

Kent School District Student/Parent Handbook

2024-2025
School Year

Important Information Regarding the Contents of this handbook.

The information contained in this handbook was accurate and current at the time of its distribution.

District policies and procedures are often updated to reflect changes to federal, state and local laws. If you are looking for the most 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 handbook.

Student Calendar

Kent School District Student Calendar 2024-2025

Revised 07.31.2024

Note: In the event of school cancellation by the district, the make-up day(s) shall occur on March 28, April 18, May 23, and then, if necessary, after the end of the school year in June.

M	T	W	T	F		M	T	W	T	F	
AUGUST						FEBRUARY					
19	20	21	22	23	#School starts 8/28	3	4	5	6	7	() Mid-Winter Break 2/17-2/18
26	27	#28	29	30	3 School Days	10	11	12	13	14	18 School Days
						(17)	(18)	19	20	21	
						24	25	26	27	28	
SEPTEMBER						MARCH					
(2)	*3	4	5	6	() Labor Day 9/2	3	4	5	6	7	@ No School – Teacher Workshop
*9	10	11	12	13	*Kindergarten starts 9/3	10	11	12	13	@14	*Optional Snow Day 3/28
16	17	18	19	20	*ECSE starts 9/9	17	18	19	20	21	19 School Days
23	24	25	26	27	20 School Days	24	25	26	27	*28	
30						31					
OCTOBER						APRIL					
1	2	3	4		@ No School – Teacher Workshop	1	2	3	4		() Spring Break 4/7-4/11
7	8	9	10	@11	22 School Days	(7)	(8)	(9)	(10)	(11)	*Optional Snow Day 4/18
14	15	16	17	18		14	15	16	17	*18	16 School Days
21	22	23	24	25		21	22	23	24	25	
28	29	30	31			28	29	30			
NOVEMBER						MAY					
4	5	6	7	@1	@ No School – Teacher Workshop				1	2	*Optional Snow Day 5/23
(11)	12	13	14	15	() Veterans Day 11/11	5	6	7	8	9	() Memorial Day 5/26
18	19	20	21	22	() Thanksgiving 11/28	12	13	14	15	16	20 School Days
25	26	27	(28)	(29)	() Native American Heritage Day 11/29	19	20	21	22	*23	
					17 School Days	(26)	27	28	29	30	
DECEMBER						JUNE					
2	3	4	5	6	() Winter Break 12/23-12/31	2	3	4	5	6	*ECSE Last Day of School 6/10
9	10	11	12	13	15 School Days	9	*10	11	12	13	#Last Day of School 6/17
16	17	18	19	20		16	17	18	(19)	20	() Juneteenth 6/19
(23)	(24)	(25)	(26)	(27)		23	24	25	26	27	12 School Days
(30)	(31)					30					
JANUARY						No School Days					
		(1)	(2)	(3)	() New Year's Day 1/1						
6	7	8	9	10	() Winter Break 1/2 – 1/3						
13	14	15	16	17	() M.L. King Day 1/20						
(20)	21	22	23	@24	@ No School						
27	28	29	30	31	18 School Days						

School Starts: August 28
Quarter Ends: October 31
Semester Ends: January 23
Quarter Ends: April 3
Semester/School Ends: June 17

Elementary Conferences

October 21, 22, 23, 24, 25 & February 10, 11, 12, 13, 14

3-Hour Early Dismissal (Elementary Schools Only)

October 21, 22, 23, 24, 25 & February 10, 11, 12, 13, 14

2-Hour Early Release (All Schools)

Secondary Conferences

November 26

3-Hour Early Dismissal (Secondary Schools Only)

3-Hour Early Release (All Schools)

September 2:	Labor Day
October 11:	No School – Teacher Workshop
November 1:	No School – Teacher Workshop
November 11:	Veterans Day
November 28:	Thanksgiving
November 29:	Native American Heritage Day
December 23 – January 3:	Winter Break
January 1:	New Year's Day
January 20:	Martin Luther King Day
January 24:	No School Day
February 17-18:	Mid-Winter Break
March 14:	No School – Teacher Workshop
March 28:	Snow Day
April 7-11:	Spring Break
April 18:	Snow Day
May 23:	Snow Day
May 26:	Memorial Day

Athletics

We recognize the primary responsibility of schools is to educate youth and an integral part of that educational process includes interscholastic athletics and activities. We encourage and promote diversity in all aspects of the programs as well as establish standards and practices to ensure the safety, health, and general welfare of all participants.

