, religion, creed, national origin, sexual orientation, gender identity, gender expression, homelessness, immigration or citizenship status, disability, neurodivergence, the use of a trained dog guide or service animal, age, and honorably discharged veteran or military status 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:

Civil Rights Coordinator **Title IX Coordinator** **HIB Compliance Officer** **District Athletic Director**	Victoria Balint vbalint@sequimschools.org Victoria Balint vbalint@sequimschools.org
Section 504 / ADA / Access Coordinator	Rachel Summers rsummers@sequimschools.org
Equity and Civil Rights OSPI: Washington State Model Student Handbook Language (July 2026)	Arabic | Chinese | Korean | Punjabi | Russian | Somali | Spanish | Tagalog | Ukrainian | Vietnamese

Philosophy for Students

Sequim School District Board of Directors view the school as a place to experience academic and social success. Success contributes to positive student self-esteem which, in turn, translates into positive student behavior. By providing opportunities for students to learn concepts, practice skills, and experience academic success, we create an environment which promotes academic and social success.

Our program focuses on developing each student as a competent, self-disciplined learner. This requires learning decision-making skills. Thus, our emphasis is on identifying and defining problem behaviors, problem-solving skills and prevention measures. These are built within an atmosphere of self-respect, respect for one another, and respect for the learning environment. School District policies, including rights and responsibilities, and student conduct procedures, are designed to provide boundaries within which individuals find security, yet freedom to develop self-discipline. Emphasis is placed on positive behaviors, growth, and behavior-related consequences.

It is important for students to be responsible for their actions. Students, parents/guardians, and staff must simultaneously work to support the rights of students while helping students accept responsibility for their academic and social growth.

Civility

Sequim School District staff will treat parents/guardians and other members of the public with respect and expect the same in return. The District is committed to maintaining orderly educational and administrative processes to keep schools and administrative offices free from disruptions.

This policy promotes mutual respect, civility and orderly conduct and discourages abusive, hostile, or obscene speech, actions, or other forms of communication such as email with the public.

Please see Board Policy [5161].

School District Rules

The philosophy and policies of Sequim School District respect and protect the general rights of all students and parents/guardians. These policies establish certain student rights and corresponding responsibilities within our educational framework. These expectations are in effect at all events sponsored by Sequim School District, including after-school and off-campus events, and on district transportation and transportation loading areas.

When students do not adhere to the three basic district rules, and the rules of their specific building, the District will use discipline strategies described later in this document. In our endeavor to focus on academic and social growth, all staff will follow a process for positively directing students in behavior change at each level of discipline. Our goal is to help students to be responsible, self-disciplined individuals.

Student Responsibilities	District Responsibilities
Sequim School District believes that students can learn and can be taught to manage their own behavior. With that belief, the District has established three general rules of conduct that guide the behavior of students. Students will be: • **RESPECTFUL of** the rights and property of themselves and others. • **RESPONSIBLE** and behave in a manner that creates a positive learning environment. • **SAFE.** Respect the health and safety of others. Individual schools and classrooms may develop more specific rules for students. These rules will also be consistent with board policy and philosophy.	To implement our commitment to the development of student academic and social growth through the process of providing opportunities and positively developing self-discipline and individual responsibility. School District personnel will: • Demonstrate respectful, positive attitudes. • Define and consistently hold high academic and behavioral expectations. • Model concern for student dignity and self-esteem. • Create an atmosphere of respect for all. • Provide opportunities for success in academic and social growth.

Complaints Regarding Staff or Programs

Community members with complaints regarding staff or programs should seek to resolve the concern by informal discussions with the staff involved in the matter. These discussions may occur at the building level or department level e.g., transportation, nutrition services.

If the complaint remains unresolved, further action consistent with district procedures may be taken by the community member to resolve the issue.

District Commitment – Rights and Responsibilities

The Board recognizes the negative and disproportionate impact of exclusionary discipline practices and is committed to:

- Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps.
- Proactively implementing discipline practices that support students in meeting behavioral expectations without losing access to instruction.

The District will observe students' fundamental rights and will administer discipline in a manner that does not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal.
2. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right.
3. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures.
4. Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or
5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

This District's student discipline policy and procedure is designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with this policy and procedure, including behavioral expectations that respect the rights, persons, and property of others. Students are also expected to pursue the required course of study. Students and staff are expected to work together to develop a positive climate for learning.

Development and review | Accurate and complete reporting of all disciplinary actions, including the associated student-level information, behavioral violations, and other forms of discipline the district considered or attempted, is essential for the effective review of this policy. Therefore, the District will ensure such reporting. The District will collect data on disciplinary actions administered in each school, as required by RCW 28A.300.042, and any additional data required under other district policies and procedures.

The District will ensure that school principals confer with certificated building employees at least annually to develop and/or review building discipline standards and review the fidelity of implementation of those standards. At each district school, principals and certificated staff will develop written school procedures for administering discipline at their school with the participation of other school personnel, students, parents/guardians, families, and the community. Each school will:

1. Establish behavioral expectations with students and proactively teach expectations across various school settings.
2. Develop precise definitions for problem behaviors and behavioral violations to address differences in perceptions of subjective behaviors and reduce the effect of implicit bias.
3. Define the differences between minor and major behavior incidents to clarify the types of behaviors that may or may not result in classroom exclusion or are severe enough that an administrator needs to be involved.
4. Identify a continuum of best practices and strategies for classroom-based responses that building staff should administer before or instead of classroom exclusion to support students in meeting behavioral expectations.

School handbooks, codes of conduct, and building discipline standards must not conflict with this policy, accompanying procedures, or other board policies. The building's discipline standards must be approved annually by the district superintendent or designee.

Implementation of a continuum of identified best practices and strategies will be supported to:

1. Focus on prevention to reduce the use of exclusionary discipline practices.
2. Allow the exercise of professional judgment and skill sets; and
3. May be adapted to individual student needs in a culturally responsive manner.

The District will periodically review and further develop this policy and procedure with the participation of school personnel, students, parents/guardians, families, and the community. As part of this development and review process, the district will use disaggregated data collected under RCW 28A.300.042 to monitor the impact of student discipline practices as well as to improve fairness and equity in the administration of student discipline. Discipline data must be disaggregated by:

1. School.
2. Student groups, including by gender, grade level, race/ethnicity [including further disaggregation of federal race and ethnicity categories in accordance with RCW 28A.300.042(1) and CEDARS Appendices Y and Z], income level, multilingual learner, migrant, special education, Section 504, foster care, and homeless.
3. Behavioral violation.
4. Discipline types, including classroom exclusion, in-school suspension, short-term suspension, long-term suspension, emergency removal, and expulsion.

