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

Martin Sortun
1889 – 1981

2020 - 2021

Gregory Kroll
Principal
Khadijah Al-Shami
Assistant Principal
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.

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-6......................9:15 a.m. – 3:55 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. You can also report absences from our link on the Martin Sortun website: http://www.kent.k12.wa.us/page/1399. Excused absences from school are for personal illness, family emergencies, health care appointments, religious observances, court proceedings, and disciplinary action. Following an absence, we ask for your assistance. A note explaining the absence is REQUIRED for admittance back to class. 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.

BECCA
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 truancies 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).

**EMERGENCY 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.

**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.**

**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 who don't normally ride the bus must also bring a note of approval from their parents when they wish to ride the bus to visit friends. 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.

**DISRUPTION TO THE LEARNING ENVIRONMENT**

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.

**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. High heeled shoes or wheeled shoes are not permitted. Students not following this dress code will be asked to put on appropriate attire from the nurse’s room or parents will be asked to bring in suitable clothing. Children are to wear flat tennis shoes for PE.
Hats, hoods, scarves or headdresses are not to be worn in the school building, unless approved by the principal. 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).

**STUDENT MEALS**

Breakfasts and lunches are served daily. The prices for 2019-2020 are:

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<tr>
<td><strong>ELEMENTARY</strong></td>
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<tr>
<td>Student Lunch</td>
<td>$2.70</td>
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<tr>
<td>Reduced Lunch K-3</td>
<td>.00</td>
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<tr>
<td>Reduced Lunch 4-6</td>
<td>.40</td>
<td>Adult Lunch</td>
<td>$4.00</td>
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<tr>
<td>Student breakfast</td>
<td>$1.75</td>
<td>Adult Breakfast</td>
<td>$2.50</td>
</tr>
<tr>
<td>Reduced breakfast</td>
<td>.00</td>
<td>Milk</td>
<td>.50</td>
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<td>Milk</td>
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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](http://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](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.
- Negative meal account balance notices and low balance notices of $5.00 or less, are sent home each Thursday in the student packets.
- 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 [www.kent.k12.wa.us/KSD/CK](http://www.kent.k12.wa.us/KSD/CK).

**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.

**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.

**PARENT 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. Parents, visitors, and volunteers at Martin Sortun Elementary are required to complete an online 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 visitors are required to sign in at the office and receive a visitor/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 visitations 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 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. Parents outside classrooms will be directed to the courtyard for safety and security purposes.

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.

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!

IDENTIFICATION OF PERSONAL ITEMS

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
Due to the limited space on our playground and the number of students, umbrellas are not permitted. 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
Laptops, handheld computers, and personal digital assistants (PDAs) may be used in support of educational purposes. 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.

ONLINE LEARNING

<table>
<thead>
<tr>
<th>Martin Sortun Online Learning Expectations</th>
<th>Mountaineer Strong!</th>
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<tbody>
<tr>
<td><strong>Entering Online Classroom</strong></td>
<td><strong>Teacher Led Instruction</strong></td>
</tr>
<tr>
<td><strong>Be Kind</strong></td>
<td></td>
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<tr>
<td>Use kind words and faces</td>
<td>Use kind words and faces</td>
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<tr>
<td>Mute audio</td>
<td>Mute audio</td>
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<tr>
<td>Follow teacher direction about video being on or off</td>
<td>Follow teacher direction about video being on or off</td>
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<tr>
<td>Choose one background for entire lesson if video is on</td>
<td>Choose one background for entire lesson if video is on</td>
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<tr>
<td><strong>Be Safe</strong></td>
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<tr>
<td>Choose a quiet space</td>
<td>Ask questions in classroom chat</td>
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<tr>
<td>Use laptop for school assignments only</td>
<td>Use laptop for school assignments only</td>
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<tr>
<td>Never enter private chats</td>
<td>Never enter private chats</td>
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<tr>
<td><strong>Be the Best You Can Be</strong></td>
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<tr>
<td>Charge laptop</td>
<td>Answer questions in classroom chat</td>
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<tr>
<td>Be on time</td>
<td>Use Whole Body Listening</td>
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<td></td>
<td>Use STAR behavior</td>
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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.

