



Cedar Heights Student Handbook  
2023-2024

Welcome to Cedar Heights Middle School! We expect the 2023-2024 school year to be a great year. We encourage you to learn as much as you can, participate fully, have fun, and show pride and leadership in your school and community.

Cedar Heights Middle School colors are blue, hunter green, and gray. Our mascot is the Timberwolf.

It is important that you read and understand the information in this handbook. Cedar Heights Middle School follows all Kent School District policies and procedures. This handbook contains information specific to Cedar Heights Middle School as well as the Kent School District’s Student/Parent Handbook. You will be held accountable for following the rules and procedures as outlined. Thanks! Have a great year!

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# School Information

## Administration

Mrs. Erika Hanson ..... Principal  
 Mrs. Celeste Schofield ..... Assistant Principal  
 Mrs. Larisa Sidorchuk..... Assistant Principal

## School Hours

Monday – Friday Office: 7:50 a.m.-3:30 p.m.  
 Students are not allowed in the building before 7:55 a.m. and must leave prior to 3:05 p.m. (1:05pm on Wednesdays) unless they are under the direct supervision of a staff member and participating in a school activity. The building closes to unsupervised students at 3:05 pm (1:05pm on Wednesdays).

## Important Telephone Numbers

You may reach any of the following by dialing:  
 Attendance .....(253)373-6088  
 Cashier .....(253)373-6009  
 Counseling .....(253)373-7622  
 Main Office .....(253)373-7620  
 Nurse .....(253)373-6014  
 Registrar/School Records.....(253)373-6004  
 Safety Officer.....(253)373-6025  
 Transportation.....(253)373-7442

2023-2024 Regular Bell Schedule	2023-2024 Wednesday Bell Schedule
<b>Period 1 8:15-9:13</b> <b>Period 2 9:16-10:15</b> <b>Period 3 10:18-11:16</b> <b>Period 4 11:19-12:53</b> <b>LUNCHES:</b> <b>1<sup>st</sup> Lunch: 11:19 – 11:49</b> <b>2<sup>nd</sup> Lunch: 11:51 – 12:21</b> <b>3<sup>rd</sup> Lunch: 12:23 – 12:53</b> <b>Period 5 12:56-1:54</b> <b>Period 6 1:57-2:55</b>	<b>Period 1 8:15-8:49</b> <b>Period 2 8:52-9:27</b> <b>Period 3 9:30-10:04</b> <b>Period 4 10:07-10:41</b> <b>Period 5 10:44-12:18</b> <b>LUNCHES:</b> <b>1<sup>st</sup> Lunch: 10:44-11:14; Class 11:16-11:48;</b> <b>Den time 11:48-12:18</b> <b>2<sup>nd</sup> Lunch: 11:16 – 11:46; Class 10:44-11:16;</b> <b>Den time 11:48-12:18</b> <b>3<sup>rd</sup> Lunch: 11:48 – 12:18; Class 10:44 – 11:16;</b> <b>Den time 11:16-11:48</b> <b>Period 6 12:21-12:55</b>

## Timberwolf PACK Values

**Prepared, Accountable, Committed, and Kind**

The Cedar Heights Staff believes that these core values are the pillars that support a strong community. Staff and students will work together to promote these values in the classroom, hallways, athletic fields and clubs. We will honor those who consistently demonstrate these values and make Cedar Heights a great place to learn.

## **Skyward Family Access**

Family Access allows parents/guardians electronic access to school related information. Parents/guardians 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/guardians will be able to report their student absent online through Family Access.

Parents/guardians 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.

### [Skyward Family Access](#)

**Accessing Skyward:** Parents/guardians with an email address on file can use the "Forgot your Login/Password" link on the Family Access login page or parents/guardians can contact the student's school for log-in information. Please DO NOT give your child access to your parent/guardian login.

# 2023-2024 Student Calendar

## Kent School District Student Calendar 2023-2024

Revised 1.13.23

Note: In the event of school cancellation by the district, the make-up day(s) shall occur on March 25, April 19, May 3, May 24, then if necessary, after the end of the school year in June.

M	T	W	T	F
AUGUST				
21	22	#23	24	25
*28	29	30	31	

#School Starts 8/23  
\*Kindergarten Starts 8/28  
7 School Days

M	T	W	T	F
FEBRUARY				
			1	2
5	6	7	8	9
12	13	14	15	16
(19)	(20)	(21)	22	23
26	27	28	29	

( ) Presidents' Break  
2/19-2/21  
18 School Days

SEPTEMBER				
				1
(4)	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

( ) Labor Day 9/4  
20 School Days

MARCH				
				1
4	5	6	7	@8
11	12	13	14	15
18	19	20	21	22
*25	26	27	28	29

@ No School – Teacher Workshop  
\*Optional Snow Day 3/25  
19 School Days

OCTOBER				
2	3	4	5	@6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

@ No School – Teacher Workshop  
21 School Days

APRIL				
1	2	3	4	5
(8)	(9)	(10)	(11)	(12)
15	16	17	18	*19
22	23	24	25	26
29	30			

( ) Spring Vacation  
4/8 – 4/12  
\*Optional Snow Day 4/19  
16 School Days

NOVEMBER				
		1	2	@3
6	7	8	9	(10)
13	14	15	16	17
20	21	22	(23)	(24)
27	28	29	30	

@ No School – Teacher Workshop  
( ) Veterans Day 11/10  
( ) Thanksgiving 11/23  
( ) Native American Heritage Day 11/24  
18 School Days

MAY				
		1	2	*3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	*24
(27)	28	29	30	31

( ) Memorial Day 5/27  
\*Optional Snow Day 5/3  
\*Optional Snow Day 5/24  
20 School Days

DECEMBER				
				1
4	5	6	7	8
11	12	13	14	15
(18)	(19)	(20)	(21)	(22)
(25)	(26)	(27)	(28)	(29)

( ) Winter Vacation  
12/18 – 12/29  
11 School Days

JUNE				
3	4	5	6	7
10	11	12	13	14
17	18	(19)	20	21
24	25	26	27	28

#Last Day of School 6/14  
( ) Juneteenth 6/19  
10 School Days

JANUARY				
(1)	2	3	4	5
8	9	10	11	12
(15)	16	17	18	19
@22	23	24	25	26
29	30	31		

( ) New Year's Day 1/1  
( ) M.L. King Day 1/15  
@No School  
20 School Days

### No School Days

School Starts: August 23  
Quarter Ends: October 26  
Semester Ends: January 19  
Quarter Ends: April 1  
Semester/School Ends: June 14

September 4: Labor Day  
October 6: No School – Teacher Workshop  
November 3: No School – Teacher Workshop  
November 10: Veterans Day  
November 23: Thanksgiving  
November 24: Native American Heritage Day  
December 18-29: Winter Vacation  
January 1: New Year's Day  
January 15: M.L. King Day  
January 22: No School  
February 19-21: Presidents' Break  
March 8: No School – Teacher Workshop  
March 25: Snow Day  
April 8-12: Spring Vacation  
April 19: Snow Day  
May 3: Snow Day  
May 24: Snow Day  
May 27: Memorial Day

### Elementary Conferences

October 16, 17, 18, 19, 20 & February 26, 27, 28, 29 & March 1

3-Hour Early Dismissal (Elementary Schools Only)

2-Hour Early Release (All Schools)

Secondary Conferences

November 21

3-Hour Early Dismissal (Secondary Schools Only)

3-Hour Early Release (All Schools)

# GENERAL INFORMATION

## ACADEMIC HONESTY AND INTEGRITY

Students are expected to take responsibility for their learning and experience the pride that accompanies academic achievement.

Students:

- must do their own work and submit only their own work on assignments (including homework), summatives, reports, and projects, unless otherwise permitted by the instructor.
- may benefit from working in groups. They may collaborate or cooperate with other students on graded assignments or summatives as directed by the instructor.
- must follow all written and/or verbal instructions given by instructors prior to taking summatives, tests, quizzes, and performance evaluations.
- are responsible for adhering to course requirements as specified by the instructor in the course syllabus.