The District will follow the practices outlined in guidance from the Race and Ethnicity Student Data Task Force when disaggregating broader racial categories into subracial and subethnic categories. The District will consider student program status and demographic information (i.e., gender, grade-level, income level, English language learner, migrant, special education, Section 504, foster care, and homeless) when disaggregating student race and ethnicity data to identify any within-group variation in school discipline experiences and outcomes of diverse student groups. This process may include reviewing data to prevent and address discrimination against students in protected classes identified in RCW chapters 28A.640 and 28A.642, however, the District will ensure it reviews disaggregated discipline data in accordance with WAC 392-190-048 at least annually.

Through the Continuous School Improvement Process (CSIP) the District will support each school to:

- set at least one goal annually for improving equitable student outcomes.
- create an action plan or plans.
- evaluate previous goals and action plans; and
- revise goals and action plans, based on evaluations.

Schools will share identified goals and action plans with all staff, students, parents/guardians, families, and the community.

Qualification of Attendance and Placement

The Sequim School District recognizes that the educational process requires continuity of instruction, active classroom participation, and meaningful life experiences. Students must attend school regularly to benefit from these educational cornerstones. Making school attendance a priority can be the biggest factor influencing a student's academic success.

Please see Board Policy & Procedure [3110 & 3110P].

Age of Admission: It is a right and responsibility of those who meet the requirements prescribed by law to attend the schools of the district. Every resident of the district who satisfies the minimum entry age requirement and is less than 22 years of age has the right to attend the district's schools until they complete high school graduation requirements.

Children of age 8 and less than age 18 are required by law to attend a public school, an approved private school, or and approved educational center, unless they are receiving approved home-based instruction.

Entrance: To be admitted to a kindergarten program that commences in the fall of the year, a child must be not less than 5 years of age prior to September I of that school year. To be admitted to a first-grade program that commences in the fall of the year a child must be not less than 6 years of age prior to September I of that school year.

Placement: The decision of where to place a student seeking admission to the district is determined by the principal.

School Attendance

Except as provided in RCW 28A.225.010, attendance in the schools of the state of Washington is compulsory from the age of 8 to the age of 18. *Please see Board Policy & Procedure [3122 & 3122P].*

All students enrolled in Sequim School District will attend all regularly scheduled classes to which they are assigned each day. Upon enrollment and at the beginning of each school year, the District shall inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of truancy, the role and responsibility of the District regarding truancy and resources available to assist the student and their parents/guardians in correcting truancy. The District will also make this information available online and will take reasonable steps to ensure parents/guardians can request and be provided such information in a language they can understand. All Sequim School District schools have closed campuses during the school day.

Student Conduct

Distribution of Policies and Procedures | The District will make the current version of this policy and procedure available to families and the community. The District will annually provide this policy and procedure to all district personnel, students, parents/guardians, and families, which may require language assistance for students and parents/guardians with limited English proficiency under Title VI of the Civil Rights Act of 1964.

The District will ensure district employees and contractors are knowledgeable of this student discipline policy and procedure. At the building level, schools will annually provide the current building discipline standards, developed as stated above, to all school personnel, students, parents/guardians, and families, which may

require language assistance for students and parents/guardians with limited English proficiency under Title VI of the Civil Rights Act of 1964. Schools will ensure all school personnel are knowledgeable of the school building discipline standards. Schools are encouraged to provide discipline training developed under RCW 28A.415.410 to support the implementation of this policy and procedure to all school staff as feasible.

Application | This policy and accompanying procedure will be construed consistent with Washington law as stated in WAC 392-400-020.

Classroom Management, Discipline, and Corrective Action | The Board of Sequim School District focuses on the educational achievement of each and every student. The District holds high expectations for all students and gives all students the opportunity to achieve personal and academic success. "Discipline" means any action taken by the school district in response to behavioral violations, including exclusionary as well as positive and supportive forms of discipline. The Board intends that this policy and procedure be implemented in a manner that supports positive school climate, maximizes instructional time, and increases equitable educational opportunities, including but not limited to:

- Engaging with school personnel, students, parents/guardians, families, and the community in decisions related to the development and implementation of discipline policies and procedures.
- Supporting students in meeting behavioral expectations, including providing for early involvement of parents/guardians and families.
- Administering discipline in ways that respond to the needs and strengths of students and keeping students in the classroom to the maximum extent possible.
- Providing educational services that students need to complete their education without disruption.
- Facilitating collaboration between school personnel, students, and parents/guardians, and families to support successful reentry into the classroom following a suspension or expulsion.
- Ensuring fairness, equity, and due process in the administration of discipline.
- Implementing culturally responsive discipline that provides every student with the opportunity to achieve personal and academic success.
- Providing a safe environment for all students and for district employees.

Please see Board Policy & Procedure [3241 &3241P].

Senior Pranks and Graduation Participation

Our District is committed to maintaining a safe, respectful, and orderly learning environment for all students. As such, any actions commonly referred to as "senior pranks" that violate the District's Code of Conduct, school rules, or any local, state, or federal laws are strictly prohibited.

Students who engage in such misconduct may be subject to disciplinary action, including but not limited to the forfeiture of the privilege to participate in commencement exercises and other senior-related activities.

Graduation is a significant milestone that reflects a student's academic achievement and personal responsibility. Participation in graduation ceremonies is a privilege, not a right, and is contingent upon adherence to all behavioral expectations through the conclusion of the academic year.

Parents and guardians are encouraged to discuss the importance of responsible behavior with their students as they approach the end of their K–12 educational experience.

Interventions to be used prior to classroom use of Exclusionary Discipline | Misconduct

3241P identified the following examples of supports and interventions, aka "other forms of discipline" to be used prior to classroom exclusion. Staff are not restricted to these interventions and may use other interventions in compliance with WAC 392-400-025.

Strategies and techniques in OSPI Menu of Best Practices in Behavior are also approved by SSD.

- Specific Praise

- Reinforcement plans
- Ongoing teaching/re-teaching of behavioral expectations
- Social-emotional curriculum taught by counselors
- Specialized schedule
- Visual break schedule
- Visuals for expectations
- Sensory space in the classroom
- Prompt entire class about expectations
- Give verbal and/or visual warning about expectation
- Provide choices
- Re-teaching behavior expectations
- Behavior support plan
- Behavioral progress monitoring record
- Trauma-informed practices
- Move seat
- Mentor advocates for students
- Discipline by proximity
- “Caught you being cool”
- Behavior and classroom management techniques for healthy relationships

Exceptional Misconduct
While the Sequim School District strives to keep students in school and learning in a safe and appropriate environment, there are circumstances when the district may determine that in-school or short-term suspension is appropriate. The district will work to develop definitions and consensus on what constitutes behavioral violations to reduce the effect of implicit or unconscious bias. Following the other parameters of this policy, these circumstances may include the following types of student behaviors:

1. Commission of any crime on school grounds or during a school activity.

2. Possession, use, sale, or delivery of illegal or controlled chemical substances. RCW 69.50.

3. Sexual misconduct that could constitute sexual assault or harassment on school grounds, at school activities, or on school-provided transportation.