Opportunities+ for All Students

The Kent School District will provide exceptional athletic and activity opportunities that focus on overall student development, encourage excellence, enhance our educational programs, and promote positive community engagement. The KSD Athletics and Activities team is dedicated to supporting and furthering the strategic plan of the school district as we provide our students with the best opportunities to pursue their interests and gain skills to be successful. **Opportunities+** reflects our effort to leverage middle and high school connections to school-based athletics, activities, and clubs that provide experiences which help build confidence, leadership skills and teamwork, while instilling a strong work ethic. These foundational attributes help build the life skills of competing, overcoming adversity, planning for success, and developing positive habits. Our intentional programming will provide opportunities for every student plus the added value of developing purpose, passion, and preparing our students for a well-rounded life.

Good Sportsmanship

Our Athletic and Activities team formulates policies that cultivate the ideals of good sportsmanship by students, coaches, and parents. We provide a model of clear communication processes between athletes, coaches, parents, and administrators. Our goal is to design all activities to provide fair and consistent opportunities for all students.

Registration

Register ONLINE through FinalForms. Parent/Guardian will create an online family profile. Once profile is created, parent/guardian must follow the steps to register their student athlete for a specific sport. (Note this will go out without a link to start with)

Additional information regarding interscholastic athletics and activities can be found on the KSD website under [Athletics](#).

Good Attendance is Important

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

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

Report Every Absence to the School

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

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

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

Students Can Report Their Absences in Special Circumstances

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

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

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

Excused & Unexcused Absences

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

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

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

One Unexcused Absence

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

Between Two & Five Unexcused Absences

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

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

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

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

Seven Unexcused Absences in a Month

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

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

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

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

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

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

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

Kent School District Attendance Policy

Our schools follow Kent School District (KSD) policies and procedures Washington State Law to ensure every student is successful.

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

Excused Absences

The following are valid reasons to excuse absences and tardiness.

- [Illness](#)
- Health condition (including mental health)
- Medical appointment
- Family emergency
- Religious purposes
- Court, judicial proceeding or serving on a jury
- Post-secondary, technical school or apprenticeship program visitation, or scholarship interview
- State-recognized search and rescue activities consistent with RCW 28A.225.055
- Directly related to the student's homeless status.
- Participation in a school-approved activity or instructional program
- Parental-approved activities
- Absence resulting from disciplinary actions

If an absence is excused, the student shall be permitted to make up all missed assignments outside of class, under reasonable conditions and time limits established by the appropriate teacher.

An excused absence may affect a student's grade in participation-type classes because of the student's inability to make up the activities conducted during a class period.

Participation in School-Approved Activity or Instructional Program

To be excused, an absence for participation in a school-approved activity or instructional program must be authorized by a staff member and the affected teacher must be notified prior to the absence unless it is clearly impossible to do so.

Parental-Approved Activities

This category of absence will be counted as excused for purposes agreed to by the principal and the parent/guardian. An absence may not be approved if it causes a serious adverse effect on the student's educational progress. In participation-type classes (e.g., certain music and physical education classes) the student may not be able to achieve the objectives of the unit of instruction as a result of absence from class. In such a case, a parent or guardian-approved absence would have an adverse effect on the student's educational progress which would ultimately be reflected in the grade for such a course.

Parents shall submit a request at least a week prior to the absence(s) using the district form. The principal will review the student's current academic levels and make a determination whether approving the absence would constitute a serious adverse effect on the student's academic progress. If it is determined by the principal that it would not, the absence(s) will be considered excused.

A student, upon the request of his/her parent/guardian, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property or otherwise involves the school to any degree.

