Welcome!

Welcome to Challenger High School,

The staff at Challenger is prepared and committed to provide collaborative support as we continue our journey of helping students to graduate from high school and move on to post-high school education or the world of work. Our mission is to provide students a safe environment, with smaller class sizes and an alternative setting for students to learn and grow in.

At Challenger we are committed to providing students with a rigorous and relevant education. Our students are graduating at a time where they will be competing in a global economy; they must demonstrate critical thinking skills, be able to analyze, problem-solve, and communicate. It is our responsibility to prepare them for this world and to be career and college ready when they graduate. Your student will be challenged, supported, and encouraged to do their best work while at Challenger.

The Challenger High School Staff looks forward to continuing to work with you and your student regarding their academic progress and are excited about what lies ahead for all of us this coming year.

Have a great school year!

Jeff Johnson
Principal

Mission

Challenger High School provides a safe and equitable community for educating and inspiring students in preparation for their futures. We provide academic, social and emotional supports for the whole student to foster responsible local and global citizenship. Smaller class sizes allow individualized and innovative teaching methods to meet the needs of each student.

Vision

Every Challenger student will be college and career ready when they graduate.

Important Contact Information

<table>
<thead>
<tr>
<th>POSITION</th>
<th>STAFF</th>
<th>PHONE</th>
<th>EMAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Jeff Johnson</td>
<td>253.683.6889</td>
<td><a href="mailto:jeajohnson@bethelsd.org">jeajohnson@bethelsd.org</a></td>
</tr>
<tr>
<td>Associate Administrator</td>
<td>Kara Runge</td>
<td>253.683.6800</td>
<td><a href="mailto:krunge@bethelsd.org">krunge@bethelsd.org</a></td>
</tr>
<tr>
<td>Secretary</td>
<td>Frances Love</td>
<td>253.683.6800</td>
<td><a href="mailto:flove@bethelsd.org">flove@bethelsd.org</a></td>
</tr>
<tr>
<td>Counselor</td>
<td>Alison Von Stein</td>
<td>253.683.6808</td>
<td><a href="mailto:avonstein@bethelsd.org">avonstein@bethelsd.org</a></td>
</tr>
<tr>
<td>Social Worker</td>
<td>Patti Bunnell</td>
<td>253.683.6854</td>
<td><a href="mailto:pbunnell@bethelsd.org">pbunnell@bethelsd.org</a></td>
</tr>
<tr>
<td>Attendance Secretary</td>
<td>Stephanie Davis</td>
<td>253.683.6802</td>
<td><a href="mailto:sadavis@bethelsd.org">sadavis@bethelsd.org</a></td>
</tr>
<tr>
<td>Registrar</td>
<td>Kelly Jones</td>
<td>253.683.6884</td>
<td><a href="mailto:krjones@bethelsd.org">krjones@bethelsd.org</a></td>
</tr>
<tr>
<td>Career Specialist</td>
<td>Jessie Blocker</td>
<td>253.683.6810</td>
<td><a href="mailto:jblocker@bethelsd.org">jblocker@bethelsd.org</a></td>
</tr>
<tr>
<td>Nurse</td>
<td></td>
<td>253.683.6868</td>
<td></td>
</tr>
<tr>
<td>Campus Safety</td>
<td>Lori Weik</td>
<td>253.683.6893</td>
<td><a href="mailto:lwiek@bethelsd.org">lwiek@bethelsd.org</a></td>
</tr>
<tr>
<td>Family Resource Coordinator</td>
<td>Ashley Wojtanowicz</td>
<td>253.683.6825</td>
<td><a href="mailto:awojtanowi@bethelsd.org">awojtanowi@bethelsd.org</a></td>
</tr>
</tbody>
</table>
Here is an Overview of Challenger’s Alternative Program:
- Smaller school and class sizes: 150 students per session, 12-15 students in each class
- Four, 9-week Terms, offering four .25 and .5 classes each term
- ELA and Math are year-long classes (.25 credits each term), all others are .5 credits each term
- Juniors and Seniors who have met the ELA standard with have 1 semester ELA classes (.5 credit each term)
- Students can earn 1.5 to 2.0 credits each term for a minimum of 6 for the year with the ability to earn more credit through credit-recapture courses (online and independent study)
- Monday-Friday; 3 hours a day.
- Students are expected to do 2-3 hours of homework on average