- "Sexual assault" behavioral violations that meet the definition of certain sex offenses under Section 1365 (h)(3) of Title 18, U.S.C. RCW9.94A.030(47).
- "Sexual harassment" an offense under RCW 28A.640.020(2)(f) and WAC 392-190-056.

4. Assault: Actual or attempted hitting, striking, or other wrongful physical contact inflicted on another, including directly or indirectly with an object is prohibited. An assault may be committed without actually striking or injuring another person if a threat or action reasonably places the other person in fear of harm. An assault is considered more serious misconduct than fighting and normally warrants more serious consequences for a first offense (WAC 132Q-10-215)

- "Assault II" RCW 9A.36.011 or RCW 9A.36.021—which may include behavioral violations under WAC 392-172A-05149(1)(c) involving "serious bodily injury" as defined under Section 1365 (h)(3) of Title 18, U.S.C.
- "Assault I" Offense upon another person that does not meet definition under RCW 9A.36.011 or RCW 9A.36.021.
- "Assault of a Teacher" refers to behavioral violations that meet the definition of an offense directed toward a teacher under WAC 392-400-810(1) and RCW 28A.600.460(2)—which may include behavioral violations under WAC 392-172A-05149(1)(c) involving "serious bodily injury" as defined

5. Threats of violence to other students or staff.

6. Being intoxicated or under the influence of a controlled substance, alcohol, or marijuana at school or while present at school activities. RCW 28A.210.310.

7. Bomb scares or false fire alarms that cause a disruption to the school program. Or an offense defined under RCW 9A.48.020 or RCW 9A.48.030.

8. Cheating or disclosure of exams.

9. Dress code violations that the student refuses to correct including but not limited to clothing with lewd, sexual, drug, tobacco, alcohol-related messages, or apparel closely associated with gangs or hate groups.

10. Fighting: Fighting is prohibited and includes instigating, promoting (including promotion by presence as a spectator and/or electronic, recording, posting, or sharing), and escalating a fight, as well as failing to disperse at the scene of a fight. With regards to reasonable self-defense, it is expected that a student must always first retreat from any threat of harm and/or contact an adult staff member for assistance before engaging in any type of physical response to an assault. However, an administrator may decide not to subject a student to discipline if, following a reasonable investigation, the administrator determines that all of the following are true:

- A student who is being assaulted or witnesses another student being assaulted acts only in a manner that is defensive and protective of himself/herself or others.
- The student is acting in a manner that a building administrator determines is reasonable and necessary in light of the circumstances; and
- The student did not instigate, provoke, or promote the violence by his or her words or conduct immediately prior to the assault (WAC 132Q-10-215)
- Fighting with bodily harm" or "great bodily harm" under RCW 9A.04.110(4)— which may include

behavioral violations under WAC 392-172A-05149(1)(c) involving "serious bodily injury" as defined under Section 1365 (h)(3) of Title 18, U.S.C

11. Gang-related activity. RCW 28A.600.455, RCW 9A.46.120.

12. Harassment/intimidation/bullying: Harassment RCW 28A.600.477, intimidation, or bullying can take many forms, including, but not limited to hate speech such as racial, homophobic, transphobic, xenophobic, etc. slurs, slang, rumors, jokes, innuendos, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats, or other written, oral, physical, or electronically transmitted messages or images (WAC 132Q-10-215).

- "Sexual harassment" an offense under RCW 28A.640.020(2)(f) and WAC 392-190-056.
- "Discriminatory harassment" conduct or communication that is intended to be harmful, humiliating, or physically threatening, and 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 in violation of district policy.
- "Malicious harassment" behavioral violations that meet the definition of an offense under RCW 9A.46.020(1).

13. Intentional deprivation of student and staff use of school facilities.

14. Intentional endangerment to self, other students, or staff, including endangering on a school bus.

15. Intentional injury to another.| Behavior that adversely impacts the health or safety of other students or educational staff under RCW 28A.600.015(6)(d) and meets the criteria for administering expulsion under WAC 392-400-445(2) or under RCW 28A.600.015(6)(d) and meets the criteria for administering long-term suspension under subsections (a) and (b)(ii) of WAC 392-400-440(2), but does not constitute a behavioral violation under any other category.

16. Intentionally defacing or destroying the property of another. RCW 28A.635.060.

17. Intentionally obstructing the entrance or exit of any school building or room to deprive others of passing through.

18. Preventing students from attending class or school activities.

19. Refusal to cease prohibited behavior.

20. Refusal to leave an area when repeatedly instructed to do so by school personnel.

21. Substantially and intentionally interfering with any class or activity.

22. Use or possession of weapons prohibited by state law and *Board Policy [4210 (A)]*, RCW 9.41.280, Gun-Free Schools Act and WAC 392-400-820(1) and RCW 28A.600.420(1), RCW 9A.04.110

Appeal, Readmission, and Re-Engagement During School Exclusion
In-School Suspension, Short-Term or Long-Term Suspension, School Expulsion, or Emergency Removal

Students or parent/guardian(s) may appeal any suspension or expulsion from school. Grievance and appeal procedures are stated on each suspension/expulsion notice and can also be found in *Board Policy & Procedure [3241 & 3241P].*

Optional Conference with Principal | If a student or the parent/guardian(s) disagree with the District's decision to suspend, expel, or emergency remove the student, the student or parent/guardian(s) may request an informal conference with the principal or designee to resolve the disagreement. An informal conference will not limit the right of the student or parent/guardian(s) to appeal the suspension, expulsion, or emergency expulsion, participate in a re-engagement meeting, or petition for readmission.

You have the right to request an optional informal conference with the principal or designee who assigned this discipline, orally or in writing.

- You have one school business day after receiving this letter to ask for an informal conference.
- The principal or designee who assigned the discipline will hold the conference within three (3) school business days after receiving the request unless both parties agree otherwise.

You also have the right to appeal the out-of-school suspension whether you have chosen to hold an informal conference or not.