Absence Resulting from Disciplinary Actions

As required by law, students who are removed from a class or classes as a disciplinary measure or students who have been placed on short-term suspension will have the right to make up assignments or exams missed during the time they were denied entry to the classroom if the effect of the missed assignments will be a substantial lowering of the course grade.

Extended Illness or Health Condition

If a student is confined to home or hospital for an extended period, the school will arrange for the accomplishment of assignments at the place of confinement whenever practical. If the student is unable to do his/her schoolwork, or if there are major requirements of a particular course which cannot be accomplished outside of class the student may be required to take an incomplete.

Chronic Health Condition

Students with a chronic health condition which interrupts regular attendance may qualify for placement in a limited attendance and participation program. The student and his/her parent will apply to the principal, counselor or school nurse and a limited program will be written following the advice and recommendations of the student's medical advisor. The recommended limited program must then be approved by the principal. Staff will be informed of the student's needs, though the confidentiality of medical information will be respected at the parents' request.

Unexcused Absences

Unexcused absences fall into two categories:

1. Submitting an excuse which does not constitute an excused absence as defined previously.
2. Failing to submit, whether by phone, in person, email or written any type of excuse statement signed by the parent, guardian or adult student. This type of absence is also defined as truancy.

Vacation or Extended Absence

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

19 Days or Less

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

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

20 Days or More

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

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

Civil Rights Resources

Information on Students' Rights Available in 11 Languages

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

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

College Bound Scholarship

The College Bound Scholarship is an early commitment of state financial aid to eligible Washington State students enrolled in middle school who fulfill the College Bound Scholarship pledge. College Bound covers average tuition (at public college rates), fees and a small amount for books at over 65 colleges, universities, and technical schools in Washington.

The College Bound Scholarship Pledge

- Graduate from a Washington State high school or home school program with a cumulative 2.0 GPA or higher if planning to attend a four-year college directly after high school.
 - There is no high school GPA requirement for students planning to attend a community college or technical school.
- Have no felony convictions.
- Apply for financial aid with the [Free Application for Federal Student Aid \(FAFSA\)](#) or the [Washington Application for State Financial Aid \(WAFSA\)](#) in senior year of high school and every year during college or training.

Student Eligibility & College Bound Sign-Up

Students who meet one of the following requirements are automatically enrolled in the College Bound program:

- Students are enrolled in a public school and are signed up for free and reduced-price lunch (FRPL) in 7th, 8th, or newly eligible in 9th grade.
- A student is in state foster care, or a dependent of the state, between 7th grade and high school graduation.

Interested students who do not fit into either scenario and are interested in applying can contact the College Bound program.

Financial Aid for Eligible Washington Schools

College Bound combines with other state financial aid to cover average tuition (at public college rates), some fees, and a small book allowance at more than 65 eligible colleges, universities and technical schools in Washington including:

- Public two-year colleges
- Public four-year colleges
- Private two-year colleges
- Private four-year colleges
- Technical colleges
- Private career schools

Students must enroll at one of the 65 eligible schools in Washington within one year of high school graduation to keep their College Bound Scholarship. As long as the student remains eligible, the College Bound Scholarship can help cover tuition, fees and small book allowance for up to 8 semesters/12 quarters.

Receive the College Scholarship

To receive their scholarship, College Bound students must fulfill the pledge and:

- Apply for the FAFSA or WASFA every year while in college, and be income eligible. Colleges use information from the FAFSA and WASFA to determine income eligibility.
- Be accepted to an eligible college and begin attending within one year of high school graduation.
- Meet program state residency requirements.
- Stay in good standing at college, university or technical school.

Learn More

College Bound students will receive a certificate in the mail confirming they are signed up for College Bound.

Students and their families may sign-up for the College Bound listserv to receive short and informative messages. Reading these emails is the best way to stay on-track to receive the scholarship.

For more information about the College Bound program and about other financial aid options in Washington:

- Visit the College Bound website.
- Email collegebound@wsac.wa.gov.
- Call (888) 535-0747, option 1.

Parent Involvement and Family Engagement

Kent School District Policy 4130 / 4130 P

The Board believes that family engagement is a shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage families in meaningful ways and in which families are committed to actively supporting their children's learning and development. It is the policy of the Kent School District Board of Directors to ensure family engagement in our schools and in school governance, and to support family engagement in education at home and in our community.