**FINES AND FEES**

It is our school policy to hold report cards at the end of the year if students have unpaid fines or fees. Report cards are also held if checks are returned due to insufficient funds. If your child has an outstanding fine, she/he should pay it to receive the report card. If it happens to be an NSF check, cash is the required means of redemption. 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.

**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.

**English Language Learners/ELL**

ELL 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 English Language Learners (ELL) 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).

**THURSDAY FOLDERS/WEEKLY COMMUNICATIONS**

All students will be issued a Thursday 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.

**LIBRARY POLICY**

**CHECK OUT:**
1. Grades K – 1 check out one book per week.
2. Grades 2 – 6 are allowed to check out two 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. All lost or damaged materials must be paid prior to the issuance of a student’s report card at year’s end.

**OVERDUES:**

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.

**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 school success coach 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.

**SCHOOL BEHAVIOR EXPECTATIONS**

Martin Sortun Elementary staff expect and teach students to solve problems. To support student achievement, we expect that all students will exercise our schoolwide 3B expectations:

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<tr>
<th>The 3 B’s:</th>
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<tr>
<td>1. Be Kind</td>
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<td>2. Be Safe</td>
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<tr>
<td>3. Be the BEST you can be!</td>
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**THE SMALL 5**

We expect and teach all students to solve minor behavior problems using the following strategies known as The Small 5. To help students solve problems effectively, we expect students to exercise the following 5 steps:

**Use the small Five!**

1. Ignore the behavior!  
2. Ask them to STOP!  
3. Move AWAY!  
4. TRY other friends  
5. Get ADULT help
**KELSO’S CHOICE WHEEL**

At Martin Sortun we use the Kelso's Choice Wheel for problem solving. This program teaches children how to separate big problems (problems that need adult attention) from small problems that the students can handle by themselves. Most of the problem’s children encounter on a daily basis are small ones. Solving small problems independently are part of the learning and maturing process for students. The Kelso's Choice Wheel shows the 9 choices students may use:

**IT’S YOUR CHOICE!**

DO YOU HAVE A SMALL PROBLEM?
TRY 2 OF KELSO’S CHOICES:

IF YOU HAVE A BIG PROBLEM, TELL AN ADULT YOU TRUST.

**ZONES OF REGULATION**

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

**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.

**BEHAVIOR MANAGEMENT PLAN**

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.
When a student exhibits disruptive behaviors that interrupt instruction, the teacher or other adult will follow the steps outlined below:

**STEP 1:**
- Stop and Think-Classroom based plan
- Verbal Warning
  - Name on board; or flip a card; or communication card (teacher choice)
  - Watch for positive behavior/appropriate behavior of others

**STEP 2:**
- Time out - 5 minutes
  - Think about good behavior
  - Check by name on board; or flip another card; or communication card
  - Student will verbalize the problem/infraction/review good behavior choice.

**STEP 3:**
- T.R.Y. Take Responsibility for Yourself Time - 15 minutes in Buddy Room
  - Student completes T.R.Y. Form
  - Lack of cooperation by student will result in automatic office referral.

**STEP 4:**
- Discipline Form completed - Parent notified
  - Silent Lunch and/or loss of recess for Reflection
  - Student completes Problem Solving Form, writes letter to parent, and completes work
  - Lack of cooperation by student will result in automatic office referral.

**STEP 5:**
- After school detention- students may remain after school for up to 75 minutes to complete work or develop an improvement plan. Arrangements will be made with the parent/guardian to pick up their student.
  - Lack of cooperation by student will result in automatic office referral.

**STEP 6:**
- Friday School- students may remain after school for up to 75 minutes on Friday to complete work or develop improvement plan. Parents/Guardians transport students’ home.

**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:

**Martin Sortun is a Hands-OFF school.**

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 a Discipline Review Team, which may include the parent, student, teacher, school success coach, principal, and assistant principal 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, 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 (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) may result in Out-of-School Suspension being assigned in accordance with WAC 392-400-225 KSD Student Conduct Expectations - Exceptional Misconduct. The Discipline Review Team will not meet prior to the suspension for these specific behaviors. A Parent Conference may occur before the student re-enters school after an Out-of-School Suspension.
The 3 B’s
1. Be Kind
2. Be Safe
3. Be the BEST you can be!