- Should you decide to appeal this out-of-school suspension, your next step will be to request, within five (5) school business days of your receipt of the notice, a hearing to appeal the decision.
- If you need help with a template for this request, a state-approved template for the ample Appeal of a Disciplinary Hearing is available at https://www.oeo.wa.gov/en/sample-request-form-letters

Bus Conduct | Transportation is available to students whose residences qualify them to ride a bus. Continued ridership is based on a student's safe, respectful, and responsible behavior at bus stops and on the bus. **All Sequim School District buses are equipped with video and audio recording equipment.**

The Sequim School District Transportation handbook is available on our website.

To ensure the safety of all of our passengers, the following rules of conduct for students riding buses were developed. Misconduct by a student or other passenger that, in the opinion of the bus driver or the Director of Transportation is detrimental to the safe operation of the bus shall be sufficient cause for the Director to suspend the transportation privilege.

1. Students shall follow the instructions of the driver and any aide assigned to the bus by the district. The driver and /or aide is in full charge of the bus. When transporting classes or teams the teacher or coach shall be the primary contact and conduit for the driver to manage student behavior.
2. Students shall ride their regularly assigned bus at all times, unless permission has been granted by school authorities based on a note or phone call received from the parent/guardian and verified. Passes may be issued for non-regular riders based upon space availability.
3. Students shall be permitted to leave the bus only at their regular stop, unless written permission has been granted by the school officials and a District authorized slip is given to the driver.
4. Each student may be assigned to a seat in which he/she will be seated at all times unless permission to change is given by the driver.
5. Students shall not throw anything out windows, put any part of the body out of windows, and are to assist in keeping garbage off the floor.

6. Students are to remain in their seats. Students must sit facing the front of the bus and keep their hands and feet to themselves.
7. Students shall observe rules of classroom conduct while riding on our school buses. Noise shall be kept to a minimum to avoid distracting the bus driver.
8. Student harassment, weapons, fighting, excessive noise, loud behavior, spitting, throwing things vulgar or profane language and/or gestures will not be tolerated.
9. Student shall not smoke, chew tobacco, vape, huff, or be in possession of these items at the bus stop or on the bus. Students shall not consume or be in possession of alcohol or drugs at the bus stop or on the bus.
10. Use of perfume, cologne, body spray, etc., is prohibited on a bus.
11. Students shall not eat, drink or chew gum on buses. Exceptions may be made on sports or field trips when discussed in advance by the coach or teacher in charge with the bus driver. Coaches and teachers will be responsible for monitoring their athletes and/or students and will be responsible for cleaning the interior of the bus to the standards of the transportation department following the trip.
12. Students shall not open bus windows without the bus driver's permission.
13. Windows will not be allowed to be put fully down at any time while students are on the bus.
14. Passenger side windows will remain fully closed while in the bus lanes at any school.
15. All forms of animal life, except qualified service animals, are prohibited from being transported on school buses.
16. Students shall not sit in the bus driver's seat or in the stair well.
17. Students shall refrain from talking to the driver while the bus in in motion except when necessary or when directed to do so.
18. Students shall get on or off the bus in an orderly manner. There shall be no pushing and shoving when boarding or leaving the bus. Once off the bus, students shall adhere to rules for pedestrians.
19. Students must look both ways before crossing a roadway. ALWAYS CROSS 10 FEET IN FRONT OF THE BUS IN FULL VIEW OF THE DRIVER AND ONLY WHEN THE DRIVER GIVES THE SIGNAL TO CROSS. Students must be in full view of the driver at all times and never cross behind the bus.
20. Students shall stand away from the side of the road or curb when any bus is approaching or leaving a stop or school bus lane.
21. Students going to and from their bus stops where there are no sidewalks shall walk on the left-hand side of the roadway facing oncoming traffic. Students are expected to go directly to their homes after leaving the bus.
22. Students shall not stand or play in the roadway while waiting for the bus.
23. When the bus stops at a railroad crossing, there will be ABSOLUTELY NO NOISE OR TALKING until the bus is completely across the tracks.
24. Students shall not play any radio, tape deck, CD player, MP3 player or any other form of entertainment program on the bus without the driver's permission.
25. Cell phone use while on the bus is prohibited.
26. Students shall follow emergency procedures as prescribed by the bus driver.
27. Students shall not tamper with emergency doors or equipment.
28. Any damage to a bus shall be reported to the driver at once.
29. Any student identified as causing any damage to the school bus may be reported to law enforcement officials for property damage. Restitution for any damage caused will be responsibility of the student causing the damage and their parent/guardian.
30. No large, bulky items that cannot easily fit on the student's lap or between the student's legs or items that may break, cause injury to others, or distract the driver will be allowed on the bus. All books and

personal belongings shall be kept in the seating area and the aisle kept clear at all times. Baseball bats and other sporting equipment must be carried in an approved bag (per bus driver authorization).

31. Students are discouraged from bringing items of value or of sentimental significance onto the bus as their safety and integrity is not guaranteed.
32. Private and school property at bus stops shall be respected at all times.
33. For safety reasons, no student will be allowed to board or leave a bus once the buses begin to leave the school grounds unless permission is given by a school official or from the Transportation Department.
34. Student misconduct shall constitute sufficient reason for suspending transportation privileges.

Off-campus Intervention | School authority exists on school property, district-provided transportation, school bus stops, and during any school activity, function or event when held off the school grounds and/or when student misconduct is taken off campus and/or occurs to/from school and disrupts the educational process, which includes activities that may occur while in remote/virtual learning and because of the impact on the school environment, may result in an exclusion from class, school, or district depending on the frequency, intensity, or level of severity for the infraction. The following are factors for consideration to determine whether a school will assume jurisdiction in an off-campus incident.

- Did the incident occur in whole or part due to behavior between the parties during the school day?
- Did the incident occur reasonably close in time to the school dismissal bell?
- Did the incident occur reasonably close to school grounds, bus or bus stop?
- Will the incident disrupt the educational process at the school?
- The seriousness of the offense.

Cultural Diversity Code of Conduct | The Sequim School District is strongly committed to the strengths brought to us by the diversity of our community. That commitment means that individuals representing different cultural, ethnic, and racial communities interact in a positive, dynamic, and collaborative way while maintaining and valuing their differences. By each facility developing and maintaining an atmosphere that stresses individual growth and utilizes the strengths that cultural pluralism brings, the Sequim School District will continue to provide an enlivening, enriching experience which encourages cross-cultural understanding and builds community.

It is the personal responsibility of everyone in any Sequim school or facility to respect the personal dignity and worth of every person on the premises or involved in any school-sponsored activity or event.