To falsify or fabricate the results of one's research; to present the words, ideas, data, or work of another as one's own; or to cheat on an examination corrupts the educational process, impedes a student's academic progress, and compromises the trust between teacher and student that is fundamental to the learning process. Actions constituting violations of academic integrity include, but are not limited to, the following:

- Academic Misconduct: the intentional violation of school policies, such as tampering with grades or taking part in obtaining or distributing any part of a test or any information about the test.
- Cheating: the use or attempted use of unauthorized materials, information, study aids, or devices; or an act of deceit by unauthorized copying or collaboration. Copying another student's homework without direction or approval from the teacher is considered cheating.
- Collusion: assisting another to commit an act of academic dishonesty, such as paying or bribing someone to acquire a test or assignment, taking a test or doing an assignment for someone else, or allowing someone to do these things for one's own benefit.
- Fabrication: intentional misrepresentation or invention of any information, such as falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
- Plagiarism: the use of another's words, ideas, data, or product without appropriate acknowledgment, such as copying another's work, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

Cell phones and electronic devices are not permitted during class time. If a cell phone or electronic device is seen in the student's possession during a test or quiz, a score of 0 for that test or quiz may be given irrespective of how the device was being used. When a student is caught with a cell phone or electronic device during a test or quiz, they will be asked immediately by the teacher to put it away and the teacher will contact a parent/guardian.

# Activities

## Cedar Heights Clubs and Activities

Clubs, athletics and enrichment activities meet each week after school on the Cedar Heights Middle School campus from September to June. Each of these groups has a coach or teacher advisor and specific guidelines and rules that all members agree to follow. We encourage you to get involved and make the most of your time at Cedar Heights. An ASB card is a requirement to participate in clubs and activities. An ASB card is a one-time a year purchase and the cost for an ASB card is non-refundable. Please see the ASB cashier to inquire about the cost of your ASB card if you are on free or reduced lunch.

## Activity Membership Guidelines – ASB, Leadership, Honor Society

Here at Cedar Heights Middle School, you will have the opportunity to participate in a number of activities and programs that require you to exercise a high degree of responsibility and self-discipline. Your approach to learning and your behavior here at school are strong indicators of your ability to act in a responsible manner.

Membership in Associated Student Body (ASB) Leadership, Honor Society or other activities may require recommendation(s) from your classroom teachers. Applicants will use a standard teacher recommendation form. Students who are selected for membership in these activities will be expected to demonstrate leadership and responsible behavior. Specific criteria will be used to evaluate your readiness to assume the responsibilities of these activities. See your advisor for specific criteria.

## After School Activity Policy

The purpose of attending after school activities is to participate or support your school and students participating in the activities. We want to keep these events fun and safe. Activities include ASB and PTSA events, dances, concerts, plays and athletic events. While these events extend past the school day they are still considered school functions and school rules and policies still apply. Please review and follow:

- All school rules apply. If you can't do it during the day, you can't do it at the event.
- Students must have school ID in order to attend after school events, and must show it upon request.
- Cedar Heights is a closed campus. Only Cedar Heights students and students from the opposing school may attend athletic events. Only Cedar Heights students may attend dances.
- Doors will not be open until starting time. Students must go directly into the activity.
- For events right after school, students may not leave campus and return.
- Once students enter the facility, they must remain inside until the activity is over, or until a parent or guardian speaks to an administrator in charge.
- Once students leave the event, they may not re-enter.
- Students are to have their parent or guardian pick them up no later than 15-minutes after the conclusion of the activity. Students whose parents fail to pick them up punctually may not be allowed to attend future after school activities.



- **Eligibility:** Only those enrolled at Cedar Heights may attend. You need to attend at least 4 periods of school the day of an activity. Students must have transportation from all activities. In most instances, students will not be allowed to attend if they are not [In Good Standing](#).
- **Time:** All ASB and PTSA sponsored events will start directly after school unless otherwise noted.

**Students who fail to comply with the rules will be asked to leave and parents/guardians will be notified. Students who are asked to leave must do so. Further disciplinary action may be taken, including suspension and exclusion from future events.**

## Assemblies

Assemblies are a time when the whole school comes together as a community. They are organized for the enjoyment of students and staff. Examples of assemblies at Cedar Heights include quarter pep assemblies, music assemblies, Veterans Day assembly, and Martin Luther King Day assembly. Respect and responsibility are expected from each member of our student body at all assemblies.

## Athletics

Our athletic program consists of four seasons as follows:

1 <sup>st</sup> Quarter:	Boys Soccer, Co-Ed Track and Field, Girls Badminton
2 <sup>nd</sup> Quarter:	Boys Basketball, and Girls Gymnastics
3 <sup>rd</sup> Quarter:	Girls Basketball, and Wrestling
4 <sup>th</sup> Quarter:	Football, Girls Volleyball and Girls Soccer
Full Year:	Dance and Cheer

### ASB Card Policy

1. All students participating in athletics must be holders of an ASB Card.
2. An ASB card is a one-time a year purchase and the cost for an ASB card is non-refundable. Please see the ASB cashier to inquire about the cost of your ASB card if you are on free or reduced lunch.
3. The Associated Student Body (ASB) provides financial support in each building for expenses incurred by athletic programs, clubs, and activities. Revenues from ASB cards remain in student ASB fund accounts.

### Attendance

Students who are absent or arrive after the start of third period are not eligible to complete or practice on that day unless permission is granted by the principal. The principal may grant exceptions for field trips, doctor/dentist appointments, or other related absences.

### Grade Checks

Student athletes are students first. To be eligible to participate in athletics students must have a minimum of a 2.0 GPA and be passing 5 of 6 classes. Grade checks will be done to confirm that student athletes are meeting these participation requirements.

## Cut Sports

- Cut sports are defined as: Boys' and Girls' Basketball, Boys' and Girls' Soccer, Volleyball, Dance, and Cheer.

## Non-Cut Sports

- Non-cut sports are defined as: Football (8<sup>th</sup> grade play varsity, and 7<sup>th</sup> grade play junior varsity), Wrestling, Gymnastics, Girls Badminton, and Track & Field.
- Student athletes must be fully eligible and physically participating in the sport by the 5<sup>th</sup> turn out day.

## Intramurals

Students who would like to participate in intramurals will email the intramural advisor their interest in participating so that they can be added to the attendance sheet. Intramural participants are not required to turn in a physical or complete an online registration. Intramurals will start the week after each sport season begins. Intramurals will occur 1-2 days a week.

1<sup>st</sup> Quarter Intramurals – Boys Soccer, Wolfpack Zumba

2<sup>nd</sup> Quarter Intramurals – Boys Basketball, Wolfpack Zumba

3<sup>rd</sup> Quarter Intramurals – Girls Basketball, Fitness/Conditioning

4<sup>th</sup> Quarter Intramurals – Girls Soccer, Girls Volleyball, Co-Ed Flag Football

## 2023-2024 MIDDLE SCHOOL INTERSCHOLASTIC PARTICIPATION INFORMATION

### Washington Interscholastic Activities Association (WIAA) requires that:

Prior to the first practice for participation in interscholastic athletics a student shall undergo a thorough medical examination and be approved for interscholastic athletic competition by a medical authority licensed to perform a physical examination. WIAA regulations state that those licensed to perform physical examinations include a Medical Doctor (MD), Doctor of Osteopathy (DO), Advanced Registered Nurse Practitioner (ARNP), Physician's Assistant (PA), and Naturopathic Physician.

### Kent School District requires that:

- A current physical examination is completed prior to participation at the middle school level (grades 7-8) and must be dated **AFTER JUNE 1ST OF THE 6TH GRADE YEAR**
- A current physical examination is completed prior to participation at the senior high level (grades 9-12) and must be dated **AFTER JUNE 1ST OF THE 8TH GRADE YEAR.**
- Physicals may be valid for 24 months from the date of the examination if all guidelines are met.
- Physical expiration dates must extend beyond the respective WIAA season ending date.
- Expiration dates occurring within a sport season shall require a new examination prior to that season.
- KSD Physical Examination Forms are available by online at <https://www.kent.k12.wa.us/cms/lib/WA49000006/Centricity/Domain/3194/AthleticPreparticipationHistoryPhysicalExaminationForm.pdf> Forms will also be accessible at all middle schools and the District Athletic Department office

## **Athletic Registration – FinalForms Online Registration:**

All athletes are required to register on FinalForms prior to each sports season. Registration for Boys Soccer, Co-ed Track & Field and Girls Badminton will be available starting August 1, 2023.