The Board recognizes the diversity of family structures, circumstances, and cultural backgrounds and respects families as important decision makers for their children's education and is committed to the creation and implementation of culturally inclusive, effective, and efficient school-family partnerships throughout the District that are critical to the success of every student. The Board recognizes that family engagement in education from birth to college has a positive effect on student achievement and is an important strategy in reducing education opportunity gaps and drop-out rates, and directs the superintendent or his designees to create, implement, and maintain a district-wide climate conducive to the engagement of families and to develop and sustain partnerships that support student learning and positive child and youth development in all schools, ensuring that family engagement efforts will be comprehensive, coordinated, systemic and sustainable, and compliant with all state and federal requirements.

To ensure that the best interests of the child are served, the Board directs the Superintendent to develop activities that will enhance home-school collaboration. Such activities may include, but are not limited to:

- Conducting parent-teacher conferences that facilitate two-way communication between home and school.
- Holding open houses that provide parents with the opportunity to see the school facilities, meet the employees, and review the program on a first-hand basis.
- Disseminating school and other publications to parents on a regular basis.
- Conducting meetings of parents and employees to explain and discuss matters of general interest with regard to child-school, child-home, or child-school-home relationships.
- Sponsoring or co-sponsoring special events of a cultural, ethnic, or topical nature, which are initiated by parent groups, involve the cooperative effort of students and parents, and are of general interest to the schools or community.
- Collaborating with parents, students, and employees in school improvement planning, development, and implementation.
- Providing volunteer opportunities for parents to participate either at school or at home.

Learn more about family engagement at KSD Title I/LAP schools, KSD Board Policy 4130 and 4130P

Foster Care Student Stability Program

Definition of Foster Care

Foster care means twenty-four hours per day temporary, substitute care for the child placed away from the child's parents or guardians, and for whom the Department of Children, Youth and Family (DCYF) or a licensed or certified child-placing agency has placement and care responsibility. This includes any out-of-home care (including a relative or suitable person), so long as the child is under the placement and care responsibility of DCYF and placed in out-of-home care by DCYF.

Rights & Services

- Attend school in the area they are currently living.
- When in the best interest of the child, continue at the school they attended (referred to as the school of origin) before they entered care, or the school in which they were last enrolled.
- Immediate school enrollment and full participation in all school activities for eligible children, even when records normally required for enrollment are not available.
- Transportation to and from their school of origin.
- Free school meals.
- Receive tutoring services focusing on academic assistance.
- Support with on-time grade progression and graduation.

Our Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)

Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our school's process for responding to it.

What is HIB?

HIB is any intentional electronic, written, verbal, or physical act of a student that:

- Physically harms another student or damages their property;
- Has the effect of greatly interfering with another student's education; or,
- Is so severe, persistent, or significant that it creates an intimidating or threatening education environment for other students.

HIB generally involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.

How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whoever you are most comfortable with!). You may use our district's reporting form to share concerns about HIB but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based **solely** on an anonymous or confidential report.

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

- In person
- Over the phone
- By email

HIB Reporting Forms can be found [online](#) or at your school office.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer, Susie Whitlock (Susanne.Whitlock@kent.k12.wa.us or 253-373-7016) that supports prevention and response to HIB.

What happens after I make a report about HIB?

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.

Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

What is the investigation process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- Clear information about how you can appeal the decision

If your child is facing harassment, intimidation and/or bullying by another student or staff member of the Kent School District please report this to school officials. The school will start an investigation and report to you their conclusions. If possible, when reporting the bullying include any screenshots from social media or other online forums as evidence of the alleged bullying.

Depending on several factors, the school may not be able to impose school discipline on the aggressor, however they will still assist attempting to address the problem. If the harassment rises to the level of a crime, law enforcement may be contacted.

If the harassment, intimidation and/or bullying is being done by a student in another district, an adult not affiliated with the school district and/or an unknown person(s) please report such incidents to your local law enforcement agency.