Equity | The primary responsibility of the Sequim School District is to ensure that each student graduates' career and college ready. Students shall be educated in environments that respect them as individuals, respect their families, and respect their cultural heritage to facilitate successful academic outcomes. This means each student is known by name, strength, and need.

Nondiscrimination | The District shall provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without regard to race, religion, creed, color, national origin, age, honorably discharged veteran or military status, sex, sexual orientation, including gender expression or identity, marital status, nonprogram-related physical, sensory, mental disabilities, or the use of a trained dog guide or service animal by a person with a disability.

Please see Board Policy & Procedure [3210 & 3210P].

Our School Protects Students from Harassment, Intimidation, and Bullying (HIB)

We strive to make our school a safe and inclusive environment where all students are protected from Harassment,

Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section explains what HIB is, what to do when you see or experience it, and how our school responds to it.

What is HIB?
State law (RCW 28A.600.477(5)(b)(i)) defines HIB as "any intentional electronic, written, verbal, or physical act including, but not limited to, one shown to be motivated by any characteristic in RCW 28A.640.010 and 28A.642.010 (discrimination based on a protected status) or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act:

(A) Physically harms a student or damages the student's property;
(B) Has the effect of substantially interfering with a student's education;
(C) Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
(D) Has the effect of substantially disrupting the orderly operation of the school."

HIB often involves one student having, or appearing to have, more power than another student. While HIB often appears as repeated behaviors, it is important to take single serious incidents seriously. It usually happens more than once or is very likely to happen again. HIB is against the law in our schools.

HIB policy only applies to actions between students. It does not cover harassment, intimidation, or bullying of an employee, volunteer, parent/legal guardian, or community member.

How can I make a report about HIB?
Talk to any school staff member, start with whoever you feel most comfortable with, such as a teacher, counselor, coach, or other school staff. You can report HIB by telling school staff in person or in writing (written reports can be made in your home language; please ask your school or district for support with translation). You can make your report anonymously/without giving your name or confidentially (asking that your name not be shared with other students or parents/caregivers involved). No student will be disciplined based only on an anonymous or confidential report.

If a staff member learns about, sees, or hears HIB happening, they must act quickly to stop the behavior(s) and keep it or them from happening again. Our district also has a HIB Compliance Officer Victoria Balint, vbalint@sequimschools.org, who helps prevent and respond to HIB.

What happens after I make a report about HIB?
When you report HIB, school staff must act quickly to stop the behavior and prevent it from happening again. If you and the school agree the problem is resolved, then no further action may be needed. But, if you feel that you or someone you know is facing HIB that is unresolved, severe, or keeps happening, you should ask for an official HIB investigation by completing an Incident Reporting Form.

The school must also make sure that students who report HIB are not treated badly for speaking up. This is called retaliation, and it is not allowed.

What is the investigation process?
The HIB investigation begins if you submit the HIB Incident Reporting Form and the incident meets the definition of HIB toward a student. When you submit the Incident Reporting Form, the HIB Compliance Officer or the staff member leading the investigation must notify the families of the students involved that a complaint was received. They must make sure a prompt and thorough investigation takes place. The investigation is usually finished within five school days. If it takes longer, the school will keep you updated, generally once a week, until it is done.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must share the results with you within two school days.

This response should include:

- A summary of what the investigation found
- A decision about whether the HIB was substantiated (found to have happened)
- Any steps the school will take to address the problem
- Clear information about how you can appeal the decision

If HIB is confirmed, the school will address it.

What are the next steps if I disagree with the outcome?
For the student named as the "targeted student" in a complaint:
If you disagree with the school district's decision, you may appeal. To appeal, send a written request asking the superintendent (or the person they've assigned) to review the investigation. They will send you a written decision.

For the student named as the "aggressor" in a complaint:
A student found to be an "aggressor" in a HIB complaint may not appeal the decision of the investigation itself. They can, however, appeal any corrective actions (consequences) that come from the HIB investigation findings.

What information may I have about other students?
Student privacy laws limit what the school can tell you about any intervention or discipline given to another student. You will be told whether HIB was found to have happened and that steps were taken, even if the details of those steps impacting all students involved cannot be shared.

For more information about the HIB complaint process, including important timelines, please see the district's HIB webpage or the district's *Board HIB Policy & Procedure [3207 & 3207P].*

How do I make a HIB complaint about a staff member?
This process is for concerns about one student harassing, intimidating, or bullying another student. If your concern is about a staff member's behavior, ask your school for information on how to report it.

Our School Stands Against Discrimination

Discrimination can happen when someone is treated differently or unfairly because of a **protected status**, including their sex, race, ethnicity, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship status, the presence of any sensory, mental, or physical disability, neurodivergence, or the use of a trained service animal by a person with a disability.

What is discriminatory harassment?
Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other behavior that is threatening, harmful, or humiliating. It happens when the behavior is based on a student's protected status and is serious enough to create a hostile environment. A **hostile environment** is created when behavior is so severe, pervasive, or persistent that it limits a student's ability to participate in or benefit from the school's services, activities, or opportunities.

To review the district's Nondiscrimination Policy [3210] and Procedure [3210P], please visit the district's webpage.

What is sexual harassment?
Sexual harassment is unwelcome behavior or communication that is sexual in nature and seriously interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must accept unwelcome sexual behavior or communication to receive something in return, such as a better grade or a place on a sports team.

Examples of sexual harassment include:
- Pressuring a person for sexual actions or favors.
- Unwelcome sexual touching.
- Written, graphic, or electronic messages that are sexual in nature.

- Sharing sexually explicit texts, emails, or pictures.
- Making sexual jokes, spreading sexual rumors, or making suggestive comments.
- Physical violence, including rape and sexual assault.

Our school does not discriminate based on sex. We prohibit sex discrimination in all education programs, activities, and employment, as required by Title IX and state law.

To review the district's Sexual Harassment Policy [3205] and Procedure [3205P], visit the district's webpage.

What should my school do about discriminatory and sexual harassment?
When a school learns about possible discriminatory harassment or sexual harassment, it must investigate and take steps to stop the unwanted behavior. The school must address any effects of the harassment on the student at school, including eliminating the hostile environment, and prevent the harassment from happening again.

What can I do if I'm concerned about discrimination or harassment?
Talk to a Coordinator or submit a written complaint. You may contact the following school district staff to report your concerns, ask questions, or learn more about how to resolve your concerns. If English isn't your first language, you can request an interpreter or prepare the complaint in your language. If you have a disability and need accommodations to make a complaint, let the school know your disability needs.

