



MATTSON MIDDLE SCHOOL

**2019-2020**  
**Student Handbook**

ADMINISTRATION

Principal.....Mr. Schiechl  
Assistant Principal.....Mrs. Etier

Dear Parents and Students:

Welcome to Mattson Middle School! We will maintain our core focus on developing caring students who are prepared both academically and socially for high school, college, and beyond. Your future starts right here, right now. Take advantage of every opportunity Mattson Middle School and its amazing staff have in store for you this year!

The purpose of this handbook is to communicate the academic, behavioral, and social expectations necessary in a vibrant learning community. All of Mattson's expectations are based on our core values: **Be Respectful, Be Responsible, Be Ready**. The district and school policies enclosed are designed to maintain a safe and orderly learning environment. Every student is expected to know how to conduct themselves. Since high rates of misbehavior and high academic achievement are mutually exclusive, students should monitor their behavior closely so that school success is possible for you, your fellow students, and the school staff.

Best wishes to you this year!

Mr. Schiechl  
Principal

Mrs. Etier  
Assistant Principal

## **Mattson's Expectations for Success**

**We believe that every student at Mattson is capable of great things. As such, we expect that students are:**

### **Ready**

All students to extend their learning by completing nightly homework. Parents can engage their children in schoolwork and be an active part of their children's education by helping ensure homework completion and understanding.

Students are expected to be at school every day. If you need to be absent, for *any* reason, you are responsible for bringing a note to the attendance office within 48 hours of the absence. You are also responsible for obtaining and making up any missed work or assignments. Excessive absences and late arrivals, whether excused or unexcused, will impact your grade.

### **Responsible**

All students are expected to meet high academic standards. Teachers will work with you if you are having difficulties. However, it is up to you to communicate your needs to your teachers so that they can provide the best help possible.

All students to use the technology provided to enhance their learning. Yes, it is fun to have your very own computer and it will be tempting to use your laptop for gaming and social networking. However, we expect every student to act in a responsible manner and only use the laptop for education purposes.

### **Respectful**

All students to actively seek productive ways to resolve problems and conflicts. Whether the issue is with a teacher or a student, we expect our students to reach out to a trusted adult for assistance in solving issues. We expect all students to use school appropriate problem-solving strategies.

Your success here at Mattson Middle School falls solely under those three school expectations. We are ready every day for class with our materials and homework and we show up on time to class with a willingness to learn. We are responsible for our actions and the consequences that come from those actions. We are respectful to our peers, the teachers, staff members, and property of our school. Here at Mattson Middle School we have a positive, supportive and safe learning environment where all students can learn. We are proud to be Mustangs and we always show it!

## **SCHOOL HOURS**

School begins daily at 8:30 a.m. and ends at 3:10 p.m. Students may enter the building no earlier than 8:05 a.m. and should not be on campus before that time. Student early release time on Wednesdays is 1:10 p.m. You can view our school calendar and other Mattson activities by visiting to our web site: [www.kent.k12.wa.us/ksd/ma](http://www.kent.k12.wa.us/ksd/ma).

## IMPORTANT CONTACT NUMBERS

Principal	Jim Schiechl	253-373-7670
Assistant Principal	Janine Etier	253-373-7670
Attendance Office	Mrs. Keene	253-373-7671
Counselor 8th grade	Mrs. Hart	253-373-6259
Counselor 7th grade	Mrs. Goodman	253-373-6257
Main Office	Mrs. Lance	253-373-7670
Office Manager	Mrs. Blackston	253-373-6252
DP/Registrar	Mrs. Jablonsky	253-373-7369
ASB Cashier	Mrs. Schafer	253-373-6253
Nurse (T, F)	Mrs. Garvey Armatas	253-373-6261
Librarian	Mrs. Roberts	253-373-6263
Library Assistant	Mrs. Fike	253-373-6264
Activities Director	Mrs. Burn	253-373-6302
Athletic Director	Mrs. Day	253-373-6288
Safety Officer	Mrs. Martin	253-373-7670
School Fax		253-373-7673



## GENERAL INFORMATION

To make Mattson a safe and productive learning institution, students should

- \* listen carefully and follow directions
- \* be in their seats and ready to work when the bell rings
- \* keep their parents informed of their progress
- \* bring required materials to class
- \* keep a neat, well-organized 3-ring binder
- \* use appropriate language
- \* show friendship in an acceptable manner
- \* respond cooperatively to requests from adults
- \* treat students and staff with courtesy and respect
- \* walk in the hallways
- \* be drug, alcohol and tobacco free
- \* use equipment appropriately
- \* keep hands and feet to themselves
- \* be respectful of school and personal property
- \* clean up after themselves in all areas of the school
- \* participate in school activities with pride
- \* be responsible for doing their own work. (Cheating copying or willfully aiding another student will result in disciplinary action. Discipline will range from loss of credit to suspension.)

# Kent School District 2019-2020 Student Calendar

*Note: In the event of school cancellation by the district, the make-up day(s) shall occur on March 27 and April 27. If more days are necessary, they will be added to the end of the school year in June.*

M	T	W	T	F		M	T	W	T	F		
<b>AUGUST</b>												
				30	#School Starts 8/29							
					2 School Days							
<b>SEPTEMBER</b>						<b>FEBRUARY</b>						
(2)	3	*4	5	6	( ) Labor Day 9/2	3	4	5	6	7	( ) Presidents' Break	
9	10	11	12	13	*Kindergarten Starts 9/4	10	11	12	13	14	2/17 – 2/21	
16	17	18	19	20	20 School Days	(17)	(18)	(19)	(20)	(21)	15 School Days	
23	24	25	26	27		24	25	26	27	28		
30												
<b>OCTOBER</b>						<b>MARCH</b>						
	1	2	3	4	@ No School – Teacher Workshop	2	3	4	5	6	@ No School – Teacher Workshop	
7	8	9	10	@11	22 School Days	9	10	11	12	@13	* Optional School Closure	
14	15	16	17	18		16	17	18	19	20	Make-Up Day 3/27	
21	22	23	24	25		23	24	25	26	*27	20 School Days	
28	29	30	31			30	31					
<b>NOVEMBER</b>						<b>APRIL</b>						
				1	( ) Veterans Day 11/11			1	2	3	( ) Spring Vacation	
4	5	6	7	8	( ) Thanksgiving 11/28 & 29	(6)	(7)	(8)	(9)	(10)	4/6 – 4/10	
(11)	12	13	14	15	18 School Days	13	14	15	16	17	* Optional School Closure	
18	19	20	21	22		20	21	22	23	24	Make-Up Day 4/27	
25	26	27	(28)	(29)		*27	28	29	30		16 School Days	
<b>DECEMBER</b>						<b>MAY</b>						
2	3	4	5	6	( ) Winter Vacation					1	( ) Memorial Day 5/25	
9	10	11	12	13	12/23 – 12/31	4	5	6	7	8	20 School Days	
16	17	18	19	20	15 School Days	11	12	13	14	15		
(23)	(24)	(25)	(26)	(27)		18	19	20	21	22		
(30)	(31)					(25)	26	27	28	29		
<b>JANUARY</b>						<b>JUNE</b>						
		(1)	(2)	(3)	( ) Winter Vacation	1	2	3	4	5	#Last Day of School 6/18	
6	7	8	9	10	1/1 – 1/3	8	9	10	11	12	@ No School – Teacher Workshop	
13	14	15	16	17	( ) M.L. King Day 1/20	15	16	17	#18	@19	14 School Days	
(20)	21	22	23	@24	@ No School – Teacher Workshop	22	23	24	25	26	<i>Additional school closure make-up days (if needed) will be added to the end of the school year</i>	
27	28	29	30	31	18 School Days	29	30					

School Starts: August 29  
 Quarter Ends: November 1  
 Semester Ends: January 23  
 Quarter Ends: April 14  
 Semester/School Ends: June 18

**2-Hour Early Release (All Schools)**

**Elementary Conferences**  
 October 21, 22, 23, 24, 25  
 February 10, 11, 12, 13, 14

**3-Hour Early Dismissal (Elementary Schools Only)**

**Secondary Conferences**  
 November 26

**3-Hour Early Dismissal (Secondary Schools Only)**

**3-Hour Early Dismissal (All Schools)**

**No School Days**

September 2: Labor Day  
 October 11: No School – Teacher Workshop  
 November 11: Veterans Day  
 November 28 & 29: Thanksgiving  
 Dec. 23 – Jan. 3: Winter Vacation  
 January 20: M.L. King Day  
 January 24: No School – Teacher Workshop  
 February 17 – 21: Presidents' Break  
 March 13: No School – Teacher Workshop  
 \*March 27: Optional School Closure Make-Up Day  
 April 6 – 10: Spring Vacation  
 \*April 27: Optional School Closure Make-Up Day  
 May 25: Memorial Day

## ADMINISTRATORS

If you have concerns about safety or other issues regarding your success at Mattson, you can make an appointment to see an administrator by going to the Main Office or by sending an appropriate email using your Outlook account. Administrators will also address questions and concerns about building policy, dress code and behavior expectations.

