



**NORTHWOOD STUDENT HANDBOOK**  
**REMOTE LEARNING**  
**2020 - 2021**

# Welcome to Northwood Middle School

## Our Mission

**Successfully Preparing All Students For Their Futures**

### ADMINISTRATION

**Sherilyn Ulland . . . . . Principal**

**Celeste Schofield . . . . . Assistant Principal**

Welcome to Northwood Middle School! We expect the 2020-2021 school year to be a great year. We encourage you to learn as much as you can, participate fully, have fun, and show pride and leadership in your school and community.

Northwood Middle School colors are purple and gray with teal trim. Our mascot is the Jaguar.

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

### HOW TO USE THIS HANDBOOK?

This handbook is divided into three sections that contain information specific to Northwood:

- (1) [Northwood General Information](#)
- (2) [Northwood Student Athletics and Activities Information](#)
- (3) [Northwood Student Expectations](#)

and one section for the Kent School District:

- (4) [Kent School District Student/Parent Handbook 2020-2021 School Year](#)

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# Northwood General Information

## ASB MEMBERSHIP

We will not be collecting ASB fees at this time while we are in remote learning.

## ASSEMBLY EXPECTATIONS - VIRTUAL

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

While in remote learning assemblies will be conducted virtually.

## ATTENDANCE

### ABSENCES

If you are going to be absent from remote learning classes, have a parent or guardian contact the attendance office by email ([michelle.green@kent.k12.wa.us](mailto:michelle.green@kent.k12.wa.us)), or online through Family Access the morning of your absence.

Absence due to personal illness, legal or medical appointments, injury or death in the family is excused. Most other absences are considered unexcused. When absent, check the online learning platforms for classes that you missed and contact your teachers by email if you have any questions.

## 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](#)

### **Attendance During Remote Learning**

There are two types of instruction your student will be able to participate in for attendance.

Synchronous instruction - live instruction with their teacher leading (Microsoft Teams classes)

Asynchronous instruction - independent instruction (Canvas, assigned work)

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

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

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

### **BUILDING HOURS**

Northwood is closed during remote learning.

### **CASHIER**

Payments are only being made online during remote learning.

Online Payment Access: From the Northwood website, go to the Shortcuts and choose Online Payments to connect to <https://wa-kent.intouchrecepting.com/> First time users will need to create a password for the system. Parents will use their skyward Username along with the newly created password to sign in. You can shop by student, and you can shop for all students in one transaction if you wish. Select the items you want from the categories listed, place them in your cart and complete the checkout process. You should receive an order confirmation in your email. Fines and/or class fees, if any, will show up in red as you access your student, these can be added to your cart for payment. You may also go to the Reports Section in the Online Payment System and click on Purchase History to see everything that has been purchased for your student whether online or at school. This is a great place to look when you can't remember if you've ordered a yearbook.

Refunds can be made back to the card used to purchase.

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

Cell phones, electronic devices, and their accessories (earbuds, headphones, AirPods, etc.) have increased student distraction in our learning environment. While in remote learning use only the electronic devices and accessories needed for your class in order to minimize your distractions.

## COMMUNICATIONS – ANNOUCEMENTS

Announcements are provided daily to students via their school email. We recommend students check their Outlook Email daily when turning laptops on to see the announcements and to get in a routine of checking email for important information.