Concerns about discrimination:
Civil Rights Coordinator: Victoria Balint, Director of Student Services, vbalint@sequimschools.org, 503 N. Sequim Avenue, Sequim WA 98382

Concerns about sex discrimination, including sexual harassment:
Title IX Coordinator: Victoria Balint, Director of Student Services, vbalint@sequimschools.org, 503 N. Sequim Avenue, Sequim WA 98382

Concerns about disability discrimination:
Section 504 Coordinator: Rachel Summers, Director of Learning Support Services, rsummers@sequimschools.org, 503 N. Sequim Avenue, Sequim WA 98382

Concerns about discrimination based on gender identity:
Gender-Inclusive Schools Coordinator: Victoria Balint, Director of Student Services, vbalint@sequimschools.org, 503 N. Sequim Avenue, Sequim WA 98382

To **submit a written complaint**, describe the behavior or incident that you believe may be discriminatory. Send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible so the school district can investigate it promptly. You must submit your complaint within one year of the behavior or incident.

What happens after I file a discrimination complaint?
The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator will make sure your complaint is investigated promptly and thoroughly. The investigation will be completed within 30 calendar days unless you agree to a different timeline. If exceptional circumstances require more time, the Civil Rights Coordinator will notify you in writing and tell you the expected date for the response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. The response will include:
- A summary of the investigation results.
- A determination of whether the school district failed to comply with civil rights laws.
- Any corrective actions or remedies that are needed.
- Information about how to appeal the decision.

What are the next steps if I disagree with the outcome?
If you disagree with the decision about your complaint, you may appeal the decision to Victoria Balint, Director of Student Services, vbalint@sequimschools.org, 503 N. Sequim Avenue, Sequim WA 98382. You may then file a complaint with the Office of Superintendent of Public Instruction (OSPI). For more information about this process, including important deadlines, see the school district's Nondiscrimination Procedure [3210P] and Sexual Harassment Procedure [3205P].
https://lawfilesext.leg.wa.gov/biennium/2025-26/Pdf/Bills/Session_Laws/House/1296-S.SL.pdf?q=20250630102046

I already submitted an HIB complaint – what will my school do?
Harassment, intimidation, or bullying (HIB) can be discrimination if it is based on a protected status. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure [3210P] and the HIB Procedure [3207P] to fully address your concerns.

Our School is Gender-Inclusive

In Washington, all students have the right to be treated consistent with their gender identity at school. Our school will:

- Address students by their requested name and pronouns, whether or not they have legally changed their name.
- Update students' gender designation so they accurately reflected in school records.
- Provide students with access to restrooms and locker rooms that align with their gender identity.
- Ensure students can participate in sports, physical education classes, field trips, and overnight trips consistent with their gender identity.
- Keep students' health and education information private and confidential.
- Allow students to wear clothing that reflects their gender identity and enforce dress codes without regard to a student's gender or perceived gender.
- Create an inclusive, respectful environment and protect students from teasing, bullying, or harassment based on their gender or gender identity.

To review the district's Gender-Inclusive Schools Policy [3211] and Procedure [3211P], visit the district's webpage.
If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:
Victoria Balint, Director of Student Services, vbalint@sequimschools.org, 503 N. Sequim Avenue, Sequim WA 98382.

Our School is Committed to Students and State Law

Students have the right to learn in schools that follow state law and protect their rights. Willful noncompliance happens when a school district leader or school board member does something—or fails to do something—that they knew, or reasonably should have known, would violate state law. Under ESHB 1296, OSPI is responsible for investigating complaints about willful noncompliance and working to find fair solutions.

These laws include requirements related to:

- Civil rights and nondiscrimination (RCWs 28A.640 and 28A.642)
- Harassment, intimidation, or bullying (RCW 28A.600.477)
- Curriculum requirements and instructional materials policies (RCWs 28A.150.230, 28A.300.475, 28A.320.170, 28A.320.230, and 28A.320.235)
- Use of restraint or isolation (RCW 28A.600.485)
- Student discipline (chapter 28A.600 RCW)

How do I make a complaint about willful noncompliance with state law?
You must first use available complaint processes to try to resolve your concern. This means the available complaint processes start with your school district, even if the school district superintendent or a school board member is the subject of your complaints. School personnel are not allowed to retaliate for making a formal complaint.

If no available complaint processes are available, you must check OSPI's website for other OSPI complaint procedures at How to File a Complaint, and follow any applicable processes. If none exist, or you have completed all other processes, you must send written notice to the district superintendent at least 30 calendar days before filing a complaint with OSPI.
Complaints to OSPI must be submitted within 30 calendar days after a final decision in the local complaint process, when one applies. The complaint must be in writing and include enough information to describe the concern and the actions or failures to act that may be willful noncompliance. You may send the complaint by mail, email, or hand delivery to OSPI.

When OSPI receives a complaint that meets the requirements for investigation, it will open an investigation. OSPI will send you written notice of the allegations under investigation. After the investigation is complete, OSPI will issue written findings to you and your school. These findings will state whether noncompliance occurred and may require the school to take actions to fix the issue.

Who else can help with HIB, Discrimination, or Willful Noncompliance Concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level, even if the complaint involves the school or school district. School personnel should not retaliate against students or families for making a formal complaint.

OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes, as well as complaints alleging willful noncompliance with state law under ESHB 1296.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

- Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center
- Email: schoolsafety@k12.wa.us
- Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)

- Website: ospi.k12.wa.us/policy-funding/equity-and-civil-rights
- Email: equity@k12.wa.us
- Phone: 360-725-6162

OSPI Office of Legal Affairs (For more details on the willful noncompliance complaint process)

- Website: ospi.k12.wa.us/educator-support/educator-conduct/state-law-noncompliance-complaints
- Email: OLA@k12.wa.us

Washington State Governor's Office of the Education Ombuds (OEO)

The Washington State Office of the Education Ombuds works with families, communities, and schools to help solve problems so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution, coaching, facilitation, and training on family and community engagement and systems advocacy.

- Website: www.oeo.wa.gov
- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

U.S. Department of Education, Office for Civil Rights (OCR)

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

- Website: www.ed.gov/
- Email: ocr@ed.gov
- Phone: 800-421-3481

Our School is Committed to Safety at School Activities and Events
Washington State wants school activities and events, like athletic competitions, performances, and other extracurricular activities, to be safe for everyone who takes part in them or watches them.

What does state law say?
Washington State law has long banned intimidation, force, and threats of violence at school events. ESB 5272 (which takes effect in 2026) made those protections stronger. It now also covers officials and volunteers at extracurricular athletic activities, and it has created new consequences for breaking the law. For non-students, if they are convicted of a crime, they may be banned from school activities for up to 18 months, receive a fine, or go to jail for no more than 6 months. For students, other school consequences, including removal from school, may also apply under RCW 28A.600.015.