MARTIN SORTUN SCHOOLWIDE DISCIPLINE CHART

Strong Relationships & Trust

Clear Expectations & Monitoring

Understanding 3 B’s, rules, expectations, consequences

MS is a Hands-Off School

Classroom Discipline Steps

T.R.Y. Take Responsibility for Yourself
15 min. Time Out

Silent Lunch- 20 min. & Silent Lunch
Silent Lunch Rules: Silence; Remain seated; Raise hand for assistance

Reflection- 30 min. recess
Reflection Rules: Silence; Remain seated; Raise hand for assistance, Students are to work on school assignments or have something to read when serving detention.

Detention- 30 min. after school Detention Rules: Silence; Remain seated; No Sleeping, Students are to work on school assignments or have something to read when serving Detention.

Friday School- 1 hour after school time on Friday
Friday School Rules: Silence; Remain seated; No Sleeping, Students are to work on school assignments or have something to read when serving Friday School.

In-School & Out-of-School Suspension

Failure to Follow Requests/Exceptional Misconduct

Office Referral
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 the Best You Can Be*. 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.

**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 the Best You Can Be!**
- Use the Small 5 for small problems.
- Follow directions by staff, *the first time spoken*.
- Stop playing when bell rings and return promptly to class.

**Bars:**
- 4 students at a time per parallel bar.
- Travel across cross bars do not stop.
- Do not climb on top of the bars.
- Do not pull or push a student off the bars.

**Hockey:**
- Keep sticks on ground

**Big Toy:**
- Climb up mountain and slide down on bottoms.
- Big Toy is closed when raining or wet.
- WALK on safety padding.

**Recess:**
- Students need to come to school dressed and prepared for all rainy and wet recesses.
- No chase or tag games.
- Do not re-enter school without a pass.

**Restrooms:**
- Students get a pass from staff to use restrooms by the gym.

**Grass & Sand Field:**
- Play on field when opened by staff.

**Food:**
- No food.

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.

**HOMEWORK DURING AN ABSENCE**

Absences substantially and negatively impact student learning. Teachers cannot simply create packets to replace the quality of their instruction. Requests for missed or additional schoolwork will be accepted. Please give classroom teachers a reasonable length of time to prepare some of the missed assignments. Arrangements can be made by contacting the classroom teacher or calling the school office before 9:15 a.m.

**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:

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 MUST NOT ARRIVE BEFORE 9:00 a.m.**, we do not have staff on duty before this time. Students eating breakfast at school may arrive at 9:00 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.
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.**

**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. For those that must drive their students, please park and walk your student to and from the parent pick up zone after school. **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 & leaving!**
- Do not arrive before 9:00 a.m.
- Do NOT enter the bus lane.
- Do not block or park in the main lanes.
- Do not park near crosswalks.
- Do not make U turns.
• Drop off outside & walk alongside sidewalks in parking lot.

BEFORE SCHOOL
1. Drive to the DROP-OFF ZONE. Several cars can unload students in this zone.

AFTER SCHOOL
1. Park in a stall and walk your child to and from the school.
2. Park in the overflow parking on the street.

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.

HEALTH INFORMATION FOR PARENTS
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 office.

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.

- Medication Authorization Forms
- Allergy Epi-pen Authorization
- Asthma Medication Authorization
- Medication Authorization
- Seizure Medication Authorization

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)

Parent/Guardian Permission Note:
Submit a written note from the parent/guardian giving permission for your child to receive the prescribed medicine at school.

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 YOUR 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, please call our school nurse.

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.

**ALTERED SCHOOL 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.

**MARTIN SORTUN 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 insure 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.
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.
Compulsory Attendance Law

School Attendance

Did You Know?

• Maintaining good attendance is one of the most important things a student can do to be successful.
• Attendance is important in all grade levels, from Pre-K through 12th grade. Students who attend regularly are much more likely to be at or above grade level standards. Poor attendance at any grade increases the likelihood of falling behind academically.
• All absences (excused and unexcused) have the potential of harming students academically. Students who miss 10% (18 days) of the school year are defined as being chronically absent. Students who are chronically absent have greater risk of falling behind one or more grade levels.
• A student can be chronically absent by missing 2 or more days a month. New state laws regarding attendance now require schools to address both excused and unexcused absences.
• Absences can affect the whole classroom if the teacher has to slow down learning to help students who were absent catch up.
• By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
• By 9th grade, regular and high attendance is a better predictor of graduation rates than 8th grade test scores.