## AFTER SCHOOL ACTIVITY

(dances, sporting events, etc.)

The purpose of after school activities is to have fun in a safe way. We hope to avoid problems that will create a dangerous situation for students. It is also our wish that students who attend the activities will enjoy themselves without fear of injury. Please follow the guidelines listed below to ensure the safety of all students as well as the continuation of activities at Mattson.

1. Doors to the M/P (Multi-Purpose) Room will not open before the starting time of the activity.
2. **Only** Mattson students are allowed at activities. It is a closed campus.
3. Once you enter, you must remain inside. You will not be allowed to leave unless a parent/guardian is present to pick you up.
4. No horseplay is allowed (e.g. running, piggyback riding, standing on tables, throwing objects, etc.)  
***Rule #4 is a safety rule. If the activity you want to do is unsafe, then it is not allowed.***
5. There will be no inappropriate or offensive style dancing (e.g. moshing, slam dancing, bump and grind, etc.).
6. The school dress code will apply for all activities.
7. There will be no physical display of affection. This includes kissing, inappropriate embraces or hands in inappropriate places.
8. All school rules including those concerning alcohol and tobacco are in effect at the activity.
9. Students are expected to be picked up within 15 minutes following the end of the activity.

**Students who fail to comply with the rules will be removed, sent to the office and parents will be notified. Further disciplinary action may be taken, including exclusion from future activities.**

## ASSOCIATED STUDENT BODY (ASB)

ASB offers an opportunity for students to be involved in their school. The student body association is composed of a president, vice-president, secretary, treasurer, 8th grade senators, 7th

grade senators and classroom representatives. Elections for senators and classroom representatives are held in September. ASB strengthens relationships among students and provides a voice for student concerns, so we encourage all students to participate.

## ASB EXECUTIVE COUNCIL

President – Blake Stempniak

Vice President – Jackson Dulay

Secretary – Sophia Pozzi

Treasurer – Grace Millard

Senators – Kamalu Kagawa & Alison Tagle

## ATHLETICS AND ACTIVITIES

Kent School District offers the convenience of online athletic registration through [FamilyID](#).

FamilyID is a secure registration platform that provides parents/guardians with an easy, user-friendly way to register their child(ren) for our programs and helps us to be more administratively efficient. When you register through FamilyID, the program keeps track of your information in your FamilyID profile. You enter your information only once for each family member. You may then access your family profile to register for future sports/seasons.

This system is mobile friendly, which allows registration to be completed on a smart phone although most individuals find creating the initial profile on a computer more convenient, and it is recommended that initial entries be completed all at once. Families without access to a computer are welcome to visit their school's office where they will be allowed to use a school computer to complete the process.

Additional information regarding interscholastic athletics and activities can be found at the following web address:

<http://www.kent.k12.wa.us/KSD/AT>

## ATHLETIC PARTICIPATION POLICY

To participate in athletics at Mattson, athletes must be passing in at least five subjects in the previous quarter and have a GPA of at least 2.0.

### Grade Checks:

- 1) Grade checks will be run on all student athletes and managers before the start of the season using grades from the previous quarter or semester (semester first and third season, quarter second and fourth season). There will be no grade check for incoming seventh graders first season until mid-quarter progress reports.
- 2) Grade checks will be run again the day after progress reports are due.
- 3) At any grade check, any athlete or manager found to have less than a 2.0 GPA, or not passing at least four classes will be placed on probationary status. Any athlete on probationary status will not be eligible to participate in the first week of contests for that sport.
- 4) Grade checks will be run on Friday morning before 9 am for all athletes/managers on probation. Any athlete/manager that does not meet the grade requirements above will remain on probation for the next entire week. Grades that improve during the day on Friday will not apply until the following Friday. To be assured of participation the following week, students need to be sure grades are at an acceptable level before they leave school on Thursday.
- 5) Any athlete/manager on probation at the beginning of the season, or at the mid-quarter checks will remain on probation for the remainder of the season. They will not be on probation for any subsequent seasons if their quarter or semester grades are above the set standard.
- 6) Athletes/managers that are on probation must still attend all practices after school. Arrangements may be made with coaches to meet with teachers after school to work toward grade improvement.
- 7) Athletes/managers on probation are not allowed to do the following: Wear team uniforms to school on days that they are not eligible to participate, sit or stand with the team on the field or the bench during a contest (both home and away); participate in a contest in any way (including calling lines, keeping score, etc.) and travel to away games or leave class early to set up for home games. They may attend both home and away games, but they may not sit with or suit up with the team.
- 8) Athletes assigned after school detention are not allowed to participate in practice or contests on the day that their detention is assigned. Ongoing behavior issues may also result in athletic suspension.

9) Coaches will be supplied a list of ineligible students for the following week by the end of the day Friday the week prior.

To keep all of Mattson's teams eligible, it is important that the athletes and parents all understand the following: Students are not to be given special treatment or privileges on a regular basis to enable them to participate in any non-school activities or athletic activities; such as reduced practice times, special workouts, late arrivals or early dismissals. Parents, it is very important to understand that your son or daughter is required to arrive at practice on time and not leave early from practice to participate in any non-school athletic activity. There cannot be any exceptions to this rule. This rule was put into practice to ensure athletes are properly conditioned for competition.

- \* Athletes may not leave Mattson turnouts to attend any non-school related activity.
- \* Parents must pick their son or daughter up within 10 minutes of the end of practices and games.

The athletic program consists of four seasons as follows:

1<sup>st</sup> Season – football and girls' volleyball

2<sup>nd</sup> Season –boys' basketball and gymnastics

3<sup>rd</sup> Season –girls' basketball and wrestling

4<sup>th</sup> Season – co-ed track, boys' and girls' soccer

## ATTENDANCE

### Absent from school

1. Bring a note from parent/guardian excusing the absence or have parent or guardian call the Attendance Office within 48 hours of the absence. Failure to do so may result in discipline.
2. Report to the Attendance Office BEFORE school begins.
3. Receive an admit slip from the Attendance Office.
4. Show the admit slip to the teachers in all your classes.

***\*Excessive absences may impact your grades!***

### **Doctor or dental appointments**

1. Report to the Student Center before school begins.
2. Bring a note from parent/guardian requesting permission to leave school at a certain time.
3. Receive an Early Dismissal Slip from the attendance assistant.
4. A parent or guardian must sign out and pick students up in the Student Center.
5. Show the slip to class teacher – report to the Student Center at the assigned time or when called to come for dismissal.
6. Upon returning to school, check in at the Student Center.

### **Late arrival policy**

1. Bring a note from parent or guardian stating the reason for late arrival to the Student Center within 48 hours. Failure to do so will result in discipline.
2. Receive an admit slip and report to class.
3. Excessive late arrivals may impact your grade.

### **Prearranged absence from school**

In addition to illness, family emergencies, doctor or dentist appointments and authorized school activities cleared in advance, school district policy allows for occasional excused absences on the part of an individual student if deemed appropriate by the school principal. The principal or his designee will authorize an absence for prearranged family trips only after the following guidelines have been met:

1. The request must be made by the parent or guardian in writing to the attendance administrator at least one week prior to the trip.
2. The request shall explain the nature and purpose of the trip.
3. Teachers may request that make-up work be completed prior to the trip. Otherwise, all make-up work must be completed after the student returns.
4. The student must take the notification of absence form to each teacher prior to the trip.
5. If the absence occurs at the end of a semester, all course requirements must be completed prior to leaving school.
6. Even if the absence is considered excused, it may adversely affect a student's grade and/or credit.
7. Parents who remove their student from school for trips without one week's notice may expect that the absence will be unexcused.

### **Late to class**

Being on time is an important life lesson to learn. When you are late to class, it hinders your abilities to adequately prepare for class and get started on time.

When you are tardy to class, the teacher will mark it in attendance.