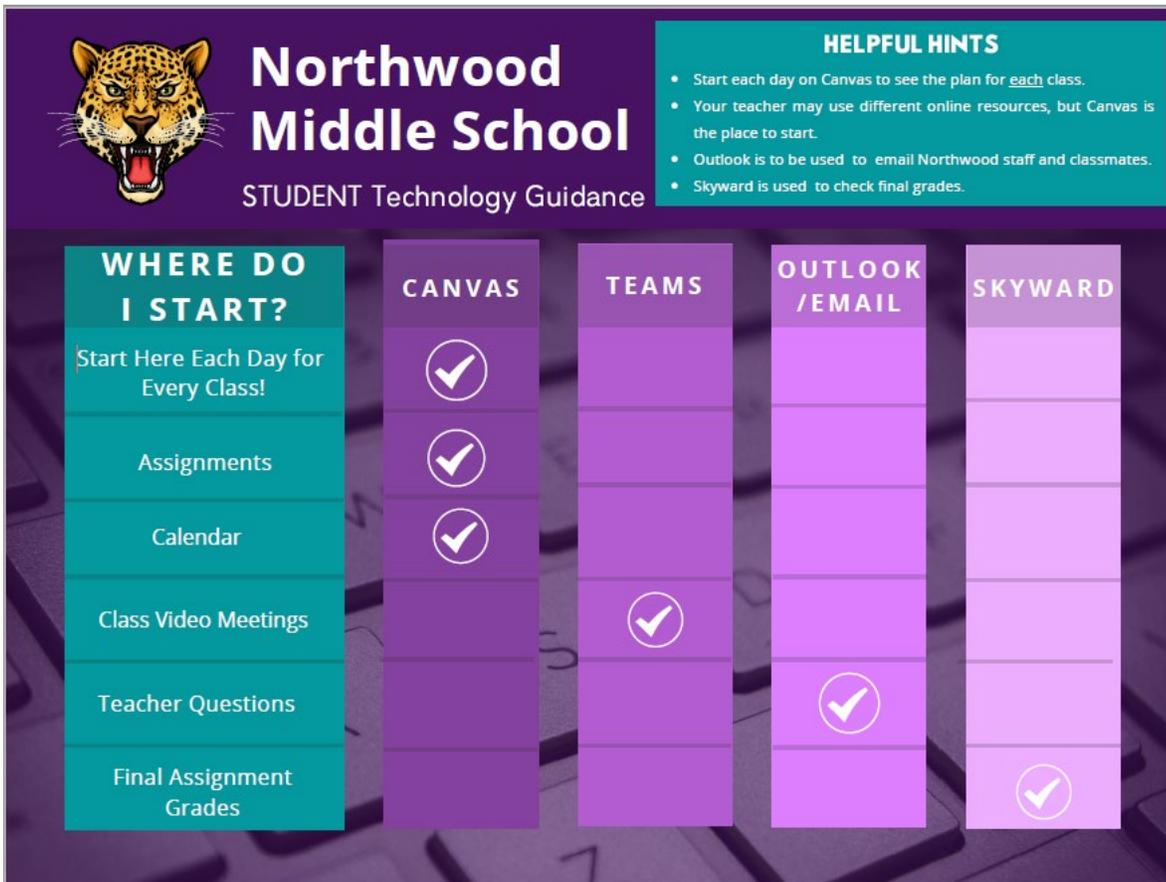
Northwood teachers will use Canvas as their eLearning platform to post assignments and information about classes. Canvas has a calendar that will show upcoming assignments and important dates.

Northwood teachers use Skyward to communicate academic progress and grades.

Northwood staff use MS Teams to hold virtual classes and meetings.

Northwood’s website contains a wide variety of information about the school including our staff e-mail addresses, monthly newsletter, links to Skyward Family Access and Teacher webpages.

<http://www.kent.k12.wa.us/NW>



The infographic features a purple background with a leopard head logo on the left. The main title is "Northwood Middle School" in white, with "STUDENT Technology Guidance" below it. A teal box on the right titled "HELPFUL HINTS" contains three bullet points. A central table with five columns (CANVAS, TEAMS, OUTLOOK /EMAIL, SKYWARD) and six rows (WHERE DO I START?, Start Here Each Day for Every Class!, Assignments, Calendar, Class Video Meetings, Teacher Questions, Final Assignment Grades) uses checkmarks to indicate which platform supports each function.

	CANVAS	TEAMS	OUTLOOK /EMAIL	SKYWARD
<b>WHERE DO I START?</b>				
Start Here Each Day for Every Class!	✓			
Assignments	✓			
Calendar	✓			
Class Video Meetings		✓		
Teacher Questions			✓	
Final Assignment Grades				✓

**HELPFUL HINTS**

- Start each day on Canvas to see the plan for each class.
- Your teacher may use different online resources, but Canvas is the place to start.
- Outlook is to be used to email Northwood staff and classmates.
- Skyward is used to check final grades.



# Northwood Middle School

FAMILY Technology Guidance

## HELPFUL LINKS

[Skyward Family Access](#)

[Canvas Family Resources](#)

[Northwood Staff Directory](#)

### HOW CAN I HELP MY STUDENT....

Check in each day?

Find the instructions/due dates for Assignments?

Find when there is a live class meeting?

Know what grade they earned on an assignment?

Report an absence?

Get extra help?

Have questions answered beyond those listed above?

### CANVAS PARENT APP CALENDAR



### SKYWARD PARENT ACCESS



### EMAIL/PHONE STAFF

Email NW Attendance to [NWAttendance@kent.k12.wa.us](mailto:NWAttendance@kent.k12.wa.us)



## COMPUTERS

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

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

## COUNSELORS

Northwood has an excellent counseling program. A counselor is available remotely throughout the day to help students with situations and/or problems. If you would like to meet with your counselor, send them an email to make an appointment.

