WELCOME
Welcome to Kettle Falls Middle School! The purpose of this handbook is to provide an understanding of the routines, operations, rules, rights, and responsibilities at Kettle Falls Middle School. We hope that every student will become involved in the total school program to make Kettle Falls Middle School a school that is filled with Responsibility, Respect, and pRide (3 Rs).

The Kettle Falls School District philosophy is that all children have the right to a safe environment in which to receive equal educational opportunity, without discrimination. With this established, our goal is to promote in each student a love of learning. We also strive to help them develop a sense of pride in their Middle School. We hope that as students mature through the Middle School grades they develop a larger sense of pride in themselves, their community, state, and government.

Please read this policy and discuss the appropriate parts with your child.

Thank you,

Tracy Vining
Principal

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## CERTIFICATED STAFF

<table>
<thead>
<tr>
<th>NAME</th>
<th>Ext.</th>
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<th>SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nathan Ballance</td>
<td>325</td>
<td><a href="mailto:nballance@kfschools.org">nballance@kfschools.org</a></td>
<td>5(^{th}/6^{th}) Science</td>
</tr>
<tr>
<td>Sydney Box</td>
<td>324</td>
<td><a href="mailto:sbox@kfschools.org">sbox@kfschools.org</a></td>
<td>6(^{th}) Humanities</td>
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<tr>
<td>Courtney Brunette</td>
<td>319</td>
<td><a href="mailto:cbrunette@kfschools.org">cbrunette@kfschools.org</a></td>
<td>8(^{th}) Humanities</td>
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<tr>
<td>Susan Edwards</td>
<td>314</td>
<td><a href="mailto:sedwards@kfschools.org">sedwards@kfschools.org</a></td>
<td>Art</td>
</tr>
<tr>
<td>Shannon Elquest</td>
<td>310</td>
<td><a href="mailto:selequest@kfschools.org">selequest@kfschools.org</a></td>
<td>8(^{th}) Humanities &amp; Title One</td>
</tr>
<tr>
<td>Shane Heideman</td>
<td>315</td>
<td><a href="mailto:sheideman@kfschools.org">sheideman@kfschools.org</a></td>
<td>7(^{th}/8^{th}) Science</td>
</tr>
<tr>
<td>Joshua Jones</td>
<td>317</td>
<td><a href="mailto:jjones@kfschools.org">jjones@kfschools.org</a></td>
<td>7(^{th}) Humanities</td>
</tr>
<tr>
<td>Steve Kroiss</td>
<td>312</td>
<td><a href="mailto:skroiss@kfschools.org">skroiss@kfschools.org</a></td>
<td>Fitness</td>
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<tr>
<td>Joy McIrvin</td>
<td>322</td>
<td><a href="mailto:jmcirvin@kfschools.org">jmcirvin@kfschools.org</a></td>
<td>5(^{th}) Humanities</td>
</tr>
<tr>
<td>Melissa Nokes</td>
<td>318</td>
<td><a href="mailto:mnokes@kfschools.org">mnokes@kfschools.org</a></td>
<td>5(^{th}) Math &amp; 8(^{th}) Math/Science</td>
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<tr>
<td>Amy Owens</td>
<td>316</td>
<td><a href="mailto:aowens@kfschools.org">aowens@kfschools.org</a></td>
<td>Algebra / Pre-Algebra / 7(^{th}) Math</td>
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<tr>
<td>Greg Price</td>
<td>362</td>
<td><a href="mailto:gprice@kfschools.org">gprice@kfschools.org</a></td>
<td>Special Education Director</td>
</tr>
<tr>
<td>Lisa Rosen</td>
<td>323</td>
<td><a href="mailto:rosen@kfschools.org">rosen@kfschools.org</a></td>
<td>6(^{th}) Math &amp; Title One</td>
</tr>
<tr>
<td>Cosette St. Clair</td>
<td>320</td>
<td><a href="mailto:cstclair@kfschools.org">cstclair@kfschools.org</a></td>
<td>Resource Room</td>
</tr>
<tr>
<td>Tracy Vining</td>
<td>301</td>
<td><a href="mailto:tvining@kfschools.org">tvining@kfschools.org</a></td>
<td>Principal</td>
</tr>
<tr>
<td>Jacob Scharbrough</td>
<td>311</td>
<td><a href="mailto:scharbrough@kfschools.org">scharbrough@kfschools.org</a></td>
<td>Music</td>
</tr>
</tbody>
</table>

## CLASSIFIED STAFF

### Paraprofessional
- Justin Carstens
- Heidi Cousins
- Heidi Keenan
- Keshia Mangan
- Lori McCombs
- Stephanie McDanald
- Joyce Noren
- Kathleen Spaulding