Term 1: September 5 – November 8
Term 2: November 12 – January 31
Term 3: February 3 – April 15
Term 4: April 16 – June 19
**WHAT IS ALE?**

**What is Alternative Education?**

**DEFINING ALTERNATIVE LEARNING EXPERIENCE (ALE)**

- Education is designed through an Individualized Academic Learning Plan for every student while operating within the guidelines of Washington State statutes and district policies.

- Teacher contact is less than a typical one-hour per day per course.

- A typical traditional student FTE consists of at least 25 direct hours of teacher contact per week, whereas ALE FTE is based upon the amount of work achieved each week.

- ALE FTE students must successfully complete a minimum 25 hours of academic work per week consisting of at least 5 hours of class contact as designed through an Individualized Academic Learning Plan.

- Comparing ALE Student FTE
  - Traditional student FTE is not formulated by academic performance, but by school attendance consisting of at least 1 day per month (20 school days).

  - Alternative student FTE is formulated by successful academic performance of Individual Learning Plans audited every 20 school days.

**ALE Student Stages of Accountability Audited Monthly**

Each students’ advisor will collect students’ progress reports and attendance each month to monitor progress. If students are not making satisfactory progress (passing 3 of 4 classes and regular attendance) the following process will be used.

**Satisfactory Progress:** Student is on track and meeting learning goals; Passing 3 of 4 classes and meeting attendance policy.

**Level 1 Unsat:** Not passing 3 of 4 classes and/or poor attendance. Student needs assistance of additional accountabilities to meet learning goals. Advisors will check and connect with student to provide support.

**Level 2 Unsat:** Not passing 3 of 4 classes and/or poor attendance 2 months in a row. Student needs additional interventions from advisor. Meet with principal, counselor, and/or social worker. Schedule may be revised.

**Level 3 Unsat:** Not passing 3 of 4 classes 3 months in a row and/or poor attendance. Student must return to home high school or other educational program in the community.
 BSD BOARD POLICY FOR ALTERNATIVE EDUCATION

BSD Board Policy for Alternative Education

Bethel School District Policy 2255

ALTERNATIVE LEARNING EXPERIENCE PROGRAMS

The Bethel School District establishes the On-Site and Off-Site Programs as alternative learning experience programs, providing on-site instruction or instruction over the internet or by other electronic means, such as on-line courses or distance learning, as defined in RCW 28A.250.010. The alternative learning experience is provided by the school district and may be conducted, in part, outside or within the regular classroom. A portion of the alternative learning experience may be provided by the student’s parent(s) or guardian(s) under the supervision of the school district in accordance with the student’s alternative learning plan.

1. The board authorizes the creation of an alternative learning experience (ALE) program. The district will make available to students enrolled in alternative learning experience program educational opportunities designed to meet their individual needs. The district will comply with all program requirements necessary to count ALE as a course of study and ensure state funding for ALE students. ALE programs include, but are not limited to:
   a. On-line programs as defined in law.
   b. Parent partnership programs that include significant participation and partnership by parents and families in the design and implementation of a student’s learning experience; and
   c. Contract-based learning programs.

2. Each student participating in an alternative learning experience shall have a written student learning plan designed to meet that student’s individual education needs. The written student learning plan will be developed in partnership with the student, the student’s parents, and/or other interested parties, with recognition that school staff has the primary responsibility and accountability for the plan, including supervision and monitoring, and evaluation and assessment of the student’s progress. The plan must:
   - Include a schedule of the duration of the program, including the beginning and ending dates
   - Describe the specific learning goals and performance objectives of the alternative learning experience; (This requirement may be met through course syllabi or other detailed descriptions of learning requirements.)
   - Describe the average number of hours per week that the student will engage in learning activities to accomplish the objectives of the plan;
   - Describe how weekly contact requirements will be fulfilled;
   - Identify instructional materials essential to successful completion of the learning plan;
   - Include a timeline and method for evaluating student progress toward the learning goals and performance objectives specified in the learning plan;
   - Identify whether the alternative learning experience meets one or more of the state essential academic learning requirements defined by the district;
   - High school alternative learning plans must identify whether the experience meets state and district graduation requirements.