During registration, a current physical form, signed by a doctor, and dated after June 1 of a student's 6<sup>th</sup> grade school year, must be upload in FinalForms.

<https://www.kent.k12.wa.us/domain/1912> During the year, registration begins two weeks prior to the start of each season. Athletes must register prior to each season.

***\*\*\*If a student violates the KSD Athletic Code of Conduct, in or out of season, he/she will be subject to both athletic and school discipline.***

## **ATTENDANCE – Absences/Early Dismissal/Vacation or Extended Absence/Late Arrival/Tardiness/Truancy**

### **Absences**

If a student is going to be absent from school, have a parent or guardian contact the attendance office by phone (253-373-7621), email ([CHattendance@kent.k12.wa.us](mailto:CHattendance@kent.k12.wa.us)), written note, or online through Family Access the morning of your absence.

Absence due to illness, health conditions, medical appointments, family emergencies, religious purposes, legal appointments, injury or death in the family is excused. Most other absences are considered unexcused. Upon returning to school from an absence, check with each of your teachers for make-up work.

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

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

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

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

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

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

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

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

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

### **Early Dismissal**

Excused early dismissals will be issued for pre-arranged medical/dental appointments. Students are to submit parent/guardian requests for early dismissals to the Attendance Office no later than before school on the day needed. Other requests by parents/guardians for students to leave school early will be granted, but may be considered unexcused. **A parent or guardian will need to come to school, show ID, and sign out the student through the office.** Students will only be released to adults who are authorized per registration information. *STUDENTS **MUST SIGN OUT IN THE OFFICE BEFORE LEAVING THE BUILDING!***

If a student is feeling ill, they are to ask to see the nurse. The nurse/health tech will help evaluate symptoms and assist the student in contacting a parent/guardian while in the health room when necessary.

### **Vacation or Extended Absence**

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

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 school in which they were previously enrolled.

For pre-arranged family trips:

- Have your student contact their teacher via email, or check the teachers Canvas for assignments that will be missed.
- Teachers may require make-up work be completed before the trip. Otherwise, if an absence is excused, a student will be permitted to make up all assignments outside of class time, under reasonable conditions and time limits established by the appropriate teacher, except that in participation-type classes a student's grade may be affected because of the student's inability to make up the activities conducted during a class period.
- If the absence occurs at the end of a grading period, all course requirements must be completed prior to leaving.
- School attendance is important and an extended absence may impact a student's grades and/or academic progress.

## **Late Arrival**

At Cedar Heights we value the time students spend at school. Tardiness to school is strongly discouraged. Parents/guardians are asked to ensure that their student arrive to school prior to the formal starting time, 8:15am. Students are responsible for being in class on time at the start of the school day. A student who arrives to class after 8:15am is considered tardy. Students who arrive late to school, after 8:25 a.m., shall report to the Attendance Window to obtain an admit slip. Late arrivals due to illness, medical or legal appointments will be excused. Other late arrivals (including those due to failed alarm clocks, car trouble, power failure, etc.) are considered unexcused. Excessive unexcused late arrivals may result in disciplinary action.

## **TARDINESS TO CLASSES**

Students must be on time to every class. This means that you are present in the classroom when the bell rings. Tardiness is not desirable and unexcused tardiness is not acceptable at Cedar Heights. When students arrive late, they miss important information and can disrupt instruction and impact the learning of others. Students are given adequate time between classes and it is their responsibility to arrive to class on time. Repeated tardiness will be addressed with student, teachers, counselors, administration and parents/guardians. Students who have unexcused or repeated tardiness will have consequences that may include lunch detention or afterschool detention.

## **TRUANCY**

Absences that are not explained by an approved written or verbal excuse from a parent/guardian are considered trancies. Truancy is considered a behavior issue and will result in an office referral for each instance. Discipline for truancy may include the following consequences; after school detention, lunch detention, and/or attendance contracts.

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.

## BUILDING HOURS

The building opens at 7:55 am for breakfast. Students must leave promptly at the end of the school day unless they are taking part in athletics or other school-sponsored activities. If you have not been picked up by 3:05 pm (or 1:05 pm on Wednesdays), you may be directed to wait inside or by the office. Always take your books and materials with you to your activities because the building is locked after school. All students must report to designated supervision areas.

- Cedar Heights is a closed campus.
- Students staying for supervised after-school activities are expected to remain on campus until dismissal from that activity. Students remaining on campus after school MUST be in a supervised activity
- Students are allowed on campus at 7:55 am. Students should not arrive earlier than this time unless in a supervised activity.
- Students are to be off campus after 3:05 pm Mondays, Tuesdays, Thursdays or Fridays OR 1:05 pm on Wednesdays unless in a supervised activity.
- Students are required to stay on-campus once they have arrived except for off-campus field trips or early dismissals.
- During lunches, students must remain in the commons, library, or back courtyard (during the last 15 minutes of lunch and a supervising adult MUST be outside first). They must stay clear of all classrooms during lunch unless they have an appointment with a pass to a classroom.
- Students are to stay in the commons, outside, or library while waiting for classes to begin in the morning, unless they have an appointment with a teacher which requires a pass from the teacher.
- Once students leave campus after school they may not return unless accompanied by an adult.

## Cashier

Payments can be made at the Cashier's window by cash, check or card for the exact amount of the purchase. Checks should be made out to Cedar Heights Middle School. All checks returned "NSF" will be subject to a \$25 returned check fee. Payments can be made online. Payments cannot be made by phone and we are unable to accept payment through apps (such as apple/google pay, venmo, etc.)

Online Payment Access: From the Cedar Heights website, go to the Families shortcut and choose Online Payments to connect to <https://wa-kent.intouchrecepting.com/> First time users will need to create a password for the system. Parents/guardians will use their skyward Username along with the newly created password to sign in. Students will login using your Student ID number and your last name, as it appears in skyward. You can shop by student, and you can shop for all students in one

transaction if you wish. Select the items you want from the categories listed, place them in your cart and complete the checkout process. You should receive an order confirmation in your email. Fines, if any, will show up in red as you access your student, these can be added to your cart for payment. You may also go to the Reports Section in the Online Payment System and click on Purchase History to see everything that has been purchased for your student whether online or at school. This is a great place to look when you can't remember if you've ordered a yearbook.

Refunds can be made back to the card used to purchase. If paid by cash or check, refunds will either be to On Account and available for future use or a warrant request prepared by the cashier, sent to the District Office for a check to be sent home.

### **Fees**

If you are a student on free or reduced lunch, please communicate with the ASB cashier regarding the cost of fees for certain activities.

#### **Cedar Heights ASB STUDENT FEES**

*(Subject to change)*

Student I.D. Card (first card only)	No Charge
Replacement ID/ASB Card	\$ 5.00
ASB Sticker	\$ 15.00
Annual <i>after ASB purchase</i>	\$ 25.00
Annual <i>without ASB purchase</i>	\$ 30.00

### **Fine Policy**

During your years at Cedar Heights, you will be using many items which belong to the school. These include tools, books, instruments, and many other kinds of materials. If you lose or damage school equipment, you will be fined the repair or replacement cost. Please note that if you are using school equipment or materials and they are stolen from you, it is still your responsibility to pay for them.

Textbooks are an important item you must look after. Don't mark them up and don't leave them lying around. Teachers are authorized to assess fines for damaged books.

Fines are recorded on a student fine sheet and become a matter of record. If you see a fine when you log into your account, and are able to pay it at that moment in time, please add the fine to your cart to process your payment.