How is this different from HIB?
This is different from our school's HIB policy, which deals with conduct between students through a school process. ESB 5272 covers more people and more situations and is enforced through criminal law and school discipline procedures instead of the school's HIB process.

The expectations in this section are broader. They apply to everyone at school activities — students, parents, and community members alike — and they cover behavior toward everyone involved, not just students. This section and the HIB section work together but cover different situations.

What should I do if I experience or witness this conduct?

- **Call 911** if there is an immediate safety concern

- **Report to a coach, event supervisor, school administrator, or other trusted adult** as soon as possible. They can connect you with the right support and make sure the right steps are taken

- **If a student was the target** of the conduct, you may also be able to file a report under our school's HIB policy — see the HIB section of this handbook for more information

Who can I contact with questions?
For questions about safety at school events, contact your Athletic Director.
For questions about whether conduct student-to-student may also be HIB, contact the HIB Compliance Officer: Victoria Balint, vbalint@sequimschools.org

Student Activities, Programs, and Expression

Co-Curricular Programs

The Board recognizes that the goals and objectives of the District can best be achieved by providing a broad offering of purposeful learning experiences, some of which are more appropriately conducted outside of the approved curriculum of the District. Such activities will ordinarily be conducted wholly or partly outside the regular school day and will be available to all students who voluntarily elect to participate. The co-curricular program encompasses approved curriculum-related activities.

Please see Board Policy [2150].

Freedom of Assembly

Individual students and student organizations may meet in school rooms or auditoriums, or at outdoor locations on school grounds, to discuss, pass resolutions and take other lawful action respecting any matter which directly or indirectly concerns or affects them, whether or not it relates to school. Such activities will not be permitted to interfere with the normal operation of school.

Please see Board Policy [3223].

Freedom of Expression

The free expression of student opinion is an important part of education in a democratic society. Students' verbal and written expression of opinion on school premises is to be encouraged so long as it does not substantially disrupt the operation of the school. Students are expressly prohibited from the use of vulgar and/or offensive terms in classroom or assembly settings and at all other school-related activities on or off campus.

Please see Board Policy & Procedure [3220 & 3220P].

Interscholastic Activities

The Board recognizes the value of a program of interscholastic activities as an integral part of the total school experience to all students of the District and to the community. The program of interscholastic activities will include all activities relating to competitive sport contests, games or events, or exhibitions involving individual students or teams of students of this district when such events occur between separate schools within this district or with any schools outside this district.

The Board expects that all interscholastic activities and events will comply with the rules and regulations of the Washington Interscholastic Activities Association (WIAA). The schools of the District will not participate in any out-of-season athletics that are not sanctioned by the WIAA. The District will not be responsible or liable for non-school-sponsored programs or for programs that are organized, promoted, or participated in by staff members without school approval. The District will not be responsible for, or control and incur liability for, summer and/or out-of-season activities unless specifically sponsored by the School District.

Please see Board Policy & Procedure [2151 & 2151P].

Service Animals

The District acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a "service animal" as required by federal laws and Washington State's law against discrimination. This policy governs the presence of service animals in the schools, on school property, including school buses and at school activities.
A "service animal" means any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. The work or tasks performed by the service animal must be directly related to the individual's disability. [2030 & 2030P]

The crime deterrent effects of an animal's presence, and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks.

Student Welfare
The Board expects staff to conduct all school programs and operations in a manner that recognizes the health and safety of students. Each staff member shall be alert to any physical hazards that may exist in the facilities, program or schedule of their school and report them to the principal. All safety rules and hygienic standards in the educational and activity programs of the school shall be enforced.

Medication at School
Under normal circumstances, prescription and non-prescription, over-the-counter (OTC) medication, should be administered before and/or after school hours. If a student must receive prescription or OTC oral or topical medication, eye drops, ear drops, or nasal spray from an authorized staff member, the parent/guardian must submit a written request accompanied by a written authorization from a licensed healthcare practitioner (LHP), prescribing within the scope of his or her prescriptive authority. Each school principal, in consultation with the school Registered Nurse, will authorize two staff members to administer prescribed or non-prescribed medication. These designated staff members will receive RN delegation prior to the opening of school each year.

Please see Board Procedure [3416P] and RCW 28A.210.260: Public and private schools—Administration of medication—Conditions.

Student Immunization and Life Threatening Conditions
To safeguard the school community from the spread of certain communicable diseases and in recognition that prevention is a means of combating the spread of disease, the Board requires a student to present evidence of having been immunized. Immediately upon enrollment in the District a certificate of immunization status, distributed by the Washington Department of Health, shall be completed by the student's parent/guardian. The certificate shall be made a part of the student's permanent record. Please see WAC 392-380-045.

Exemptions will be granted upon presentation of any one or more of the certifications required, on a form prescribed by the Department of Health. RCW 28A.210.090: Immunization program—Exemptions.

RCW 28A.210.110 Immunization program A child's proof of immunization or certification of exemption shall be presented to the chief administrator of the public or private school or day care center or to his or her designee for that purpose. The chief administrator shall: (3) File a written annual report (**28A.210.110**) with the department of health on the immunization status of students or children attending the day care center at a time and on forms prescribed by the Department of Health.

Student Life-Threatening Health Condition
The attendance of every child at every public school in the state shall be conditioned upon the presentation before or on each child's first day of attendance at a particular school of a medication or treatment order addressing any life-threatening health condition that the child has that may require medical services to be performed at the school. Once such an order has been presented, the child shall be allowed to attend school. RCW 28A.210.320: Children with life-threatening health conditions—Medication or treatment orders—Rules. The parent shall also provide any medication or equipment identified in the medication or treatment order necessary to carry out the order, unless the school district is required to provide the medication or equipment as a related service under federal law. *Please see Board Policy & Procedure [3413 & 3413P] and* WAC 392-380-045.

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

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

State law provides that at certain ages, students attain the right to decide for themselves what records will remain confidential, even from their parents/guardians, and what activities the student will participate in. At age 18, students become legal adults and must approve any disclosure of information about themselves from school records, except directory information if a request for confidentiality has not been filed. Students at age 18 may also sign releases, authorizations, or permission slips to participate in school activities, and may sign themselves out of school and authorize their own absences.

Please see Board Policy & Procedure [3230 & 3230P].

Students and Telecommunication Devices
Students in possession of telecommunications devices including but not limited to pagers, beepers, cellular phones, smartphones, and other related personal electronic communication devices ("Telecommunication Devices") shall observe the District conditions.