3. Alternative learning experience curriculum and course requirements will be based on state and district academic standards and must be approved by the district pursuant to policy.

4. Direct student contact will be made weekly by certificated staff and must, at a minimum, include a two-way exchange of information between a certificated teacher and the student. All required direct personal contact must be documented. Review and documentation of student progress shall take place monthly. The results of each evaluation shall be communicated to the student and, if the student is in grades K-8, the student’s parent(s). If adequate progress is not being made, revisions to the student learning plan shall take place.

5. The student learning plan and records of enrollment, including the statement of understanding, weekly contact, progress documentation, any interventions and signed parent disclosure documents shall be maintained and made available for audit.
6. The board will adopt and annually review written policies authorizing alternative learning experiences, including each alternative learning experience course and program provider. The school district official responsible for this program is the superintendent or designee. The school district official responsible for overseeing each ALE program will report at least annually to the board. This annual report will include at least the following:

   a. Documentation of ALE student headcount and full-time equivalent enrollment claimed for basic education funding;

   b. Identification of the overall ratio of certificated instructional staff to full-time equivalent students enrolled in each ALE course and program;

   c. A description of how the course supports the district’s overall goals and objectives for student academic achievement; and

   d. Results for any self-evaluations.

7. The district will submit an annual report to the Superintendent of Public Instruction detailing the costs and purposes of any expenditures made to purchase or contract for instructional or co-curricular experiences and services that are included in an ALE written student learning plan, along with the substantially similar experiences or services made available to students enrolled in the district’s regular instructional courses and programs.

**General Guidelines**

 Alternative learning experience (ALE) means a course, or for grades kindergarten through eight, grade-level course work, that is a delivery method of basic education and is provided in whole or in part independently from a regular classroom setting or schedule, but may include components of direct instruction;

- ALE courses are supervised, monitored, assessed, evaluated and documented by a certificated teacher employed or contracted by the school district.

- ALE courses are provided in accordance with a written student learning plan.

- ALE courses and programs are implemented pursuant to the district’s policy and WAC 392-121-182.

**Student Performance**

- Students participating in ALE will be evaluated monthly by a certificated instructional staff, or, for students whose written student learning plans include only online classes, school based support staff, to track student progress toward completion and to establish whether an intervention plan should be developed, in accordance with WAC 392-121-182.

- The methods for determining satisfactory progress shall be outlined in the written student learning plan and may include:

  - Progress grade; Assignment completion rates; non-academic factors such as attendance, attitude, and behavior; and local school expectations.

**Student Responsibilities**

- Students enrolled in an ALE program must meet the contact requirements defined in WAC 392-121-182.

**Parent Responsibilities**

- Upon receipt of the receipt of the district’s description of the difference between home-based instruction and ALE, the parent must sign documentation attesting that he/she understands the difference.

**District Verification of Student Work**

- The district will use reliable methods to verify a student is doing his or her own work.
Nondiscrimination Statement

The Bethel 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:

Title IX Coordinator
Name and/or Title: Bryan Streleski
Address: 516 176th Street East, Spanaway, WA 98387
Telephone Number: 253.683.6000
Email: bstreleski@Bethelsd.org

Section 504/ADA Coordinator
Name and/or Title: Lori Haugen
Address: 516 176th Street East, Spanaway, WA 98387
Telephone Number: 253.683.6000
Email: lhaugen@Bethelsd.org
Graduation Requirements: Start planning for graduation today!

