

Martin Sortun Elementary

Student Handbook

2023-2024

12711 SE 248th Street
Kent, Washington 98030-2552
<http://www.kent.k12.wa.us/MS>



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Principal

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Important Information Regarding the Contents of this Handbook

The information contained in this handbook was accurate and current at time of its distribution. District policies and procedures are often updated to reflect changes to federal, state and local laws. If you are looking more comprehensive and up to date information, it is always best to view this [handbook online](#) at the Kent School District Website and to follow the links provided in the online handbook.

This handbook outlines the rules, expectations, and procedures of our school. Parents, staff, and students are responsible for understanding and following these established guidelines.

MARTIN SORTUN ELEMENTARY

It is fitting that the Kent Central Elementary school was named Martin Sortun Elementary, not only because the school was built on land that once was owned and farmed by Martin Sortun, but also because he was a man who strongly believed that education was a way to achieve your dreams and aspirations. The Sortun family's story is one of progress and the benefits of education and hard work.

Mission Statement

Successfully preparing all students for their futures.

Martin Sortun Elementary Peace Pledge

I will act in such a way
That I will be proud of myself
And others will be proud of me too.
I came to school to learn
And I will learn.
I will have a great day.

School Hours

Grades K-5

Monday, Tuesday, Thursday and Friday

9:15 a.m. – 3:55 p.m.

Wednesday Early Release

9:15 a.m. – 1:55 p.m.

ATTENDANCE/SAFE ARRIVAL

The Kent School District recognizes regular punctual attendance has a positive effect on student learning and achievement. At Martin Sortun Elementary, the Safe Arrival Program is used to assure students arrival at school. **If you know your child will be absent, please call the school office at (253) 373-7314** or email the school at martinsortunoffice@kent.k12.wa.us. Excused absences from school are for personal illness, family emergencies, health care appointments, religious observances, court proceedings, and disciplinary action. If you are concerned about your child's attitude toward school and about his/her attendance record, contact your child's teacher, our school success coach, and/or school administration. Through a joint effort, we can work together to design an individualized plan to help your child stay in school.

ATTENDANCE TIPS

Good attendance is Important. We value every student's contribution to our school community and miss them when they are gone. Regular, daily attendance is one of the most important things a student can do to be successful in all grade levels.

- All absences (excused and unexcused) have the potential of harming students academically.

- Students who miss 10 percent (18 days) of the school year, or two or more days a month, are defined as being chronically absent.
- By sixth grade, absenteeism is one of three signs that a student may drop out of high school.
- By ninth grade, regular and high attendance is a better predictor of graduation rates than eighth-grade test scores.
- It takes an average of three days for a student to catch up from every one day of being absent.
- Missing three or more days of school per month can set a student back up to two full years of learning.

Assess Your Student's Attendance

Take an assessment of where your student is halfway through the school year and learn what you can do to help.

- **The Danger Zone (7-9 Absences):** There is a good chance your child has fallen behind academically. Develop a plan with the school to help your child get to school on time and attend regularly.
- **The Warning Zone (4-6 Absences):** Your child's learning may be affected. Pay special attention to make sure your child is keeping up with the work.
- **0-3 Absences: The Satisfactory Zone (0-3 absences):** Your child has good attendance. Celebrate and make a goal with your child to have even better attendance.

BECCA BILL

In accordance with state law, Senate Bill 5439 (commonly referred to as the BECCA Bill), regular daily attendance is required. **A parent must exercise reasonable diligence in attempting to cause a child in their custody to attend school.** Under these guidelines, the school district is required to track and report unexcused absences or trancies that have not been excused by the parent within 48 hours of occurring. One requirement of the law is that we file a petition in juvenile court for any student who has five unexcused absences in a month or ten unexcused absences in a school year.

UNEXCUSED ABSENCES

An unexcused absence means that a student has failed to attend the majority of classes in an average school day and that the parent/guardian has not informed the school of a valid basis for absence within one school day after the absence. *The school may refuse to acknowledge a parental excuse if the absenteeism was unnecessarily prolonged and potentially harmful to the child's academic progress.* **At Martin Sortun Elementary, a student with five unexcused absences in a school year will be required to participate in an attendance conference (including the parent, child, and school officials). When a student has seven unexcused absences in a month or ten unexcused absences in a year, the school will file a petition in juvenile court.**

EXCESSIVE EXCUSED ABSENCES

Frequent absenteeism (excused or unexcused) that is unnecessarily prolonged may contribute to difficulties in learning, create emotional strain for the student, and may be potentially harmful to the child's academic progress. Martin Sortun Elementary has adopted a practice that 10 absences or tardies in a year will be considered excessive and that chronic absences are missing 2 or more days a month. At this time, an attendance conference will be scheduled – including the parent, child, and school officials. The purpose of this conference is to work for solutions and appropriate actions to assist the student in eliminating absences. An attendance contract will be signed at the conference. Should absences increase to 15 excused absences in a year, the school may file a petition in juvenile court for excessive absences. Children must be in school to learn.

TARDINESS

It is important that children come to school on time. When they arrive late, they miss vital instruction time, interrupt the entire class, announcements and directions. At Martin Sortun, when a student has accumulated five tardies in a year, a letter will be sent to the parent. If a student continues to be tardy, the guidelines for excessive absenteeism will apply with a parent conference at 10 tardies and an attendance contract will be signed. The school may file a court petition at 15 excused tardies.

VACATION/EXTENDED ABSENCE

It is best to schedule extended trips during school vacation periods (summer, winter, mid-winter and spring breaks) to minimize school absences.

Pre-planned absences of less than 20 days require permission by way of a phone call, fax, email, or written note explaining the reason for the absence and the dates involved. The absence must meet the criteria mentioned above for excused absences in order for the absence to be considered excused. Additional documentation (such as a doctor's note) may be required by the principal. Students are responsible for completing all assigned coursework from their absence.

For pre-planned absences extending to or beyond 20 days, students and/or parent/guardians are required to make an appointment with an administrator at the school prior to the absences occurring. A student with 20 or more consecutive days of absences may be withdrawn from the school and may not be able to be placed back in the class or even school in which they were previously enrolled.

ATTENDANCE INTERVENTION

All student attendance records will be reviewed annually. Any student with repeated patterns of tardiness and/or absences will be required to submit a valid and current proof of residency. At the end of the school year, the student's cumulative file will be reviewed. Any student with continued patterns of repeated tardiness and/or absences without a current proof of residency will be unenrolled until such documentation is provided to our school office in accordance with Kent School District Policy 3130.

3130 Students will attend the school designated for their respective residential areas unless individual requests for resident student transfers have been approved according to Policy/Procedure 3131.

Acceptable documents for proof of residency contain the name of the resident and the residence address to verify attendance area and enrollment within the Martin Sortun School Boundary:

- Purchasing documentation for a residence
- Copies of property tax documents
- Current bills for utilities, cable, landline phone, computer, or other services
- A current residential rental or lease agreement with a current utility bill

False or misleading statements regarding the student's current residence may be punishable under RCW 9A.76.175. The district maintains the right to ask for additional documentation to establish proof of address if there are questions about the documents originally presented (Kent School District Policy 3110P).

RELEASING OF STUDENTS

Regular attendance will help ensure continuous, successful school progress for your child. Please try to schedule doctor and dentist appointments **outside school hours**. However, if a child must be excused early, please send a note of explanation to the teacher or to the office. Parents wishing to pick up their child before dismissal time must come to the office and check him/her out. Your student will be called from the classroom. If your child returns to school the same day, you must check him/her back in at the office. **Students will only be released to someone listed under emergency contact for that student.**

CLOSED CAMPUS

To ensure the safety of our students and staff, Martin Sortun operates as a closed campus. During drop-off and pick-up times, we kindly request that parents and caregivers refrain from entering the school premises. Instead, we ask caregivers to utilize the following designated locations:

- Crosswalk on 248th Street
- Field Pick-Up Area behind the school. Please avoid entering the playground area
- Closest Car Lane during arrival and departure

If your student requires additional assistance getting to the building, please don't hesitate to reach out to the school principal for support. Your cooperation in adhering to these guidelines is greatly appreciated.

PERMISSION FOR CHANGE OF TRANSPORTATION

If a student wishes to change his/her regular bus transportation or chooses to walk, **a note of approval from his/her parents must be brought to the office**. The note must describe the change and be signed and dated. The detailed note will be stamped for approval in the office. Children are not permitted to ride busses they are not assigned to. Students must return home directly after school unless other arrangements have been made in advance and written notification has been provided to the office. Students must not return to the school grounds before 4:25 p.m.

ONE WAY HOME

At Martin Sortun we have bus riders, walkers, students who go to daycare, and students who are picked up by caregivers. We encourage One Way Home for safety and to eliminate confusion. If students are going home a different way than usual the office needs to be informed by the caregiver/parent. Per KSD Transportation, students are only permitted to ride busses they are assigned to, they may not ride home with friends.

A single note for the season or year is sufficient if a student is participating in an organization such as scouts, or regularly going to another home that is not their own.

EMERGENCY CONTACT INFORMATION

The school must be notified immediately of changes of address, telephone, employer and emergency numbers so we may call you in case of emergencies. Please update your child's emergency contact information with the office. We can only release a child from school to someone listed under the student's emergency contacts. This information is needed in case of a child's illness or any other emergency.

CONTACTING STUDENTS DURING THE SCHOOL DAY

In order to maintain an uninterrupted learning environment, we minimize classroom announcements. We do not interrupt classrooms for instruments, lunches, or special treats. Please discuss with your child any changes regarding transportation and notify the office ahead of time. Any special deliveries will be held in the office for student pick up at a time that will not disrupt learning or instruction.

CAREGIVER VISITATION

Volunteers provide support and enrich the lives of students and staff at Martin Sortun Elementary and their contributions are greatly valued. **VIPS** is for parents, families, and community members who want to assist schools with learning, activities, competitions, or events. Volunteers at Martin Sortun Elementary are required to complete an online VIPS application, including a background check, before beginning volunteer service to insure student safety and security. The online application is mobile friendly and can be completed on a smart phone. If there is an issue uploading a photo to the online application, it may need to be resized smaller in order to be uploaded. To begin the application process, each applicant will need:

- A valid email address.
- A valid state driver's license, Washington State photo identification, or U.S. passport.
- A notification email of your volunteer status will be sent to you within 24 hours of completing your online application.

After online approval, all volunteers are required to sign in at the office and receive a volunteer badge. Adults without a badge will be asked to return to the main office to sign in and obtain a badge. For safety reasons, volunteers are required to participate without children under school age.

Classroom volunteering is arranged by classroom teachers. Please make advanced arrangements with school administration to request a classroom visit. Classroom visits are scheduled by school administration in advance to determine the need and scope of the visit, provide accompaniment, and schedule the visit to limit disruption to the learning environment.

Parents and visitors to the classroom and playground need to also complete the VIPS process, sign in and out at the office, and secure a visitor/volunteer badge. All parents and guests need to pick up and drop off students in the front

school courtyard outside of regular drop off/pick up times. Parents outside classrooms will be directed to the courtyard for safety and security purposes.

Parents are not permitted to visit for student lunch.

Adult guest/visitors are required to use the adult restrooms. Because our teaching staff has limited time to use the restroom and will need them right before school starts and right after school ends, the restrooms are available for use by guests/visitors between 9:15 a.m. and 3:55 p.m.

ADDRESSING BEHAVIORAL/ACADEMIC CONCERNS

The staff at Martin Sortun work together with parents to improve student academic performance and behavior. The staff teaches students to be responsible and respectful citizens. Our staff addresses small behavioral infractions. Children, who repeatedly break rules, continually fail to complete assigned work or appear to be unhappy in school, require and receive extra help. When behavioral problems develop, students will be referred to the behavior interventionist and administration for intervention strategies. Parents will be notified at this time for their assistance. This proactive approach will be a learning opportunity for the student.