1. If you receive 3 total tardies in a week (to any classes), you have been late to 10% of your classes and will then be assigned a lunch detention the following week.
2. If you have received 4 or 5 tardies in a week, you will be assigned 2 lunch detentions the following week.
3. If you have 6 or more tardies in a week (20% or more of your classes), the progressive discipline moves up to an after-school detention.

### **Truancy**

Students who miss any part or all of a school day without a legitimate excuse are considered truant. This includes missing part or all of any single class or leaving a class without permission. **All students who arrive on campus, either before the start of the school day or during school hours, must remain on campus unless given permission by a parent to leave.** Students violating this rule will be considered truant and will be referred to the administration. If a student is **10 minutes late** to class, they will automatically be sent to the office and discipline may be assigned.

### **BACKPACKS**

Each student at Mattson is assigned a locker; backpacks are to be stored in their locker. Students may bring a backpack to transport their books and supplies to and from school but it is to remain in their locker during the day. A backpack is anything that is worn on the back or off the shoulder that's purpose is to carry books, binder, etc.

Backpacks are not allowed in the classroom. Your backpack is to go into your locker before school starts. Take everything out of your backpack that you need to ensure you're on time to class!

There is limited space in classrooms, cafeteria and hallways, and teachers and students tripping over the bags because they are lying on the floors in the classrooms. There are health considerations for

students who may be constantly carrying unsafe loads on their backs.

Backpacks found in the halls/pod areas are turned into lost and found.

If your backpack is on you during the day, it will be confiscated by security or administration.

### **BICYCLES, SKATEBOARDS, ETC.**

There will be no riding of bicycles, skateboards, scooters, shoe skates, etc. on school property. Students must walk these items on campus and lock them in the bike cage or put them in their locker during the school day.

### **CASHIER**

Fees may be paid to the cashier during the student lunch periods. Please make checks payable to **MATTSON MIDDLE SCHOOL**. Class fees and other fees may also be paid online.

**CHEATING/PLAGIARISM:** Plagiarism is defined as using someone else's words or ideas without telling everyone where the words came from. Examples of plagiarism include:

- Cutting/pasting text from electronic sources without citing
- Putting your name on other people's work, including having someone write your paper, buying a paper, downloading a paper from online services, etc.
- Not giving proper credit or citing someone else's unique words and original ideas, research, works, pictures, music, video and other forms of communication
- Changing only a few words, sentences, or phrases, and saying they are your own
- Not using quotation marks when copying exactly someone's words, sentences, phrases, etc.
- Paraphrasing carelessly, documenting poorly, quoting excessively or failing to use your own voice

Consequences for cheating/plagiarism are at the discretion of your teacher but can ultimately lead to school discipline.

### **CLUBS AND ACTIVITIES**

We have clubs and activities in which students may participate. Some of them include: Interact Club, Bible Club, Cheer, Dance Team, Coin Club, STANG Crew, and more. Listen to the daily bulletin for announcements as to when these groups meet.

### **COUNSELORS**

Our school counselors are educated and trained to help Mattson students realize their full potential. The counselors are here to listen to students about any situation, large or small, that affects their lives.

Mattson students see the counselors for many reasons: to receive extra help with decisions that may involve choosing courses, study skills, problems with classes, and personal issues. Discussions with the counselors are kept confidential unless there is a serious threat to students' safety.

### **Mattson has two academic counselors:**

7<sup>th</sup> Grade: Melanie Goodman –

[Melanie.Goodman@kent.k12.wa.us](mailto:Melanie.Goodman@kent.k12.wa.us)

8<sup>th</sup> Grade: Heidi Hart –

[Heidi.Hart@kent.k12.wa.us](mailto:Heidi.Hart@kent.k12.wa.us)

When a student wishes to see a counselor, student can submit a *request* online (from Mattson Homepage > Click on Counseling on the left side> Scroll down until you see your counselor > Click on "request an appointment") The counselor will then receive a notification and when the counselor is available, the counselor will call the student down to the student center where they will check in and wait to be seen.

The counselors also maintain referral lists for community agencies and welcome inquiries from parents about their child's progress.

Some of other school counselor responsibilities include standardized testing, scheduling or changing classes for students, student placement, Children's Protective Service referrals, crisis intervention, parent/teacher staffing, staff consultations and conflict resolution/mediation.



## DRESS CODE

### *Personal Appearance*

(See KSD Student Handbook for district-wide policies) The Mattson Middle School 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.

Mattson classes may have specific dress and appearance requirements for health and safety such as appropriate attire for physical education classes and lab 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 and Mattson Middle School.

Prohibited conduct includes the use or promotion of obscene, lewd, racist, violent, sexual, gang, drug, alcohol or tobacco-related images and/or messages.

### Dress Code Information:

- Students will dress so that their genitals, buttocks and nipples are always covered with non-transparent material.
- Students will wear a shirt with fabric in the front, back and on the sides under the arms to cover the torso.
- Students will wear a "bottom," for example, jeans, pants, skirt, sweatpants, leggings or shorts, to cover the buttocks and upper thighs.
- Students will wear appropriate shoes all the time. House slippers are not allowed.
- Shirts and bottoms must meet to cover the torso and undergarments should not show.
- Bandanas are not allowed. If students are wearing bandanas, they must be immediately removed.
- Pajama onesies are prohibited (unless allowed for a spirit day)
- Students are allowed wear hats in the school building, but hoods must be removed upon entering the classroom.
- Head coverings related to religious observance (e.g., yarmulkes, hijabs, dastaars/turbans) are permitted for students

## ELECTRONIC DEVICES / CELL PHONES / ITEMS OF VALUE

Students should NOT bring valuable items or large sums of money to school.

Students are not allowed to use any of their electronic devices, KSD computers included, to play music out loud. If a student has a pair of headphones or earbuds that allows them to individually listen to music, that is allowed. Bluetooth speakers are prohibited at school and students will be asked not to bring them or they will be confiscated.

Students are allowed to use their electronic devices (cell phones, iPod, mp3, KSD computer, etc.) ONLY during the following times:

- 30-minute lunch time
- 5-minute passing periods

**Cell phones are not to be visible or used at any time for any reason, during class.** If a student has a cell phone out during class time, they will be sent to the office where it will be turned into an administrator and locked for safe keeping.

- First offense: student cell phone is kept for the rest of the day and the student can pick it up at 3:10 p.m.
- Second offense: student cell phone is turned into the office and the student must contact a parent/guardian to pick up the phone at their earliest convenience

If there are further issues regarding electronic device usage during class, a meeting can be set up with the teacher, parents, and administration.

### **FINE POLICY**

During your years at Mattson, 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 a fair repair or replacement value. 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 one of the big items you must look after; cover them, do not mark in them and do not leave them lying about. Teachers are authorized to assess fines for uncovered textbooks.

Fines should be paid immediately upon receipt of notice. Fines not paid during the school year will result in grades and school records being held at Mattson until all fines are clear. Participation in sports and clubs will not be permitted if you have outstanding fines.

### **LAPTOPS**

All students will be receiving laptops on our deployment day and are to be used at school. Students will receive training about laptop care and safety during the school day, while parents will receive information at Open House.

### **LIBRARY / MEDIA SERVICES**

Mattson Middle School library is located in the center of campus and is staffed with a full-time librarian and a part-time administrative assistant. The library houses thousands of books, A-V materials and equipment for staff, various

magazines and newspapers, and vertical file items (pamphlets, brochures, pictures, maps) – in addition, there are computers, one teaching station (computer plus projector), and one printer. A carefully monitored color printer is also available.

- **Library Rules** –
  - Be Respectful.
  - Enter and leave the library quietly.
  - Use quiet voices.
  - No horseplay, running, pushing, etc.
  - No food, drink, candy or gum is allowed in the library.
  - Take care of library materials.
  - Use bookmarks; please do not dog-ear (bend) the pages.
  - Keep books away from water, food, and pets.
  - Do not loan library books to friends; they are checked out to you.
  - Be polite and respect the right of others to work quietly.
  - Return all items to proper place when you leave.
  - Push in your chairs before you leave.
  - Completely log out of computers when you are done.
  - If you are unsure where to reshelv a book, please leave it at the checkout desk.
  - Clean up your work area. Leave it nicer than you found it.
  -
- **Hours** – Our goal is to have the library open as much as possible for student use. Toward that end, we are open during the entire school day, including both lunch periods. We also try to be open at least 15 minutes before school starts and 15 minutes after school ends. Exceptions are made to accommodate meetings and special performances or functions. The open hours are posted on the library door, where notices of special hours or changes are also noted.
- **Passes** – To use the library during school hours, a building pass is required. These are obtained from classroom teachers and/or administrators. To come to the library during what remains of a student's lunch, a special lunch pass must be obtained from the adult in the lunchroom. There are a limited number of these passes which are available on a first-requested basis.