Northwood Middle School has two counselors, Brenda Bottorff and Renee Damerow. We have found it effective to divide the students by grade which allows the students to have the same counselor for both years of middle school. Ms. Bottorff handles the 8<sup>th</sup> grade class this year and Mrs. Damerow works with the 7<sup>th</sup> grade class.

Ms. Bottorff (8<sup>th</sup> Grade)      [Brenda.Bottorff@kent.k12.wa.us](mailto:Brenda.Bottorff@kent.k12.wa.us)  
Mrs. Damerow (7<sup>th</sup> Grade)      [Renee.Damerow@kent.k12.wa.us](mailto:Renee.Damerow@kent.k12.wa.us)

## FINE POLICY

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

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

Fines are recorded on a student fine sheet and become a matter of record.

## FOOD SERVICE

Check the [KSD website](#) for the most up to date information on where and when to pick up meals.

## GRADING/SYLLABUS

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

The Kent School District uses the following Grade Scale:

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

Grades will be given for each quarter and semester. Grades can be viewed at any time using Skyward.

Quarter 1 ends:	November 6
Quarter 2 ends:	January 28
Semester 1 ends:	January 28
Quarter 3 ends:	April 20
Quarter 4 ends:	June 25
Semester 2 ends:	June 25

## HARASSMENT

### 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, Dr. Wade Barringer, Interim Chief Human Resources Officer at 253-373-7203.

## HEALTH AND FITNESS

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

## IMMUNIZATION LAW

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

## LIBRARY – VIRTUAL

The Northwood Library is here for you! While we aren't in the building, we are just an email away 😊  
[Sara.dacus@kent.k12.wa.us](mailto:Sara.dacus@kent.k12.wa.us)

Here's what the library has for you while we are in a virtual learning environment.

- E-books – check out the Library catalog - <https://search.follettsoftware.com/metasearch/ui/104502>
- Read Woke program – more info to come – check the Northwood Jags 2020-2021 Canvas site
- Book Club – read and discuss a book chosen by the club – info on the Northwood Jags 2020-2021 Canvas site
- Read Alouds – children's books with pictures on ppt and popular books read chapter by chapter – found on the Northwood Jags 2020-2021 Canvas site
- Research help – for school projects or personal inquiry
- Book check out (dependent on district ok) – I'm hoping to let students put a book on hold and arrange a pick up outside.
- Virtual Book Fair – dates to be announced
- Multicultural Courageous Conversations Club (MC<sup>3</sup>) meeting place – info available on Northwood Jags 2020-2021 Canvas site
- PTSA Reflections Competition – info available on Northwood Jags 2020-2021 Canvas site
- Tech questions can be answered via email, however, laptop fixes will need to continue to go through [customersupport@kent.k12.wa.us](mailto:customersupport@kent.k12.wa.us) or 253-373-7030

## OFFICE HOURS - Virtual

The Northwood office is closed during remote learning. Virtual office hours are from 8:00 am to 4:00 pm Monday through Friday on school days.

## Northwood Student Athletics and Activities Information

### NORTHWOOD AFTERNOON AND EVENING ACTIVITY POLICY

There are no afterschool or evening activities at Northwood during remote learning.

### NORTHWOOD ASSOCIATED STUDENT BODY (ASB)

Elections for ASB officers and senators will take place in September and October.

NORTHWOOD'S 2020-2021 ASB Officers:

President

Vice President

Secretary

Treasurer

### NORTHWOOD ATHLETICS

There are no athletics during remote learning.

*Below is updated information regarding KSD Middle school athletics for the 2020-2021 school year. Please continue to check the KSD Athletic page and the Northwood website for athletic information as changes may occur based on state and district guidelines. More information regarding registration, practice times and games will be provided closer to the beginning of the season.*

Using guidance provided by King County Health Department, Kent Public Schools and the NPSL has decided to move WIAA Season 1 Sports to Season 3. **All four middle school seasons will be offered starting in January and will follow the normal order of middle school seasons as in years past.** The seasons will be shortened in accordance to the guidelines from the WIAA.

To clarify questions regarding athletic participation in the Kent Schools, students enrolled in online school will be able to participate in extracurricular activities at the school in which they are enrolled or the resident public school or school of record for the 2020-2021 school year. All WIAA eligibility requirements for education-based athletics and activities will be strictly adhered to.