## **CELL PHONES, ELECTRONIC DEVICES, AND THEIR ACCESSORIES**

Cell phones, electronic devices, and their accessories (earbuds, headphones, AirPods, etc.) are an increased student distraction in our learning environment. Cedar Heights will have a limited cell phone, electronic device, and their accessories policy in the school building for the 2023-2024 school

year. Cell phones, electronic devices, and their accessories, are to be turned off and placed in backpacks as students enter the building. Cell phones, electronic devices, and their accessories are not permitted at lunch or in the hallways at any time.

We understand that our students sometimes wish to use cell phones to communicate with parents/guardians to confirm after school plans, a forgotten item at home, etc. If you need to contact your student outside of their assigned tech time for an emergency situation, please call the office at 253-373-7620 and we can get a message to them. Staff may also permit students at specific times to use their electronic devices in the classroom for educational purposes or for tech time.

While the expectation is for all cell phones, electronic devices, and their accessories be placed in bags for the school day, students who do not comply with this policy will have their item confiscated either for a class period or for the remainder of the day and are subject to disciplinary action that may include: lunch detention, after school detention, items to be turned in daily to the office. A student can pick up their confiscated item from the office at the end of the day on the first offence. If items are confiscated to the office more than twice, the student may be required to keep their items at home or to turn in their items daily to the office.

## **Behavior Guidelines and Management**

Cedar Heights Middle School has established a tradition of self-discipline that includes making positive choices for yourself and others, courtesy, cooperation, friendliness, and an attitude of respect for people and property. Cedar Heights students are expected to behave in a professional and courteous manner while at school and at all school sponsored events (both on and off KSD premises). Behavior that is inappropriate, unsafe, or disrespectful of others, their possessions or of school property could be cause for discipline.

Cedar Heights students are expected to demonstrate Cedar Heights Timberwolf PACK Values – Prepared, Accountable, Committed, and Kind – at ALL times while on school premises (or in reasonable proximity thereof) or off school premises at any school-sponsored activity or in our community.

We believe that a student management system across a school should be predictable, consistent, and promote positives, professional behaviors. This is why we start with teaching, prompting, and acknowledging positive behaviors. At Cedar Heights, we place an emphasis on being prepared, accountable, compassionate, and kind. We use these four values to establish behavioral expectations in the halls, classrooms, office, bathrooms, and outside.

### **In Good Standing**

At Cedar Heights we recognize that most students are following expectations and are In Good Standing. For that reason, we would like to recognize students through the In Good Standing Incentive Program. When you are In Good Standing you will have the opportunity to have lunch in the commons, attend after school activities (such as being a spectator at sporting events or participating in ASB activities), receive special prizes, or participate in special activities during the school day each quarter.



To be In Good Standing your overall point rating needs to be at 5 points or below. Points are collected based on behavior referrals and vary based on the type of behavior that occurred. We however believe that behavior can change and we can learn from our previous behavior. For that reason, there are opportunities to deduct points earned by participating in activities that help reflect, restore, and adjust behavior to help guide future decisions.

### **PAWsitive Slips**

At Cedar Heights, we strive to promote relationships and learning opportunities which foster scholarship, leadership, creativity, and individuality. In recognition of the positive student behaviors and efforts demonstrated, PAWsitive Slips can be awarded to students by staff members. PAWsitive Slips can be spent in various ways throughout the year.

### **Multi-Tier System of Supports-Behavior (MTSS-B)**

In order to support a safe and productive learning environment, we expect all Cedar Heights students to follow the building procedures and district policies. Teachers will track minor incidents for each student. Cedar Heights staff will communicate with parents to provide support for students to develop and promote positive school behavior.

Some Incidents are referred to the Principal or Assistant Principal for follow up. Parents/guardians will be notified when a referral is entered and after consequences have been determined.

At Cedar Heights, staff members work with students in a number of ways to improve behavior. Students are given multiple opportunities to correct minor misbehavior in the classroom prior to involvement from administration. At Cedar Heights we believe in a system of support for students to make positive decisions and to correct misbehavior. At Cedar Heights we believe in restorative justice practices. Mediation and circles are techniques used to repair broken relationships. Failure to correct behavior after multiple opportunities could result in conferences, reflections, mediation, circles, detentions during lunch or after school, and removal from class.

### **Discipline Guidelines**

When behavioral expectations are not met, Cedar Heights staff will:

- Attempt interventions and explain where expectations are not being met.
- Give students the opportunity to explain their behavior.
- Contact parents/guardians.
- Document incidents to record behavior and actions taken.
- In some circumstances send a referral to administration to follow up.

### **Lunch Detention**

If a student has been assigned a lunch detention:

- Reminder sent during 3<sup>rd</sup> period on the day you will serve your lunch detention.
- Check in with the lunch detention supervisor when you arrive in the Commons. Get your lunch. Go to the Success Room with the lunch detention supervisor.
- Tech time is not permitted during lunch detention.

## **After School Detention**

If a student has been assigned an after school detention:

- Report to the assigned room and check in.
- Sit in assigned seat.
- Complete a reflection sheet.
- Work on assignments, current or missing.
- Bring your materials.
- Turn your phone in to the supervisor upon request.
- Transportation is the responsibility of parent/guardian and student.

## **In School Suspension (ISS) Expectations**

If a student has been assigned to ISS:

- Report to the office upon arriving at school.
- Bring your materials (including laptop and backpack).
- Sit in the assigned seat.
- Complete a reflection sheet.
- Turn in cell phone to the staff supervisor upon request.
- Email teachers to obtain work for the day.
- Check grades and missing assignments on Skyward.
- Ask for help with assignments if you have questions.
- Remain in a supervised area for the day.
- Student is unable to participate in after school activities on the day(s) of their suspension (including athletic practices)

## **DEFIANCE OF SCHOOL AUTHORITY**

Defiance means the refusal to obey reasonable requests, instructions, and directive of any school personnel (including volunteers or contractors working for the school) pertaining to the orderly operation of the school. Directives regarding safety need to be followed immediately. Lower, non-safety issues, students will be given multiple opportunities to comply before discipline is administered. A student's failure to engage academically will be addressed in ways that do not include disciplinary actions. Acts of defiance will result in a referral. Failure to promptly and correctly identify oneself to any Kent School District staff is considered defiance.

## **Closed Campus**

Cedar Heights is a "closed campus". This means that students must stay on campus once they have arrived. This applies even before classes begin at 8:15 am. If, for example, your bus arrives at 8:05 am, you are to stay on campus from your arrival time until the end of the school day. If your parents/guardians drop you at school, you must remain at school. If you leave for any reason, you will be considered truant. We will contact your parents/guardians and follow-up with school discipline.

Cedar Heights' "Closed Campus" also means that ALL visitors must be processed through the office. Visitors will only be allowed access to the school for educational or other related purposes. (See Visitors section of this handbook for more information)

# COMMUNICATIONS

Announcements are provided weekly to students.

We recommend students check their Outlook Email daily when turning laptops to get in a routine of checking email for important information.

Cedar Heights teachers use Skyward to communicate academic progress and grades.

Cedar Heights's website contains a wide variety of information about the school including our staff e-mail addresses, monthly newsletter, and links to Skyward Family Access. [CH Website](#)

# COMPUTERS

Part of the Kent School District's responsibility is preparing our students for the 21<sup>st</sup> century and providing them access to the tools they will be using as adults. Digital Citizenship lessons will be provided to students in the fall. Topics include safety, security, digital life, privacy, digital footprints, culture, cyberbullying, self-expression, and identity. Below are some guidelines and principles for appropriate use. The complete Electronic Resources policy ([2022P](#)) can be found on the Kent School District Website.

- School laptops should only be used for school work and educational applications.
- Do not download any .exe files onto your computer.
- Do not visit gaming websites or download games.
- Do not visit social networking sites.
- Do not share your ID number or password with others.
- Anyone caught using someone else's account will be in violation of the KSD Acceptable Use Policy (AUP). There will be disciplined, and this includes loss of privileges.
- Food, drink, and gum are not allowed near computers.
- Using the computers is a privilege. All school rules apply to the computers when using the internet and network.
- Fines may be issued for lost/stolen/damaged components.
- Persistent misuse/violation of rules may result in loss or limited use of laptop privileges for the year.