<table>
<thead>
<tr>
<th>NAME</th>
<th>Ext.</th>
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<tbody>
<tr>
<td>Leslie Read</td>
<td>306</td>
</tr>
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<td>Leah Foster</td>
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<tr>
<td>Stephanie Thomas</td>
<td>302</td>
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<tr>
<td>Jeff Graves</td>
<td>360</td>
</tr>
<tr>
<td>Ricky Best</td>
<td>*</td>
</tr>
<tr>
<td>Laurie Larsen</td>
<td>361</td>
</tr>
</tbody>
</table>
TRADITIONS AND ROUTINES

OPPORTUNITIES
This year we are adding electives to our schedule during Opps time. Opportunities is a 30 minute block that is offered four times a week (Tues. – Fri.). Students will sign up for an additional elective opportunity at the beginning of each Trimester. Electives examples: Spanish, knitting, school newspaper, Build a Better World, Outdoor Education, etc.

ADVISORIES
Advisories are a 30-minute block of time on Mondays. Each grade level is divided into three sections. The advisors at each grade level are:
5th Grade – Nathan Ballance, Joy McIrvin, and Sue Edwards
6th Grade – Sydney Box, Lisa Rosen, and Steve Kroiss
7th Grade – Shane Heideman, Joshua Jones, and Amy Owens
8th Grade – Shannon Elquest, Courtney Brunette, and Melissa Nokes
Resource Room – Cosette St. Clair
An advisory is a time for teachers to meet with small groups of students for the purpose of advising them on academic, social, and future-planning issues. These are also the advisors that will meet with you and your child for Student Led Conferences.

STUDENT LED CONFERENCES
Student Led Conferences are held twice a year. This year conferences will be on December 6, 7 2019, and March 21, 22 2019.

What is the difference between a Student-Led Conference and a traditional conference?
In traditional parent-teacher conferences, parents generally meet with several teachers to discuss their child’s grades. In student-led conferences, students meet with their parents to present evidence showing how they’ve met learning targets from each of their classes. Students also share reflections on their learning from classes and from particular assignments.

What will my child share at the conference?
At student-led conferences students showcase work that demonstrates their proficiency in a subject, including project work, completed problem sets, tests and quizzes, writing, and any other materials that they have collected in their portfolio over the term. Student-led conferences give students the chance to explain any shortfalls in achievement or behavior with their parents, and to share their goals and strategies for the next term.

How can I meet with my child’s teacher in order to ask questions about grades, missing work, etc.?
We have created a hybrid conferencing schedule that allows the first two-thirds of the hour to be Student-Led and the last third of the hour to be with individual teachers. The teachers are in their classrooms and are available to meet with all students and parents.
PASSAGES
All eighth grade students complete a Passage presentation in the spring before being promoted to the high school. The Passage presentation is similar to Student-Led conferences where students reflect on their character and work. Students choose work and share experiences around three dimensions of student achievement: Mastery of Student Knowledge (state and classroom based assessments), Character, and High Quality Work. They create a digital presentation that is shared with a small group of adult panelists. Following the presentation, the panelists ask the students questions similar to a job interview. The panelist members consist of high school staff members and community volunteers. Students are evaluated on their work and presentation skills.

8TH GRADE PROMOTION
8th grade promotion has been a tradition here at the middle school for more than 45 years. Each spring we take the time to acknowledge the hard work and accomplishments of our 8th grade students before we send them off to the high school. Mr. Corvino, our high school principal, will welcome the students and give them insights on how to begin their freshmen year. 8th Grade Promotion is currently scheduled to be held on June 12, 2019 @ 6pm.

8TH GRADE PRESIDENTIAL AWARD
At 8th grade promotion students who have maintained 3.75 GPA or higher during their 7th and 8th grade year will receive a Presidential Award. This is figured with all three trimesters of 7th grade and the first two trimesters of 8th grade. Please be aware that the GPA recorded on Skyward include 5th and 6th grade.

HONOR ROLL
Honor Roll at the middle school is for students who earn a 3.5 or higher GPA. They may earn this distinction all 3 trimesters.

FAMILY NIGHTS
We strive to have at least two family nights a school year. We will start the family nights with our Annual Open House BBQ the night before school starts on September 4th beginning at 4:30.
GENERAL PROCEDURES

PRINCIPAL CONTACT
Kettle Falls Middle School is committed to increasing student achievement. As a function of this, Mrs. Vining will be spending two full days every week in classrooms in order to help improve the teaching and learning that happens on a daily basis. Therefore, she may not always be available to speak with you when you drop in or call. So, when you want to speak with Mrs. Vining, please contact Leah who will schedule a time for you to talk. Thank you for your patience and understanding as we implement these practices.

ATTENDANCE
Attendance plays a vital role in a student’s success in school as well as in the world of employment. If students develop good attendance patterns now, there will be many benefits from this habit in the future. All students are expected to be regular and punctual in attendance in order to derive the maximum benefit from their educational opportunities. Those students not in compliance with this policy will be subject to RCW 28A.225.010 and the district “Becca” process.