- Check-out/Check-in Policies – Please take care of your books and be aware of the following library policies:  
Each student may have two items checked out at the same time.  
Loan periods:
  - Books - two weeks
  - Reference – library use only, or sometimes overnight
  - Renewals – two additional weeks at a time, as needed
  - Your ID card or the ten-key pad are used for checkout; please remember your student number!
  - Books should be returned to the library book drop box.
- Fines – We do charge for damaged or lost books! All fines are payable to the cashier. Failure to take care of library issues may result in loss of certain privileges (library checkout, participation in special extracurricular activities).
- Lost items – Replacement costs are determined by the cost of the book, plus an additional \$2 - \$3 fee to cover processing, barcodes, labels, jackets, protective coverings, shipping/handling, and tax. If an item has been paid for, the student has two more months in which to find the lost item. After that time, the payment is not refundable, as the library will have ordered a replacement copy. Exceptions may be made only for out-of-print books.
- Damaged items – Fines will be assessed for damage that goes beyond the normal wear-and-tear expected with library books. They will vary with the degree of damage. Please do not attempt to repair books on your own.  
Computers – Computers are to be used only for school-related work.
  - All computer use must comply with the computer policies use documents #2022 and #2022P.
  - All students must have a signed copy of the One-to-One Student/Parent Laptop agreement on file to take a laptop home.

### **LOCKER ASSIGNMENTS**

Individual student lockers are issued to store student belongings. Before the start of the first class, students will need to leave backpacks and other items

in the locker. Lockers are not considered secured areas and items are stored at a student’s own risk. Each locker is assigned to one student only. Students should not give anyone the combination. Students are responsible for anything found in their locker whether they put it there or not!

For the safety of students and staff, backpacks stay in lockers and are not brought to classes. There is limited space in classrooms, cafeteria and hallways, and teachers and students tripping over the bags because they are lying on the floors in the classrooms pose a real safety hazard. There are health considerations for students who may be constantly carrying unsafe loads on their backs. Backpacks found in the halls/pod areas are turned in to lost and found.

### **LOST AND FOUND**

Please note that the school is NOT responsible for your lost or stolen articles. We advise you not to bring items of value to school. Also, mark with a permanent marking pen your clothing, coats and such. This enables us to return lost items to you. Valuable items must be accurately described by the student before being returned. The lost and found container is in the MPR.

Lockers are not secured areas. The school is not responsible for items lost or stolen (this includes textbooks). ALL lost and found items not claimed by the end of June are given to a local charity.

### **LUNCH TIME RULES**

1. Students will accept the responsibility for handling their own garbage, recycling their own trays and cleaning up their own spills, etc.
2. Students will behave in an orderly, reasonable manner. Running, shouting, throwing objects, crowding into lines, having others purchase your lunch, being disrespectful to staff or other students, or taking food out of the cafeteria is not allowed.
3. Students come to the cafeteria and go directly to the lunch line.
4. After students get their food, they are to return to their seats and finish eating.
5. When students finish eating, they are to clean up and throw away their trash.
6. Students can go outside, stay in the cafeteria, or go to the library until the bell rings for the ending of lunch.

7. ALL FOOD AND DRINK IS TO BE CONSUMED IN THE CAFETERIA. Food and drink are not to be taken into the halls or classrooms. Closed containers may be taken to your locker for consumption at a later time. Please do not leave any food in your locker overnight. Because we have outdoor hallways any food left in lockers attracts rodents.
8. If you are found with food or drink outside the cafeteria, you will be asked to throw the item away or return to the cafeteria immediately. If the behavior continues, you will be assigned lunch detention.
9. Lockers may be used before and after the lunch period. If you wish to return to your locker during the lunch period, you need a pass.
10. The consequences for violations of the above guidelines for LUNCHROOM BEHAVIOR will result in lunch detention or other disciplinary actions.

### **NURSE / HEALTH ROOM**

Any student may see the nurse when not feeling well. Go to the Student Center, sign in and then on to the Health Room. Students who become ill should always communicate this to a staff member so that assistance can be provided. No student is to leave campus without first checking out through the Attendance Office. Do not report to the Health Room between classes unless it is an extreme emergency. Always go to class first and get a pass, so your teacher will know where you are. Mattson has a nurse in the building only two days each week.

### **PASSES OUT OF CLASS**

When you are out of the classroom for any reason, you must have a pass. Each teacher has a yellow vest that should be worn by students who are out of class:

- \*Going to the restroom
- \*Going to your locker
- \*Going to the library
- \*Going to the office or student center

If you are out of class without a pass, you are technically truant. At that time, you will be sent back to class. If the behavior continues to be an issue, discipline will be assigned.

### **SKYWARD FAMILY ACCESS**

Skyward Family Access allows parents/guardians electronic access to school related information. Parents of secondary students can view their child's attendance, the school calendar, messages from the school office or teacher, grades, student schedule, and academic history, test scores, and vaccination records, along with student and emergency contact information.

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.

To access click on the link [Skyward Family Access](#). Parents or guardians with an email address on file can use the "Forgot your Login/Password" link on the Family Access login page or parents can contact the student's school for log-in information. Parents/guardians of seventh grade students receive a letter from the child's school in the fall, or upon enrollment, containing the log-in ID and password. Please DO NOT give your child access to your parent login. Secondary students receive their Student Access log-in ID and password at school. If there are questions regarding the log-in ID and password, student grades, or other student or school information, please contact the student's school.

### **SNOWBALL THROWING**

In order to prevent serious injury to students and staff, snowball throwing IS NOT permitted on or near the Mattson campus. Violation will result in disciplinary action.

### **TEXTBOOKS**

Books are provided by the school for many classes. The textbooks are your responsibility, which means you should handle them with care and be prepared to pay for any damage that occurs while issued to you. Textbooks should be covered at all times.

### **THREE-RING BINDERS**

One of our goals at Mattson includes helping students become organized. We strongly encourage all students to maintain a three-ring binder with dividers.

## **TRANSPORTATION RULES**

Remember that according to state law the bus driver is in charge of the bus and 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 that all school rules apply on the buses. Once you arrive to school on the bus, students are to remain on campus. Students are not allowed to take a bus other than their assigned bus unless parents have obtained prior approval from the transportation office (253-373-7442).

## **DISCIPLINE and DEFINITIONS**

### **LUNCH DETENTION**

Lunch Detention is a school discipline sanction. It will be held Monday through Friday during lunch period (30 minutes) in the ISS Room. On the day of your detention, you may bring your lunch, or a lunch will be delivered to you from the cafeteria. You will eat in the lunch detention room. **You will not be allowed to get anything from the snack line or go outside during this time.** If you have lunch detention, you are expected to go directly to room 10 at the start of lunch. The ISS supervisor will let you in. you will check your cell phone in and quietly take a seat. You will be able to eat lunch if you bring your own, or your lunch will be delivered to you 10 minutes after lunch starts. A missed lunch detention will result in further discipline, such as additional lunch detention assignments or after school detention.

### **Lunch Detention Guidelines:**

1. You will be sent a notice the day of your lunch detention and talk with the ISS supervisor or a staff member in the office.
2. Students go directly to room 10 at the start of their assigned lunch. If you are over 5 minutes late you are considered absent.
3. Students will enter quietly, turn in their cell phones and take a seat.
4. Students will sit quietly and eat their lunches. There will be no talking, passing notes, card games or computer usage.
5. Students in Lunch Detention are not allowed to access the snack line. You will be allowed to buy a school lunch if necessary.

6. You are not allowed to leave the Lunch Detention area. This includes bathroom and/or water breaks. This can be taken care of during passing period before or after your lunch.

### **AFTER-SCHOOL DETENTION**

After-School Detention is also a school sanction. **After School Detention is held from 3:15 p.m. to 4:15 p.m. in Room 10.** Students are expected to be on time, or they will be counted as absent—anything over 10 minutes late will be considered absent. Under the supervision of an adult, students will be expected to do schoolwork or perform a service for the school, such as campus clean up duty. Students are required to follow the directions of the supervisor and work for one hour. If students are dismissed early for lack of cooperation, or if they fail to show up, another after school detention or in-school suspension will be assigned. Students should report to the Student Center for their detention. If you do not show up for your assigned after school detention, you will lose privileges to attend after school events (games, practices, dances, etc.)