# COUNSELORS

Cedar Heights has an excellent counseling program. A counselor is available throughout the day to help students with situations and/or problems. If you would like to meet with your counselor, make an appointment by sending them an email or drop by the office before school and the counselor will send for you when they are available.

Cedar Heights Middle School has three counselors, January Agnew, Phillip Bailey, and Alexis Lewis. We have found it effective to divide the students by grade which allows the students to have the same counselor for all of middle school. Mrs. Agnew-Parks works with the 6<sup>th</sup> grade class, Ms. Lewis works with the 7<sup>th</sup> grade class, and Mr. Bailey works with the 8<sup>th</sup> grade class this year. If you need to reach a counselor, it is best to call and/or email to make an appointment during the hours of 8:15 am and approximately 3:15 pm. With a caseload of nearly 300 students for each counselor, please understand that it might take a day or so to receive a response. Contact information is as follow:

Mrs. Agnew-Parks (6 <sup>th</sup> Grade)	(253) 373-6012	<a href="mailto:January.Agnew-Parks@kent.k12.wa.us">January.Agnew-Parks@kent.k12.wa.us</a>
Ms. Lewis (7 <sup>th</sup> Grade)	(253) 373-6013	<a href="mailto:Alexis.Lewis@kent.k12.wa.us">Alexis.Lewis@kent.k12.wa.us</a>
Mr. Bailey (8 <sup>th</sup> Grade)	(253) 373-6008	<a href="mailto:Phillip.Bailey@kent.k12.wa.us">Phillip.Bailey@kent.k12.wa.us</a>

Cedar Heights Counseling does not make schedule changes unless one of the criteria listed below are met. Student schedules were established based on student course requests. Students are expected to keep these schedules throughout the year. Corrections, however, will be made only under the following conditions:

- you have an incomplete schedule;
- you were not placed into the correct class level based upon assessment information.

If you meet the requirements as outlined above, then fill out a schedule correction form and submit it to your counselor within 10 days of the start of the semester. Forms received after the established due date and incomplete forms will not be considered. Counselors will notify parents/students whether their request was approved or not approved.

PE waivers are only granted for a medical reason with doctor's note. Notes must be submitted to the nurse. The principal will grant formal approval for the waiver.

## **COVID REGULATIONS (Subject to change)**

- Masks are optional.
- Stay home if sick.

## **DRESS CODE - PERSONAL APPEARANCE**

The Cedar Heights Dress Code is in alignment with Kent School District Board Policy 3224 Student Dress and Appearance and OSPI guidelines for prohibiting discrimination. Student dress and appearance will be such that the safety and well-being of all students and a beneficial learning environment are maintained. Student choices in matters of dress and appearance should be made in consultation with the student's parent(s)/guardian(s). The primary responsibility for a student's dress and appearance resides with the student and parent(s)/guardian(s).

Student dress and appearance will not:

- Create a health or safety hazard.
- Damage school property.
- Create or perpetuate a hostile environment.

- Create a material and substantial disruption of the educational process.

Student dress and appearance may be regulated when, in the judgment of school administrators, one of these expectations has been violated.

Cedar Heights classes may have specific dress and appearance requirements for health and safety such as appropriate attire for physical education classes, CTE classes, and science classes.

Student attire and appearance will be free of violent language or images, hate speech or images, profanity and pornography. Attire and appearance will also be free of any images or language that creates a hostile or intimidating environment based on a student's gender, gender identity, race, ethnicity, religion, ability status, sexual orientation or other protected class.

For this policy, a 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 Kent School District. Prohibited conduct includes the use or promotion of obscene, lewd, racist, violent, sexual, gang, drug, alcohol or tobacco-related images and/or messages.

Other Dress Code Information:

- Students will dress so that their private parts are covered with materials that is not see-through at all times.
- Students will wear a "top" with fabric that covers the front, back, and sides under the arms to cover the majority of the torso.
- Students will wear a "bottom" for example jeans, pants, skirt, sweatpants, leggings, shorts to cover the buttocks and upper thighs.
- Students will wear shoes or sandals.
- Undergarments should not show.

## FOOD SERVICE

Breakfast is provided beginning at 7:55 a.m. and ending at 8:10. The cost is \$2.00.

The cafeteria provides hot lunches for \$3.20, milk (vegetable/fruit/juice) for \$0.50. Prices subject to change.

The Kent School District has a Free & Reduced Lunch Program for those who qualify. We are encouraging families to complete an [online application](#) for free or reduced meals to see if you qualify. By completing a free and reduced meal application, students and families may be eligible for additional benefits and schools can receive funding.

- Families may receive waived or decreased fees to participate in other school programs.
- Schools receive funding based on the number of free and reduced qualified applicants. By completing a free and reduced meal application, you will be helping your school obtain funding.

A la cart items may be available certain days at lunch. A la cart items cost extra for the student as they are not part of the regular lunch. To purchase A la cart items, students must use cash or have money in their lunch account.

## **GRADING/SYLLABUS**

Students should receive a syllabus or course expectations for each class.

The Kent School District uses the following Grade Scale:

A	93 – 100	C	72 – 77
A-	90 – 92	C-	70 – 71
B+	88 – 89	D+	67 – 69
B	82 – 87	D	60 – 66
B-	80 – 81	F	59 and below
C+	78 – 79		

Grades will be given for each quarter and semester. Grades can be viewed at any time using Skyward. Report cards are mailed home for all students at the semester.

Quarter 1 ends:	October 26
Quarter 2 ends:	January 19
Semester 1 ends:	January 19
Quarter 3 ends:	April 1
Quarter 4 ends:	June 14
Semester 2 ends:	June 14

## **GYM LOCKERS**

Each student will be assigned a locker that is their responsibility to keep clean and locked. Locks are provided. Lost locks are subject to a \$8.00 replacement fee.

Students are not to share gym lockers with unauthorized students. Students who violate this rule may be putting their personal property at risk. The school is not responsible for lost, stolen, or damaged goods belonging to students. It is unwise to have valuable items in your locker.

Lockers are school property and may be opened by school authorities at any time when it is necessary. If you have locker problems, check with the Health and Fitness office.

Locker inspections will be made periodically.

Please help protect our gym floors by wearing appropriate shoes in the gym and by keeping food and drink out of the gym.

## HALL CONDUCT

- **Walk** on the RIGHT side of hallways and stairs in the direction you are going– do not run inside the building.
- Use the fastest route.
- Use appropriate language at all times.
- Use an appropriate conversational volume of voice in the halls.
- If an adult asks to speak to you, stop and talk to that person.
- Avoid blocking the halls, doorways and stairs.
- Keep hands to yourself. No horseplay/roughhousing.
- Keep food or drink in your backpack.
- Help keep the building clean, inside and out, by using trash cans.
- Complete an E-Hallpass when in the halls during class time.
- No cell phones, electronic devices, or their accessories.

## E-HALLPASS

Any time you are in the hall during class time, you must have completed and received approval for your E-Hallpass from your teacher. E-Hallpasses are not available during the first or last 10 minutes of each class period. E-Hallpasses specify where you are going and limit the number of students in the hallways at a specific time and specific locations. Additional restrictions can be put in place if students are misusing passes.

To get approval for an E-Hallpass:

- Ask your teacher permission to create a pass.
- Log in to E-Hallpass by signing in using Clever and your KSD username and password.
- Create your pass.
- Have your teacher use their pin to approve your pass.
- Conduct your business in the hallway in a timely manner.
- End your E-Hallpass when you return to the classroom.

## HARASSMENT, INTIMIDATION & BULLYING (HIB)

The Board is committed to a safe and civil educational environment for all students, employees, parent/legal guardians, volunteers, and community members that is free from harassment, intimidation or bullying. “Harassment, intimidation or bullying” means any intentional electronic, written, verbal, or physical act that:

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

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

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

Conflict is a natural part of life. People view things differently, have disagreements, treat each other mean at times. It is important not to label conflict/fighting as bullying. Schools use these guidelines to help determine if this is a conflict or a situation of HIB. Please note that the school will act in both cases.