Plan for Good Attendance

• Staying healthy is one of the most important things you can do to have good attendance. Get plenty of sleep, eat a balanced diet, wash your hands regularly, and make sure you are up to date on your immunizations. Don’t stay home unless you are truly sick. Stomach aches and headaches can be a sign of anxiety not sickness.
• Make a plan for good attendance. Keep a copy of your school calendar accessible. Ask your parents to make appointments outside of the school day or on non-school days. Please schedule vacations and other trips on non-school days.
• Know when you need to be at the bus stop. Make a plan for it you miss the bus in the morning. Discuss with your parents what options you have (city bus, ride from a relative, ride-share services).
• Keep up on your school work. Students will often be anxious and be tempted to miss school if they haven’t done their homework or studied for a test. Approach each day with confidence.
• If you are not attending because someone is harassing, intimidating or bullying you, it has become a serious issue and it is time to enlist the assistance of an adult. Find an adult at your school (teacher, counselor, safety officer) you trust and report the suspected bullying. Please review the section on Harassment, Intimidation and Bullying for more information on how to report suspected bullying.
• Students who have parents who emphasize the importance of attending every day will take their own attendance more seriously.

WHAT WE NEED FROM YOU
We miss your student when they are gone, and we value their contributions to our school. We would like you to help ensure that your student attends regularly and is successful in school. If your student is going to be absent, please contact your child’s school. Call, email, send a note or contact the school through Skyward Family Access.

OUR PROMISE TO YOU
We know that there are a wide variety of reasons that students are absent from school, from health concerns to transportation challenges. There are many people in our building prepared to help you if you or your student face challenges in getting to school regularly or on time. Please contact the attendance office, school nurse, counselor, or your child’s teacher if you need support. We will track attendance daily, document when your student is missing from class, communicate with you to understand why they were absent, and identify barriers and supports available to overcome challenges you may face in helping your student attend school.

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


We, the school, are required to take daily attendance and notify you when your student has an unexcused absence.

If your student has two unexcused absences in one month, state law (RCW 28A.225.020) requires we schedule a conference with you and your student to identify the barriers and supports available to ensure regular attendance. The district is obligated to develop a plan that may require an assessment to determine how to best meet the needs of your student and reduce absenteeism.

In elementary school after five excused absences in any month, or ten or more excused absences in the school year, the school district is required to contact you to schedule a conference at a mutually agreeable, reasonable time with at least one district employee, to identify the barriers and supports available to you and your student. A conference is not required if your student has provided a doctor’s note, or pre-arranged the absence in writing, and the parent, student and school have made plan so your student does not fall behind academically. If your student has an Individualized Education Plan or a 504 Plan the team that created the plan needs to reconvene.

If your student has seven unexcused absences in any month or ten unexcused absences within the school year, we are required to file a petition with the Juvenile court, alleging a violation of RCW 28A.225.010, the mandatory attendance laws. The petition may be automatically stayed and your student and family may be referred to a Community Truancy Workshop, or you and your student may need to appear in Juvenile Court. If your student continues to be truant you may need to go to court.

For more information, you can visit Policies 3121 regarding Compulsory Attendance and 3122 Excused and Unexcused Absence

Attendance During Remote Learning

There are two types of instruction your student will be able to participate in for attendance.
Synchronous instruction - live instruction with their teacher leading (Microsoft Teams classes)
Asynchronous instruction - independent instruction (Canvas, assigned work)

A student is marked present if they participate in either synchronous or asynchronous learning options.

Evidence of student participation in remote learning may include, but is not limited to:

A) Daily logins to canvas system
B) Daily interactions with teacher to acknowledge attendance (including messages, emails, phone calls or video chats
C) Evidence of participation in a task or assignment

Vacation/Extended Absence

Pre-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.

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.

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

Nutrition Services

Meal Service during Remote Learning

Nutritious meals are available to all Kent School District students every Wednesday from 2:00-4:00 p.m. at select schools and bus stops across Kent School District during remote learning beginning on September 2, 2020.