### **IN-SCHOOL SUSPENSION ROOM**

The In-School Suspension room is used for several reasons. A student can be assigned to time in the ISS room based on progressive discipline or if they are removed from a classroom. This is a quiet place where students are expected to work at regaining control and to reflect on the actions that earned an ISS assignment. Students are not to leave class without permission and go to the ISS room. If a student leaves class to go to the In-School Suspension Room without permission, he/she will be considered truant.

## **SCHOOL CLIMATE**

### **HARASSMENT**

Mattson has a zero tolerance for harassment. It is the Kent School District Policy that all students should be able to attend and learn in a school setting that is free from all forms of discrimination: creed, race, age, color, religion, sex, handicap or national origin. Harassment refers to behavior which is not welcome, is personally offensive and creates uneasiness. Any student who experiences conduct of this sort, or who feels that his or her school environment has become a hostile environment, should report the matter to

their teacher or school administration immediately. Harassment is prohibited in the workplace or school and may result in suspension. Some specific examples of behavior considered to be sexual harassment (but not limited to):

- \* staring or leering that has sexual overtones
- \* unwanted comments
- \* suggestive gestures
- \* sexually demeaning jokes, statements or comments
- \* spreading sexual gossip

### **SCHOOL ENVIRONMENT**

The school environment is an academic setting which promotes learning. Do not bring radios, stereos, MP3 players, skateboards, toys, baseball cards or other items not related to the learning environment on campus. Any Mattson staff member has the authority to confiscate such items during school hours. Dangerous items such as guns, knives, chains, martial arts paraphernalia, firecrackers or explosives are not allowed on campus.

Teachers have the authority to remove students from their classes for up to one period for violations of classroom rules. Students may be removed to stand outside the classroom door for a brief moment, to the In-School Suspension room or to an administrator. If a student on school premises or near school premises, or off school premises at any school sponsored activity acts inappropriately, it will constitute sufficient cause for discipline, suspension or expulsion.

## **POLICIES AND PROCEDURES**

### **ATTENDANCE POLICY**

Students at Mattson Middle School who have accumulated fifteen (15) absences per semester, regardless of being excused or unexcused, face the possibility of failing the class. Failure to attend school for twenty (20) consecutive days will result in an automatic withdrawal from school.

An unexcused tardy to class that is more than half of the class time will be considered an unexcused truant absence.

According to the Kent School District Policy 3122P, we have a responsibility under state law to accurately track unexcused absences and excessive

excused absences and to work with the student and parent 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.

- A. After one unexcused absence in a month the school is required to inform the parent in writing or by phone.
- B. After two unexcused absences the school is required to initiate a parent conference to improve the student's attendance.
- C. After five unexcused absences in a month the school is required to initiate a written agreement with the parent to improve the student's attendance.
- D. After seven unexcused absences in a month or ten 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 student under the age of seventeen at the time the petition is originally filed.

**Parents must notify the school at least five (5) days prior to leaving for a family trip or vacation.** Teachers may provide student work for those days missed due to extended family trips during the school year. School planned field trips/activities DO NOT count as unexcused absences.

Absences are only excused for the following reasons:

illness, doctor/dental appointment, religious observance, funeral, court date, family emergencies, disciplinary actions, or school-approved activities. Oversleeping is not considered an excused absence or excused late arrival.

**Absences or late arrivals must be excused within 48 hours or they will be counted as unexcused.**

Accumulated unexcused absences will cause students to become subject to the BECCA Bill (Washington State's Compulsory Attendance Law, RCW 28A.225). Any failure to comply with the law may subject the student to legal sanctions.

### **UNEXCUSED TARDY POLICY**

Students are marked tardy to class based on the teacher's classroom tardy policy.

- Students who receive three (3) tardies in a week to any class periods, will receive one (1) lunch detention the following week.
- If a student is tardy to four to five (4-5) classes in a week to any class periods, the student will receive two (2) lunch detentions.
- If a student receives six (6) or more tardies to any class periods in a week, the student will receive after school detention.

Adjustments are made based on parent communication with administration.

### **AUDIO-VISUAL, COMPUTER/ELECTRONIC USAGE POLICY**

This policy is to provide direction and clarification to students for the use of any audio-visual, computer and/or electronic equipment. Hardware and software at Mattson is to be used by students under the supervision of a staff member. Students are not to use any electronic equipment in a dangerous manner which could cause injury or damage to the student, others and/or equipment. Students are prohibited from using any equipment to intimidate, harass and/or disrupt the curricular function of the school. Electronic equipment used to view or to express verbal and/or written communication must meet the guidelines of the Kent School District Policies 8420, 3320 and 3221. These policies prohibit the use of vulgarity and/or offensive terms; being libelous, obscene or profane; causing a substantial disruption of the school; invading the privacy of others; demeaning any race, religion, gender or ethnic group; advocating the violation of the law; or advertising tobacco products, liquor, illicit drugs or drug paraphernalia. Failure to comply with the usage policy will result in loss of privileges and may include additional school discipline.

### **DISRUPTIVE BEHAVIOR POLICY**

A student shall not intentionally cause the substantial and material disruption of any school operation (e.g. horseplay, academic dishonesty, inappropriate display of affection, insulting or verbal abuse to any staff member, etc.). Failure to comply will result in school discipline.

### **HARASSMENT POLICY**

Mattson Middle School has a zero-tolerance for harassment. It is a strongly upheld belief that all students should be able to attend school and learn in a social environment that is free of any and all forms of harassment and discrimination. Students have the right to be treated with respect and civility and have the responsibility to treat others the same. Harassment is prohibited in the work place and school and may result in a suspension.

**Sexual Harassment:** Occurs when sexual or other gender based physical or verbal conduct interferes with an individual's work or school performance. It also occurs if the conduct creates an intimidating, hostile or offensive work or school environment. Sexual harassment includes offensive sexual flirtations, advances or propositions, continued or verbal abuse of a sexual nature, graphic or degrading verbal comments about an individual or about his/her appearance, the display of sexually suggestive objects or pictures, any offensive or abusive physical contact or otherwise making another individual feel threatened or uncomfortable.

**Racial Harassment:** Occurs when racial or other ethnic based verbal conduct or use of physical gesture(s) interferes with an individual's work or school performance. It also occurs if the conduct creates an intimidating, hostile or offensive work or school environment. Racial harassment includes racial slurs, regardless of intent, gestures, name calling, taunting, teasing, jokes, demeaning comments or graphic representations (e.g. swastikas, confederate flags, and display of anarchism) or otherwise making another individual feel threatened or uncomfortable.

**Notification Procedures:** If you feel you have been harassed, you have a right to file a complaint that will be investigated. Please report your complaint to any staff member in the building. If that adult is not an administrator, the adult must report your complaint to an administrator.

### **TAMPERING WITH FIRE APPARATUS OR FALSE ALARM POLICY**

Setting off false alarms, discharging or stealing fire extinguishers, damaging a fire extinguisher or the alarm system will not be tolerated. School discipline and restitution will apply. Police may be notified.

## ATHLETIC CODE SANCTIONS

(With regard to tobacco, alcohol and/or substance abuse)

Please refer to the Kent School District Student Athletic Handbook for a comprehensive look at the rules and sanctions.

### Alcohol and/or Substance Abuse Definitions/Terms:

- Actual Possession:*** The act of having a substance in one's custody or control. Actual possession occurs when the item is in the physical custody of the person charged with possession.
- Constructive Possession:*** In the absence of physical possession, if there is dominion and control over the substance - such as knowledge that alcohol, tobacco, legend drugs or illegal substances are available and/or being used by others - student athletes have a responsibility to remove themselves, beyond all reasonable doubt and proximity, from the situation. At off campus events, where drugs, alcohol or other illegal substances are **evident**, student athletes who have made a **willful** choice to remain at the event, are in violation of this rule.
- Use*** Physical consumption of a substance by means of inhalation, snorting, drinking, absorption, injection or any other method which produces an intoxicating or mental/physical altering effect.
- Sale*** The act of distributing an illegal substance by means of exchanging substances for an agree sum of money or other valuable consideration.
- Proximity*** Close in distance, time or relationship (commingling or interacting) with other students coming or going from a social gathering, whether inside location or outside (yard/street/ neighborhood).
- Discovery-Investigative*** The process by which an administrator/coach arrives at a conclusion regarding a student's involvement in an athletic code infraction. The decision will be based on evidence, either verbal or written.
- Discovery-Self Admittance*** Student athletes who admit to their involvement in an athletic code infraction and who are cooperative and honest in the investigative process regarding alleged code infractions.
- Self-Referral*** Student athletes who report self-infractions to school administrator prior to any investigation or inquire by school administrators or staff.