Students returning to school following any absences (except school activity), must present a parent’s written excuse to the attendance office. Absences must be excused within three (3) school days of return or they will automatically become unexcused.

It is the student’s responsibility to complete work missed due to an excused absence at the teacher’s convenience and turn it in at a reasonable time identified by the teacher.

UNEXCUSED ABSENCES
An absence will become unexcused after three days with no contact from the parents. The student’s grade may be affected since work missed during an unexcused absence may be based upon class participation, hands on labs, and/or assignments that cannot be recreated at home.

EXCESSIVE ABSENCES
Absences are considered excessive once they begin to have an adverse impact on the student’s academic progress. The school will communicate with parents by written referrals, phone conferences, and parent-teacher-student-administrator staffing conferences in order to arrive at a satisfactory solution. Students identified as habitual absentees will be subject to the provisions of the “Becca Bill”. RCW 28A.225.010 states that attendance is mandatory for students enrolled in public schools. RCW 28a.225.030 requires that; “Not later than the fifth unexcused absence by a child within any month during the current school year or not later than the tenth unexcused absence during the current school year the school district shall file a petition and supporting affidavit for civil action with the juvenile court alleging a violation of RCW 28A.225.010.”

Students who miss 10% or more school days are considered chronically absent and parents and the student will be required to sign an Attendance Contract that will require a doctor’s note for an absence to be excused.

LEAVING SCHOOL
Students who need to leave school at any time during the school day shall have a note from their parent/guardian stating the date and reason for leaving. Parents must check in at the office to sign out their child; the student will then be called to the office. The parent/guardian must sign their student out when leaving, and sign in when returning. Please be aware that if you want someone other than the parent/guardian to pick up your child, then you must have them listed under our “Emergency Contacts” for your child.
BUS PASSES
Please make sure to include the address of the residence when writing a note for your child to ride a different bus route. KFMS prefers notes to phone calls for bus passes. The office is very busy at the end of the day and it helps everybody involved when your child knows where to go at the beginning of the day rather than relying on us to inform them of changes.

ATTENDANCE AND GRADING
Teachers may consider a student’s attendance/class participation in determining the student’s overall grade or deciding whether the students should be granted or denied credit.

Students need to be aware that excessive absence even with verifiable medical documentation or other valid hardship could still result in lowered grades since attendance/class participation may be used in grading.

PROMOTION AND RETENTION
In order to be promoted a student must earn a minimum of 6 credits per year, of which 4.5 must be earned in core classes. Core classes at Kettle Falls Middle School are Math, Language Arts, Social Studies and Science.

A student cannot be promoted to the next grade if they have consecutive failures in the same core class.
EXAMPLE: If a student fails Science two semesters in 8th grade, they have consecutive failures in a core subject, have no credit for science and will not be promoted to 9th grade.

Credits earned for each school year:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credit/Trimester</th>
<th>Credit/Year</th>
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</thead>
<tbody>
<tr>
<td>Math</td>
<td>0.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Science</td>
<td>0.5</td>
<td>1.5</td>
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<tr>
<td>Language Arts</td>
<td>0.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Social Studies</td>
<td>0.5</td>
<td>1.5</td>
</tr>
<tr>
<td>P.E./Art-Music</td>
<td>0.5</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>Total Credits Possible</strong></td>
<td><strong>7.5</strong></td>
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**The district Multi-Disciplinary Team will determine promotion of students qualifying for academic assistance through state and federally funded programs.**

**Students missing large amounts of school due to injury or extended illness may request a review of this policy and its application to their specific situation.**

ASB CARDS
ASB cards are available at the beginning of the school year for $20. Students who are involved in either athletics or club activities must purchase an ASB card. Funds are receipted into the ASB account and used to support student activities throughout the school year.

STUDENT GOVERNMENT
Elected ASB officers govern the Associated Student Body of Kettle Falls Middle School and representatives from each advisory and ASB sponsored club or organization. Elections for executive offices are held in the spring and class representative positions are held at Move Up Day on the last day of school.
ATHLETICS
The participation in athletics/activities at Kettle Falls Middle School, in grades 7-8, is a privilege that requires adherence to specific guidelines. It is with this purpose that procedures and policies are presented to participants and their parent/guardian to eliminate any misunderstanding and to promote consistency for all those involved. Support by all will help insure a rewarding experience for extra-curricular participants and the Kettle Falls Middle School. A four season athletic program is offered to students in seventh and eighth grades. The fall season includes softball, football, cross country, late fall is wrestling and volleyball, winter is boys and girls basketball and spring is track and baseball.

Students must attend a full day of school, attending all of each class, to participate that day in co-curricular and extracurricular activities, including practices. Pre-arranged excused absences cleared with the office will allow the student to participate in the activity. The athletic director may clear unique situations on an individual basis.