STUDENT MEALS

Breakfasts and lunches are served daily.
The prices for 2023-2024 meals are:

ELEMENTARY

Student Lunch.....	\$2.70	
Reduced Lunch K-5.....	.00	Adult Lunch.....
Student breakfast.....	\$1.75	Adult Breakfast.....
Reduced breakfast.....	.00	Milk.....
Milk.....	.50	

Pre-payments can be done by cash or check at the school campus, by credit card through the Food Services office or by using the on-line payment system, Lunch Money Now which can be accessed from the district's home page at www.kent.k12.wa.us. The phone number for credit card pre-payments is (253) 373-7275. The minimum amount for a credit card transaction (Visa or Mastercard) is \$20.00.

- A student's Free/Reduced meal status from the previous school year expires on September 30. Please complete a new application before this date. Our online application is the preferred method for families to submit annual application for free or reduced meals. <https://www.mealappnow.com/man001>
- Applications are also available in the school office or kitchen.
- You have an option to receive e-mail notification when your student has reached a balance of \$10, \$5, or \$2. The option is on the screen that displays the student balance and the selection to add money to the account.
- The Kent School District uses an Auto-dialer telephone system to alert families when their student's account has a negative balance of \$1.00 or more.
- Students who can't purchase additional meals on their account, will not be allowed to go hungry.
- If you have any questions concerning your child's account, please call the Martin Sortun Kitchen – 253-373-2948 or KSD Food & Nutrition Services - 253-373-7275. Additional nutritional information found at [Nutritional Services](#).

STUDENT MONEY

Many of the primary children who bring money to school forget its intended purpose. It would be appreciated if parents would place all money sent to school in an envelope. Be sure to label the purpose of any money brought to school by children in the primary grades. Children should not bring large sums of money to school as it could easily get lost or stolen. Furthermore, students will not be allowed to exchange money with others for the purpose of selling personal items at school. NO SELLING of personal items on school grounds, this causes a disruption to the learning environment.

STUDENT PERSONAL ITEMS

LABEL Personal Items

- Many personal student belongings are found at Martin Sortun Elementary School. Please label all student items with the child's first and last name. All personal belongings are the student's responsibility. To prevent disruptions to the learning environment, thefts, and enhance student safety, cameras, personal computers, games, electronic games, laser pointers, rollerblades, skateboards, wheeled shoes, sports equipment, trading cards, toys, etc. are **not allowed** at school without specific permission from a Martin Sortun staff member for a specified purpose and time. If permission is provided, specific items are to be stored in backpacks and used only as directed by Martin Sortun Staff. Any items brought to school without staff permission or disrupting the learning environment may be confiscated and returned only to a parent or guardian. The school or district assumes no responsibility for any personal student items if they are lost or stolen.

Umbrellas

- Umbrellas are not permitted due to the limited space on our playground and the number of students. Students need to come to school prepared for all weather conditions with proper clothing and footwear.

Chemicals

- No perfumes, cologne, body sprays, or other aerosols and chemicals are allowed on school campus without approval from the principal.

Cellular Phones and Music Players

- Cell phones and music players may only be used to and from school. Students are not to use cell phones or music players at any time on school grounds. All communication must occur through the office for your child's safety. Cell phones and music players are to be turned off completely and stored in the student's backpack. Cell phones and music players may only be used if provided advance and specific permission by school staff for temporary use. Students are not allowed to trade, sell, show, share or lend these devices to other students while on campus. Any cell phone, music player, or electronic device that is used during the school day without permission, disrupts learning, or is any concern, will receive a warning. If a student receives a second warning, parents will be contacted. If a third violation occurs, a parent conference will be scheduled to develop a plan to prevent future violations. Repeated violations of the cell phone or music player procedures will subject the student to the revocation of cell phone and music device privileges. Any cell phone violation resulting in harassment, intimidation, bullying, or substantial disruption to the learning environment may result in the phone being confiscated until the parent or guardian arrives at school and retrieves the device. Martin Sortun is not responsible for lost or stolen cell phones or music players.

Other Electronic Devices

- Cellphones and smart watches are allowed at school but must remain off during school hours. Cellphones must remain off and in student backpacks.
- Consistent with Policy 2002 (Acceptable Use of Electronic Systems) and Policy 3240 (Student Conduct Expectations) the school reserves the right to limit the use of portable electronic devices, specifically when these devices are used to harass others, disrupt the learning environment, cheat, or provide unauthorized access to the district network. Portable electronic devices have educational and monetary value. Students who use these devices are prohibited from trading, selling, or lending these devices to other students. Personal electronic devices are the sole responsibility of the student owner. The school and district assume no responsibility for these personal devices if they are lost or stolen. If these rules are violated, the electronic device may be confiscated and returned to the parent or guardian after visiting the school to retrieve it. The student may be subject to the revocation of electronic device privileges.

SCHOOL INSURANCE

Accident insurance is available to students at Martin Sortun Elementary. Children are insured from the time the premium is paid. Information concerning accident and dental insurance will be sent home in early September.

RELEASE OF STUDENT DIRECTORY INFORMATION

Most information about Kent School District students cannot be made public without the consent of parents or guardians. Federal law prohibits schools or the district from releasing information without permission, except for what is termed “directory information.” According to the Federal Family Educational Right and Privacy Act of 1974 (FERPA), directory information about students may be released by the district without parental consent, provided annual notification has been given and the school does not have on file written denial to release directory information. FERPA defines “directory information” as information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Typically, “directory information” includes information such as the student’s name, address, and phone number, parent/guardian’s name, address, phone number; student’s photograph; student’s date and place of birth; student’s course of study; student’s participation in recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; and the most recent previous school attended.

Directory information is only released without parental consent when the request is for a directory, listing, or group of students. Examples would be requests for address labels or student listing by non-commercial groups such as the PTA, a foundation sponsoring a scholarship, a community group sponsoring a recognition celebration, and the citizens committee (levy/bond information). Directory information, particularly photographs, is also published in yearbooks, student/school newspapers, school handbooks, school or district web pages, etc., and are considered public domain and can be reproduced by the media. Directory information on a specific, individual student (not part of a group listing) will not be released without prior parental consent. The school district will not release directory information for commercial purposes. Even if consent is given, the building administrator reserves the right to deny the release of directory information should he/she determine it would not be in the best interest of the student.

Parents/Guardians or students 18 years of age or older who do not want any or all categories of directory information released without their prior consent must notify the school principal in writing no later than October 1. If no written denial to release directory information with prior consent is received by October 1, the school will assume that consent has been given.

EDUCATIONAL PROGRAMS AT MARTIN SORTUN

Title 1/LAP

Title 1 is a federally funded program to give additional instruction to students who are performing below grade level. The Learning Assistance Program (LAP) is similar to Title 1, but it is funded by Washington State. Students are assisted by these programs in many schools throughout the Kent School District. Instruction may include reading, math, or language arts with service in the classroom or in another location in the school. The primary goal of Title 1/LAP is successful achievement in the regular classroom.

Multilingual Learners (MLL)

MLL is a program for teaching English language skills to students whose first language is not English.

At Martin Sortun, we address language barriers so that Multilingual Learners (MLL) participate meaningfully in our educational programs. English is taught through academic content during the day along with the academic vocabulary needed to access content instruction. Our program provides access to mainstream, grade-level content and promote the development of English language proficiency in all four language domains (speaking, listening, reading, and writing).

Integrated Program

The Integrated Program (IP) is a special education program. Students receive specially designed instruction in the areas of reading, math, and written language. The primary goal of the special education program is to assist students’ learning needs in a small group setting with instruction geared to their individual ability levels. All students in our Integrated Program have an Individual Education Plan (IEP).

Support Center Program

Students primarily assigned to a Support Center (SC) caseload receive specially designed instruction (SDI) addressing their intensive academic and functional needs. Students receiving these services typically have opportunities to participate in the general education curriculum through specially designed instruction at their present level of performance. Instructional content varies based on each student’s IEP. Students with these services may benefit from

spending most of their instructional time in a smaller group setting as their least restrictive environment (LRE), however this can vary by IEP.

LIBRARY POLICY

Check Out

1. Grades K – 1 check out 2 books per week.
2. Grades 2 – 5 are allowed to check out 3 books per week.

Fines

There are no fines for overdue materials. Fines are assessed for damaged books and magazines. However, if library materials become lost, the student is required to pay a replacement cost (the price of the book or magazine). Lost or damaged materials must be paid before a student is allowed to check out any other library material. If a lost item is found and returned to the library, a refund check will be issued as soon as possible to the parents of the student.

Overdue Materials

All library materials are checked out for one week. If materials are not returned on the date due, students are not allowed to check out until material is returned or paid for. Students may bring a book from home or class to read while other students are checking out. After two weeks, teachers receive a list of students in their class that have overdue books. If materials have been overdue for one month, a notice is sent home to parents. If a student has an on-going problem with damaging library material or not returning material when due, he/she may lose library privileges for a short period of time until he/she can demonstrate a sense of responsibility towards school property. The librarian, library assistant, and/or teacher will use their discretion when dealing with the students who have problems in this area.

FINES AND FEES

Students are responsible for all school materials and textbooks checked out to them. Fines are assessed when library books, textbooks, or classroom materials have been damaged or lost.

EMERGENCY PROCEDURES

1. **In the event of an actual emergency, please report to the designated student pick up location. We will release students after we account for everyone. Students will be released only to individuals listed under emergency contacts for that student. Picture Identification is necessary. Please respect our safety procedures and do not by pass this step.**
2. Martin Sortun will perform at least one safety-related drill each month.
3. Earthquakes: All staff members are trained for an earthquake emergency. Teachers provide instruction for students within the first twenty days of school. Martin Sortun has two earthquake drills per year.
4. Fire Drills: Three fire drills occur each year, so staff and students will be trained in fire emergency procedures. Students will participate in a fire drill within the first 10 days of school.
5. Lockdowns/Shelter-in-Place: Three lockdown drills and a shelter-in-place drill is held each year at Martin Sortun. Students will participate in their first lockdown drill within the first 60 days of school.
6. Parents will be notified of any accidents just as soon as the emergency needs of students have been met. Please do not call the school or attempt to enter the school building as it only hinders emergency relief.

EMERGENCY PREPAREDNESS

We have water, food, and shelter supplies available to our students in the event of an emergency. As an extension of our commitment of establishing a safe and comfortable learning environment for our students, we ask your participation in implementing Martin Sortun's Emergency Preparedness Plan. In order to prepare for a possible emergency situation in our area, every student in our school should have an **Emergency Preparedness Kit**. The focus of this kit is to help comfort the student should an emergency arise at school. Please prepare an emergency preparedness kit for **each student** in a one-gallon zip lock bag.

****** water packets or juice boxes, snacks (granola bars, fruit snacks, etc.), plastic rain poncho or large garbage bag with tie, mylar blanket, hat and/or gloves, mini flashlight or light stick, family picture/comfort note to your child, handwipes/tissues, note pad & pencil, or small toy, cards

It is important to remember to only fill **one**-gallon zip-lock bag and to keep it as lightweight as possible. **Place your child's name and teacher on the front of the bag.** The kits will be placed in classroom containers and stored in the Emergency Preparedness Container. This container is located on the east side of the playground.

Emergency Early Release Alternate Schedule

IN THE EVENT OF INCLEMENT WEATHER OR AN EMERGENCY SITUATION, PLEASE HAVE AN ALTERNATE PLAN WORKED OUT WITH YOUR CHILD REGARDING AN EARLY EMERGENCY DISMISSAL.