Sanctions will carry over from eighth grade to senior high school and from seventh grade to eighth grade.



**ALCOHOL TOBACCO AND/OR SUBSTANCE ABUSE:** For on or off campus violations in regard to use of alcohol, tobacco and/or substance abuse for student athletes, the following sanctions apply:

**1<sup>st</sup> Violation: IN SEASON**

<u>Means of Discovery</u>	<u>Actual Possession, Use/Sale</u>	<u>Constructive Possession</u>
<u>Investigative</u>	Expulsion – 25 days or length of current season, whichever is longer	Expulsion – 20 days or length of current season, whichever is longer
<u>Self Admittance</u>	Suspension – 25 days/10 days maximum may be held in abeyance by the principal	Suspension – 20 days/12 days maximum may be held in abeyance by the principal
<u>Self Referral</u>	Suspension – 25 days/15 days maximum may be held in abeyance by principal	Suspension – 20 days/15 days maximum may be held in abeyance by principal

**1<sup>st</sup> Violation: OUT OF SEASON**

The student athlete will be placed on suspension for the first 15 turnout days during the next completed sports season in which the student athlete participates; also, the student athlete will miss the first interscholastic contest to follow this suspension if no interscholastic contest should fall within the suspension period.

**2<sup>nd</sup> Violation: IN OR OUT OF SEASON**

Whether in season or out of season, a second violation of the athletic code for alcohol and/or substance abuse will result in expulsion from all sports in the Kent School District for one calendar year. If a student athlete completes tobacco, drug/alcohol dependency assessment and subsequent recommendation, the principal may reduce sanction to suspension from the first 50% of game contests for the next completed sports season.

**3<sup>rd</sup> Violation: IN OR OUT OF SEASON**

Whether in season or out of season, a third violation of the athletic code for alcohol and/or substance abuse will result in expulsion from all sports in the Kent School District.

**REINSTATEMENT PROCESS:**

Application for reinstatement following any form of athletic discipline will be accepted by the principal upon completion of the following:

- Letter of intent and purpose for reinstatement
- Drug, tobacco and/or alcohol assessment by an individual or agency that is acceptable to the school district. Results will be shared with family and school administration.
- Proof that a tobacco, drug/alcohol, counseling, or preventive education program has been completed.

The principal may waive any and/or all of the requirements above if deemed appropriate. Final decision for reinstatement resides with the school principal.

## **COMPULSORY ATTENDANCE LAW**

### **Did You Know?**

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

### **Plan for Good Attendance**

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

### **WHAT WE NEED FROM YOU**

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

### **OUR PROMISE TO YOU**

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

## SCHOOL POLICIES AND STATE LAWS

It is important that you understand our school policies and procedures, as well as Washington State Law, to ensure your child is successful in school. State law for mandatory attendance, called the Becca Bill, requires children from age 8 to 17 to attend a public school, private school, or a district-approved home school program. Children that are 6- or 7-years-old are not required to be enrolled in school. However, if parents enroll their 6- or 7-year-old, the student must attend full-time. Youth who are 16 or older may be excused from attending public school if they meet certain requirements. <http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.225>

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

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

For more information, you can visit Policies [3121 regarding Compulsory Attendance](#) and [3122 Excused and Unexcused Absence](#)

### **Vacation/Extended Absence**

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

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

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

## DISCIPLINE POLICY

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

other relative with whom the student lives, or an individual who is legally responsible for the student's welfare; or a surrogate parent who has been appointed in accordance with WAC 392-172A.05130. If the biological or adoptive parent is attempting to act as the parent and more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the "parent" of a child or to make educational decision on behalf of a child, then that person or persons shall be determined to be the parent for purposes of this policy and procedure.

- **"School board"** means the governing board of directors of the local school district.
- **"School business day"** means any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the office of the Superintendent is open to the public for business. A school business day concludes or terminates upon the closure of the Superintendent's office for the calendar day.
- **"School day"** means any day or partial day that students are in attendance at school for instructional purposes.
- **"Suspension"** means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency expulsions. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.
  - **In-school suspension** means a suspension in which a student is excluded from the student's regular educational setting but remains in the student's current school placement for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
  - **Short-term suspension** means a suspension in which a student is excluded from school for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
  - **Long-term suspension** means a suspension in which a student is excluded from school for more than ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.

### 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 of the following are true:

- A student who is being assaulted or witnesses another student being assaulted acts only in a manner that is defensive and protective of himself/herself or others.
- The student is acting in a manner that a building administrator determines is reasonable and necessary in light of the circumstances.
- The student did not instigate, provoke, or promote the violence by his or her words or conduct immediately prior to the assault.

A reasonable physical response to an assault may include holding the assailant's hands or arms to prevent the assault or pulling two fighting students apart and holding them until adult staff can arrive and intervene.

### Defacing or Destruction of Property

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

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

When the pupil and parent or guardian are unable to pay for the damages, the school district will provide a program of voluntary work for the pupil in lieu of the payment of monetary damages. Upon completion of the voluntary work the grades, diploma, and transcripts of the pupil shall be released. The parent or guardian of the pupil is liable for damages as otherwise provided by Washington state law.

### Repeated Defiance of School Authority

Refusal to obey reasonable requests, instructions, and directives of any school personnel (including volunteers or contractors working for the school) pertaining to the orderly operation of the school. Directives regarding safety need to be followed immediately. Lower, non-safety issues, students will be given multiple opportunities to comply before discipline is administered. Student's failure to engage academically will be addressed in ways that do not include disciplinary actions. *(Defiance of school authority is a discretionary discipline offense under RCW 28A.600.015 that cannot result in long-term suspension or expulsion.)*

### Disruptive Behavior of the Education Setting

An act at school or at a school related activity that a student should know will have the effect of:

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

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

### **Disruptive Dress**

Student dress and appearance may be regulated when, in the judgment of school administrators, there is a reasonable expectation that:

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

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

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

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

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

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

### **Fighting**

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

## **Fighting or Assault Involvement**

Encouraging, promoting, and/or escalating a fight or assault by words or actions.

## **Gang Conduct**

For school discipline purposes includes:

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

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

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

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

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

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

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

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

## **Theft/Stealing**

Possession of another person's or district property, regardless of value, without the person's permission with the intent to deprive the owner of such property. As part of the sanction, restitution will usually be required. (*Theft and stealing are discretionary discipline offenses under RCW 28A.600.015 that cannot result in long-term suspension or expulsion.*)

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



permitted to enter or ride any school bus until the student or parent or legal guardian has made payment in full or until directed otherwise by the superintendent.

When the pupil and parent or guardian are unable to pay for the damages, the school district will provide a program of voluntary work for the pupil in lieu of the payment of monetary damages. Upon completion of the voluntary work the grades, diploma, and transcripts of the pupil shall be released. The parent or guardian of the pupil is liable for damages as otherwise provided by Washington state law.

### **Threats of Violence**

A threat to cause bodily injury, significant property damage, or to cause the physical confinement or restraint of the person threatened, or any other act causing substantial harm to the physical or mental health of the person threatened.

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

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

### **Truancy**

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

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

### **Unsafe Behavior**

Minor behaviors that create unsafe conditions (for example running in the hall, climbing on prohibited structures, engaging in mutual rough play, light pushing/shoving).

### **Weapons**

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

Any Kent School District student who is determined to have carried a firearm or to have possessed a firearm on school premises, school-provided transportation, or school sponsored activities at any facility shall be expelled from school *for not less than one year (12 months) under RCW 28A.600.420*, with notification to parents and law enforcement. The district superintendent or the superintendent's designee is authorized to modify the expulsion of a student on a case- by-case basis.

The school district may also suspend or expel a student for up to one year if the student acts with malice as defined under RCW 9A.04.110 and displays a device that appears to be a firearm.

Expulsion may result based upon the administrator's judgment of the seriousness of the act or circumstances surrounding the act, and/or the previous record of the student.