REPORT CARDS
Report cards are issued every trimester – three times a year.

PROGRESS REPORTS
The purpose of a progress report is to inform parents or guardians of their child’s progress in school. Students receive their grades every Wednesday at Advisories.

TEXTBOOKS
Students may be issued numbered textbooks for their classes. Students are responsible for taking care of the books that are checked out to them and for returning them whenever required. Any damage or excessive wear may result in a fine.

LOCKERS
Students will be assigned a locker when they enroll in school. Any problem concerning lockers should be reported to the office. Students are responsible for the condition and care of their locker at all times. Lockers are the property of the Kettle Falls School District and subject to inspection with reasonable discretion at any time. The school is not responsible for any items that are lost or stolen at school.

ILLNESS AT SCHOOL
When ill students are sent to the office, we will do everything possible to make that child comfortable and contact parents as quickly as possible. The checkout procedure will be followed if the child is required to leave the school. Parents are required to leave on file the name and telephone number of an alternative person to contact. This is in case of a medical emergency in which the parents are unable to be notified.

MEDICATIONS AT SCHOOL
Parents with students requiring any medication during the school day must fill out, and have on file, a “Medication Permission Slip.” These forms are available in the office. Medications will be left at the office and administered there.

WITHDRAWAL FROM SCHOOL
Students withdrawing from school must have written permission from home. We request that notice of intent to withdraw be provided to the school at the earliest possible date. This provides us with time to have all of our records updated for your child to present to his/her teacher at their new school.
FIRE DRILLS/LOCKDOWNS
Fire, Lock Down, Shelter in Place, and Earthquake drills are required by law and are important to establish safety procedures at our school. It is essential that when the first signal is given, everyone obeys orders promptly and clears the building by the prescribed route as quickly as possible. The teacher in each classroom will give the students instructions.

ACCIDENTS
Students should immediately report any accident to the nearest adult in charge. If additional help is needed, staff will contact the office for further arrangements. School personnel will fill out an accident report.

THE CAFETERIA
The school cafeteria is maintained as a vital part of the health program at the school. To encourage good nutrition, well-balanced meals are offered at a reasonable price. It is the responsibility of the student to ensure that money is deposited into their breakfast/lunch account. Weekly emails from Skyward will notify parents of their child’s current balance. Students are also notified when their account reaches a balance of approximately 3 meals. A School Messenger phone call will go home every Friday to students who have a negative balance in their account.

LIBRARY
The library has books, magazines, newspapers, and many other print and non-print materials for assigned study and recreational use by students. Fines are charged for lost or damaged materials.
COMPUTER LAB AND IPADS
The iPads and library/computer lab computers are Internet accessible. If you do not want your child to have access to the internet please inform us of that in writing. Any student who uses the internet in an inappropriate way, or who accesses restricted information, may lose technology privileges for a specified amount of time.

All KFMS students will have access to technology; however, all 7th and 8th grade students will be assigned a personal iPad with keyboard to be used for classroom work. Parents and students of 7th and 8th grade students will be asked to sign an iPad user agreement that agrees to the following:

iPad Classroom Expectations (All Students)
- iPads need to be handled appropriately
- Students only used assigned iPad
- iPads are stored until students have been instructed to open them
- Only teacher directed Apps are to be used at school
  - Music, airdrops, camera, imessage, etc
- iPads should not be touched by other students

iPad Classroom Expectations (Only 7/8th grade)
- Only students that pay insurance are allowed to take the iPad off school premises
  - All other iPads are to be locked in Advisor’s cart at the end of the day
- Top shelf in locker for classes that do not use iPads – PE, Art, Music, Opps unless directed by teacher
- iPads are charged to 100% at the beginning of the day
- Passcode must be 4-digit lunch number

iPad Discipline
First Infraction
- Note goes home to be signed by parent.
- Student does not use iPad in that class until note has been signed.

Second Infraction
- Office Referral/Lunch Lesson
- Teacher contacts parent
- Does not use the iPad in that classroom (or school) for a week

Third Infraction
- Parent/teacher/student conference
  - Discipline will be based upon what the group decides

Fourth Infraction
- Student loses individual iPad use and moves to classroom loaner
- Classroom loaner may only be used for academic purposes with direct supervision and may only be distributed to student when necessary for in class assignments. (Not to be sitting on individual student’s desks.) When student is finished working, the iPad is returned to the supervisor; student may no longer use the iPad for music or games when work is done.

Fifth Infraction
- Student is not allowed access to an iPad for the remainder of the year.

**These actions may result in a student being directly moved to the fourth infraction: cyberbullying, network security violations, and inappropriate photos of students, staff, or content.
CELL PHONES

The following is the cell phone policy for Kettle Falls School District.