HEALTH INFORMATION

Emotional and physical well-being are closely related to the learning process. Healthy students make better learners! Good food, proper clothing, and adequate sleep are recognized factors in the student's health. When a student's appearance, performance or health findings indicate a possible problem, parents are consulted. Students will be sent home from school when a fever of 100.0 degrees or higher is recorded. Should pink eye, chicken pox, or impetigo be suspected, students will not be able to stay at school. Students will also be sent home in cases of contagious diseases. Parents are responsible for the care of students who become ill. The school office must be able to contact you or another adult who will assume responsibility in case of emergency. **It is very important that we have accurate home, work, and emergency telephone numbers on file at school.** Please notify the office of any changes in telephone numbers. Students are expected to participate in all activities scheduled during the school day. Any request for limitation of a student's physical activity should be accompanied by a statement from your physician or discussed with the school principal.

LIFE-THREATENING ILLNESS TREATMENT PLAN

Washington law (RCW 28A.210.320) requires students with life-threatening illnesses or allergies to have treatment orders and medication orders from your doctor at school before they can attend. A life-threatening condition is a health condition that could put your child in danger of death during the school day if medication or treatment orders are not in place. Examples include, severe food allergies, severe insect bite, allergies/bee sting allergies, severe asthma, diabetes, heart disorders and bleeding disorders. **Students with food allergies** need to have a written notice, including a physician's signature, listing foods a child should not eat. This information will be shared with school staff and the cook.

IMMUNIZATION REQUIREMENTS

The State of Washington requires that students in school be fully immunized against diphtheria, pertussis, tetanus, polio, measles, mumps, chicken pox, and rubella unless their parents request an exemption for medical, religious or philosophical reasons. Complete details are available at the school.

DISEASE REGULATIONS

Please state on written excuses why your child was absent and the condition or disease he/she had. This will help in the accurate reporting of communicable diseases to the Health Department and help control the spread of illnesses at school. Below are the regulations for the more common diseases:

- **CHICKEN POX:** Exclusion from school until free of symptoms and until all vesicles or sores have crusted (usually 5-6 days). Face and hands should be free of scabs.
- **HEAD LICE:** Any person with live lice need to be adequately treated.
- **CONJUNCTIVITIS:** (Pink Eye) A person with inflammation of the eye or eyelid shall be excluded from school until (1) the inflammation has cleared, or (2) a physician certifies that the student does not have conjunctivitis in an infectious stage. (3) the student has been on antibiotic therapy for 24 hours. Symptoms include a red, irritated, itchy eye, and blurry vision with possible yellow drainage.
- **COLDS:** Children with active cold symptoms or fevers should not come to school. Please take their temperature before sending them back to school.
- **IMPETIGO:** Exclusion from school while lesions remain or until a physician certifies the student is under adequate and continuing treatment. This is a bacterial skin condition where small blisters appear and turn into scabs (common around the mouth or nose).

- **DIARRHEA/ VOMITING:** Children who have diarrhea, had vomiting through the night before or do not feel well in the morning, should remain home from school until they are better.
- **ADDITIONAL HEALTH INFORMATION:** Students are expected to participate in all activities scheduled in the school program. Any request for limitation of a student's physical activity should be accompanied by a statement from your physician or discussed with the school principal. Parents are responsible for the care of students who become ill or injured. It is, therefore, important that the school be able to contact you or another adult who will assume responsibility in case of emergency. Children are not allowed to go to their homes unless the parent or another adult is there. **The school should be notified immediately of changes of address, telephone, employer and emergency numbers.**

MEDICATIONS AT SCHOOL

All medication to be administered by the school staff requires the signed authorization of the physician and parents.

When possible, parents and physicians are urged to schedule giving medication outside school hours. The only exceptions involve special circumstances where it is absolutely necessary for the child to have the medication in order to be able to attend school.

Parents need to bring the signed Authorization Form, a Doctor's Note, Parent/Guardian Permission Note, and the medication in its original container to school. If the parent/guardian cannot come to school, he/she needs to call the school nurse before sending the medication to school. Faxed authorization is accepted. Our school FAX number is 253.373.7316.

Authorization forms for medication, inhalers, etc. can be access through this link:

<https://www.kent.k12.wa.us/Page/4084>

Doctor's Note: Submit a written note from the doctor stating: name of medication, dose, time and reason it must be given during school hours, (detailed info on form must be provided if medication is to be given for over 4 weeks). Submit a written doctor's order from the student's doctor giving permission for your child to receive the prescribed medicine at school. The school nurse then must approve/sign off in order for medication to be administered at school. **For short term medication regimens, such as a course of antibiotics, Parents/Caregivers may choose to come to the school and administer meds to their students in the office during the school day.*

Medication in Original Container: Medications must be in the original container with the pharmacist's label stating the child's name, doctor's name, medication and dosage. Please do not send medications with your child for self-administration (**this is a safety concern for all students**). Medication sent to school in a "baggy" will NOT be given. It will be locked in the health room and the parent notified.

A Message from the School Nurse: We have many requests for children to stay in the building during recesses. Children who are well enough to come to school should be well enough to be outside during recesses. If you have any questions regarding health or medication policies, please call our school.

HOMEWORK POLICY

The primary purpose of Martin Sortun Elementary is to provide a quality education for every student. Research indicates that the primary benefit of homework at elementary school is achieved through reading to increase student vocabulary. We established the **Just Read** homework plan to ensure every student reads.

MS Homework Assignment:

1. Read 'just right' books daily and/or have your parents read to you. Reading can be done a little throughout the day, in little bits or larger chunks. Online learning resources (iReady, IXL) are continually available to students.
2. Practice your basic math facts for 3 minutes until mastered.
3. Get outside and play. That does not mean more screen time.
4. Spend time and talk with your family.
5. Get a good night's sleep.
6. Participate in other optional activities for learning as developed by students, parents or teachers.

A regularly scheduled time for reading needs to be set aside each night. It is important that students have a proper environment available to them for home reading. A study area should meet the following requirements:

1. The area is quiet and free of distractions such as television, radio, and telephone.
2. The lighting is good.
3. The area is neat and well organized.
4. The area is properly equipped with books and a dictionary.

GIVE TWENTY!

Every parent is encouraged to Give Twenty Hours of support to our school by helping students with homework, attending school events, assisting in the classroom, volunteering on committees, etc. We need your support for successfully preparing all students for their futures!

THURSDAY YELLOW FOLDERS and WEEKLY COMMUNICATIONS

All students will be issued a Thursday Yellow Folder which will be sent home **EVERY** Thursday with classroom, school, district, or PTA information. Please look at this folder each week, empty it, and return the folder to school with your child the next day. Any communications/items that need to be returned to school can be returned in the folder.

SCHOOL BEHAVIOR EXPECTATIONS

THE 3Bs and BEHAVIOR EXPECTATIONS

Martin Sortun Elementary students practice the 3Bs, Be Kind, Be Safe and Be Your Best. Staff expect and teach students to solve problems. To support student achievement, we expect that all students will exercise our schoolwide 3B expectations. Expectations for each part of the day and the different learning environments around Martin Sortun are taught and reinforced on a regular basis.

	BE KIND	BE SAFE	BE YOUR BEST
EVERYWHERE	Use kind words. Respect others and property.	Keep hands, feet, and objects to yourself. Always have a pass.	Report problems immediately. Pickup after yourself.
CLASSROOMS	Be an active learner. (Read, write, speak, and listen)	Pay attention. Use supplies properly	Be on time. Be prepared. Do your best and keep trying.
HALLWAYS	Voices off. Walking feet only.	Get to your location. Keep hands, feet, and objects to yourself.	Walk in a single file line. Walking feet only.
GYM/PE	Use kind words. Accept and work with all peers. Take turns.	Hands and feet to self. Wear appropriate shoes & clothes. Run only when instructed.	Try new things. Respect equipment. Actively listen and participate fully.
MUSIC	Use kind words. Accept and work with all peers. Take turns.	Keep hands and feet to yourself. Use space safely.	Treat instruments with care. Raise hand to ask questions. Actively listen and participate fully.

LIBRARY	Use kind words. Accept and work with all peers. Take turns.	Keep hands and feet to yourself. Use space safely.	Return books on time. Choose appropriate books. Leave it better than you found it. Actively listen and participate fully.
PLAYGROUND	Include everyone. Share equipment.	Follow school rules and the rules of the game. Stay in your area.	Follow all directions. After bell, line up immediately.
MULTIPURPOSE ROOM: LUNCH & ASSEMBLIES	Soft inside voices. Use good manners.	Eat your own food. Stay in your seat until you are dismissed.	Eat your lunch. Pick up after yourself. Sit on your bottom.
OFFICE & CLINIC	Wait quietly for your turn. Soft voices.	Always have a pass with you.	Tend to your business. Leave quietly.
RESTROOM	Keep it clean, quick, and quiet.	Report any problems to an adult immediately.	Go, flush, wash, and leave.
ARRIVAL & DISMISSAL	Be on time every day! Walking feet only!	Get to your location. Exit and enter through exterior doors. Walk on sidewalks.	After the bell, line up in single file line. Voices off.
BUS	Soft, inside voices. Respect your driver at all times.	Stay seated. Keeps hands, feet, & objects to yourself Keep aisle clear.	Listen and follow the driver's directions. Take all your belongings with you. Keep bus clean.

MS STEPS TO SUCCESS

We expect and teach all students to solve small behavior problems using the following strategies known as the **MS STEPS TO SUCCESS**. To help students solve problems effectively, we expect students to exercise the following 5 steps:

1. Ignore it.
2. Walk away: Go to another game, try other friends.
3. Talk it out: Ask them to stop, make a deal, take turns, apologize if needed.
4. Wait and cool off.
5. Get adult help.

PROBLEM SOLVING WHEEL

At Martin Sortun we use the Problem Solving Wheel for solving small problems.

ZONES OF REGULATION

The Zones of Regulation is also used to support students in identifying and managing their emotions. Students become aware of their emotional state and use self-monitoring strategies to regulate their emotions and make positive choices.



The **ZONES** of Regulation™

							
							
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE				
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Relaxed	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control				

BEHAVIOR MANAGEMENT and DISCIPLINE

We employ a progressive discipline approach designed to minimize the loss of crucial instructional time, assist the student in learning appropriate, acceptable social behavior, promote safety and limit the disruption to the learning environment.

DISCIPLINE STATEMENT

The staff at Martin Sortun Elementary School establish a clear and consistent approach in establishing and maintaining student discipline essential to foster a safe social and academic learning environment for all students where everyone has the ability to achieve at their greatest potential. Each individual child is equally important and deserves our sincere efforts to develop positive self-esteem and strong values.

OFFICE REFERRALS

The need for order in the school and classroom is basic to learning. Rules are established to preserve the learning environment. Students who violate school rules deprive themselves of the opportunity to learn and interfere with the learning of others. All students will follow the rules of the school. Refusal to comply with school rules and expectations may result in the discipline steps outlined below. Behaviors that are harmful to self or others, will result in an office referral. At Martin Sortun, we teach and expect a primary school rule:

KSD policy 3240P will be followed for all disciplinary and corrective action taken and may include but is not limited to: social-emotional instruction, problem-solving, reflection, apologies, conflict mediation, restorative justice, clean-up, community service, work detail, repair of damage done, loss of privileges, detention, In-School or Out-of-School Suspension. Additionally, each school has the authority to develop their own list of rules and regulations in which discipline can be administered. When a student displays chronic misbehaviors, a parent conference will be scheduled with an administrator to develop an improvement plan.