If your student is interested in turning out for sports, the procedures listed below must be completed prior to the start of the sports season.

- **Complete online registration.** Registration is available on the Northwood website under student life, then athletics. **Registration is available three weeks prior to the start of each season.** A parent or guardian must complete registration **prior to each sports season.**
- Complete and turn in or upload during registration a Kent School District 2020-2021 **Physical Form**
- 7<sup>th</sup> grade **Physical Forms** must be completed, signed and dated **after** June 1, 2020
- 8<sup>th</sup> grade **Physical Forms** must be completed, signed and dated **after** June 1, 2019  
(Physical forms are available to print on the KSD athletic page)
- Purchase an ASB sticker
- Pay all fines

All schedules and information provided are tentative.

Middle School

K-T LEAGUE 1

Football January 4-February 12 (1 Jamboree, 4 games)  
Volleyball January 4-February 12 (1 jamboree, 6 games)

K-T LEAGUE 2

Gymnastics February 22-April 2 (1 jamboree, 5 meets)  
Boys Basketball February 22-April 2 (1 jamboree, 6 games)

K-T LEAGUE 3

Wrestling April 12-May 14 (1 jamboree, 6 meets)  
Girls Basketball April 12-May 14 (1 jamboree, 6 games)

K-T LEAGUE 4

B/G Soccer May 17-June 18 (1 jamboree, 6 games)  
Track and Field May 17- June 18 (5 meets)

Dance January 4 - June 18

Cheer January 4 – June 18

To ensure the availability of officials, the middle level seasons have been set to avoid any sport that is offered at the same time as the high school. Thus, reducing the chances of having cancelations due to lack of officials.

**NORTHWOOD CLUBS – Virtual**

Clubs may meet virtually while Northwood is in remote learning. Each of these club has a teacher advisor and specific guidelines and rules that all members agree to follow. We encourage you to get involved and make the most of your time at Northwood.

# Northwood Student Expectations

## ACADEMIC HONESTY AND INTEGRITY

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

Students:

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

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

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

## DRESS CODE - PERSONAL APPEARANCE - VIRTUAL

The Northwood 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.
- Create or perpetuate a hostile environment.

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

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

For this policy, a material and substantial disruption of the educational process may be found to exist when a student's conduct is inconsistent with any part of the educational mission of the Kent School District. Prohibited conduct includes the use or promotion of obscene, lewd, racist, violent, sexual, gang, drug, alcohol or tobacco-related images and/or messages.

## HOMEWORK

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

### STUDENT HOMEWORK RESPONSIBILITIES

- Discuss each teacher's homework expectations with parents/guardians.
- Arrange with parents/guardians for an appropriate place to work.
- Schedule a regular time to complete homework.
- Complete the assignment as required by the teacher.
- Remain attentive during instruction and ask questions to clarify the homework assignment.
- Turn in assignments by the specified due date.

### PARENT/GUARDIAN HOMEWORK RESPONSIBILITIES

1. Discuss each teacher's homework expectations with your child.
2. Encourage your child to develop good study habits by providing a specific time and an appropriate place to study.
3. Contact teachers if concerns about homework develop.
4. Assist students in developing a routine to ensure that:
  - All assignments are completed and turned in on time.
  - The student has an organized means of keeping homework.

## STUDENT BEHAVIOR GUIDELINES AND MANAGEMENT - VIRTUAL

Northwood students are expected to behave in a professional and courteous manner during remote learning. Behavior that is inappropriate, unsafe, or disrespectful of others, their possessions or of school property could be cause for discipline.

Northwood students are expected to demonstrate Northwood's Core Values Respect, Responsibility, Empathy and Integrity at ALL times while competing remote learning and in our community.

We believe that a student management system across a school should be predictable, consistent, and promote positives, professional behaviors. This is why we start with teaching, prompting, and acknowledging positive behaviors. At Northwood, we place an emphasis on **respect, responsibility,**

**empathy**, and **integrity**. We use these four core values to establish behavioral expectations for remote learning.

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

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

Some Incidents are referred to the Principal or Assistant Principal for follow up. Parents will be notified when a referral is entered.

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

### Discipline Guidelines

When behavioral expectations are not met, Northwood staff will:

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

### TARDIES

When students arrive late to a class they miss out on essential learning and may also cause a disruption. Plan ahead and be ready for all remote learning classes. Have your computer charged and materials available for each class.