Please see Board Policy [3245].

Use of Isolation, Restraint, and Reasonable Force
It is the policy of the Board of Directors that the District maintains a safe learning environment while treating all students with dignity and respect. All students in the District will remain free from the unreasonable use of force.

District staff may use reasonable force, restraint, or isolation only when necessary to control spontaneous behavior that poses an imminent likelihood of serious harm to the acting student, to another person, or to the property of others. District staff shall employ the least amount of force, restraint, or isolation appropriate to protect the safety of students and staff and shall discontinue the use of force, restraint, or isolation as soon as the likelihood of serious harm has dissipated.

Physical force, restraint, or isolation is reasonable when needed to prevent or minimize an imminent and substantial risk of bodily injury to self or others. If de-escalation interventions have failed or are inappropriate, reasonable physical or restraint force may be used to protect District property from substantial loss or damage.

Please see Board Policy & Procedure [3246 & 3246P].

Legal Notifications

Facilities Notifications

Asbestos Notification | Ongoing safety and health program includes the proper management and disposal of asbestos and compliance with applicable federal and state laws and regulations. Using qualified and certified inspectors, Sequim School District has identified all asbestos containing building materials located in district facilities. In accordance with the EPA Asbestos Hazard Emergency Response Act (AHERA), The District maintains a comprehensive surveillance program with the goal of preventing asbestos exposure.

Safety Notifications

Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence and Harm

Please see Board Policy [3143].

The Sequim School District is committed to providing a safe and secure environment for all its students and staff. All students, including those who have committed or been adjudicated for offenses, have constitutional rights to public education. Including notification of:

- Student offenses from County Sherriff's office, courts, Department of Social and Health Services, Department of Corrections, and other school districts.
- Threats of violence or harm.
- Immunity

Principals have statutory disclosure obligations upon receipt of information about registered student sex or kidnapping offenders. In addition, principals have a responsibility to develop a protocol for safety planning, which will include student meetings, designing and monitoring student safety plans, and implementing safeguards when students change schools or change sex offender levels or status with parole or probation.

The District has a School-based Threat Assessment Program and investigates reports of possible threats of violence or harm.

Please see Board Policy & Procedure [3225 & 3225P].

Student Records Notifications

The District shall maintain student records necessary for the educational guidance and/or welfare of students, for orderly and efficient operation of schools and as required by law. All information related to individual students shall be treated in a confidential and professional manner and shall only be released to third parties consistent with State and federal law.

Other districts shall be provided with records upon official request from the District. At the time of transfer of the records, the parent/guardian or adult student may receive a copy of the records at their expense if requested and shall have an opportunity to challenge the contents of the records.

Sequim School District is required by the Family Educational Rights and Privacy Act (FERPA - Sec. 99.7) to provide annual notification of FERPA rights. The District shall maintain those student records necessary for the educational welfare of students, for orderly and efficient operation of schools, and as required by law.

Please see Board Policy & Procedure [3231 & 3231P]

Protection of Pupil Rights Amendment (PPRA)

Please see Board Policy [3232].

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection, and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):

1. Political affiliations or beliefs of the student or student's parent.
2. Mental or psychological problems of the student or student's family.
3. Sex behavior or attitudes.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of others with whom respondents have close family relationships.
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers.
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of –

1. Any other protected information survey, regardless of funding.
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

Inspect, upon request and before administration or use –

1. Protected information surveys of students and surveys created by a third party.
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents/guardians to a student who is 18 years old or an emancipated minor under state law.

Sequim School District has developed and adopted a policy regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Sequim School District will directly notify parents/guardians of these policies at least annually at the start of each school year and after any substantive changes. Sequim School District will also directly notify parents/guardians of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent/guardian to opt their child out of participation of the specific activity or survey. Sequim School District will make this notification to parents at the beginning of the school year if the district has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents/guardians will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents/guardians will also be provided an opportunity to review any pertinent surveys.

Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by the Department of Education
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of
Education 400 Maryland
Avenue, SW Washington,
D.C. 20202
PPRA.Complaints@ed.gov

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the request. Requests should be made to the school principal in writing and specify the records the parent/guardian or eligible student wishes to inspect. The principal or another school district official will arrange for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected. Alternatively, the school may copy the records and provide them to the parent/guardian or eligible student, but it is not required to do so.
2. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Requests for amendments should be made in writing, with specific changes and rationale, to the school principal.
   If the school decides not to amend the record as requested by the parent/guardian or eligible student, the school will notify the parent/guardian or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. Two of the most common examples of disclosure without consent include disclosure of directory information and disclosure to school officials with legitimate educational interest in the information.

Directory information is defined as the student's first and last name; photographic and electronic images; email address; dates of school attendance; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors, and awards received; and most recent school attended. Parents and guardians may opt out of the sharing of directory information by completing the opt-out form available in Skyward/Qmlativ or at your child's school building. The district does not release directory information for commercial purposes.

- A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who

is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent/guardian or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent/guardian, student, or other volunteer assisting another school official in performing their tasks. A school official typically has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility.

The right to file a complaint with the U.S. Department of Education concerning alleged failures to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC, 20202
FERPA.Complaints@ed.gov

More FERPA information may be found at the Department of Education website.

Disclosure of personally identifiable information without obtaining consent:
A school may disclose personally identifiable information from the education records of a student without obtaining prior written consent of the parents or the eligible student in the following circumstances:

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions.
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To state and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a state statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released.
- To organizations conducting studies for, or on behalf of, the school, to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To parents of an eligible student if the student is a dependent for IRS tax purposes
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency
- Information the school has designated as "directory information."
- To an agency caseworker or other representative of a state or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with state or tribal law.
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966

***(High School Only) Directory Information for the U.S. Military |** Federal law requires high schools to release home contact information for all high school students to military recruiters unless

parents/guardians deny the release of this information.

Withholding records | If any property of the district, a contractor of the district, an employee, or another student has been lost or willfully cut, defaced, or injured, with the damages exceeding $1,000, the district may withhold the diploma, but not the grades or transcripts, of the student responsible for the damage or loss for the earlier of either 5 years from the date of the student's graduation or until the amount owed is less than $1,000. If the student and parent or guardian are unable to pay for the damages, the district shall provide a program of community service for the student in lieu of the payment of monetary damages. Community service completed must be credited at the applicable local or state minimum wage, whichever is greater. Upon completing community service that reduces the amount owed to less than $1000, the student's diploma must be released. The student or the student's parents/guardians may appeal the imposition of a charge for damages to the Superintendent and Board of Directors.