UNSAFE PHYSICAL ACTIONS INCLUDING, BUT NOT LIMITED TO:

Spitting, choking, play fighting, shoving, pushing, and kicking others, grabbing, stealing, punching, biting, and throwing rocks, erasers, refusal to follow reasonable requests, or objects.

UNSAFE BEHAVIORS/SUBSTANCES:

Inappropriate chemical sprays, drugs, alcohol, cigarettes, smoking, matches or lighters, fireworks, tobacco, vapes, weapons (including look-alikes, laser pointers, and knives of any kind), and gang behavior, and leaving campus or supervised areas. Students must not leave classrooms, supervised areas or school grounds without permission from Martin Sortun staff.

DISRUPTIVE:

Cheating, foul language, refusal to follow reasonable requests, harassment (sexual, verbal, or written), ethnic slurs, verbal or written threats, obscene gestures, inappropriate touching, total disregard/defiance for adults, school rules, and/or property, inappropriate internet use.

Exceptional misconduct such as fighting, encouraging fighting; weapons, including look-alikes, or laser pointers; rock throwing; harassment; gang behaviors; stealing; biting; threats and actions which may cause harm to others; drugs or alcohol; arson; cumulative violations; substantial destruction of property on school grounds; sexual misconduct; and theft, or repeated and substantial disruption may result in Out-of-School Suspension being assigned in accordance with WAC 392-400-225 KSD Student Conduct Expectations - Exceptional Misconduct. A Parent Conference may occur before the student re-enters school after an Out-of-School Suspension.

PLAYGROUND SAFETY RULES/EXPECTATIONS

Martin Sortun is a **Hands-Off** school. Students are required to keep their hands to themselves and avoid touching, grabbing, pushing, pulling or tagging other students. Students must follow our 3Bs, *Be kind, Be safe, Be Your Best*. Recess breaks provide the students with the opportunity to exercise and socialize with friends. Students need to come to school with the proper clothing to play outside regardless of the weather with proper clothing and footwear. Due to the limited space on our playground and the number of students, umbrellas are not permitted on campus. Students are not permitted to reenter the school to get coats or hats insuring continued supervision and preventing disruption of the educational process for other students. Restroom breaks should occur at recess time.

Additional safety reminders:

- Students need to come to school dressed and prepared for recess (rain, snow, cold, heat). Students will remain inside for extremely poor air quality.
- No tag games that require physical contact. Students have been badly injured by tag-games on the blacktop.
- Do not re-enter school without a pass.

Restrooms: During recess, students get a pass from staff to use restrooms by the gym.

Grass Field: Play on field is allowed when opened by staff.

Food: No food is allowed on the playground. On PTA popcorn days students are allowed to eat popcorn during recess.

PLAYGROUND EXPECTATIONS

Be Kind

- Speak kindly: No teasing, put-downs, foul language.
- Use sportsmanship and share all games with anyone who wishes to play.

Be Safe

- Play safely with equipment and return to cart. ex. sit at tables/benches, no kicking balls, etc.
- **Martin Sortun is a “Hands Off” school.**
- Play in the supervised playground area. Do not play near the ditches, portables, ramps, or classrooms.
- Get an adult for BIG problems.

Be Your Best

- Use Steps to Success for small problems.
- Follow directions by staff.
- Stop playing when bell rings and return promptly to class.

STUDENT SAFETY

Children's safety is a primary concern of the school. The cooperation of home and school are important to build the following safety habits:

Students:

1. Students must comply with all reasonable requests.
2. Students are not allowed to hide, enter unsupervised areas, leave the campus, classroom, or supervised areas without adult permission.

3. ***Students should not be on campus prior to 9:00 a.m.*** We do not have staff on duty before this time. Students eating breakfast at school may arrive at 8:55 a.m.
4. Cross only at crosswalks.
5. Refuse to enter or approach strange automobiles.
6. Proceed directly home after school. Students must not return to the school before 4:25 p.m.
7. Students must have one-way home and no changes will occur without advance written notification sent to the school office.
8. Be considerate of small children.
9. Stay out of the street and behind the white safety line while waiting for the bus.
10. Students riding bicycles to school need to wear a safety helmet and walk their bike on school paths, playground and down the hill. Bicycles must be locked on bike rack by the crosswalk during the school day.
11. For safety reasons, scooters, skateboards, wheeled shoes, and roller blades **must** remain at home and not be used for transportation to and from school.
12. Students using the crosswalk must wait at the designated spot until signaled to proceed, then cross when directed. All walkers must walk directly home and not play in the street.

Our playground is supervised during the time school is in session. Accidents do happen. We give first aid only and contact parents immediately in serious cases. **Be sure that we have an alternate telephone number so that we can reach you in case of an emergency.**

RESTROOM POLICY

While students have continual access to use the restrooms throughout the day, students are encouraged to use the restrooms before school, during lunch, and recess to maximize their learning time. On occasion, students make more frequent and regular trips to the restroom during instructional periods. When teachers recognize a pattern, which impacts a child's learning or performance, the teacher will contact the parent or guardian to determine if there are any medical concerns. A plan will be developed to further minimize disruption while addressing the child's needs. Students are required to have a pass to use the restroom.

STUDENT ATTIRE

In accordance with the Kent School District Policy #3224 on student dress, students are expected to dress comfortably in a manner that is not educationally disruptive or unsafe. Clothing must be safe and not create a disruption to the learning environment by either promoting obscene, lewd, racist, violent, sexual, drug, alcohol, tobacco-related messages, or gang-related apparel. printed messages, cleanliness, odor, size, fit, or by revealing excessive skin, private areas or undergarments. Martin Sortun staff will determine whether clothing disrupts the learning environment according to these criteria. Examples may include but are not limited to: excessive baggy or saggy clothing, over-sized/undersized clothing, controversial names, insignias or icons, see-through tops, belly shirts, very tight-fitting clothing, inappropriate messages, odor, etc. Students not following this dress code will be asked to put on appropriate attire from the health room or caregivers will be asked to bring in suitable clothing. Children are to wear flat sneakers for PE. Uniforms of nationally recognized youth organizations, and clothing worn in observance of a student's religion, are not subject to this policy (RCW 28A.320.140).

PARKING LOT PROCEDURES

Due to increased student enrollment, our parking lot is congested. Please reduce traffic congestion by having your child ride the busses or walk. **Students are not allowed to cross the parking lot without an adult.** In the morning, students may be dropped off at the drop off zone. The number of cars using our parking lot far exceeds the capacity. When necessary, please review our school parking lot map and follow our guidelines to reduce congestion and prevent injury. For everyone's safety, please use patience when entering/leaving our parking lot and *slowing* down on the street.

When you drive your child to school, please follow these simple procedures:

- SLOW DOWN- arriving and leaving!
- Do not drop your student off before 9:00 a.m. (unless they eat breakfast at 8:55 a.m.)

- Do not block or park in the main lanes. Do not block the bus lane.
- Do not park on crosswalks.
- Do not make U turns.

BEFORE SCHOOL

1. **Drive to the DROP-OFF Zone in the lane closest to the school.** Several cars can unload students in this zone.

AFTER SCHOOL

1. Students being picked up by cars and daycare are dismissed after buses leave the school.
2. Caregivers should wait in the line in front of the school before being permitted into the parking lot by an on-duty staff member.
3. **Pick up your student in their designated PICK UP ZONE (A-E). Do not exit your car. Please make sure your student can identify your car.**
4. Due to the high number of caregiver pick-ups, we advise arriving BEFORE 3:55 p.m.
5. If you need to speak to a staff member or go to the front office please park your car in the parking lot. Parking is not permitted in the bus/pick up lane.

NO DOGS ON CAMPUS

For the safety of both children and pets, **dogs and pets are not allowed on school campus** without permission from the school principal. The presence of service animals, trained for the purpose of assisting or accommodating a disabled person's sensory, mental or physical disability will be permitted.

USE OF TOBACCO/TOBACCO PRODUCTS

The Kent School District maintains a NO SMOKING policy for every district facility and all district property. All cigarette smoking and any use of other tobacco products is strictly prohibited in all areas of the school district.

ATTENDANCE TIPS & RESOURCES

Good Attendance is Important

We value every student's contribution to our school community and miss them when they are gone. Regular, daily attendance is one of the most important things a student can do to be successful in all grade levels.

- All absences (excused and unexcused) have the potential of harming students academically.
- Students who miss 10 percent (18 days) of the school year, or two or more days a month, are defined as being chronically absent.
- By sixth grade, absenteeism is one of three signs that a student may drop out of high school.
- By ninth grade, regular and high attendance is a better predictor of graduation rates than eighth-grade test scores.
- It takes an average of three days for a student to catch up from every one day of being absent.
- Missing three or more days of school per month can set a student back up to two full years of learning.

Assess Your Student's Attendance

Take an assessment of where your student is halfway through the school year and learn what you can do to help.

- **The Danger Zone (7-9 Absences):** There is a good chance your child has fallen behind academically. Develop a plan with the school to help your child get to school on time and attend regularly.
- **The Warning Zone (4-6 Absences):** Your child's learning may be affected. Pay special attention to make sure your child is keeping up with the work.
- **0-3 Absences: The Satisfactory Zone (0-3 absences):** Your child has good attendance. Celebrate and make a goal with your child to have even better attendance.

Support Your Student

Learn About KSD Policies & Procedures

- [Attendance Policy](#)
 - [Kent School Board Policy 3121 Compulsory Attendance](#)
 - [Kent School Board Procedure 3121P Compulsory Attendance](#)
 - [Kent School Board Policy 3122 Excused & Unexcused Absences](#)
 - [Washington State Legislature Compulsory School Attendance & Admission \(28A.225 RCW\)](#)
- [Absence Reporting & Tracking](#)

Make School Attendance a Priority

- Discuss the importance of showing up to school every day with children.
- Schedule appointments outside the school day or on non-school days.
- Help children stay healthy by ensuring they get plenty of sleep, eat a balanced diet, wash their hands regularly, and are up to date on immunizations.

- Keep children home only if they are truly sick. Complaints of headaches or stomachaches may be signs of anxiety.

Set Regular Bedtime & Morning Routines

- Help your child maintain daily routines, such as finishing homework and going to bed on time.
- Lay out clothes and prepare backpacks the night before.
- Develop backup plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.

Help Your Child Stay Engaged

- Find out if children feel engaged by their classes and safe from bullies and other threats.
- Ensure children keep up with schoolwork so they are not tempted to miss school if they haven't done their homework or studied for a test.
- Stay on top of academic progress and seek help from teachers or tutors if necessary. Make sure teachers know how to contact you.
- Stay on top of your child's social contacts. Peer pressure can lead to skipping school, while students without many friends can feel isolated.
- Encourage meaningful after-school activities, including sports and clubs.

Communicate with Your School

- Know the school's attendance policy including incentives and penalties.
- Talk to teachers if you notice sudden changes in your child's behavior. These could be due to something going on at school.
- Check on your child's attendance to be sure absences are not piling up.
- Ask for help from school officials, after-school programs, other parents, or community agencies if you are having trouble.

ABSENCE REPORTING & TRACKING

• Report Every Absence to the School

If a student is going to be absent, the parent/guardian should notify the [school](#) office on the morning of the absence by phone, email, or written note and provide an excuse for the absence.

If no excuse is provided with the notification, or no notification is provided, the parent/guardian will be asked to provide an excuse for the absence upon the student's return to school.

Learn about [excused/unexcused absences and school attendance policy](#).

Students Can Report Their Absences in Special Circumstances

Parent/guardian reporting is not required in some cases. Students can report their own absences under the following circumstances.