Each small box (12 inches by 8 inches by 8 inches) contains:

- Meals for the days that school is in session that week. Most boxes will contain five breakfasts and lunches; however, the number of meals will be adjusted for holidays and non-school days because federal regulations allow meals to be provided for school days only.
- A menu with instructions for refrigeration and heating items inside.

Student Accounts will be Charged for all Meals

Student meal accounts will be charged $25.00, or less depending on the number of school days that week, for all meals included in the weekly school meal box.

- Find out if your family qualifies and apply for the 2020-2021 school year. Families need to re-apply for free and reduced-price meals each school year by visiting the school district website.
• Find out how much school meals cost and make a payment to your student's account. Make a payment online using Lunch Money Now at the district website.

Please come prepared with your student’s barcode on paper or downloaded to your phone to pick up meals.

• Barcodes were emailed to all families that have an email address on file in Skyward from info@lunchmoneynow.com on August 25, 2020.
• If you did not receive your barcode, please email NutritionServicesOffice@kent.k12.wa.us and allow two business days for a response.
• A complete list of locations where meals can be picked up are listed on the district website.

Family Access

Family Access allows parents/guardians electronic access to school related information. Parents of elementary students can view their child’s attendance, the school calendar, messages from the school office or teacher, test scores, and vaccination records, along with student and emergency contact information. Parents can report their student absent online through Family Access. Parents of secondary students, and secondary students themselves, can access all of the previously listed items and also see grades, student schedule, and academic history. Another great feature of Family Access is one login allows parents to view the records of all students within a single family, even if the students are enrolled at different (KSD) schools. Skyward Family Access uses Google Translate to provide translation into over 100 languages.

Accessing Skyward

Skyward Family Access
Skyward Family Access Mobile
Parents or guardians with an email address on file can use the “Forgot your Login/Password” link on the Family Access login page or parents can contact the student’s school for log-in information.

Parents/guardians of seventh grade students receive a letter from the child’s school in the fall, or upon enrollment, containing the log-in ID and password. Please DO NOT give your child access to your parent login.

Secondary students receive their Student Access log-in ID and password at school. If there are questions regarding the log-in ID and password, student grades, or other student or school information, please contact the student’s school.

School Discipline

School Discipline During Remote Learning
District policies and procedures regarding school discipline remain in effect, even if school is being delivered remotely, off site. Students are expected to follow district, school, and classroom expectations during times of instruction. The basic principles of school discipline remain consistent even in this new learning environment. Students are entitled to an environment where they feel safe, respected, and free from harassment. Students should also be able to concentrate on the instruction that is being delivered. Teachers will be setting expectations for their learning times with these
principles in mind. If a student is violating these expectations school staff will take action to address
the violations within the parameters listed below.

Parent/guardian and school partnership will be more important than ever. You may find that teachers
are reaching out to parents/guardians more often for minor behaviors. Because instruction will be
happening in student homes where school staff do not have direct access they may reach out to you
to gain your assistance in reteaching/reinforcing an expectation or to ask your opinion on how a
behavior should be addressed. All students are likely to struggle at times with these new
expectations. When parent/guardians and school personnel work together to address the concerns,
children will be successful.

Students and their parent/guardians are encouraged to reach out by email to their teacher or an
administrator at their school if they are feeling unsafe, disrespected, or have their instruction
disrupted to report the incidents.

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:
  - a 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 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.
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 of the following are true:

- A student who is being assaulted or witnesses another student being assaulted acts only in a manner that is defensive and protective of himself/herself or others.
- The student is acting in a manner that a building administrator determines is reasonable and necessary in light of the circumstances.
- 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).

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, 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

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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. Student’s failure to engage academically will be addressed in ways that do not include disciplinary actions. *(Defiance of school authority is a discretionary discipline offense under RCW 28A.600.015 that cannot result in long-term suspension or expulsion.)*

**Disruptive Behavior of the Education Setting**

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.

*(District Note: Disruptive Behavior is a discretionary discipline offense under RCW 28A.600.015 that cannot result in long-term suspension or expulsion.)*

**Disruptive Dress**

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; and
• 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 offense is a discretionary discipline offense under RCW 28A.600.015 that cannot result in long-term suspension or expulsion.)*

Fighting or Assault Involvement
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, etc.