### TEXTBOOKS

Books are provided by the school for some classes. The textbooks are your responsibility which means you should handle them with care. Students will be notified of any fees that may result from damage that occurs to textbooks issued to them or from lost books. The return of class materials is important, and your transcript may be held if you fail to meet this obligation.

# Kent School District Student/Parent Handbook 2020-2021 School Year

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

## School Attendance

### Did You Know?

- **Maintaining good attendance is one of the most important things a student can do to be successful.**
- Attendance is important in all grade levels, from Pre-K through 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. Make a plan for it you miss the bus in the morning. Discuss with your parents what options you have (city bus, ride from a relative, ride-share services).
- Keep up on your school work. Students will often be anxious and be tempted to miss school if they haven't done their homework or studied for a test. Approach each day with confidence.
- If you are not attending because someone is harassing, intimidating or bullying you, it has become a serious issue and it is time to enlist the assistance of an adult. Find an adult at your school (teacher, counselor, safety officer) you trust and report the suspected bullying. Please review the section on Harassment, Intimidation and Bullying for more information on how to report suspected bullying.
- Students who have parents who emphasize the importance of attending every day will take their own attendance more seriously.

### WHAT WE NEED FROM YOU

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

## **OUR PROMISE TO YOU**

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

## **SCHOOL POLICIES AND STATE LAWS**

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

<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.

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

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

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

## **Attendance During Remote Learning**

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

A student is marked present if they participate in either synchronous or asynchronous learning options. Evidence of student participation in remote learning may include, but is not limited to:

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

#### Vacation/Extended Absence

Pre-planned absences of less than 20 days usually require only parental permission by way of a phone call, fax, email, or written note explaining the reason for the absence and the dates involved. The absence must meet the criteria listed in Policy 3122 in order for the absence to be considered excused. Additional documentation (such as a doctor's note) may be required by the principal. Students are responsible for completing all assigned coursework from their absence.

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

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

## Nutrition Services

#### Meal Service during Remote Learning

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

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

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

#### Student Accounts will be Charged for all Meals

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

- Find out if your family qualifies and apply for the 2020-2021 school year. Families need to re-apply for free and reduced-price meals each school year by visiting the school district website.

- Find out how much school meals cost and make a payment to your student's account. Make a payment online using [Lunch Money Now](#) at the district website.

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

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

## Family Access

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

### Accessing Skyward

[Skyward Family Access](#)

[Skyward Family Access Mobile](#)

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

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

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

## School Discipline

### School Discipline During Remote Learning

District policies and procedures regarding school discipline remain in effect, even if school is being delivered remotely, off site. Students are expected to follow district, school, and classroom expectations during times of instruction. The basic principles of school discipline remain consistent even in this new learning environment. Students are entitled to an environment where they feel safe, respected, and free from harassment. Students should also be able to concentrate on the instruction that is being delivered. Teachers will be setting expectations for their learning times with these

principles in mind. If a student is violating these expectations school staff will take action to address the violations within the parameters listed below.

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

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

### **General Definitions**

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

- **“Behavioral violation”** means a student’s behavior that violates the district’s discipline policies.
- **“Classroom exclusion”** means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements of WAC 392-400-330 and 392-400-335. Classroom exclusion does not include action that results in missed instruction for a brief duration when:
  - a teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
  - the student remains under the supervision of the teacher or other school personnel during such brief duration.
- **“Culturally responsive”** has the same meaning as “cultural competency” in RCW 28A.410.270, which states "cultural competency" includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.
- **“Discipline”** means any action taken by a school district in response to behavioral violations.
- **“Disruption of the educational process”** means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.
- **“Emergency expulsion”** means the removal of a student from school because the student’s statements or behavior pose an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in WAC 392-400-510 through 392-400-530
- **“Expulsion”** means a denial of admission to the student’s current school placement in response to a behavioral violation, subject to the requirements in WAC 392-400-430 through 392-400-480
- **“Length of an academic term”** means the total number of school days in a single trimester or semester, as defined by the board of directors.