### Graduation Requirements: Years 2013-18

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>NUMBER OF CLASSES/ CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>4 credits</td>
</tr>
<tr>
<td>Science</td>
<td>2 credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 credits + WA St. History</td>
</tr>
<tr>
<td>Math</td>
<td>3 credits</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2 credits</td>
</tr>
<tr>
<td>Health</td>
<td>.5 credit</td>
</tr>
<tr>
<td>Careers</td>
<td>.5 credit</td>
</tr>
<tr>
<td>Occupational</td>
<td>1 credit</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1 credit</td>
</tr>
<tr>
<td>Electives</td>
<td>5.5 credits</td>
</tr>
<tr>
<td>State Assessments</td>
<td>SBA: ELA and Math</td>
</tr>
<tr>
<td></td>
<td>End of Course: Math</td>
</tr>
<tr>
<td>Culminating Project</td>
<td>High School and Beyond Plan, Portfolio, Presentation</td>
</tr>
</tbody>
</table>

1. Students of all grade levels must be aware and make plans for graduation from Challenger. With that in mind, the information below is given as an important reference. The culture at Challenger is one that encourages students to monitor their own learning and to focus on hard work to graduate and become successful. With this policy, an area that sometimes needs to be realigned, is the early and continued commitment to fulfilling all graduation requirements, including passing all state assessments and culminating project requirements.

2. For students who’s graduation year is 2013 - 2018, the number of credits required for graduation is 22 ½. Students in the 2019 and beyond graduation classes are required to earn 24 credits to graduate:
Credit Status Sheet for Graduation Requirements 2013-18

Total Required: 22.5 (.5 per course)

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>NUMBER OF CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>4 credits</td>
</tr>
<tr>
<td>Science</td>
<td>3 credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 credits + WA St. History</td>
</tr>
<tr>
<td>Math</td>
<td>3 credits</td>
</tr>
<tr>
<td>World Language</td>
<td>2 credits</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.5 credits</td>
</tr>
<tr>
<td>Health</td>
<td>.5 credit</td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td>1 credit</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>2 credits</td>
</tr>
<tr>
<td>Electives</td>
<td>4 credits</td>
</tr>
<tr>
<td>State Assessments</td>
<td>Smarter Balanced Assessment: ELA and Math (or alternative path)</td>
</tr>
<tr>
<td>Culminating Project</td>
<td>High School and Beyond Plan, Portfolio, Presentation</td>
</tr>
</tbody>
</table>

HSPE/EOC/SBA (State Assessments)

Reading: _____ Writing: _____ Math: _____

Graduation Requirements: Years 2019 and Beyond

Note: NO graduation participation and NO diploma awarded until all of the above conditions have been met and all fines/fees have been paid.

It is very important that all students understand the importance of all requirements for graduation in order to plan to meet them.
Challenger High School

Credit Status Sheet for Graduation Requirements 2019 +

Total Required: 24 credits (.5 per course)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Earned Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (4.0)</td>
<td>____</td>
<td>____ ____ ____</td>
</tr>
<tr>
<td>Social Studies (3.0)</td>
<td>____</td>
<td>____ ____ ____</td>
</tr>
<tr>
<td>WA St. Hist</td>
<td>____</td>
<td>____ ____ ____</td>
</tr>
<tr>
<td>World History</td>
<td>____</td>
<td>____ ____ ____</td>
</tr>
<tr>
<td>US History</td>
<td>____</td>
<td>____ ____ ____</td>
</tr>
<tr>
<td>Civics and Econ.</td>
<td>____</td>
<td>____ ____ ____</td>
</tr>
<tr>
<td>Science (3.0)</td>
<td>____</td>
<td>____ ____ ____</td>
</tr>
<tr>
<td>Math (3.0)</td>
<td>____</td>
<td>____ ____ ____</td>
</tr>
<tr>
<td>World Language</td>
<td>____</td>
<td>____ ____ ____</td>
</tr>
<tr>
<td>Health (.5)/Fitness (1.5)</td>
<td>____</td>
<td>____ ____ ____</td>
</tr>
<tr>
<td>Career and Tech. Ed. (1.0)</td>
<td>____</td>
<td>____ ____ ____</td>
</tr>
<tr>
<td>Fine Arts (2.0)</td>
<td>____</td>
<td>____ ____ ____</td>
</tr>
<tr>
<td>Electives (4.0)</td>
<td>____</td>
<td>____ ____ ____</td>
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</tbody>
</table>

Smarter Balanced Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA:</td>
<td>____</td>
</tr>
<tr>
<td>Math:</td>
<td>____</td>
</tr>
</tbody>
</table>

Culminating Project

High School & Beyond Plan
As a teaching staff at Challenger we want to help make this a successful school experience for you. In order to make this experience positive, we want to make sure that you know what is and is not appropriate at Challenger. The following are some of the rules and responsibilities that reflect district policies. For additional information, refer to the copy given to you of “Student Rights and Responsibilities.”