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
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
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. (Theft and stealing are discretionary discipline offenses under RCW 28A.600.015 that cannot result in long-term suspension or expulsion.)

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
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 of the 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
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 on-going behavior poses an immediate and continuing danger to others, or a student’s on-going 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. Examples of alternative forms of corrective action often are categorized as one of the following:

- **Restorative:** Providing the student an opportunity to restore relationships between themselves and stakeholders they have affected due to the behavior incident. Examples include: Identify harm caused by action, sincere apology, student contracts, community services, restitution, healing circles.

- **Reflective:** Provide opportunities for student to reflect about the decision they made that led to the corrective action. Examples: Reflection sheets, role playing, interviews to gain insight, identify positive solutions they could have made.

- **Instructional:** Provide teaching opportunities for students that target the function of the behavior and helps them learn the skills needed to not engage in such behaviors again. Examples: Teach/reteach social skills, practice using social skills strategies, social stories, have student teach younger students a social skill, research a subject to understand impact.
Staff members are not restricted to the above list and may use any other form of discipline compliant with WAC 392-400-025(9).

**Grievance process for other forms of discipline and 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 for resolving 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 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 opportunity to respond to the issues and questions related to the grievance matter. Additionally, the principal will have 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.

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. 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 initial hearing with the student to hear the student’s perspective. The principal or designee must provide the student an opportunity to contact his or her parent(s) regarding the initial hearing. The district must hold the initial hearing in a language the parent and student understand.
At the initial hearing, 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.

**Notice**

Following the initial hearing, 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. A description of the student’s behavior and how the behavior violated this policy;

b. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;

c. 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;

d. The opportunity to receive educational services during the suspension or expulsion;

e. The right of the student and parent(s) to an informal conference with the principal or designee; and

f. 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. However, in accordance with the other parameters of this policy there are circumstances when the district may determine that long-term suspension or expulsion is appropriate for student behaviors listed in RCW 28A.600.015 (6)(a) through (d)
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.

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 initial hearing 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 initial hearing in person or by telephone. The district must hold the initial hearing in a language the parent and student understand. At the initial hearing, 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 initial hearing, 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 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. If the parent cannot read any language, the district will provide language assistance. The written notice must include:

a. A description of the student’s behavior and how the behavior violated this policy;
b. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
c. 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;
d. The opportunity to receive educational services during the suspension or expulsion;
e. The right of the student and parent(s) to an informal conference with the principal or designee;
f. The right of the student and parent(s) to appeal the suspension or expulsion; and
g. 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 statements or observable 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 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 educational 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. 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 an opportunity to make up assignments and tests missed during the suspension or expulsion upon the student’s return.

In-school and short-term suspension appeal
For short-term and in-school suspensions, the Superintendent or designee will provide the student and parents the opportunity to share the student’s perspective and explanation regarding the behavioral violation orally or in writing.

The Superintendent or designee must deliver a written appeal decision to the student and parent(s) in person, by mail, or by email within two (2) school business days after receiving the appeal. The written decision must include:
• The decision to affirm, reverse, or modify the suspension;
• The duration and conditions of the suspension, including the beginning and ending dates;
• The educational services the district will offer to the student during the suspension; and
• Notice of the student and parent(s)’ right to request review and reconsideration of the appeal decision, including where and to whom to make such a request.

**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 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 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.

Upon request, the student and parent(s) or their legal representative may inspect any documentary or physical evidence and list of 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 of 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.

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 of 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 of 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**

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 reengagement 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 an 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 and 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

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, or teachers know what you need when they ask; they want to help. You can also call the Local Crisis or National Suicide Prevention Lifeline any time — calls are confidential.

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

**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 have to face this alone.

Harassment, Intimidation and Bullying (HIB)

**Prohibition of Harassment, Intimidation and/or Bullying**

The district is committed to a safe and civil educational environment for all students, employees, parent/legal guardians, volunteers, and patrons that is free from harassment, intimidation or bullying. “Harassment, intimidation or bullying” means any intentional written message or image—including those that are electronically transmitted—a verbal or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, or mental or physical disability, or other distinguishing characteristics, when the intentional written, verbal, or physical act:

- Physically harms a student or damages the student’s property;
- Has the effect of substantially interfering with a student’s education;
- Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; and/or
- Has the effect of substantially disrupting the orderly operation of the school.