<b>Conflict/Fighting Behaviors</b>	<b>Bullying Behaviors</b>
Between friends/equals/peers	Not friends/imbalance of power
Spontaneous/occasional	Repeated over time
Little or no serious/lasting harm	Physical/emotional harm
Accidental/not planned	Intentional
Equal emotional reaction to the incident	Unequal emotional reaction to the incident
Not done for domination/control	Seeking control/possession/domination
Sence of remorse	No remorse, blames the target
Desire to solve the problem	No effort to solve the problem

### **Report Bullying**

Suspected bullying can be reported to any adult at the school in person, over the phone, by email or by downloading and filling out the [HIB Report Form](#) and submitting it to the office. Common individuals that student’s often report bullying to include: counselors, safety officers, and principals/assistant principals.

Your report will initiate an investigation which in most cases will be completed within a week. You and/or your parents/guardians 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/guardians disagree with the decision of the investigation you can appeal the decision.

### **Sexual Harassment**

This District is committed to a positive and productive education free from discrimination, including sexual harassment. Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school, but, or off-campus during a school-sponsored activity.

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

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

Examples of sexual harassment include:

- Pressuring a person for sexual favors.



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

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

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

## HEALTH AND FITNESS

Every student enrolled in Health and Fitness at Cedar Heights Middle School participates in a full program of daily activity. A student must be completely dressed in workout clothes in order to receive full credit for the day. Required clothing includes: a t-shirt with student name on it designated for PE (can be purchased from the CH cashier or student can bring a shirt purchased elsewhere), sweatshirt, shorts or sweatpants, socks, and athletic shoes.

In order to help students acquire the 24 High School credits required for graduation, our 8th grade Health & Fitness program will align with the 9th grade Health & Fitness Standards allowing students the opportunity to earn 0.5 High School credits.

## Health Room

The nurse and health technician are here on a limited schedule. Students who become suddenly ill should always communicate this to a staff member so that assistance can be provided. Do not report to the Health Room between classes unless it is an extreme emergency. Always go to class first and get an E-Hallpass to the health room, so your teacher will know where you are. **Students will not be permitted to contact parents/guardians from the classroom.** Parents/guardians will be contacted by the office or health room.

### Immunization Law

In order to protect you from a number of childhood diseases, Washington State law requires that all children admitted to public school be immunized against diphtheria, tetanus, pertussis (whooping cough), polio, measles, rubella (German measles), Hepatitis B and mumps. Incomplete or missing records may result in a student be excluded from school. If you have any questions, ask in the Health Room.

## **Medication**

Medications cannot be taken at school unless approved by a health care provider, proper paperwork is completed and approved by the school nurse. Over the counter medication including pain pills, cough medicine, etc. is not permitted at school.

If the medication is to be taken while the student is at school, the following paperwork (found on the website or available from the health room) must be on file with the school:

- An Authorization for Administration of Oral Medication at School form completed by the child's health care provider identifying the medication, the dosage, the time of day to be administered, how long it is to be taken and the authorization for the school to administer, and
- Parent/guardian(s) signature(s) requesting the school to administer the medication.

The medication should be brought to the health room immediately upon arrival at school along with the required paperwork.

Students in possession of medication in violation of above guidelines may be subject to discipline under the illicit drug section of the KSD discipline policy.

## **HOMEWORK**

Parents/guardians and students can expect that secondary students will have homework that serves to provide practice, enrichment, and assessment opportunities. The amount of time required to complete it will vary with the time of the school year, the activity being done, and the courses in which the student is enrolled. Homework is important and contributes to a student's grades, so it is recommended that parents/guardians monitor progress and completion. Students in music should expect to practice thirty minutes per night in addition to the homework in their academic classes.

During an extended illness, email your teachers or contact your counselor for assistance in getting missed work.

### **STUDENT HOMEWORK RESPONSIBILITIES**

- Discuss each teacher's homework expectations with parents/guardians.
- Arrange with parents/guardians for an appropriate place to work.
- Schedule a regular time to complete homework.
- Complete the assignment as required by the teacher.
- Remain attentive during instruction and ask questions to clarify the homework assignment.
- Take home all necessary materials you need to complete your assignments.
- Use an organized means of keeping and carrying homework to and from school.
- Turn in assignments by the specified due date.

### **PARENT/GUARDIAN HOMEWORK RESPONSIBILITIES**

- Discuss each teacher's homework expectations with your child.
- Encourage your child to develop good study habits by providing a specific time and an

- appropriate place to study.
- Contact teachers if concerns about homework develop.
- Assist students in developing a routine to ensure that:
- All required assignments and materials are taken home.
- All assignments are completed and returned to school on time.
- The student has an organized means of keeping and carrying homework.

## **LIBRARY**

The library is generally open for student use before school, during lunchtime, and after school. This is a place to read, finish homework, play cards and board games, or visit with friends. Behavior in the library is expected to be respectful and courteous so that those studying and reading can focus. Please be aware, this is a no phone zone.

Books from the general library collection may be checked out for four weeks. The library is equipped with a book security system and books not checked out will trigger the alarm. To protect our books and technology, food, candy, and beverages must be consumed in the commons before entering the library.

Stop by and check it out!

## **LOST AND FOUND**

Please note that the school is NOT responsible for lost or stolen items. We strongly advise you not to bring items of value to school. When in Health/Fitness class, be sure to lock up all property. Also, as a suggestion, you may want to mark with a permanent marking pen your clothing, coats, and such. This enables us to return lost items. All lost and found items must be claimed by the last day of each semester/quarter. Please check appropriate lost and found locations, office and locker room, for your item.

## **LUNCH TIME PROCEDURES**

- Students will behave in an orderly, reasonable manner and will follow all lunchroom procedures.
- Students will leave backpacks in their 4<sup>th</sup> period classrooms (5<sup>th</sup> period on Wednesdays).
- Students who will be getting lunch from the cafeteria will form a line to get lunch as they enter the Commons.
- Students will form single-file lines to get cafeteria food items. Students will wait until food is purchased and they have returned to their seat before consuming it. Students will stay in one line to purchase food. Head to your seat after your purchase.
- Students will put all garbage, recycling, food, and liquid waste in bins prior to leaving the

Commons.

- Remain in your seat unless you are getting food, throwing away waste, or going to the bathroom.
- Students will clean up their own spills and notify staff if there is a large spill.
- Bathrooms used during your lunch time are beside the Commons by the gym.
- During the last 15 minutes of lunch and your table has been released, you can go outside, to the library, or to the game room. Just a reminder, a staff member always has to be outside first.
- **All food and drink are to be eaten in the commons.**
- Cell phones, electronic devices, and their accessories must left in the classroom.

## Other Items

### **BICYCLES, SKATEBOARDS, ROLLERBLADES, AND SCOOTERS**

Bicycles are to be locked to the bike racks during school hours. Bicycles are the responsibility of the students. Skateboards, scooters, Heelys, and roller blades are not to be ridden on campus. Students must check skateboards, rollerblades, and scooters into the office upon arrival at the Cedar Heights Campus. Skateboards, rollerblades, and scooters are the responsibility of the students. Cedar Heights is not responsible for lost, stolen or damaged property.

### **BUYING, SELLING, BETTING**

No buying or selling will be allowed on school property unless authorized by the school administration. Betting and gambling are not permitted on school property

### **Colognes, Scented Lotions, and Body Sprays**

For some people, perfume, scented lotions and/or cologne (spray or bottle) is a pleasant scent, whereas for others, these could trigger allergic reactions. We do not want these items at school due to possible misuse or accidental breakage. Please leave these items at home. These items will be confiscated and may be disposed of if brought to school.

### **PUBLIC DISPLAYS OF AFFECTION**

In order to maintain high standards of conduct, all students should refrain from public displays of affection in the school building, on school property, or at school-sponsored events. Public displays of affection include, but are not limited to, hugging (beyond 3 seconds), kissing, etc.

### **RESPECT & RESPONSIBILITY OF POSSESSIONS**

Students are responsible for their own possessions and are expected to protect their possessions from damage or theft at all times. Students are also expected to be respectful of the possessions of others.