Students in possession of telecommunications including, but not limited to, pagers, beepers and cellular phones, while on school property or while attending school-sponsored or school-related activities shall observe the following conditions:

A. Telecommunication devices shall be turned on and operated only before and after the regular school day and during the student’s lunch break, unless an emergency situation exists that involves imminent physical danger or a school official authorizes the student to use the device.

B. Students shall not use telecommunication devices in a manner that poses a threat to academic integrity, disrupts the learning environment or violates the privacy rights of others.

C. Students shall not send, share, view or possess pictures, text messages, emails or other material depicting sexually explicit conduct, as defined in RCW 9.68A.011, in electronic or any other form on a cell phone or other electronic device, while the student is on school grounds, at school sponsored events, or on school buses or vehicles provided by the district.

D. When a school official has reasonable suspicion, based on objective and articulable facts, that a student is using a telecommunications device in a manner that violates the law or school rules, the official may confiscate the device and send it to the office where the device will be stored. The student may pick up their phone after school on the first offense. The phone will be returned to the student’s parent or legal guardian for any additional offenses. Failure by the student to surrender the device to the school official may lead to an out of school suspension.

E. By bringing a cell phone or other electronic devices to school or school-sponsored events, the student and their parent/guardian consent to the search of the device, when school officials have a reasonable suspicion, based on objective and articulable facts, that such a search will reveal a violation of the law or school rules. The scope of the search will be limited to the violation of which the student is accused. Content or images that violate state or federal laws will be referred to law enforcement.

F. Students are responsible for devices they bring to school. The District shall not be responsible for loss, theft or destruction of devices brought onto school property or to school sponsored events.

G. Students shall comply with any additional rules developed by the school concerning the appropriate use of telecommunication or other electronic devices.

H. Students who violate this policy will be subject to disciplinary action, including suspension or expulsion.
DO NOT WEAR (including PE):

- Tank tops (straps must be at least 2 inches wide), halter-tops, crop tops (no bare midriff), mesh shirts, and other clothing that exposes undergarments. No plunging necklines or gaping arm-holes.
- Clothing and accessories, which are drug, alcohol, tobacco or gang related, contain, sexually suggestive messages, or otherwise offensive.
- Short clothing: When a student’s arms are fully extended and held at his/her sides, shorts and skirts must be at least fingertip length, regardless of how short or long the arms may be. No running shorts due to the material and the length.
- Students in violation of the dress code will change into physical education clothing or parents will be called to bring in different clothes!
Character and Culture

In our efforts to establish Kettle Falls Middle School as a safe, welcoming and purposeful learning environment, we continually work on improving and acknowledging the character and good behavior of our students. The following goal was created in the 2016-17 school year by staff and students:

**We demonstrate respect, responsibility, and pride in our lives, increasing our sense of belonging, our growth mindset, and the value we have for our work, our schools, and our community.**

KFMS actively encourages students to achieve their academic potential while also exemplifying good character. We focus on teaching and encouraging appropriate behavior in all areas of the school, concentrating on the instruction of Respect, Responsibility, and pRide. Students who are responsible, respectful, and show pride act appropriately so they maximize their learning opportunities and do not detract or interfere with the learning opportunities of their classmates. The goal is to design the most effective learning community possible with the best outcomes for all students. Attention is focused on creating and sustaining school-wide, classroom, and individual systems of support that help establish a climate in which appropriate behavior is the norm.

Each trimester students will be assessed on their 3Rs traits (Responsibility, Respect, and pRide). Students who receive a perfect score from every teacher will be acknowledged through a 3R card that is posted on a Student Recognition Bulletin Board in the foyer.

Students are periodically acknowledged for their good behavior through a Student Focused Recognition Card. Students and staff members are encouraged to report the “good” that they see through these cards. Once a student has received 3 cards, Mrs. Vining will mail a card home to congratulate the students and families on the great behavior that was witnessed.

Classroom Management

The key to a positive and effective learning environment is sound classroom management that addresses all aspects of the classroom. Expectations, norms, and routines will be taught to students at the beginning of the school year and revisited until it is clear that all students understand and are able to perform them. Areas that may be addressed include getting the teacher’s attention, using the restroom, sharpening a pencil, turning in work, and any other routine that takes place on a daily basis.

The techniques used by educators for addressing when a student fails to abide by classroom expectations are unique to each teacher. Although it is impossible to anticipate all possible situations, general plans will be in place for dealing with any behaviors that detract from the learning environment and will be used consistently. This will be the first line of defense in dealing with inappropriate behaviors that are considered to be minor. Note: students who persistently disrupt learning with minor offenses will require administrator involvement.

What if the routines and procedures are not effective?