- Student is an adult (18 or older).
- Student is 16 or older and has been emancipated by court action.
- Student is 14 or older and is absent due to testing or treatment for a sexually transmitted disease.
- Student is 13 or older and is absent due to mental health or drug or alcohol treatment.
- Student (any age) is absent for family planning or abortion.

In all cases mentioned above, the absence and note of explanation will be kept confidential (not shared with parent/guardian).

Schools Track Excused & Unexcused Absences

KSD has a responsibility under state law to accurately track unexcused absences and excessive excused absences and to work with the student and parent/guardian to promote good school attendance.

Schools will use the following guidelines to notify parents/guardians prior to referring a student, parent, or student and parent to the King County Juvenile Prosecuting Attorney's Office for violation of the state mandatory school attendance laws.

All sanctions imposed for failure to comply with the attendance policies and procedures will be implemented in conformance with state and district regulations regarding discipline or corrective action.

One Unexcused Absence

After one unexcused absence in a month, the school is required to inform the parent in writing or by phone.

Between Two & Five Unexcused Absences

Between two and five unexcused absences in a school year, the school is required to initiate a parent conference to improve the student's attendance. During the conference with the principal or designee, student and parent/guardian the following should be considered:

- Identifying barriers to attendance
- Appropriate connections to Community Based Supports
- Adjusting the student's program.
- Providing more individualized instruction.
- Assisting the student to obtain supplementary services that may eliminate or ameliorate the causes of the absences.
- Imposing other corrective actions that are deemed appropriate.

Five or More Excused Absences in a month or 10 or More During the School Year at the Elementary Level

Districts shall schedule a conference or conferences with the parent and child for the purpose of identifying barriers to the child's regular attendance, and the supports and resources that may be made available to the family so the child can regularly attend school.

Seven Unexcused Absences in a Month

Not later than the seventh unexcused absence in a month, the school is required to initiate a written agreement with the parent to improve the student's attendance. For secondary students, after the second absence and before the seventh absence, the school is required to conduct an [needs assessment](#) with the student to determine barriers to the students' ability to attend school.

After seven unexcused absences in a month, the school may refer the student to the community truancy board (elementary), re-engagement specialist, or truancy workshops or file a petition to juvenile court.

Seven Unexcused Absences in a Month or Before 15 Unexcused Absences in a School Year

After seven unexcused absences in a month or before 15 unexcused absences in an academic year, the district will file a truancy petition with the juvenile court. The following truancy petition procedures apply only to a student under the age of seventeen at the time the petition is originally filed.

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

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

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

Vacation or Extended Absence

Please try to schedule extended trips during scheduled school vacation periods (summer, winter, mid-winter and spring breaks).

19 Days or Less

Planned absences of less than 20 days usually require only parental permission by way of a phone call, fax, email, or written note explaining the reason for the absence and the dates involved.

- The absence must meet the criteria listed in Policy 3122 in order for the absence to be considered excused.
- Additional documentation (such as a doctor's note) may be required by the principal.
- Students are responsible for completing all assigned coursework from their absence.

20 Days or More

For pre-planned absences extending to or beyond 20 days, students and/or parent/guardians are required to make an appointment with an administrator at the school prior to the absences occurring.

A student with 20 or more consecutive days of absences may be withdrawn from the school and may not be able to be placed back in the class or school in which they were previously enrolled.

SCHOOL DISCIPLINE

General Definitions

For purposes of all disciplinary policies and procedures, the following definitions will apply:

- **“Behavioral violation”** means a student's behavior that violates the district's discipline policies.
- **“Classroom exclusion”** means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements of WAC 392-400-330 and 392-400-335. Classroom exclusion does not include action that results in missed instruction for a brief duration when:
 - teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
 - the student remains under the supervision of the teacher or other school personnel during such a brief duration.
- **“Culturally responsive”** has the same meaning as “cultural competency” in RCW 28A.410.270, which states "cultural competency" includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.
- **“Discipline”** means any action taken by a school district in response to behavioral violations.
- **“Disruption of the educational process”** means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.
- **“Emergency expulsion”** means the removal of a student from school because the student's statements or behavior pose an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in WAC 392-400-510 through 392-400-530

- **“Expulsion”** means a denial of admission to the student’s current school placement in response to a behavioral violation, subject to the requirements in WAC 392-400-430 through 392-400-480

- **“Length of an academic term”** means the total number of school days in a single trimester or semester, as defined by the board of directors.

- **“Other forms of discipline”** means actions used in response to problem behaviors and behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency expulsion, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.

“Parent” has the same meaning as in [WAC 392-172A-01125](#), and means:

- a. a biological or adoptive parent of a child;
- b. a foster parent;
- c. a guardian generally authorized to act as the child’s parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state;
- d. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student’s welfare; or a surrogate parent who has been appointed in accordance with [WAC 392-172A.05130](#).

If the biological or adoptive parent is attempting to act as the parent and more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the “parent” of a child or to make educational decision on behalf of a child, then that person or persons shall be determined to be the parent for purposes of this policy and procedure.

“School board” means the governing board of directors of the local school district.

“School business day” means any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the office of the Superintendent is open to the public for business. A school business day concludes or terminates upon the closure of the Superintendent’s office for the calendar day.

“School day” means any day or partial day that students are in attendance at school for instructional purposes.

“Suspension” means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency expulsions. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.

- **“In-school suspension”** means a suspension in which a student is excluded from the student’s regular educational setting but remains in the student’s current school placement for up to ten consecutive school days, subject to the requirements in [WAC 392-400-430](#) through [392-400-475](#).

- **"Short-term suspension"** means a suspension in which a student is excluded from school for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
- **"Long-term suspension"** means a suspension in which a student is excluded from school for more than ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.

Discipline Category Definitions

Arson

For purposes of school discipline, "arson" means any intentional or reckless setting of a fire or other burning of personal or public property. "Reckless" means that the student understood, but acted with disregard for, the consequences of his or her conduct.

Assault

For purposes of school discipline, "assault" means actual or attempted hitting, striking or other wrongful physical contact inflicted on another either directly or indirectly through an object. This includes non-consensual sexual assault on school grounds or at school activities. See also Verbal Threats of Violence.

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 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.
- The student did not instigate, provoke, or promote the violence by his or her words or conduct immediately prior to the assault. A reasonable physical response to an assault may include holding the assailant's hands or arms to prevent the assault, or pulling two fighting students apart and holding them until adult staff can arrive and intervene.

Defacing or Destruction of Property

For school discipline purposes, means the unauthorized, intentional damage to district property or the property of others (other than arson, above).

Under RCW 28A.635.060 (1), the school district may withhold the grades, diploma, and transcripts of a pupil responsible for intentional damage or loss to the property of the district, a contractor of the district, an employee, or another student until the pupil or the pupil's parent or guardian has paid for the damages.

If a student has been suspended or expelled, the student may not be readmitted until the student, parents, or legal guardian has made payment in full, or until the superintendent directs otherwise. If

the property damaged is a school bus owned and operated by the district, a student suspended for the damage may not be permitted to enter or ride any school bus until the student or parent or legal guardian has made payment in full or until directed otherwise by the superintendent.

When the pupil and parent or guardian are unable to pay for the damages, the school district will provide a program of voluntary work for the pupil in lieu of the payment of monetary damages. Upon completion of the voluntary work the grades, diploma, and transcripts of the pupil shall be released.

The parent or guardian of the pupil is liable for damages as otherwise provided by Washington state law.

Repeated Defiance of School Authority

For school discipline purposes, means refusal to obey reasonable requests, instructions, and directives of any school personnel (including volunteers or contractors working for the school) pertaining to the orderly operation of the school. Directives regarding safety need to be followed immediately. Lower, non-safety issues, students will be given multiple opportunities to comply before discipline is administered. A student's failure to engage academically will be addressed in ways that do not include disciplinary actions.

Disruptive Behavior of the Education Setting

For school discipline purposes, means an act at school or at a school related activity that a student should know will have the effect of:

- Insulting, mocking or demeaning a student, staff or group of students causing substantial disruption and/or interference with the orderly operation of the school; or educational setting.
- Causing a substantial interruption to instruction or the safe and orderly operation of the school.

Disruptive Dress

For school discipline purposes this means that student dress and appearance may be regulated when, in the judgment of school administrators, there is a reasonable expectation that:

- A health or safety hazard will be presented by the student's dress or appearance;
- Damage to school property will result from the student's dress and appearance;
- A hostile environment will be established or perpetuated; or,
- A material and substantial disruption of the educational process will result from the student's dress or appearance.

Material and substantial disruption of the educational process may be found to exist when a student's conduct is inconsistent with any part of the educational mission of the school district. Prohibited conduct includes the use or promotion of obscene, lewd, racist, violent, sexual, drug, alcohol or tobacco-related messages.

Drugs/Alcohol and Other Prohibited Chemical Substances

The possession, consumption, use, storage, or distribution of drugs, alcohol, and other similar chemical substances on school grounds, at school activities, or on district-provided transportation is prohibited. For purposes of student conduct expectations:

- This section applies to any controlled substance, medication, stimulant, depressant, or mood-altering compound, including simulated compounds intended to produce intoxication or euphoria, whether or not such compounds have been designated a controlled substance by state or federal law;
- This section applies to marijuana or substances containing marijuana;
- This section applies to legally prescribed drugs which a student is nevertheless not lawfully authorized to possess on school grounds, at school activities, or on district- provided transportation;
- This section applies to students who enter school grounds, school activities, or district provided transportation following the unlawful use or consumption of drugs, alcohol, and other similar chemical substances, including students who appear to be under the influence of such substances;
- This section applies equally to the possession or use of paraphernalia or other items used to possess, consume, store, or distribute drugs, alcohol, and/or other illegal chemical substances, including marijuana or substances containing marijuana.

In all cases in which a student possesses or is distributing on school grounds, at school activities, or on district-provided transportation a substance prohibited under this section that is also a violation of the law, a report will be made by school officials to law enforcement.

Fighting

For purposes of school discipline fighting is defined as actual or attempted hitting, striking or other wrongful physical contact between two or more individuals. (Such an offense is a discretionary discipline offense under RCW 28A.600.015 that cannot result in long-term suspension or expulsion.)

Fighting or Assault Involvement

For school discipline purposes means the encouraging, promoting, and/or escalating a fight or assault by words or actions.

Gang Conduct

For school discipline purposes includes:

- the creation, display, or communication of gestures, language, imagery, or symbols as defined below commonly associated with gang culture
- the promotion of gang culture and/or gang violence, and/or
- the solicitation or recruitment of gang members

Gang imagery and symbols include, but are not limited to:

- apparel (including shoelaces, bandanas, belts, or hats) which by virtue of color, . arrangement, trademark, symbol, or any other attributes indicate or imply gang membership or affiliation
- displays of gang affiliation on personal belongings including clothing, school assignments, notebooks, body

Harassment, Intimidate and/or Bullying

For school discipline purposes, “harassment, intimidation and bullying” includes:

- intentional hurtful, threatening, or intimidating verbal and/or physical conduct in violation of Kent School District Policy 3207 and Procedure 3207P;
- unsolicited or unwelcome verbal or physical conduct that is harassing or intimidating that can be of a sexual, religious, racial or ethnic nature, or based on disability in violation of Kent School District Policy 3205 and Procedure 3205P and Kent School District Policy 3210 and Procedure 3210P

Lewd and/or Obscene Behavior

For school discipline purposes behavior of a sexual nature including but not limited to acts of a sexual nature and possession of or accessing pornographic material while on school grounds or at school activities are prohibited. Prohibited “materials” includes digital or electronic text, images, or sounds that are possessed, displayed, or transmitted while under the supervision of school authorities. Note: Non-consensual sexual misconduct please see “Assault” category. Use of profanity or obscene gestures not directed at another student please see “Disruptive Behavior”. (Lewd and/or obscene behaviors that do not constitute a “sex offense” is a discretionary discipline offense under RCW 28A.600.015 that cannot result in long-term suspension or expulsion.)