1. Attendance at school is critical to your success. Any time you are absent, we must receive a phone call or note from a parent/guardian explaining the reason for your absence. If you are 18 years of age or older, you may contact the attendance clerk for a form to be completed in order to be responsible for self.

2. Challenger follows the Bethel School District policy regarding personal electronic devices. These devices must not be used during class and that means no texting, game playing, listening or talking on them during school hours. iPads are the only approved electronic device.

3. Challenger has a “closed campus” policy and that means that all students are required to remain on the school grounds from the time they arrive until officially excused for the day. If waiting for a ride, you may wait in the turn-around area in front of the office, in the office, or in your teacher’s classroom. No waiting is allowed on “B” Street, at the gate, in the parking lot, or in or near any vehicle.

4. If you bring personal electronic devices, such as cell phones, iPads and/or music players, Challenger is not responsible if the items are lost or stolen.

5. Telephones are not for student use except in emergencies. There is a phone designated for student use in the attendance office, if necessary.
6. The use and/or possession of tobacco products are not allowed in any district facilities, vehicles, district properties, or at any school-sponsored events. Smoking and vaping are NOT allowed on school property or the area extending beyond Challenger’s gate. This includes vapes and e-cigarettes.

7. The use and or possession of drugs and/or alcohol are not allowed in any district facilities, vehicles, district properties, or at any school-sponsored events. Being under the influence of drugs or alcohol at school will result in long-term suspension from school.

8. Students who need to take medications at school must have a form completed by their doctors and submitted to the school nurse or health clerk. Medications will be kept and administered from the health room only. Students are not to possess medication of any kind while at school, regardless of their age.

9. You are to be aware that there is a Dress Code for Challenger, which is in line with the Bethel School District’s policy. Students are expected to know and follow the dress code.

10. Challenger students will comply with the “iPad Student Use Pledge” and the “Internet Code of Conduct” as presented to you.

11. Students are responsible for following all bus rules. All district and campus rules are in effect on the bus. Violation of bus rules will face discipline action.

12. Students desiring to drive their own vehicles to school must register their vehicle in the school office. Documentation will be required of registration, proof of insurance, and driver’s license. The speed limit of 10 mph must not be exceeded.
Challenger High School
Attendance Policy

At Challenger High School we value the importance of good attendance and punctuality. There is a direct relationship between student attendance and their success in the classroom; good attendance patterns are a life and employability skill we want to help instill in all of our students.

Policy:

More than 25% absences between progress report dates = Unsatisfactory Progress for the month.

Three months Unsatisfactory Progress = loss of seat at Challenger.

Example

November Student Progress Report Audit

Date of last progress report: Oct. 25
Date of current progress report: Nov. 20
Total instruction days in month: 16 Days
25% of instruction days in month = 4 Days

*If a student misses 5 or more days (excused and/or unexcused) in this month they would be found as ‘unsatisfactory’ in a class for November. Three consecutive months of unsatisfactory progress will result in loss of seat at Challenger.

This policy allows advisors to use their professional judgment to not deem students as ‘unsatisfactory’ for excessive absences if there are special circumstances that the student and/or family has communicated with their teachers.

For example, if a student has been sick with pneumonia for 6 days and has been in contact with their teachers and advisor, the students’ advisor can use their professional judgment to not deem this student as making ‘Unsatisfactory Progress’ for the month. Advisors will consider each student on a case by case basis.