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

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

- Restorative: Providing the student an opportunity to restore relationships between themselves and stakeholders they have affected due to the behavior incident. Examples include: Identify harm caused by action, sincere apology, student contracts, community services, restitution, healing circles.
- Reflective: Provide opportunities for student to reflect about the decision they made that led to the corrective action. Examples: Reflection sheets, role playing, interviews to gain insight, identify positive solutions they could have made.
- Instructional: Provide teaching opportunities for students that target the function of the behavior and helps them learn the skills needed to not engage in such behaviors again. Examples: Teach/reteach social skills, practice using social skills strategies, social stories, have student teach younger students a social skill, research a subject to understand impact.

Staff members are not restricted to the above list and may use any other form of discipline compliant with WAC 392-400-025(9).

## **Grievance process for other forms of discipline and classroom exclusion**

Any parent/guardian or student who is aggrieved by the imposition of other forms of discipline and/or classroom exclusion has the right to an informal conference with the principal for resolving the grievance. If the grievance pertains to the action of an employee, the district will notify that employee of the grievance as soon as reasonably possible.

At such conference, the student and parent will have the opportunity to voice issues and concerns related to the grievance and ask questions of staff members involved in the grievance matter. Staff members will have opportunity to respond to the issues and questions related to the grievance matter. Additionally, the principal will have opportunity to address issues and questions raised and to ask questions of the parent, student, and staff members.

If after exhausting this remedy the grievance is not yet resolved, the parent and student will have the right, upon two (2) school business days prior notice, to present a written and/or oral grievance to the Superintendent or designee. The Superintendent or designee will provide the parent and student with a written copy of its response to the grievance within ten (10) school business days. Use of the grievance process will not impede or postpone the disciplinary action, unless the principal or Superintendent elects to postpone the disciplinary action.

Discipline that may be grieved under this section includes other forms of discipline, including after-school detention; classroom exclusion; removal or suspension from athletic activity or participation; and removal or suspension from school-provided transportation.

### **Suspension and expulsion – general conditions and limitations**

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

An expulsion or suspension of a student may not be for an indefinite period and must have an end date.

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

When administering a suspension or expulsion, the district may deny a student admission to, or entry upon, real and personal property that the district owns, leases, rents, or controls. The district must provide an opportunity for students to receive educational services during a suspension or expulsion (see below). The district will not suspend or expel a student from school for absences or tardiness.

If during a suspension or expulsion the district enrolls a student in another program or course of study, the district may not preclude the student from returning to the student's regular educational setting following the end of the suspension or expulsion, unless one of the following applies:

The Superintendent or designee grants a petition to extend a student's expulsion under WAC 392-400-480; the change of setting is to protect victims under WAC 392-400-810; or other law precludes the student from returning to his or her regular educational setting.

In accordance with RCW 28A.600.420, a school district must expel a student for no less than one year if the district has determined that the student has carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. The Superintendent may modify the expulsion on a case-by-case basis.

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

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

The Superintendent designates Principals; Assistant Principals; and Central Office Administrators who currently hold a valid Washington state administrative certificate with the authority to impose in-school and short-term suspension. Before administering an in-school or short-term suspension, staff members must have first attempted one or more other forms of discipline to support the student in meeting behavioral expectations and considered the student's individual circumstances. The district will not administer in-school suspension that would result in the denial or delay of the student's nutritionally adequate meal.

Unless otherwise required by law, the district is not required to impose in-school or short-term suspensions and instead, strives to keep students in school, learning in a safe and appropriate environment. However, there are circumstances when the district may determine that in-school or short-term suspension is appropriate.

After investigating an incident but before administering any in-school or short-term suspension, the district will attempt to notify the student's parent(s) as soon as reasonably possible regarding the behavioral violation. Additionally, the principal or designee must conduct an informal initial hearing with the student to hear the student's perspective. The principal or designee must provide the student an opportunity to contact his or her parent(s) regarding the initial hearing. The district must hold the initial hearing in a language the parent and student understand.

At the initial hearing, the principal or designee will provide the student:

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

### **Notice**

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

No later than one (1) school business day following the initial hearing with the student, the district will provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email in a language and form the student and parents will understand. The written notice must include:

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

For students in kindergarten through fourth grade, the district will not administer in-school or short-term suspension for more than ten (10) cumulative school days during any academic term. For students in grades five through twelve, the district will not administer in-school or short-term suspension for more than fifteen (15) cumulative school days during any single semester, or more than ten (10) cumulative school days during any single trimester. Additionally, the district will not administer a short-term or in-school suspension beyond the school year in which the behavioral violation occurred.

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

Before administering a long-term suspension or an expulsion, district personnel must consider other forms of discipline to support the student in meeting behavioral expectations. The district must also consider the other general conditions and limitations listed above.

Unless otherwise required by law, the district is not required to impose long-term suspension or expulsion and may impose long-term suspension or expulsion only for specify misconduct. In general, the district strives to keep students in school, learning in a safe and appropriate environment. However, in accordance with the other parameters of this policy there are circumstances when the district may determine that long-term suspension or expulsion is appropriate for student behaviors listed in RCW 28A.600.015 (6)(a) through (d)

### **Behavior agreements**

The district authorizes staff to enter into behavior agreements with students and parents in response to behavioral violations, including agreements to reduce the length of a suspension conditioned on the participation in treatment services, agreements in lieu of suspension or expulsion, or agreements holding a suspension or expulsion in abeyance. Behavior agreements will also describe district actions planned to support behavior changes by the students. The district will provide any behavior agreement in a language and form the student and parents understand.

A behavior agreement does not waive a student's opportunity to participate in a reengagement meeting or to receive educational services. The duration of a behavior agreement must not exceed the length of an academic term. A behavior agreement does not preclude the district from administering discipline for behavioral violations that occur after the district enters into an agreement with the student and parents.

### **Initial hearing**

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

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

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

### **Notice**

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

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

Other than for the firearm exception under WAC 392-400-820, the district will not impose a long-term suspension or an expulsion for any student in kindergarten through fourth grade.

If a long-term suspension or expulsion may exceed ten (10) days, the district will consider whether the student is currently eligible or might be deemed eligible for special education services. If so, the principal will notify relevant special education staff of the suspension or expulsion so that the district can ensure it follows its special education discipline procedures as well as its general education discipline procedures.

### **Emergency Expulsions**

The district may immediately remove a student from the student's current school placement, subject to the following requirements:

The district must have sufficient cause to believe that the student's statements or observable behaviors pose:

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

The district may not impose an emergency expulsion solely for investigating student conduct.

For purposes of determining sufficient cause for an emergency expulsion, the phrase "immediate and continuing threat of material and substantial disruption of the educational process" means:

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

An emergency expulsion may not exceed ten consecutive school days. An emergency expulsion must end or be converted to another form of discipline within ten (10) school days from its start.

After an emergency expulsion, the district must attempt to notify the student's parents, as soon as reasonably possible, regarding the reason the district believes the student's statements or behaviors pose an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the 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. For suspension or expulsion, the request to appeal must be within five (5) school business days from when the district provided the student and parent with written notice. For emergency expulsion, the request to appeal must be within three (3) school business days from when the district provided the student and parent with written notice.

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

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

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

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

The Superintendent or designee must deliver a written appeal decision to the student and parent(s) in person, by mail, or by email within two (2) school business days after receiving the appeal. The written decision must include:

- The decision to affirm, reverse, or modify the suspension;
- The duration and conditions of the suspension, including the beginning and ending dates;
- The educational services the district will offer to the student during the suspension; and
- Notice of the student and parent(s)' right to request review and reconsideration of the appeal decision, including where and to whom to make such a request.

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

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

- The time, date, and location of the appeal hearing;
- The name(s) of the official(s) presiding over the appeal;
- The right of the student and parent(s) to inspect the student's education records;
- The right of the student and parent(s) to inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the hearing;
- The rights of the student and parent(s) to be represented by legal counsel; question witnesses; share the student's perspective and explanation; and introduce relevant documentary, physical, or testimonial evidence; and
- Whether the district will offer a reengagement meeting before the appeal hearing.

For long-term suspension or expulsion, the student, parent(s) and district may agree to hold a reengagement meeting and develop a reengagement plan before the appeal hearing. The student, parent(s), and district may mutually agree to postpone the appeal hearing while participating in the reengagement process.

### **Hearings**

A hearing to appeal a long-term suspension or expulsion or emergency expulsion is a quasi-judicial process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of student(s) and others involved, the district will hold hearing without public notice and without public access unless the student(s) and/or the parent(s) or their counsel requests an open hearing. Regardless of whether the hearing is open or closed, the district will make reasonable efforts to comply with the Family Educational Rights and Privacy Act (FERPA) concerning confidentiality of student education records.