Theft/Stealing

For school discipline purposes the possession of another person's or district property, regardless of value, without the person's permission with the intent to deprive the owner of such property. As part of the sanction, restitution will usually be required.

Note: Under RCW 28A.635.060 (1), the school district may withhold the grades, diploma, and transcripts of a pupil responsible for intentional damage or loss to the property of the district, a contractor of the district, an employee, or another student until the pupil or the pupil's parent or guardian has paid for the damages. If a student has been suspended or expelled, the student may not be readmitted until the student or parents or legal guardian has made payment in full, or until the superintendent directs otherwise. If the property damaged is a school bus owned and operated by the district, a student suspended for the damage may not be permitted to enter or ride any school bus until the student or parent or legal guardian has made payment in full or until directed otherwise by the superintendent. When the pupil and parent or guardian are unable to pay for the damages, the school district will provide a program of voluntary work for the pupil in lieu of the payment of monetary damages. Upon completion of the voluntary work the grades, diploma, and transcripts of the pupil shall be released. The parent or guardian of the pupil is liable for damages as otherwise provided by Washington state law.

Threats of Violence

For school discipline purposes this means a threat to cause bodily injury, significant property damage, or to cause the physical confinement or restraint of the person threatened, or any other act causing substantial harm to the physical or mental health of the person threatened.

Tobacco/Nicotine/Vaping Products – Use or Possession

Students may not participate in smoking/vaping, use of tobacco products or products containing nicotine, or possess tobacco products on the school premises or at school-sponsored functions. (Use or possession of tobacco or nicotine products is a discretionary discipline offense under RCW 28A.600.015 that cannot result in long-term suspension or expulsion.)

Truancy

A student is truant for disciplinary purposes when one or both conditions below are met:

- The student comes onto school property and then leaves without permission before the school day ends and/or
- Remains on school property but does not attend one or more periods

Unsafe Behavior

For school discipline purposes this means minor behaviors that create unsafe conditions (for example running in the hall, climbing on prohibited structures, engaging in mutual rough play, light pushing/shoving).

Weapons

Possession or use of actual weapons in violation of Kent School District Policy 3245, including firearms, dangerous weapons, and other items listed within that policy. This includes when a student acts with malice as defined under RCW 9A.04.110 and displays a device that appears to be a firearm. Objects and conduct that fall outside of Policy 3245 should be addressed under other sections, as appropriate.

Any Kent School District student who is determined to have carried a firearm or to have possessed a firearm on school premises, school-provided transportation, or school sponsored activities at any facility shall be expelled from school for not less than one year (12 months) under RCW 28A.600.420, with notification to parents and law enforcement. The district superintendent or the superintendent's designee is authorized to modify the expulsion of a student on a case- by-case basis. The school district may also suspend or expel a student for up to one year if the student acts with malice as defined under RCW 9A.04.110 and displays a device that appears to be a firearm. Expulsion may result based upon the administrator's judgment of the seriousness of the act or circumstances surrounding the act, and/or the previous record of the student.

Supporting Students with Other Forms of Discipline

Unless a student's ongoing behavior poses an immediate and continuing danger to others, or a student's ongoing behavior poses an immediate and continuing threat to the educational process, staff members must first attempt one or more forms of other forms of discipline to support students in meeting behavioral expectations before imposing classroom exclusion, short-term suspension, or in-school suspension. Before imposing a long-term suspension or expulsion, the district must first consider other forms of discipline. These other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior available on the Office of the Superintendent of Public Instructions website.

Grievance Process for Other Forms of Discipline & Classroom Exclusion

Any parent/guardian or student who is aggrieved by the imposition of other forms of discipline and/or classroom exclusion has the right to an informal conference with the principal to resolve the grievance. If the grievance pertains to the action of an employee, the district will notify that employee of the grievance as soon as reasonably possible. At such a conference, the student and parent will have the opportunity to voice issues and concerns related to the grievance and ask questions of staff members involved in the grievance matter. Staff members will have the opportunity to respond to the issues and questions related to the grievance matter. Additionally, the principal will have the opportunity to address issues and questions raised and to ask questions of the parent, student, and staff members. If after exhausting this remedy the grievance is not yet resolved, the parent and

student will have the right, upon two (2) school business days prior notice, to present a written and/or oral grievance to the Superintendent or designee. The Superintendent or designee will provide the parent and student with a written copy of its response to the grievance within ten (10) school business days. Use of the grievance process will not impede or postpone the disciplinary action, unless the principal or Superintendent elects to postpone the disciplinary action. Discipline that may be grieved under this section includes other forms of discipline, including after-school detention; classroom exclusion; removal or suspension from athletic activity or participation; and removal or suspension from school-provided transportation.

Suspension and Expulsion – General Conditions and Limitations

The district's use of suspension and expulsion will have a real and substantial relationship to the lawful maintenance and operation of the school district, including but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning. The district will not expel, suspend, or discipline in any manner for a student's performance of or failure to perform any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of preserving the educational process. The district will not administer any form of discipline in a manner that would prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

The district must provide the parent(s) opportunity for involvement to support the student and resolve behavioral violations before administering suspension or expulsion. Additionally, the Superintendent or designee must consider the student's individual circumstances and the nature of the violation before administering a short-term or in-school suspension.

An expulsion or suspension of a student may not be for an indefinite period and must have an end date. After suspending or expelling a student, the district will make reasonable efforts to return the student to the student's regular educational setting as soon as possible. Additionally, the district must allow the student to petition for readmission at any time. The district will not administer any form of discipline in a manner that prevents a student from completing subject, grade-level, or graduation requirements.

When administering a suspension or expulsion, the district may deny a student admission to, or entry upon, real and personal property that the district owns, leases, rents, or controls. The district must provide an opportunity for students to receive educational services during a suspension or expulsion (see below). The district will not suspend or expel a student from school for absences or tardiness. If during a suspension or expulsion the district enrolls a student in another program or course of study, the district may not preclude the student from returning to the student's regular educational setting following the end of the suspension or expulsion, unless one of the following applies: The Superintendent or designee grants a petition to extend a student's expulsion under WAC 392-400-480; the change of setting is to protect victims under WAC 392-400-810; or other law precludes the student from returning to his or her regular educational setting. In accordance with RCW 28A.600.420, a school district must expel a student for no less than one year if the district has determined that the student has carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. The Superintendent may modify the expulsion on a case-by-case basis.

A school district may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW 9A.04.110) and displays an instrument that appears to be a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. These provisions do not apply to students while engaged in a district

authorized military education; a district authorized firearms convention or safety course; or district authorized rifle competition.

In-school suspension and short-term suspension

The Superintendent designates Principals, Assistant Principals, and Central Office Administrators who currently hold a valid Washington state administrative certificate with the authority to impose in-school and short-term suspension. Deans of Students/EAs/administrative interns (in consultation with an administrator) have also been granted this authority. Before administering an in-school or short-term suspension, staff members must have first attempted one or more other forms of discipline to support the student in meeting behavioral expectations and considered the student's individual circumstances. The district will not administer in-school suspension that would result in the denial or delay of the student's nutritionally adequate meal. Unless otherwise required by law, the district is not required to impose in-school or short-term suspensions and instead strives to keep students in school, learning in a safe and appropriate environment. However, there are circumstances when the district may determine that in-school or short-term suspension is appropriate. After investigating an incident but before administering any in-school or short-term suspension, the district will attempt to notify the student's parent(s) as soon as reasonably possible regarding the behavioral violation. Additionally, the principal or designee must conduct an informal meeting (or initial hearing) with the student to hear the student's perspective. The principal or designee must provide the student with an opportunity to contact his or her parent(s) regarding the informal meeting. The district must hold the informal meeting in a language the parent and student understand.

At the informal meeting, the principal or designee will provide the student:

- Notice of the student's violation of this policy;
- An explanation of the evidence regarding the behavioral violation;
- An explanation of the discipline that may be administered; and
- An opportunity for the student to share his or her perspective and provide explanation regarding the behavioral violation.

Following the informal meeting, the principal or designee must inform the student of the disciplinary decision regarding the behavioral violation, including the date when any suspension or expulsion will begin and end. No later than one (1) school business day following the initial hearing with the student, the district will provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email in a language and form the student and parents will understand. The written notice must include:

- A description of the student's behavior and how the behavior violated this policy;
- The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
- The other forms of discipline that the district considered or attempted, and an explanation of the district's decision to administer the suspension or expulsion;
- The opportunity to receive educational services during the suspension or expulsion;
- The right of the student and parent(s) to an informal conference with the principal or designee; and
- The right of the student and parent(s) to appeal the in-school or short-term suspension; For students in kindergarten through fourth grade, the district will not administer in-school or short-term suspension for more than ten (10) cumulative school days during any academic term. For students in grades five through twelve, the district will not administer in-school or short-term suspension for more than fifteen (15) cumulative school days during any single

semester, or more than ten (10) cumulative school days during any single trimester. Additionally, the district will not administer a short-term or in-school suspension beyond the school year in which the behavioral violation occurred.

Long-term suspensions and expulsions:

Before administering a long-term suspension or an expulsion, district personnel must consider other forms of discipline to support the student in meeting behavioral expectations. The district must also consider the other general conditions and limitations listed above. Unless otherwise required by law, the district is not required to impose long-term suspension or expulsion and may impose long-term suspension or expulsion only for specify misconduct. In general, the district strives to keep students in school, learning in a safe and appropriate environment.

Behavior Agreements

The district authorizes staff to enter into behavior agreements with students and parents in response to behavioral violations, including agreements to reduce the length of a suspension conditioned on the participation in treatment services, agreements in lieu of suspension or expulsion, or agreements holding a suspension or expulsion in abeyance. Behavior agreements will also describe district actions planned to support behavior changes by the students. The district will provide any behavior agreement in a language and form the student and parents understand. A behavior agreement does not waive a student's opportunity to participate in a reengagement meeting or to receive educational services. The duration of a behavior agreement must not exceed the length of an academic term. A behavior agreement does not preclude the district from administering discipline for behavioral violations that occur after the district enters into an agreement with the student and parents.

Informal Meeting (Initial Hearing)

After investigating but before administering any suspension or expulsion, the district will attempt to notify the student's parent(s) as soon as reasonably possible regarding the behavioral violation. Additionally, the principal or designee must conduct an informal meeting with the student to hear the student's perspective. The principal or designee must make a reasonable attempt to contact the student's parents and provide an opportunity for the parents to participate in the informal meeting in person or by telephone. The district must hold the informal meeting in a language the parent and student understand. At the informal meeting, the principal or designee will provide the student:

- Notice of the student's violation of this policy;
- An explanation of the evidence regarding the behavioral violation;
- An explanation of the discipline that may be administered; and
- An opportunity for the student to share his or her perspective and provide explanation regarding the behavioral violation.

Following the informal meeting, the principal or designee must inform the student of the disciplinary decision regarding the behavioral violation, including the date when any suspension or expulsion will begin and end.

Notice

No later than one (1) school business day following the informal meeting with the student, the district will provide written notice of the suspension or expulsion to the student and parents in person, by

mail, or by email. If the parent cannot read any language, the district will provide language assistance. The written notice must include:

- A description of the student's behavior and how the behavior violated this policy;
- The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
- The other forms of discipline that the district considered or attempted, and an explanation of the district's decision to administer the suspension or expulsion;
- The opportunity to receive educational services during the suspension or expulsion;
- The right of the student and parent(s) to an informal conference with the principal or designee;
- The right of the student and parent(s) to appeal the suspension or expulsion; and
- For any long-term suspension or expulsion, the opportunity for the student and parents to participate in a reengagement meeting.