Advice and Support for Students

• Attend school as much as possible and be on time! Be here every day ready to learn.
• If you are absent due to sickness or family emergency, communicate with your teachers so they know what is going on with you—keep up with your school work.
• If you are having troubles getting to school speak with the counselor or the Social Worker to get assistance in getting to school more often.
Attendance Procedures

1. For any absence a student must have a parent/guardian call, email or send a note to excuse absences. Students who have an absence of three (3) consecutive days must bring a doctor’s note.

Note: student who are 18 years of age or older may complete a special contract with the attendance clerk in order to be able to excuse him/herself for absences of early dismissal.

2. All absences must be excused within 48 hours.

3. Attendance probation letters are sent out when a student is nearing the 20-day consecutive absence mark. If that mark is reached, the result will be removal of the student from enrollment of Challenger.

4. Pre-planned absences will require a note from either a parent/guardian or some other competent authority giving the reason for the planned absence. Students are responsible for getting work before leaving for planned absences.

5. When students under the age of 18 have seven (5) unexcused absences in one month or ten (10) unexcused absences in a year, the school must file a truancy (or Becca) petition with the Deputy Prosecuting Attorney’s Office.

Challenger High School Dress Code

State Health Regulations require wearing shoes in all buildings. Students are asked to wear clothing that is neat, clean and suitable for school. Any items that distract or interfere with the educational process including anything lewd, illegal or that promote drugs or tobacco are unacceptable. Skimpy clothing such as tops with spaghetti straps or bare shoulder(s) and midriffs, excessive cleavage, etc., tank tops, muscle shirts and excessively short skirts or short shorts (i.e. daisy dukes, hot pants, etc.) are not permitted. Shorts or skirts can be worn no higher than finger-tip length.

The following items are considered inappropriate for the school environment:

<table>
<thead>
<tr>
<th>sunglasses</th>
<th>low cut tops</th>
<th>short skirts</th>
</tr>
</thead>
<tbody>
<tr>
<td>bare shoulders</td>
<td>pajamas</td>
<td>tank tops</td>
</tr>
<tr>
<td>short shorts</td>
<td>bare backs</td>
<td>hoods (inside)</td>
</tr>
<tr>
<td>gang associated clothing</td>
<td>bandanas</td>
<td>clothing with drugs or alcohol displayed</td>
</tr>
</tbody>
</table>

| Visible Undergarments | See-through clothes | Bare midriffs |

Students violating this policy with their dress will be given the opportunity to change. If students cannot change their clothes parents will be asked to bring suitable clothes to school or the student will be sent home to change. Repeated violations of the policy will result in progressive discipline.
Electronic Devices Policy

Personal electronic devices, such as cell phones, iPods and music players, must be turned off during class time. No texting, game playing, listening, or talking with electronic devices during class time is allowed. Personal electronic devices used during class time may be confiscated by the teacher or administration and returned later in the day. Students are encouraged not to bring these items on to campus and Challenger High School is not responsible for lost or stolen electronic items.

iPad School-wide Expectations

All students at Challenger will be provided with an iPad to use at school and at home. It is expected that students take good care of their device and follow all school expectations for their use.

- Bring your iPad to school, charged, ready to use every day.

- Be ‘on task’ or ‘on app’ during instruction time.

- Use iPad on the table, not on your lap.

- Practice good Digital Citizenship and Academic Honesty with your iPad.

Students repeatedly violating school iPad expectations will be subject to progressive discipline.

iPad Student Use Pledge

Responsible:
- I will be a responsible user of my iPad; know where it is at all times, charge my iPad’s battery daily, never leave it unattended, and always remember to bring it to school.
- I will take steps to properly save and/or submit student work completed on the iPad and make sure it is accessible when needed in class.
- I will use my iPad on a table or desktop, never in my lap, and keep it in a designated spot when not in use.
- I will download all apps required for classroom use, and acknowledge that any personal apps will be deleted if space becomes an issue and more educational apps are needed.
- I will stay on task and on app - not use my iPad as a communication device during class or as a means to communicate with anyone outside of school during the school day.
- I agree to return the iPad and case in good working condition.
- I will immediately report the theft of my device to an adult at my school.