Routines and procedures are implemented to address behavior in a proactive manner. At times this is not enough or not effective. When all attempts to deal with a behavior using the staff member’s classroom management plan have been ineffective and the behavior is still of a minor nature, staff members will refer the student to the office. Consistently repeating minor offenses may be escalated to a major offense.
Minor Infractions:
The classroom teacher handles minor offenses.
*Minor offenses are dealt with quickly and efficiently.
*Minor offenses are documented.
*Multiple offenses lead to outside classroom support for teacher and student.

Office Referral:
- Incident is documented when student repeatedly does not respond to pre-correction, re-direction, or verbal warning.
- Phone call, email, or letter may notify parent from classroom teacher.
- Office referrals follow the following progressive discipline tiers.

<table>
<thead>
<tr>
<th>Progressive Discipline Steps</th>
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<tbody>
<tr>
<td>Tier One</td>
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<tr>
<td>• Lunch Lesson</td>
</tr>
<tr>
<td>• Note/Strategies mailed</td>
</tr>
<tr>
<td>Tier Two (after 3 write ups)</td>
</tr>
<tr>
<td>• After School Detention</td>
</tr>
<tr>
<td>• Student Calls Home</td>
</tr>
<tr>
<td>Tier Three (after 6 write ups)</td>
</tr>
<tr>
<td>• ISS</td>
</tr>
<tr>
<td>• Student Calls Home</td>
</tr>
<tr>
<td>• Note/Strategies mailed</td>
</tr>
<tr>
<td>Tier Four (after 9 write ups)</td>
</tr>
<tr>
<td>• Saturday Detention (9-noon)</td>
</tr>
<tr>
<td>• Student Calls Home</td>
</tr>
<tr>
<td>• Note/Strategies mailed</td>
</tr>
</tbody>
</table>

*Office Referral # start over at the beginning of each trimester for a fresh start.
*We may need to skip Tiers due to the severity of an infraction.
*Additional loss of privileges may also be assigned.
*Repeat offenders may require additional meetings and/or consequences decided in collaboration with parents.

Major Infractions:
Some behaviors and incidents require more immediate solutions and/or the attention of an administrator. Referral Forms will be completed and submitted to the principal. The administrator will speak with the student and contact the parent with an appropriate consequence. A variety of factors are taken into account while processing a major report, therefore, the consequences that arise will vary from student to student. However, safety issues are taken very seriously and will result in a more aggressive consequence: In School Suspension, Out of School Suspension and/or Expulsion.
**Major Offenses: Office/Administrator Managed**
- Weapons
- Fighting or aggressive physical contact
- Aggressive language
- Threats
- Harassment of student/teacher
- Truancy
- Smoking
- Vandalism
- Alcohol
- Controlled substances/Drugs
- Theft
- Lewd notes
- Repeated defiance

**Bulldog Daily Check In-Check Out**

Students who need additional behavioral support will be referred to the Behavior Team. This team may decide that the student would benefit from our Check In-Check Out (CICO) plan. CICO is a program designed to help students meet our school-wide expectations in a positive manner. Students work with our PBIS coaches on a daily basis to reinforce appropriate choices throughout the day. Parent and student attend a meeting with Mrs. Vining to sign a contract that describes the program and the support that will be provided.

**Important**

In order to create an environment conducive to learning we must remember that discipline procedures are not the answer to problematic behavior – it is the positive **relationships** we have built as a learning community between students, families, and staff. Punitive measures have little effect on student behavior and are more likely to increase instances of inappropriate behavior; however, discipline measures are still in place to ensure student safety. Kettle Falls Middle School staff strives to create a positive environment by making connections with our students and families. Children learn best in the context of positive relationships and a safe, comfortable atmosphere. Our staff will explain appropriate behavior and procedures throughout the year. They detail why it is important and encourage all students to be respectful, responsible, and show pride. By teaching students the necessary social skills for future success we set students on a course to be lifelong learners and successful citizens. It is our job to ensure that students learn the skills needed to survive and thrive in society. This means developing students that excel in reading, math, writing, and being good citizens.
NOTIFICATIONS

BULLYING, HARASSMENT & INTIMIDATION FREE ZONE

To maintain a safe, positive, and quality educational environment, the Kettle Falls School district requires courteous and respectful interactions between and among students, staff, and others. Harassment, Intimidation, and/or Bullying by any person or group will not be tolerated, in accordance with RCW 28A.300.285. Harassment, Intimidation, and/or Bullying means intentional, electronic, written, verbal, or physical act which physically, harms a student, substantially interferes with a student’s education, creates a intimidating or threatening educational environment, or substantially disrupts the orderly operation of the school.

Any complaints of Harassment, Intimidation, and/or Bullying will be promptly investigated. Any student being Harassed, Intimidated and/or Bullied is encouraged to report the incident to a school employee. Any student whose found to have Harassed, Intimidated, and or bullied another student will be disciplined.