Other than for the firearm exception under WAC 392-400-820, the district will not impose a long-term suspension or an expulsion for any student in kindergarten through fourth grade. If a long-term suspension or expulsion may exceed ten (10) days, the district will consider whether the student is currently eligible or might be deemed eligible for special education services. If so, the principal will notify relevant special education staff of the suspension or expulsion so that the district can ensure it follows its special education discipline procedures as well as its general education discipline procedures.

Emergency Expulsions

The district may immediately remove a student from the student's current school placement, subject to the following requirements: The district must have sufficient cause to believe that the student's presence poses:

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

The district may not impose an emergency expulsion solely for investigating student conduct. For purposes of determining sufficient cause for an emergency expulsion, the phrase "immediate and continuing threat of material and substantial disruption of the educational process" means:

- The student's behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day; and
- School personnel have exhausted reasonable attempts at administering other forms of discipline to support the student in meeting behavioral expectations.

An emergency expulsion may not exceed ten consecutive school days. An emergency expulsion must end or be converted to another form of discipline within ten (10) school days from its start. After an emergency expulsion, the district must attempt to notify the student's parents, as soon as reasonably possible, regarding the reason the district believes the student's statements or behaviors pose an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the education process.

Notice

Within twenty-four (24) hours after an emergency expulsion, the district will provide written notice to the student and parents in person, by mail, or by email.

The written notice must include:

- The reason the student's statements or behaviors pose an immediate and continuing danger to students or school personnel, or poses an immediate and continuing threat of material and substantial disruption of the educational process;
- The duration and conditions of the emergency expulsion, including the date on which the emergency expulsion will begin and end;
- The opportunity to receive educational services during the emergency expulsion;
- The right of the student and parent(s) to an informal conference with the principal or designee; and
- The right of the student and parent(s) to appeal the emergency expulsion, including where and to whom the appeal must be requested.

If the district converts an emergency expulsion to a suspension or expulsion, the district must: (a) Apply any days that the student was emergency expelled before the conversion to the total length of the suspension or expulsion; and (b) Provide the student and parents with notice and due process rights under WAC 392-400-455 through 392-400-480 appropriate to the new disciplinary action.

Appeals of Expulsions and Suspensions

The appeal provisions for in-school and short-term suspension differ from those for long-term suspension and expulsion. The appeal provisions for long-term suspension or expulsion and emergency expulsion have similarities but the timelines differ. A student or the parent(s) may appeal a suspension, expulsion, or emergency expulsion to the Superintendent or designee orally or in writing. Requests to appeal should be directed to the Interim Director of Student and Family Support Services. For suspension or expulsion, the request to appeal must be within five (5) school business days from when the district provided the student and parent with written notice. For emergency expulsion, the request to appeal must be within three (3) school business days from when the district provided the student and parent with written notice.

When an appeal for long-term suspension or expulsion is pending, the district may continue to administer the long-term suspension or expulsion during the appeal process, subject to the following requirements:

- The suspension or expulsion is for no more than ten (10) consecutive school days from the initial hearing or until the appeal is decided, whichever is earlier;
- The district will apply any days of suspension or expulsion occurring before the appeal is decided to the term of the student's suspension or expulsion and may not extend the term of the student's suspension or expulsion; and
- If the student returns to school before the appeal is decided, the district will provide the student with an opportunity to make up assignments and tests missed during the suspension or expulsion upon the student's return.

The appeal should be based on one or more of the following factors:

- The behavior for which the discipline was given did not occur as stated by the school.
- The discipline given was not appropriate for the behavior.

- There were extenuating circumstances that were not considered by the administrator when deciding on the discipline.
- Administration did not follow district policy and/or procedure during the discipline process.

In-school and short-term suspension appeal

The Superintendent designates Principals, Assistant Principals, and Central Office Administrators who currently hold a valid Washington state administrative certificate with the authority to impose in-school and short-term suspension. Deans of Students/EAs/administrative interns (in consultation with an administrator) have also been granted this authority. Before administering an in-school or short-term suspension, staff members must have first attempted one or more other forms of discipline to support the student in meeting behavioral expectations and considered the student's individual circumstances. The district will not administer in-school suspension that would result in the denial or delay of the student's nutritionally adequate meal. Unless otherwise required by law, the district is not required to impose in-school or short-term suspensions and instead strives to keep students in school, learning in a safe and appropriate environment. However, there are circumstances when the district may determine that in-school or short-term suspension is appropriate. After investigating an incident but before administering any in-school or short-term suspension, the district will attempt to notify the student's parent(s) as soon as reasonably possible regarding the behavioral violation. Additionally, the principal or designee must conduct an informal meeting (or initial hearing) with the student to hear the student's perspective. The principal or designee must provide the student with an opportunity to contact his or her parent(s) regarding the informal meeting. The district must hold the informal meeting in a language the parent and student understand.

At the informal meeting, the principal or designee will provide the student:

- Notice of the student's violation of this policy;
- An explanation of the evidence regarding the behavioral violation;
- An explanation of the discipline that may be administered; and
- An opportunity for the student to share his or her perspective and provide explanation regarding the behavioral violation.

Following the informal meeting, the principal or designee must inform the student of the disciplinary decision regarding the behavioral violation, including the date when any suspension or expulsion will begin and end. No later than one (1) school business day following the initial hearing with the student, the district will provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email in a language and form the student and parents will understand. The written notice must include:

- A description of the student's behavior and how the behavior violated this policy;
- The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
- The other forms of discipline that the district considered or attempted, and an explanation of the district's decision to administer the suspension or expulsion;
- The opportunity to receive educational services during the suspension or expulsion;
- The right of the student and parent(s) to an informal conference with the principal or designee; and
- The right of the student and parent(s) to appeal the in-school or short-term suspension; For students in kindergarten through fourth grade, the district will not administer in-school or short-term suspension for more than ten (10) cumulative school days during any academic term. For students in grades five through twelve, the district will not administer in-school or

short-term suspension for more than fifteen (15) cumulative school days during any single semester, or more than ten (10) cumulative school days during any single trimester. Additionally, the district will not administer a short-term or in-school suspension beyond the school year in which the behavioral violation occurred.

Long-term suspension or expulsion and emergency expulsion appeal

For long-term suspension or expulsion and emergency expulsions, the Superintendent or designee will provide the student and parent(s) written notice in person, by mail, or by email, within one (1) school business day after receiving the appeal request, unless the parties agree to a different timeline. Written notice will include:

- The time, date, and location of the appeal hearing;
- The name(s) of the official(s) presiding over the appeal;
- The right of the student and parent(s) to inspect the student's education records;
- The right of the student and parent(s) to inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the hearing;
- The rights of the student and parent(s) to be represented by legal counsel; question witnesses; share the student's perspective and explanation; and introduce relevant documentary, physical, or testimonial evidence; and
- Whether the district will offer a reengagement meeting before the appeal hearing. For long-term suspension or expulsion, the student, parent(s) and district may agree to hold a reengagement meeting and develop a reengagement plan before the appeal hearing. The student, parent(s), and district may mutually agree to postpone the appeal hearing while participating in the reengagement process.

Hearings

A hearing to appeal a long-term suspension or expulsion or emergency expulsion is a quasi-judicial process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of student(s) and others involved, the district will hold a hearing without public notice and without public access unless the student(s) and/or the parent(s) or their counsel requests an open hearing. Regardless of whether the hearing is open or closed, the district will make reasonable efforts to comply with the Family Educational Rights and Privacy Act (FERPA) concerning confidentiality of student education records. When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:

- A single hearing will not likely result in confusion; and
- No student will have his/her interest substantially prejudiced by a group hearing.

If the official presiding over the hearing finds that a student's interests will be substantially prejudiced by a group hearing, the presiding official may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing. For long-term suspension or expulsion, the district will hold an appeal hearing within three (3) school business days after the Superintendent or designee received the appeal request, unless otherwise agreed to by the student and parent(s). For emergency expulsion, the district will hold an appeal hearing within two (2) school business days after the Superintendent or designee received the appeal request, unless the student and parent(s) agree to another time.

The appeal council will consist of three school administrators, not from the school involved in the appeal. One of the administrators will be designated as the presiding official and will be responsible

for leading the appeal hearing and after consultation with the other members of the council of producing a written finding based on the guidelines below. All members of a discipline appeal council must be knowledgeable about the rules in Chapter 392-400 WAC and this policy and procedure.

Upon request, the student and parent(s) or their legal representative may inspect any documentary or physical evidence and list any witnesses that the district will introduce at the appeal hearing. The district must make the information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing. The district may also request to inspect any documentary or physical evidence and list any witnesses that the student and parent(s) intend to introduce at the appeal hearing. The student and parent(s) must make this information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing. Upon request, the student and parent(s) may review the student's education records. The district will make the records available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing. If a witness for the district cannot or does not appear at the appeal hearing, the presiding official(s) may excuse the witness' nonappearance if the district establishes that:

- The district made a reasonable effort to produce the witness; and
- The witness' failure to appear is excused by fear of reprisal or another compelling reason.

The district will record the appeal hearing by manual, electronic, or other type of recording device and upon request of the student or parent(s) provide them a copy of the recording. For long-term suspension or expulsion, the presiding official(s) must base the decision solely on the evidence presented at the hearing. The presiding official(s) will provide a written decision to the student and parent(s) in person, by mail, or by email within three (3) school business days after the appeal hearing. The written decision must include:

- The findings of fact;
- A determination whether (i) the student's behavior violated this policy; (ii) the behavioral violation reasonably warrants the suspension or expulsion and the length of the suspension or expulsion; and (iii) the suspension or expulsion is affirmed, reversed, or modified;
- The duration and conditions of suspension or expulsion, including the beginning and ending dates;
- Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request; and
- Notice of the opportunity for a reengagement meeting and contact information for the person who will schedule it. For emergency expulsion, the district will provide a written decision to the student and parent(s) in person, by mail, or by email within one (1) school business day after the appeal hearing. The written decision must include:
 - The findings of fact;
 - A determination whether the student's statements or behaviors continue to pose (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process;
 - Whether the district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the district converts the emergency expulsion to a suspension or expulsion, the district will provide the student and parent(s) notice and due process consistent with the disciplinary action to which the emergency expulsion was converted; and
 - Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request.

Reconsideration of appeal

The student or parents may request the school board or discipline appeal council, if established by the school board, review and reconsider the district's appeal decision for long-term suspensions or expulsions and emergency expulsions. This request may be either oral or in writing.

The school board may designate a discipline appeal council to hear and decide any appeals in this policy and procedure or to review and reconsider a district's appeal decisions. A discipline appeal council must consist of at least three persons appointed by the school board for fixed terms. All members of a discipline appeal council must be knowledgeable about the rules in Chapter 392-400 WAC and this policy and procedure. The school board may also designate the Superintendent or a hearing officer to hear and decide appeals. The presiding official(s) may not have been involved in the student's behavioral violation or the decision to suspend or expel the student.

For long-term suspension or expulsion, the student or parent(s) may request a review within ten (10) school business days from when the district provided the student and parent(s) with the written appeal decision. For emergency expulsion, the student or parent(s) may request a review within five (5) school business days from when the district provided the student and parent(s) with the written appeal decision.