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation, or bullying.

Harassment, intimidation or bullying can take many forms including: slurs, rumors, jokes, innuendo, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats, or other written, oral or physical actions, or electronically transmitted messages or images.
This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment.

Many inappropriate behaviors that do not rise to the level of harassment, intimidation or bullying may still be prohibited by other district policies or building, classroom, or program rules. The description above also describes students who are involved in a fight or a conflict. Both situations will be addressed by school staff, however problem-solving steps may differ. The following table helps make this determination.

<table>
<thead>
<tr>
<th>Other Conflict/Fighting</th>
<th>Bullying</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between friends/equal/peers</td>
<td>Not friends/imbalance of power</td>
</tr>
<tr>
<td>Spontaneous/occasional</td>
<td>Repeated over time</td>
</tr>
<tr>
<td>No serious or lasting harm</td>
<td>Physical or emotional harm</td>
</tr>
<tr>
<td>Accidental/not planned</td>
<td>Intentional</td>
</tr>
<tr>
<td>Equal emotional reaction by both students</td>
<td>Unequal emotional reaction</td>
</tr>
<tr>
<td>Not for domination or control</td>
<td>Seeking control/possession</td>
</tr>
<tr>
<td>Often a sense of remorse by aggressor</td>
<td>No remorse by aggressor, blames targeted student</td>
</tr>
<tr>
<td>Desire to solve the conflict</td>
<td>No effort to solve the problem</td>
</tr>
</tbody>
</table>

**How to report Bullying**

Suspected bullying can be reported to any adult at the school. Common individuals that student’s often report bullying to include: counselors, safety officers, and principals/assistant principals. They will often have you complete a Report It form. You may download this form to fill out and turn it in to your school’s main office.

Your report will initiate an investigation which in most cases will be completed within a week. You and/or your parents will be informed of the outcome of the investigation. The school will work with you to decide next steps to help address the issue. If you and/or your parents disagree with the decision of the investigation you can appeal the decision.

The Kent School District HIB Compliance Officer is Mr. Randy Heath, Executive Director of Student and Family Support Services and can be reached by calling 253-373-7235.

**Sexual Harassment**

This District is committed to a positive and productive education free from discrimination, including sexual harassment. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation or at a class or school training held elsewhere.

**Definitions**

Sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur adult to student, student to student or can be carried out by a group of
students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The District prohibits sexual harassment of students by other students, employees or third parties involved in school district activities.

Under federal and state law, the term “sexual harassment” may include:

- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communication that interferes with an individual’s educational performance or creates an intimidating, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;
- sexual demands when submission is a stated or implied condition of obtaining an educational benefit;
- sexual demands where submission or rejection is a factor in an academic, or other school-related decision affecting an individual.

A “hostile environment” has been created for a student when sexual harassment is sufficiently serious to interfere with or limit the student’s ability to participate in or benefit from the school’s program. The more severe the conduct, the less need there is to demonstrate a repetitive series of incidents. In fact, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent, or egregious.

A complaint of Sexual Harassment can be made to any adult at the school. Common individuals that student’s often report possible harassment to include: counselors, safety officers, and principals/assistant principals. After a complaint is made the administrator who is investigating the complaint will outline the different options for making a formal or an informal complaint.

If you have any questions and/or concerns regarding the investigation or the outcome of the investigation you can contact the Kent School District Title IX Compliance Officer, Dr. Wade Barringer, Interim Chief Human Resources Officer at 253-373-7203.

**Non-Discrimination Policy**

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.

Anyone may file a complaint against the district alleging that the District has violated anti-discrimination laws.

The primary purpose of Policy and Procedure 3210 is to secure an equitable solution to a justifiable complaint. To this end, specific steps will be taken. The District is prohibited by law from intimidating,
threatening, coercing or discriminating against any individual for the purpose of interfering with their right to file a grievance under this policy and procedure and from retaliating against an individual for filing such a grievance.