No school employee, student, or volunteer may engage in reprisal, retaliation, or false accusation against a victim, witness, or one with reliable information about an act of Harassed, Intimidated and/or Bullied, in accordance with RCW 28A.600.480.

ALCOHOL, DRUG, TOBACCO FREE ZONE

Any use of tobacco products by staff, students, visitors and community members is prohibited on school district property, on school busses, and at school sponsored events. Students who violate this policy will be subject to disciplinary procedures that may result in suspension or expulsion from school. (RCW28A.210.310)

GUNS AND WEAPON FREE ZONE

State law prohibits dangerous weapons and look-alikes on school premises, on school-provided transportation, or at school sponsored events. Students may not have knives at school. Exceptions include historical firearm displays and weapon-safety instruction. The possession of firearms on school property will result in a one-year mandatory expulsion, subject to appeal, with notification to parents and law enforcement. (RCW9.41.280, RCW28A.600.420)
Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student’s education records. These rights are:

(1) The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School principal [or appropriate official], clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. [Optional] Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or eligible student of the records request unless it states in its annual notification that it intends to forward records on request.]

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC  20202-5901

* State Law Qualification: Although FERPA allows 45 days to honor a request, the state policy records law requires an appropriate response to a “public records” request within five business days. RCW 42.17.320

NOTE: In addition, an institution may want to include its directory information public notice, are required by §99.37 of the regulations, with its annual notification of rights under FERPA.
**McKINNEY-VENTO ACT**

The McKinney-Vento Act is a federal law that makes sure children and youth who do not have permanent housing can go to school and preschool. It gives children and youth rights to enroll in school, stay in school, get transportation to school, and gives these same children access to school lunch programs. If you become aware of students who may qualify for services under the McKinney-Vento Act, or are in need of services for students in your family, please contact the principal of your school or the Kettle Falls District Homeless Liaison, Greg Price, at 738-6014x304.

**HIGHLY CAPABLE PROGRAM**

The District welcomes nominations from parents, students, teachers and community members for the Highly Capable Program. Each year, students new to the district and students currently enrolled may be nominated for the program. If you know of a student you consider to be gifted, you are welcome to call our district schools or contact our Coordinator at 738-6014.
TITLE I PARENTAL INVOLVEMENT

The Board recognizes that parent involvement contributes to the achievement of academic standards by students participating in Title I programs. The Board views the education of students as a cooperative effort among school, parents and community.

The Board of Directors adopts as part of this policy the following guidance for parent involvement. The District shall:

1. Put into operation programs, activities and procedures for the involvement of parents in all of its Title I schools consistent with federal law (Section 1118, ESEA). These programs, activities and procedures will be planned with meaningful consultation with parents, OR

2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

3. Develop activities that promote the schools’ and parents’ capacity for strong parent involvement.

4. Coordinate and integrate parental involvement strategies with appropriate programs.

5. Involve parents in an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of schools served under Title I.

6. Identify barriers to participation by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority.

7. Use the findings of annual evaluations to design strategies for more effective parent involvement.

8. Involve parents in the activities of schools served under Title I.

The Board shall adopt and distribute the parent involvement policy, which shall be incorporated into the district’s Title I plan.

KETTLE FALLS SCHOOL DISTRICT NO. 212 DATE OF ADOPTION: JULY 28, 2009
DATE OF REVISION: AUGUST 25, 2009

Parent’s Right-to-Know

As a Title I school, we must meet federal rules related to teacher qualifications as defined in No Child Left Behind. These rules allow you to learn more about your child’s teachers’ training and credentials. We are happy to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,

- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
• What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional’s qualifications.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled.

If you have any questions about your child’s assignment to a teacher or paraprofessional, please contact us at 738-6014 ext. 301.

**Sexual Harassment - Procedure 6590**

Informal Complaint Process: Anyone may use informal procedures to report and resolve complaints of sexual harassment. Informal reports may be made to any staff member, although staff shall always inform complainants of their right to and the process for filing a formal complaint. Staff shall also direct potential complainants to an appropriate staff member who can explain the informal and formal complaint processes and what a complainant can expect. Staff shall also inform an appropriate supervisor or professional staff member when they receive complaints of sexual harassment, especially when the complaint is beyond their training to resolve or alleges serious misconduct. Informal remedies include an opportunity for the complainant to explain to the alleged harasser that his or her conduct is unwelcome, offensive or inappropriate, either in writing or face-to-face; a statement from a staff member to the alleged harasser that the alleged conduct is not appropriate and could lead to discipline if proven or repeated; or a general public statement from an administrator in a building reviewing the district sexual harassment policy without identifying the complainant. Informal complaints may become formal complaints at the request of the complainant, parent, guardian, or because the district believes the complaint needs to be more thoroughly investigated.