Students are highly discouraged from bringing any personal items of value to school. Cedar Heights does not take responsibility for theft or damage of personal belongings.

### **Special Deliveries**

We do not have the staff available to deliver or store items for birthdays or other special events. In

addition, these items can be a disruption. The following items are not allowed: balloon bouquets, flowers, gifts, birthday cakes or other food items. Please do not deliver these items to school, and don't allow your child to bring them to school.

## **SPORTING EQUIPMENT**

Personal sporting equipment is not permitted during the school day. Personal sporting equipment may be confiscated and held in the office until the end of the day.

## **UBEREATS**

UberEATS deliveries, or any other similar types of services, are not permitted before, during, or after school. Any such type of delivery will be turned away.

## **Out of Bounds**

For safety reasons, the use of areas within the school building must be under the direct supervision of a staff member. Students are considered to be "out of bounds" if there is no staff supervision when they are in the following areas:

- Stage and music practice rooms.
- ANY classroom (including gym, locker rooms, library) with no staff supervision.
- The playing fields and tennis courts.
- ALL parking lots

## **Transportation**

Remember that according to state law, the bus driver is in charge of the bus and its passengers. You must obey the driver promptly and willingly or you may lose your bus-riding privileges. Good bus behavior is based mainly upon respect for others and safety. Please note: all school rules apply on buses. Students are only allowed to ride the bus to which they have been assigned by transportation. **Prior approval must be obtained from transportation (253-373-7442) for a student to ride a different bus. The school does not have the authority to give this permission.** Students must show their student ID cards to ride the bus.

## **Visitors**

We certainly encourage parents/guardians to be involved in our school. We follow KSD Board Procedure 4311P.

- Signs on the doors of our building state clearly that all visitors to campus must register in the Office. This is to protect our campus and you. **Students are NOT permitted to bring visitors or guests to school for any reason.**
- Every visitor is required to register in the main office and obtain a visitor badge.
- Each visitor shall enter his/her name, contact phone number, time of arrival and departure, and the purpose of the visit in the logbook.
- Each visitor will be given an identification tag or badge; which visitors shall wear visibly while they are in the school or support building.

- The principal or office personnel shall arrange for an escort to accompany each visitor to his/her destination. The principal or office personnel may permit visitors familiar with the building and known to them to proceed unaccompanied but shall make notation in the logbook that the visitor was allowed un-escorted access in the building.
- Each visitor will follow current Covid guidelines.

# Kent School District Condensed Parent Student Handbook

## ATTENDANCE TIPS & RESOURCES

### Good Attendance is Important

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

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

### Assess Your Student's Attendance

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

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

### Support Your Student

#### Learn About KSD Policies & Procedures

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

### Make School Attendance a Priority

- Discuss the importance of showing up to school every day with children.
- Schedule appointments outside the school day or on non-school days.
- Help children stay healthy by ensuring they get plenty of sleep, eat a balanced diet, wash their hands regularly, and are up to date on immunizations.
- Keep children home only if they are truly sick. Complaints of headaches or stomachaches may be signs of anxiety.

## Set Regular Bedtime & Morning Routines

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

## Help Your Child Stay Engaged

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

## Communicate with Your School

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

## ABSENCE REPORTING & TRACKING

### • Report Every Absence to the School

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

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

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

### Students Can Report Their Absences in Special Circumstances

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

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



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

### **Schools Track Excused & Unexcused Absences**

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

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

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

### **One Unexcused Absence**

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

### **Between Two & Five Unexcused Absences**

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

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

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

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

### **Seven Unexcused Absences in a Month**

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

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

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

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

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

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

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

### **Vacation or Extended Absence**

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

#### **19 Days or Less**

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

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

#### **20 Days or More**

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

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

# SCHOOL DISCIPLINE

## General Definitions

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

- **“Behavioral violation”** means a student’s behavior that violates the district’s discipline policies.
  - **“Classroom exclusion”** means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements of WAC 392-400-330 and 392-400-335. Classroom exclusion does not include action that results in missed instruction for a brief duration when:
    - teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
    - the student remains under the supervision of the teacher or other school personnel during such a brief duration.
  - **“Culturally responsive”** has the same meaning as “cultural competency” in RCW 28A.410.270, which states "cultural competency" includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.
  - **“Discipline”** means any action taken by a school district in response to behavioral violations.
  - **“Disruption of the educational process”** means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.
  - **“Emergency expulsion”** means the removal of a student from school because the student’s statements or behavior pose an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in WAC 392-400-510 through 392-400-530
  - **“Expulsion”** means a denial of admission to the student’s current school placement in response to a behavioral violation, subject to the requirements in WAC 392-400-430 through 392-400-480
  - **“Length of an academic term”** means the total number of school days in a single trimester or semester, as defined by the board of directors.
  - **“Other forms of discipline”** means actions used in response to problem behaviors and behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency expulsion, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.
- “Parent”** has the same meaning as in [WAC 392-172A-01125](#), and means:
- a. a biological or adoptive parent of a child;
  - b. a foster parent;
  - c. a guardian generally authorized to act as the child’s parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state;
  - d. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible

for the student's welfare; or a surrogate parent who has been appointed in accordance with [WAC 392-172A.05130](#).

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

**"School board"** means the governing board of directors of the local school district.

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

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

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

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

## **Discipline Category Definitions**

### **Arson**

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

### **Assault**

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

### **Reasonable Self-Defense**

It is expected that a student must always first retreat from any threat of harm and/or contact an adult staff member for assistance before engaging in any type of physical response to an assault. However, an

administrator may decide not to subject a student to discipline if, following a reasonable investigation, the administrator determines that all the following are true:

- A student who is being assaulted or witnesses another student being assaulted acts only in a manner that is defensive and protective of himself/herself or others.
- The student is acting in a manner that a building administrator determines is reasonable and necessary in light of the circumstances.
- The student did not instigate, provoke, or promote the violence by his or her words or conduct immediately prior to the assault. A reasonable physical response to an assault may include holding the assailant's hands or arms to prevent the assault, or pulling two fighting students apart and holding them until adult staff can arrive and intervene.

### **Defacing or Destruction of Property**

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

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

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

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

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

### **Repeated Defiance of School Authority**

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

### **Disruptive Behavior of the Education Setting**

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

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

## **Disruptive Dress**

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

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

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

## **Drugs/Alcohol and Other Prohibited Chemical Substances**

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

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

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

## **Fighting**

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

## **Fighting or Assault Involvement**

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

## **Gang Conduct**

For school discipline purposes includes:

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

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

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

## **Harassment, Intimidate and/or Bullying**

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

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

## **Lewd and/or Obscene Behavior**

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

## **Theft/Stealing**

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

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

the pupil in lieu of the payment of monetary damages. Upon completion of the voluntary work the grades, diploma, and transcripts of the pupil shall be released. The parent or guardian of the pupil is liable for damages as otherwise provided by Washington state law.

### **Threats of Violence**

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

### **Tobacco/Nicotine/Vaping Products – Use or Possession**

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

### **Truancy**

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

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

### **Unsafe Behavior**

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

### **Weapons**

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

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

### **Supporting Students with Other Forms of Discipline**

Unless a student's ongoing behavior poses an immediate and continuing danger to others, or a student's ongoing behavior poses an immediate and continuing threat to the educational process, staff members must first attempt one or more forms of other forms of discipline to support students in meeting behavioral expectations before imposing classroom exclusion, short-term suspension, or in-school suspension. Before imposing a long-term suspension or expulsion, the district must first consider other forms of discipline.



These other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior available on the Office of the Superintendent of Public Instructions website.