When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:

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

If the official presiding over the hearing finds that a student's interests will be substantially prejudiced by a group hearing, the presiding official may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

For long-term suspension or expulsion, the district will hold an appeal hearing within three (3) school business days after the Superintendent or designee received the appeal request, unless otherwise agreed to by the student and parent(s).

For emergency expulsion, the district will hold an appeal hearing within two (2) school business days after the Superintendent or designee received the appeal request, unless the student and parent(s) agree to another time.

The school board may designate a discipline appeal council to hear and decide any appeals in this policy and procedure or to review and reconsider a district's appeal decisions. A discipline appeal council must consist of at least three persons appointed by the school board for fixed terms. All members of a discipline appeal council must be knowledgeable about the rules in Chapter 392-400 WAC and this policy and procedure. The school board may also designate the Superintendent or a hearing officer to hear and decide appeals. The



presiding official(s) may not have been involved in the student's behavioral violation or the decision to suspend or expel the student.

Upon request, the student and parent(s) or their legal representative may inspect any documentary or physical evidence and list of any witnesses that the district will introduce at the appeal hearing. The district must make the information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing. The district may also request to inspect any documentary or physical evidence and list of any witnesses that the student and parent(s) intend to introduce at the appeal hearing. The student and parent(s) must make this information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

Upon request, the student and parent(s) may review the student's education records. The district will make the records available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

If a witness for the district cannot or does not appear at the appeal hearing, the presiding official(s) may excuse the witness' nonappearance if the district establishes that:

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

The district will record the appeal hearing by manual, electronic, or other type of recording device and upon request of the student or parent(s) provide them a copy of the recording.

For long-term suspension or expulsion, the presiding official(s) must base the decision solely on the evidence presented at the hearing. The presiding official(s) will provide a written decision to the student and parent(s) in person, by mail, or by email within three (3) school business days after the appeal hearing. The written decision must include:

- The findings of fact;
- A determination whether (i) the student's behavior violated this policy; (ii) the behavioral violation reasonably warrants the suspension or expulsion and the length of the suspension or expulsion; and (iii) the suspension or expulsion is affirmed, reversed, or modified;
- The duration and conditions of suspension or expulsion, including the beginning and ending dates;
- Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request; and
- Notice of the opportunity for a reengagement meeting and contact information for the person who will schedule it.

For emergency expulsion, the district will provide a written decision to the student and parent(s) in person, by mail, or by email within one (1) school business day after the appeal hearing. The written decision must include:

- The findings of fact;
- A determination whether the student's statements or behaviors continue to pose (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process;
- Whether the district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the district converts the emergency expulsion to a suspension or expulsion, the district will provide the student and parent(s) notice and due process consistent with the disciplinary action to which the emergency expulsion was converted; and
- Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request.

## **Reconsideration of appeal**

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

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

- In reviewing the district's decision, the school board or discipline appeal council, if established, must consider (i) all documentary and physical evidence from the appeal hearing related to the behavioral violation; (ii) any records from the appeal hearing; (iii) relevant state law; and (iv) this policy adopted.
- The school board (or discipline appeal council) may request to meet with the student and parent(s), the principal, witnesses, and/or school personnel to hear further arguments and gather additional information.
- The decision of the school board (or discipline appeal council) will be made only by board or discipline council members who were not involved in (i) the behavioral violation; (ii) the decision to suspend or expel the student; or (iii) the appeal decision. If the discipline appeal council presided over the appeal hearing, the school board will conduct the review and reconsideration.

For long-term suspension or expulsion, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the school board (or discipline appeal council) affirms, reverses, or modifies the suspension or expulsion;
- The duration and conditions of the suspension or expulsion, including the beginning and ending dates of the suspension or expulsion; and
- For long-term suspensions or expulsions, notice of the opportunity to participate in a reengagement meeting.

For emergency expulsion, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within five (5) school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the school board [or discipline appeal council] affirms or reverses the school district's decision that the student's statements or behaviors posed (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process.
- If the emergency expulsion has not yet ended or been converted, whether the district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the district converts the emergency expulsion to a suspension or expulsion, the district will provide the student and parent(s) notice and due process under WAC 392-400-455 through 392-400-480 consistent with the disciplinary action to which the emergency expulsion was converted

## **Educational Services**

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

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

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

- Course work, including any assigned homework, from all of the student's regular subjects or classes;
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion; and
- Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes. School personnel will make a reasonable attempt to contact the student or parents within three (3) school business days following the start of the suspension or emergency expulsion and periodically thereafter until the suspension or emergency expulsion ends to:
  - Coordinate the delivery and grading of course work between the student and the student's teacher(s) at a frequency that would allow the student to keep current with assignments and course work for all of the student's regular subjects or classes; and
  - Communicate with the student, parents, and the student's teacher(s) about the student's academic progress.

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

### **Readmission application process**

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

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

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

### **Reengagement Meeting**

The reengagement process is distinct from a written request for readmission. The reengagement meeting is also distinct from the appeal process, including an appeal hearing, and does not replace an appeal hearing. The district must convene a reengagement meeting for students with a long-term suspension or expulsion. Before convening a reengagement meeting, the district will communicate with the student and parent(s) to schedule the meeting time and location. The purpose of the reengagement meeting is to discuss with the student and his or her parent(s)/guardian(s) a plan to reengage the student.

The reengagement meeting must occur:

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

### **Reengagement plan**

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

- The nature and circumstances of the incident that led to the student's suspension or expulsion;
- As appropriate, students' cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach;
- Shortening the length of time that the student is suspended or expelled;
- Providing academic and nonacademic supports that aid in the student's academic success and keep the student engaged 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 and Discipline

Decisions made regarding corrective action or sanctions upon students in the abovementioned groups will be made following special education programming and legal procedures.

Discipline procedures for students with disabilities are consistent with the Individual with Disabilities Education Act (IDEA). These procedures apply when:

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

Knowledge of the disability is defined as:

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

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

## Suicide Prevention

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

**Ask for help:** Don't be afraid to let your friends, family, or teachers know what you need when they ask; they want to help. You can also call the Local Crisis or National Suicide Prevention Lifeline any time — calls are confidential.

**Local Crisis Hotline: 1-866-427-4747**

**National Lifeline: 1-800-273-TALK (8255)**

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

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

## Harassment, Intimidation and Bullying (HIB)

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

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

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

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

Harassment, intimidation or bullying can take many forms including: slurs, rumors, jokes, innuendo, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats, or other written, oral or physical actions, or electronically transmitted messages or images.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment.

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

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

### How to report Bullying

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

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

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

## **Sexual Harassment**

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

## **Definitions**

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

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

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

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

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

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

## Non –Discrimination Policy

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

Anyone may file a complaint against the district alleging that the District has violated anti-discrimination laws. The primary purpose of [Policy](#) and [Procedure 3210](#) is to secure an equitable solution to a justifiable complaint. To this end, specific steps will be taken. The District is prohibited by law from intimidating, threatening, coercing or discriminating against any individual for the purpose of interfering with their right to file a grievance under this policy and procedure and from retaliating against an individual for filing such a grievance.

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

The procedures for filing a formal complaint can be found in [Procedure 3210](#)

Kent School District will also take steps to assure that national origin persons who lack English language skills can participate in all education programs, services, and activities. For information regarding translation services, please contact Rona Popp, Director of Categorical Services at (253) 373-7708. For bilingual education information, contact Will Williams, Director of Multilingual Education at (253) 373-7269.

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

### **Title IX Coordinator**

Moriah Martin

### **Chief Human Resources Officer**

(253) 373-7203

### **Section 504 Coordinator**

Randy Heath

Executive Director Student and Family Support Services

(253) 373-7010

### **Civil Rights Compliance Officer**

Israel Vela

### **Chief School Operations and Academic Support Officer**

(253) 373-7134

### **ADA Coordinator**

Jennifer Jones

### **Executive Director, Learning Supports**

(253) 373-7610



## New Civil Rights Resources for Schools and Families

### Students' Rights Handouts, Translated into 11 Languages

The Office of the Superintendent of Public Instruction (OSPI) has developed Students' Rights handouts to explain common civil rights topics into plain language. They are available on the OSPI website

Office of the Superintendent of Public Instruction

Students' Rights: Discriminatory Harassment

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