- **“Other forms of discipline”** means actions used in response to problem behaviors and behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency expulsion, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.
- **“Parent”** has the same meaning as in WAC 392-172A-01125, and means (a) a biological or adoptive parent of a child; (b) a foster parent; (c) a guardian generally authorized to act as the child’s parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; (d) an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student’s welfare; or a surrogate parent who has been appointed in accordance with WAC 392-172A.05130. If the biological or adoptive parent is attempting to act as the parent and more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the “parent” of a child or to make educational decision on behalf of a child, then that person or persons shall be determined to be the parent for purposes of this policy and procedure.
  - **“School board”** means the governing board of directors of the local school district.
  - **“School business day”** means any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the office of the Superintendent is open to the public for business. A school business day concludes or terminates upon the closure of the Superintendent’s office for the calendar day.
  - **“School day”** means any day or partial day that students are in attendance at school for instructional purposes.
  - **“Suspension”** means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency expulsions. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.
    - **In-school suspension** means a suspension in which a student is excluded from the student's regular educational setting but remains in the student's current school placement for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
    - **Short-term suspension** means a suspension in which a student is excluded from school for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
    - **Long-term suspension** means a suspension in which a student is excluded from school for more than ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.

## 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 of or failure to perform any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of preserving the educational process. The district will not administer any form of discipline in a manner that would prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

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

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

When administering a suspension or expulsion, the district may deny a student admission to, or entry upon, real and personal property that the district owns, leases, rents, or controls. The district

must provide an opportunity for students to receive educational services during a suspension or expulsion (see below). The district will not suspend or expel a student from school for absences or tardiness.

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

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

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

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

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

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

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

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

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

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

**Notice**

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

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

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

**Long-term suspensions and expulsions**

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

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

### **Behavior agreements**

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

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

### **Initial hearing**

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

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

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

### **Notice**

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

- a. A description of the student's behavior and how the behavior violated this policy;
- b. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
- c. The other forms of discipline that the district considered or attempted, and an explanation of the district's decision to administer the suspension or expulsion;
- d. The opportunity to receive educational services during the suspension or expulsion;

- e. The right of the student and parent(s) to an informal conference with the principal or designee;
- f. The right of the student and parent(s) to appeal the suspension or expulsion; and
- g. For any long-term suspension or expulsion, the opportunity for the student and parents to participate in a reengagement meeting.

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

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

### **Emergency Expulsions**

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

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

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

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

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

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

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

After an emergency expulsion, the district must attempt to notify the student's parents, as soon as reasonably possible, regarding the reason the district believes the student's statements or behaviors pose an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the 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 the opportunity to receive educational services during exclusionary discipline, the school must consider:

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

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

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

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

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

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

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

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

### **Readmission application process**

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

- The reasons the student wants to return and why the request should be considered;
  - Any evidence that supports the request; and
  - A supporting statement from the parent or others who may have assisted the student.
- The Superintendent will advise the student and parent of the decision within seven (7) school days of the receipt of such application.

**Reengagement Meeting**

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

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

The reengagement meeting must occur:

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

**Reengagement plan**

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

- The nature and circumstances of the incident that led to the student’s suspension or expulsion;
- As appropriate, students’ cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach;
- Shortening the length of time that the student is suspended or expelled;
- Providing academic and nonacademic supports that aid in the student’s academic success and keep the student engaged 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 possible harassment to include: counselors, safety officers, and principals/assistant principals. After a complaint is made the administrator who is investigating the complaint will outline the different options for making a formal or an informal complaint.

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

## Non –Discrimination Policy

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

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

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

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

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

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

The following employee(s) have been designated to handle questions and complaints of alleged discrimination.

**Title IX Coordinator**  
Dr. Wade Barringer  
**Interim Chief Human Resources Officer**  
(253) 204-1253

**Section 504 Coordinator**  
Cheri Simpson  
**Assistant Director Student and Family Support Services**  
(253) 373-7235

**Civil Rights Compliance Officer**  
Israel Vela  
**Chief School Operations and Academic Support Officer**  
(253) 373-7134

**Or contact the district office at**  
**12033 SE 256<sup>th</sup> St**  
**Kent, WA 98030**

## 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](#)

### Homeless Student Supports

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

- Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, or camping grounds due to the lack of

alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals

- Children and youth whose primary nighttime residence is not ordinarily used as a regular sleeping accommodation (e.g. park benches, etc.)
- Children and youth living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations
- Migratory children and youth living in any of the above situations

## Rights & Services

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

## How to Qualify

Each school has a staff member designated to help qualify students for these supports. You can also reach out to Student and Family Support Services at 253-373-7235 and ask to speak to the district McKinney-Vento Coordinator.

## Kent School District Electronic Resources - Policy 2022P (Acceptable Use)

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

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

### Keys to Acceptable Use in KSD

1. Use only your own account. Using someone else's identity online is not allowed.
2. Keep your information private. Sharing too much personal information online puts you, your account and all your schoolwork at risk.

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