### **Grievance Process for Other Forms of Discipline & Classroom Exclusion**

Any parent/guardian or student who is aggrieved by the imposition of other forms of discipline and/or classroom exclusion has the right to an informal conference with the principal to resolve the grievance. If the grievance pertains to the action of an employee, the district will notify that employee of the grievance as soon as reasonably possible. At such a conference, the student and parent will have the opportunity to voice issues and concerns related to the grievance and ask questions of staff members involved in the grievance matter. Staff members will have the opportunity to respond to the issues and questions related to the grievance matter. Additionally, the principal will have the opportunity to address issues and questions raised and to ask questions of the parent, student, and staff members. If after exhausting this remedy the grievance is not yet resolved, the parent and student will have the right, upon two (2) school business days prior notice, to present a written and/or oral grievance to the Superintendent or designee. The Superintendent or designee will provide the parent and student with a written copy of its response to the grievance within ten (10) school business days. Use of the grievance process will not impede or postpone the disciplinary action, unless the principal or Superintendent elects to postpone the disciplinary action. Discipline that may be grieved under this section includes other forms of discipline, including after-school detention; classroom exclusion; removal or suspension from athletic activity or participation; and removal or suspension from school-provided transportation.

### **Suspension and Expulsion – General Conditions and Limitations**

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

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

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

When administering a suspension or expulsion, the district may deny a student admission to, or entry upon, real and personal property that the district owns, leases, rents, or controls. The district must provide an opportunity for students to receive educational services during a suspension or expulsion (see below). The district will not suspend or expel a student from school for absences or tardiness. If during a suspension or expulsion the district enrolls a student in another program or course of study, the district may not preclude the student from returning to the student's regular educational setting following the end of the suspension or expulsion, unless one of the following applies: The Superintendent or designee grants a petition to extend a student's expulsion under WAC 392-400-480; the change of setting is to protect victims under WAC 392-400-810; or other law precludes the student from returning to his or her regular educational setting. In accordance with RCW 28A.600.420, a school district must expel a student for no

less than one year if the district has determined that the student has carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. The Superintendent may modify the expulsion on a case-by-case basis.

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

## **In-school suspension and short-term suspension**

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

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

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

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

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

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

### **Long-term suspensions and expulsions:**

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

### **Behavior Agreements**

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

### **Informal Meeting (Initial Hearing)**

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

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

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

### **Notice**

No later than one (1) school business day following the informal meeting with the student, the district will provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email. If the parent cannot read any language, the district will provide language assistance. The written notice must include:

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

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

## **Emergency Expulsions**

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

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

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

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

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

## **Notice**

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

The written notice must include:

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

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

### **Appeals of Expulsions and Suspensions**

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

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

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

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

- The behavior for which the discipline was given did not occur as stated by the school.
- The discipline given was not appropriate for the behavior.
- There were extenuating circumstances that were not considered by the administrator when deciding on the discipline.
- Administration did not follow district policy and/or procedure during the discipline process.

### **In-school and short-term suspension appeal**

The Superintendent designates Principals, Assistant Principals, and Central Office Administrators who currently hold a valid Washington state administrative certificate with the authority to impose in-school and short-term suspension. Deans of Students/EAs/administrative interns (in consultation with an administrator have also been granted this authority. Before administering an in-school or short-term suspension, staff members must have first attempted one or more other forms of discipline to support the student in meeting

behavioral expectations and considered the student's individual circumstances. The district will not administer in-school suspension that would result in the denial or delay of the student's nutritionally adequate meal. Unless otherwise required by law, the district is not required to impose in-school or short-term suspensions and instead strives to keep students in school, learning in a safe and appropriate environment. However, there are circumstances when the district may determine that in-school or short-term suspension is appropriate. After investigating an incident but before administering any in-school or short-term suspension, the district will attempt to notify the student's parent(s) as soon as reasonably possible regarding the behavioral violation. Additionally, the principal or designee must conduct an informal meeting (or initial hearing) with the student to hear the student's perspective. The principal or designee must provide the student with an opportunity to contact his or her parent(s) regarding the informal meeting. The district must hold the informal meeting in a language the parent and student understand.

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

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

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

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

### **Long-term suspension or expulsion and emergency expulsion appeal**

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

- The time, date, and location of the appeal hearing;
- The name(s) of the official(s) presiding over the appeal;
- The right of the student and parent(s) to inspect the student's education records;
- The right of the student and parent(s) to inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the hearing;

- The rights of the student and parent(s) to be represented by legal counsel; question witnesses; share the student's perspective and explanation; and introduce relevant documentary, physical, or testimonial evidence; and
- Whether the district will offer a reengagement meeting before the appeal hearing. For long-term suspension or expulsion, the student, parent(s) and district may agree to hold a reengagement meeting and develop a reengagement plan before the appeal hearing. The student, parent(s), and district may mutually agree to postpone the appeal hearing while participating in the reengagement process.

## Hearings

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

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

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

The appeal council will consist of three school administrators, not from the school involved in the appeal. One of the administrators will be designated as the presiding official and will be responsible for leading the appeal hearing and after consultation with the other members of the council of producing a written finding based on the guidelines below. All members of a discipline appeal council must be knowledgeable about the rules in Chapter 392-400 WAC and this policy and procedure.

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

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

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

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

## **Reconsideration of appeal**

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

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

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

- In reviewing the district's decision, the school board or discipline appeal council, if established, must consider (i) all documentary and physical evidence from the appeal hearing related to the behavioral violation; (ii) any records from the appeal hearing; (iii) relevant state law; and (iv) this policy adopted.



- The school board (or discipline appeal council) may request to meet with the student and parent(s), the principal, witnesses, and/or school personnel to hear further arguments and gather additional information.
- The decision of the school board (or discipline appeal council) will be made only by board or discipline council members who were not involved in (i) the behavioral violation; (ii) the decision to suspend or expel the student; or (iii) the appeal decision. If the discipline appeal council presided over the appeal hearing, the school board will conduct the review and reconsideration. For long-term suspension or expulsion, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision must identify:
  - Whether the school board (or discipline appeal council) affirms, reverses, or modifies the suspension or expulsion;
  - The duration and conditions of the suspension or expulsion, including the beginning and ending dates of the suspension or expulsion; and
  - For long-term suspensions or expulsions, notice of the opportunity to participate in a reengagement meeting. For emergency expulsion, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within five (5) school business days after receiving the request for review and reconsideration. The written decision must identify:
    - Whether the school board [or discipline appeal council] affirms or reverses the school district's decision that the student's statements or behaviors posed (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process.
    - If the emergency expulsion has not yet ended or been converted, whether the district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the district converts the emergency expulsion to a suspension or expulsion, the district will provide the student and parent(s) notice and due process under WAC 392-400- 455 through 392-400-480 consistent with the disciplinary action to which the emergency expulsion was converted.

## **Educational Services**

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Readmission application process**

### **Application**

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

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

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

### **Reengagement Meeting**

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

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

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

### **Reengagement Plan**

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

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

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

### **Exceptions for Protecting Victims**

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

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

## STUDENTS WITH DISABILITIES & DISCIPLINE

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

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

Knowledge of the disability is defined as:

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

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

## SUICIDE PREVENTION

### **We Hear You & Help is Available**

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

### **Ask for Help**

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

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

### **Be a Good Friend**

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

### **Don't Keep Suicide a Secret**

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

## HIB INFORMATION & RESOURCES

### • Defining Bullying

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

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

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

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

Please note that the school will act in both cases.

### **Conflict/Fighting Behaviors**

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

### **Bullying Behaviors**

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

### **Teaching Students to End Bullying**

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

### **Second Step**

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

management.

### Kelso's Choice

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

## REPORT BULLYING

- **Let Your School Know**

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

- In person
- Over the phone
- By email

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

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

## SEXUAL HARASSMENT

- **Sexual Harassment Policy**

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

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

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

Examples of sexual harassment include:

- Pressuring a person for sexual favors.
- Unwelcome touching of a sexual nature.
- Writing graffiti of a sexual nature.
- Distributing sexually explicit texts, e-mails, or pictures.

- Making sexual jokes, rumors, or suggestive remarks.
- Physical violence, including rape and sexual assault.

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

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

## DISCRIMINATION

- **Non-Discrimination Statement**

Kent School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups.

The following employees have been designated to handle questions and complaints of alleged discrimination:

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

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

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

### Translation Services & Bilingual Education

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

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

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

## CIVIL RIGHTS RESOURCES

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

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

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