Respectful:
- I will be respectful when using the iPad camera, obtain permission before taking or sharing photos, audio and videos, and use it in accordance with BSD rules and expectations.
- I will not attempt to bypass security settings, disassemble my iPad, remove district labels or markings, or make any modifications or repairs myself.
- I will use my iPad in ways that are appropriate, educational, and that meet BSD expectations and comply with the BSD Internet Use Agreement, both during the school day and at home.

Safe:
- I will keep my iPad safe, and acknowledge that I am responsible for all damage or loss of my iPad caused by neglect, accident, or abuse.
- I will not lend my iPad to anyone.
- I will protect my iPad by keeping it in a protective case and keep all food and liquids away.
- I will keep all passcodes and passwords for my device private and never share any personal information.
- I understand that that my iPad is subject to inspection at any time, without notice, and remains the property of Bethel School District.
iPad Discipline

If students misuse their iPads teachers will follow progressive discipline in the classroom. A range of actions from verbal warnings, teacher/administrator confiscation of the iPad, and loss of ability to take the iPad home are possible consequences for low-level (off-app, gaming, social media) discipline infractions.

If students use their iPad to harass or take pictures/audio/video of other students and/or staff without permission, discipline up-to and including suspension may be applied. Students continually violating the iPad Student Use Pledge may lose the ability to use an iPad altogether.

Internet Code of Conduct

1. The use of the Internet must be in support of education and research consistent with the purposes of Bethel School District.
2. Any use of the network for commercial or for-profit purposes is prohibited.
3. Extensive use of the network for personal and private business is prohibited.
4. Any use of the network for product advertisement or political lobbying is prohibited.
5. Network accounts are to be used only by the authorized owner of the account. Sharing this information with others is grounds for deleting the individual user.
6. Users shall not intentionally seek information on, obtain copies of, modify files, other data, or passwords belonging to other users, or misrepresent other users on the network.
7. All communications and information accessible via the network should be assumed private property.
8. No use of the network shall serve to disrupt the use of the network by others and hardware or software shall not be destroyed, modified or abused in any way.
9. Malicious use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computing system is prohibited.
10. The illegal installation of copyrighted software for use on district computers is strictly prohibited.
11. Use of the network to access or process pornographic material, inappropriate text files or files dangerous to the integrity of the district’s local area networks is prohibited.

At any time, Bethel School District personnel will make determination on whether specific uses of the network are consistent with acceptable use practices. Bethel School District reserves the right to log Internet use and to monitor file server space utilization by users. Bethel School District reserves the right to remove a user’s account at any time it is determined that the user is engaged in unauthorized activity or is violating this code.
HARASSMENT, INTIMIDATION AND BULLYING:

The Bethel School District is committed to a safe and civil educational environment for all students, employees, volunteers and patrons; free from harassment, intimidation or bullying. Harassment, intimidation or bullying means any intentionally written message or image, including those that are electronically transmitted, a verbal, or physical act, including but not limited to one shown to be motivated by any characteristic in RCW 9A.36.080(3), (race, color, religion, ancestry, national origin, gender, sexual orientation or mental or physical disability), or other distinguishing characteristics, when an act:

- Physically harms a student or damages the student’s property; or
- Has the effect of substantially interfering with a student’s education; 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.

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation or bullying. — Other distinguishing characteristics can include but are not limited to: physical appearance, clothing or other apparel, socioeconomic status, gender identity and marital status. — Intentional acts refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).

Behaviors/Expressions

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

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

Reporting Harassment

Students are encouraged to report any instances of harassment, intimidation, or bullying to a school staff member, teacher, counselor, or administrator. Students can also report using the school website.

HARASSMENT-SEXUAL

Any unwanted sexual attention which makes a student uncomfortable, interferes with his or her educational opportunities or ability to do work. More specifically, sexual harassment includes any unwanted sexual attention, such as: sexually suggestive looks or gestures, sexual teasing or jokes, pressure for dates, sexually demeaning comments, attempts to handle or touch the clothing of others, deliberate cornering, attempts to kiss or fondle, pressure for sex, request for sex in exchange for something else. All forms of Harassment must be reported immediately to the office. Sexual harassment may be treated as a criminal act. Every report of sexual harassment will be investigated in a sensitive manner.