- In reviewing the district's decision, the school board or discipline appeal council, if established, must consider (i) all documentary and physical evidence from the appeal hearing related to the behavioral violation; (ii) any records from the appeal hearing; (iii) relevant state law; and (iv) this policy adopted.
- The school board (or discipline appeal council) may request to meet with the student and parent(s), the principal, witnesses, and/or school personnel to hear further arguments and gather additional information.
- The decision of the school board (or discipline appeal council) will be made only by board or discipline council members who were not involved in (i) the behavioral violation; (ii) the decision to suspend or expel the student; or (iii) the appeal decision. If the discipline appeal council presided over the appeal hearing, the school board will conduct the review and reconsideration. For long-term suspension or expulsion, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision must identify:
 - Whether the school board (or discipline appeal council) affirms, reverses, or modifies the suspension or expulsion;
 - The duration and conditions of the suspension or expulsion, including the beginning and ending dates of the suspension or expulsion; and
 - For long-term suspensions or expulsions, notice of the opportunity to participate in a reengagement meeting. For emergency expulsion, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within five (5) school business days after receiving the request for review and reconsideration. The written decision must identify:
 - Whether the school board [or discipline appeal council] affirms or reverses the school district's decision that the student's statements or behaviors posed (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process.
 - If the emergency expulsion has not yet ended or been converted, whether the district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the district converts the emergency expulsion to a suspension or expulsion, the district will provide the student and parent(s) notice and due process under WAC 392-400- 455 through

392-400-480 consistent with the disciplinary action to which the emergency expulsion was converted.

Educational Services

The district will offer educational services to enable a student who is suspended or expelled to:

- Continue to participate in the general education curriculum;
- Meet the educational standards established within the district; and
- Complete subject, grade-level, and graduation requirements.

When providing a student the opportunity to receive educational services during exclusionary discipline, the school must consider:

- Meaningful input from the student, parents, and the student's teachers;
- Whether the student's regular educational services include English language development services, special education, accommodations and related services under Section 504 of the Rehabilitation Act of 1973, or supplemental services designed to support the student's academic achievement; and
- Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.

After considering the factors and input described above, the district will determine a student's educational services on a case-by-case basis. Any educational services in an alternative setting should be comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of exclusionary discipline.

As soon as reasonably possible after administering a suspension or expulsion, the district will provide written notice to the student and parents about the educational services the district will provide. The notice will include a description of the educational services and the name and contact information of the school personnel who can offer support to keep the student current with assignments and course work.

For students subject to suspension or emergency expulsion up to five (5) days, a school must provide at least the following:

- Course work, including any assigned homework, from all of the student's regular subjects or classes;
- Access to school personnel who can offer support to keep the student current with assignments and course work for all the student's regular subjects or classes; and
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion.

For students subject to suspension or emergency expulsion for six (6) to ten (10) consecutive school days, a school must provide at least the following:

- Course work, including any assigned homework, from all of the student's regular subjects or classes;
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion; and

- Access to school personnel who can offer support to keep the student current with assignments and course work for all the student's regular subjects or classes.

School personnel will make a reasonable attempt to contact the student or parents within three (3) school business days following the start of the suspension or emergency expulsion and periodically thereafter until the suspension or emergency expulsion ends to:

- Coordinate the delivery and grading of course work between the student and the student's teacher(s) at a frequency that would allow the student to keep current with assignments and course work for all of the student's regular subjects or classes; and
- Communicate with the student, parents, and the student's teacher(s) about the student's academic progress.

For students subject to expulsion or suspension for more than ten (10) consecutive school days, a school will make provisions for educational services in accordance with the "Course of Study" provisions of WAC 392-121-107.

Readmission application process

Application

The readmission process is different from and does not replace the appeal process. Students who have been suspended or expelled may make a written request for readmission to the district at any time. If a student desires to be readmitted at the school from which he/she has been suspended/expelled, the student will submit a written application to the principal, who will recommend admission or non-admission. If a student wishes admission to another school, he/she will submit the written application to the Superintendent. The application will include:

- The reasons the student wants to return and why the request should be considered.
- Any evidence that supports the request; and
- A supporting statement from the parent or others who may have assisted the student.

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

Reengagement Meeting

The reengagement process is distinct from a written request for readmission. The engagement meeting is also distinct from the appeal process, including an appeal hearing, and does not replace an appeal hearing. The district must convene a reengagement meeting for students with a long-term suspension or expulsion.

Before convening a reengagement meeting, the district will communicate with the student and parent(s) to schedule the meeting time and location. The purpose of the reengagement meeting is to discuss with the student and his or her parent(s)/guardian(s) a plan to reengage the student. The reengagement meeting must occur:

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

Reengagement Plan

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

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

The district must document the reengagement plan and provide a copy of the plan to the student and parents. The district must ensure that both the reengagement meeting and the reengagement plan are in a language the student and parents understand.

Exceptions for Protecting Victims

The district may preclude a student from returning to the student's regular educational setting following the end date of a suspension or expulsion to protect victims of certain offenses as follows:

- A student committing an offense under RCW 28A.600.460(2), when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned; A student who commits an offense under RCW 28A.600.460(3), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled. Additional information regarding school discipline can be found in Policy and Procedure 3241 and 3241P.

STUDENTS WITH DISABILITIES & DISCIPLINE

Decisions made regarding corrective action or sanctions upon students in the abovementioned groups will be made following special education programming and legal procedures. Discipline procedures for students with disabilities are consistent with the Individual with Disabilities Education Act (IDEA). These procedures apply when:

- The student has an Individualized Education Program (IEP) or a 504 Plan.
- The student has been referred to special education (the referral is in process, but eligibility has not yet been determined).
- The school has knowledge that the student has a disability before the behavior that precipitated the discipline action occurred.

Knowledge of the disability is defined as:

- Parent has expressed a concern in writing that the student is in need of special education and related services;
- The student's behavior or performance demonstrates a need for services;
- The parent has requested an evaluation of the student;
- The teacher, other school staff or an outside agency has expressed concern about the performance or behavior of the student to the director of special education or other school personnel.

For more specific details regarding discipline and student with disabilities, please reference Kent School District Board Policy 2162.

SUICIDE PREVENTION

We Hear You & Help is Available

Suicide is the second leading cause of death for young people between 10 to 24. Sometimes your struggle can be underestimated because of your age. But we hear you, and help is available.

Ask for Help

Don't be afraid to let your friends, family, [school counselors](#), or teachers know what you need. People want to help, so do not be afraid to reach out. You can also call the Local Crisis Hotline or National Suicide Prevention Lifeline any time — calls are confidential. If you are having an emergency, please call 911.

- Local Crisis Hotline: 1-866-427-4747
- National Lifeline: 1-800-273-TALK (8255)
- Suicide and Crisis Lifeline: 988

Be a Good Friend

Friends sometimes let friends know if they are thinking about suicide or dying. Other times, changes in behavior may show that someone is struggling.

Don't Keep Suicide a Secret

If your friend is considering suicide, don't promise to keep it a secret. Tell him or her you can help, but you need to involve other people, like a trusted adult. Neither of you has to face this alone.

HIB INFORMATION & RESOURCES

• Defining Bullying

We define harassment, intimidation, and bullying (HIB) as intentional electronic, written, verbal, or physical acts that:

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

- Has the effect of substantially disrupting the orderly operation of the school.

Conflict is inevitable, harassment, intimidation, and bullying are not.

Conflict is a natural part of life. People view things differently, have disagreements, and treat each other mean at times. It is important not to label conflict/fighting as bullying. Schools use these guidelines to help determine if this is a conflict or a situation of HIB.

Please note that the school will act in both cases.

Conflict/Fighting Behaviors

- Between friends/equals/peers
- Spontaneous/occasional
- Accidental/not planned
- Little or no serious/lasting harm
- Equal emotional reaction to the incident
- Not done for domination/control
- Sense of remorse
- Desire to solve the problem

Bullying Behaviors

- Not friends/imbalance of power
- Repeated over time
- Intentional
- Physical/emotional harm
- Unequal emotional reaction to the incident
- Seeking control/possession/domination
- No remorse, blames the target
- No effort to solve the problem

Teaching Students to End Bullying

Our social-emotional learning curriculum, taught at all grade levels, helps students develop skills to solve conflicts and promote kindness, acceptance, and inclusion in our schools.

Second Step

Second Step is designed to teach developmentally appropriate social-emotional skills to children in grades K-8. Some of the skills taught include empathy, problem-solving, and emotion management.

Kelso's Choice

Kelso's Choice is a conflict-management program for elementary students. Kelso the Frog helps teach students ways to resolve minor conflicts on their own. The program also teaches students the difference between problems they can solve on their own and major problems that require adult help.

REPORT BULLYING

- **Let Your School Know**

All instances of suspected harassment, intimidation, and/or bullying should be reported to your school's **principal or assistant principal** in any of the following ways:

- In person
- Over the phone
- By email

You may also complete the official HIB Report Form below and submit it to the school's main office.

- [HIB Report Form \(English\)](#)
- [HIB Report Form \(Dari\)](#)
- [HIB Report Form \(Punjabi\)](#)
- [HIB Report Form \(Spanish\)](#)
- [HIB Report Form \(Ukrainian\)](#)
- [HIB Report Form \(Vietnamese\)](#)

SEXUAL HARASSMENT

- **Sexual Harassment Policy**

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

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

- A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision.
- The conduct substantially interferes with a student's educational performance or creates an intimidating or hostile educational or employment environment.

Examples of sexual harassment include:

- Pressuring a person for sexual favors.
- Unwelcome touching of a sexual nature.
- Writing graffiti of a sexual nature.
- Distributing sexually explicit texts, e-mails, or pictures.
- Making sexual jokes, rumors, or suggestive remarks.
- Physical violence, including rape and sexual assault.

View the Kent School District (KSD) Sexual Harassment [Policy 3205](#) and [Procedure 3205P](#) online or contact your [school](#) office or the KSD Administration Center for a copy.

Report sexual harassment to any school staff member or the KSD Title IX coordinator. You also have the right to [file a complaint](#).

DISCRIMINATION

- **Non-Discrimination Statement**

Kent 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:

- **Civil Rights Compliance Officer Randy Heath**
Randy.Heath@kent.k12.wa.us | (253) 373-7010
- **Title IX Coordinator Susie Whitlock**
Susanne.Whitlock@kent.k12.wa.us | (253) 373-7235
- **Section 504 Coordinator Cheri Simpson**
Cheri.Simpson@kent.k12.wa.us | (253) 373-7235
- **ADA Coordinator Spencer Pan**
Spencer.Pan@kent.k12.wa.us | (253) 373-7610

View the Kent School District (KSD) Non-Discrimination [Policy 3210](#) and [Procedure 3210P](#) online or contact your [school](#) office or the KSD Administration Center ([12033 SE 256th Street, Kent, WA 98030](#)) for a copy.

Report discrimination and discriminatory harassment to any school staff member or the KSD Civil Rights Compliance Coordinator. You also have the right to [file a complaint](#) against the district alleging that the Kent School District has violated anti-discrimination laws.

Translation Services & Bilingual Education

Kent School District honors and values the participation of families, guardians, and other non-English speakers in our school community.

Information regarding translation services, can be found at [KSD Translation Services](#) or by contacting our Communications and Public Affairs Team at Communications@kent.k12.wa.us or (253)373-7524.

For multilingual education information, please call (253) 373-3000 to speak with the Director of Multilingual Education Team.

CIVIL RIGHTS RESOURCES

- **Information on Students' Rights Available in 11 Languages**

The [Office of the Superintendent of Public Instruction \(OSPI\)](#) has developed Students' Rights handouts to explain common civil rights topics into plain language.

- [Students' Rights: Discriminatory Harassment](#)
- [Students' Rights: Section 504 and Students with Disabilities](#)
- [Students' Rights: Religion in Schools](#)
- [Students' Rights: Gender Identity & Gender Expression](#)
- [Students' Rights: Discrimination Dispute Resolution Options](#)