Anyone with an allegation of discrimination may request an informal meeting with the compliance officer or designated employee to resolve their concerns. Such a meeting will be at the option of the complainant. If unable to resolve the issue at this meeting, the complainant may submit a written complaint to the compliance officer. During the course of the informal process, the District must notify complainant of their right to file a formal complaint.

The procedures for filing a formal complaint can be found in Procedure 3210

Kent School District will also take steps to assure that national origin persons who lack English language skills can participate in all education programs, services, and activities. For information regarding translation services, please contact Randy Heath, Executive Director of Student and Family Services at (253) 373-7010. For bilingual education information, contact Will Williams, Director of Multilingual Education at (253) 373-7269.

The following coordinators have been designated to handle questions and complaints of alleged discrimination.

<table>
<thead>
<tr>
<th>Title IX Coordinator</th>
<th>Section 504 Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Wade Barringer</td>
<td>Randy Heath</td>
</tr>
<tr>
<td>Interim Chief Human Resources Officer</td>
<td>Executive Director Student and Family Support Services</td>
</tr>
<tr>
<td>(253) 373-7203</td>
<td>(253) 373-7010</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Civil Rights Compliance Officer</th>
<th>ADA Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Israel Vela</td>
<td>Spencer Pan</td>
</tr>
<tr>
<td>Chief School Operations and</td>
<td>Executive Director, Inclusive Education</td>
</tr>
<tr>
<td>Academic Support Officer</td>
<td></td>
</tr>
<tr>
<td>(253) 373-7134</td>
<td>(253) 373-7610</td>
</tr>
</tbody>
</table>

**Civil Rights Resources for Schools and Families**

Students' Rights Handouts, Translated into 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. They are available on the OSPI website

**Office of the Superintendent of Public Instruction**

**Students' Rights: Discriminatory Harassment**
Homeless Student Supports

The McKinney-Vento definition of homeless is individuals who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals
- Children and youth whose primary nighttime residence is not ordinarily used as a regular sleeping accommodation (e.g. park benches, etc.)
- Children and youth living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations
- Migratory children and youth living in any of the above situations

Rights & Services

- Immediate school enrollment and full participation in all school activities for eligible children, even when records normally required for enrollment are not available
- The right of children and youth experiencing homelessness to remain in their school of origin (the school the student attended when permanently housed or the school in which the student was last enrolled, when feasible and in the child's or youth's best interest to do so.
- Transportation to and from the school origin.
- Access to programs and services, including special education services, preschool services, free school meals, Title I services, services for English language learners, vocational/technical education, gifted and talented services, and before and after-school care.
- Rights and protections specifically for unaccompanied youth (youth who are not in the physical custody of a parent or guardian who are experiencing homelessness, including allowing them to be immediately enrolled without proof of guardianship.
- The right to dispute an enrollment decision and for a child or youth to be admitted to the school in which enrollment is sought, pending the resolution of the dispute.

How to Qualify

Each school has a staff member designated to help qualify students for these supports. You can also reach out to Student and Family Support Services at 253-373-7235 and ask to speak to the district McKinney-Vento Coordinator.
Kent School District Electronic Resources - Policy 2022P (Acceptable Use)

Kent School District students have a high level of access to technology. With student safety, digital citizenship and responsible use in mind, it is necessary to have clear expectations around the use of that technology to ensure that students understand how their use of technology contributes to a safe online environment.

The following are some of the student requirements of the Acceptable Use Policy 2022. In order to view the entire document 2022P on Board Documents on the Kent School District website.

**Keys to Acceptable Use in KSD**

1. Use only your own account. Using someone else's identity online is not allowed.
2. Keep your information private. Sharing too much personal information online puts you, your account and all your schoolwork at risk.
3. Use your computer for instructional activities only. Playing online games, accessing non-district social networking sites, streaming or downloading materials that are not associated to classroom activities are all prohibited.
4. Be a good digital citizen. Don't contribute to cyberbullying, harassments or intimidation. (More info on Digital Citizenship.)
5. Take care of your KSD device. The device that you were given at school is your opportunity to engage in the lessons, coursework and your classmates. Please do your best to keep it safe and functioning.
6. If you use a personal device to access any KSD resources (Office 365, Teams, Canvas, etc...) everything above and in Kent School District Board Procedure 2022P still applies.
7. Thank you for taking the time to review and apply this information on the acceptable use of KSD technology.