Formal Complaint Process: Anyone may initiate a formal complaint of sexual harassment, even if the informal complaint process is being utilized. Potential complainants who wish to have the district hold their identity confidential shall be informed that the district will almost assuredly face due process requirements that will make available all of the information that the district has to the accused. The district will, however, fully implement the anti-retaliation provisions of this policy to protect complainants and witnesses. Student complainants and witnesses may have a trusted adult with them during any district-initiated investigatory activities. The superintendent or designated compliance officer (hereinafter referred to as the compliance officer) may conclude that the district needs to conduct an investigation based on information in his or her possession regardless of the complainant’s interest in filing a formal complaint. The following process shall be followed:

A. The compliance officer shall receive and investigate all formal, written complaints of sexual harassment, or information in the compliance officer's possession that the officer believes requires further investigation.

B. All formal complaints shall be in writing; shall be signed by the complainant; and shall set forth the specific acts, conditions or circumstances alleged to have occurred and to constitute sexual harassment. The compliance officer may draft the complaint based on the report of the complainant, for the complainant to review and sign.
C. When the investigation is completed the compliance officer shall compile a full written report of the complaint and the results of the investigation. If the matter has not been resolved to the complainant's satisfaction, the superintendent shall take further action on the report.

D. The superintendent shall respond in writing to the complainant and the accused within thirty days stating:

1. That the district does not have adequate evidence to conclude that harassment occurred;
2. Corrective actions that the district intends to take; and/or
3. That the investigation is incomplete to date and will be continuing.

E. Corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty days after the superintendent's written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.

If a student remains aggrieved by the superintendent's response, he or she may pursue the complaint as one of sexual discrimination pursuant to Policy 3210, Nondiscrimination. Similarly staff may pursue complaints further through the appropriate collective bargaining agreement process or anti-discrimination policy.

A fixed component of all district orientation sessions for staff, students and regular volunteers shall introduce the elements of this policy. Staff will be provided information on recognizing and preventing sexual harassment. Staff shall be fully informed of the formal and informal complaint processes and their roles and responsibilities under the policy and procedure. Certificated staff shall be reminded of their legal responsibility to report suspected child abuse, and how that responsibility may be implicated by some allegations of sexual harassment. Regular volunteers shall get the portions of this component of orientation relevant to their rights and responsibilities.

Students will be provided with age-appropriate information on the recognition and prevention of sexual harassment and their rights and responsibilities under this and other district policies and rules at student orientation sessions and on other appropriate occasions, which may include parents. Parents shall be provided with copies of this policy and procedure and appropriate materials on the recognition and prevention of sexual harassment.

As part of the information on the recognition and prevention of sexual harassment staff, volunteers, students and parents will be informed that sexual harassment may include, but is not limited to:

A. Demands for sexual favors in exchange for preferential treatment or something of value;
B. Stating or implying that a person will lose something if he or she does not submit to a sexual request;
C. Penalizing a person for refusing to submit to a sexual advance, or providing a benefit to someone who does;
D. Making unwelcome, offensive or inappropriate sexually suggestive remarks comments, gestures, or jokes; or remarks of a sexual nature about a person's appearance, gender or conduct;
E. Using derogatory sexual terms for a person;
F. Standing too close, inappropriately touching, cornering or stalking a person; or
G. Displaying offensive or inappropriate sexual illustrations on school property.

Annually the superintendent or designee will convene an ad hoc committee composed of representatives of certificated and classified staff, volunteers, students and parents to review the use and efficacy of this policy and procedure. The compliance officer will be included in the committee. Based on the review of the committee, the superintendent shall prepare a report to the board including, if necessary, any recommended policy changes. The superintendent shall consider adopting changes to this procedure if recommended by the committee.
ELECTRONIC RESOURCES – Policy 2022

The Kettle Falls School District No. 212 board of directors recognizes that an effective public education system develops students who are globally aware, civically engaged, and capable of managing their lives and careers. The board also believes that students need to be proficient and safe users of information, media, and technology to succeed in a digital world.

Therefore, the Kettle Falls School District will use electronic resources as a powerful and compelling means for students to learn core subjects and applied skills in relevant and rigorous ways. It is the district’s goal to provide students with rich and ample opportunities to use technology for important purposes in schools just as individuals in workplaces and other real-life settings. The district’s technology will enable educators and students to communicate, learn, share, collaborate and create, to think and solve problems, to manage their work and to take ownership of their lives.

To help ensure student safety and citizenship in online activities, all students will be educated about appropriate behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyber-bullying awareness response.

The board directs the superintendent or designee to create strong electronic educational systems that support innovative teaching and learning, to provide appropriate staff development opportunities and to develop procedures to support this policy.

Non Discrimination Statement

Kettle Falls School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) has been designated to handle questions and complaints of alleged discrimination: Thaynan L. Knowlton, Superintendent P.O. Box 458, Kettle Falls, WA 99141 Phone: 509.738.6625 Email: tknowlton@kfsd.org