Most social media companies (Facebook, Instagram, Snapchat, Tik Tok, YouTube, etc.) have a way to report unwanted and/or illegal posts. Please use this process to report harassment done using social media posts.

All instances of suspected HIB should be reported to the school's principal or assistant principal. This can be done in person, over the phone, by email or by submitting the official HIB Reporting form to the school's main office.

A report of suspected HIB will start an investigation of the incident. The following takes place during an investigation:

- Both parties (alleged target and alleged aggressor) will be interviewed.
- A representative group of witnesses (identified by both alleged target and alleged aggressor) will be interviewed.
- Any evidence available of the incident (video, social media posts, written notes, etc.) will be reviewed.
- A review of any past incidents of conflict between the two parties involved will take place.

After the investigation, the administrator will notify the parent/guardian of both the alleged target and alleged aggressor with the outcome of the investigation. The investigation could conclude:

- This was an incident of HIB (founded). The aggressor will face corrective action (discipline) according to Student Discipline Policy and Procedure 3241 and 3241P. If needed, safety measures will be put in place.
- This incident was not an incident of HIB (unfounded). However, , the incident did violate a different school or district rule. The aggressor will face corrective action (discipline) according to Student Discipline Policy and Procedure 3241 and 3241P
- The incident was “unfounded.” There was insufficient evidence to determine if the incident occurred. Actions may still be needed; however, no discipline will occur.

Note: The school is not allowed to discipline students for HIB that occurs outside of school that has no direct connection to events at school. However, the school will still help address the issue to try to stop it from having a negative impact at school.

What are the next steps if I disagree with the outcome?

For the student designated as the “targeted student” in a complaint:

If you do not agree with the school district’s decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

For the student designated as the “aggressor” in a complaint:

A student found to be an “aggressor” in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

If your student is determined to be the aggressor in a HIB investigation, then regular school discipline appeals processes apply. Please review Policy 3241 and Procedure 3241P for full details of the appeal process. In most cases, this starts with an appeal directly to the school’s principal.

If your student is the alleged target and it is determined the incident is unfounded

and you wish to appeal, contact the District HIB Compliance Officer at (253) 373-7235. You are encouraged to have a conversation with the school principal first to get a better understanding of why it was unfounded and what steps they plan to take

For more information about the HIB complaint process, including important timelines, please see the district's [HIB webpage](#) or the district's *HIB Policy [3207] and Procedure [3207P]*

All Kent School Board policies and procedures are available on [BoardDocs](#).

- [3205 & 3205P: Sexual Harassment of Students Prohibited](#)
- [3207 & 3207P: Prohibition of Harassment, Intimidation and Bullying](#)
- [3210 & 3210P: Nondiscrimination](#)
- [3211 & 3211P: Gender Inclusive Schools](#)
- [3241 & 3241P: Student Discipline](#)

HIB Compliance Officer

Susie Whitlock, Director of Student and Family Support Services

Susanne.Whitlock@kent.k12.wa.us

(253) 373-7016

MULTI-TIERED SYSTEMS OF SUPPORT

Multi-Tiered Systems of Support (MTSS) is a framework to support the diverse needs of all students. The MTSS framework provides tiers of support in academics, social-emotional learning, and behavior.

Kent School District has spent the past few years increasing the capacity of schools to support the behavior aspects of MTSS. In the 2023-2024, KSD will work to build an integrated model focusing on both academic and behavioral supports. Schools are working hard to increase tiered supports and provide all students avenues for success.

Tier 1: Universal Supports

Universal supports are given to all students in the school. Tier 1 supports should meet 80-85 percent of student needs.

Academics

All students receive the core curriculum.

Social-Emotional

Students in grades K-8 complete Second Step curriculum.

Behavior

Schools establish clear school-wide expectations, teaching routines, and intentionally build positive relationships between staff and students.

Tier 2: Targeted Supports

About 10-15 percent of students need targeted supports in addition to tier 1 supports. These may be short term supports until a student has gained the skills to be supported by tier one.

Academics

A teacher may pull a small group aside to deliver pre-teaching or reteaching.

Social-Emotional

A counselor may pull a small group to work on a specific social skill or the teacher may reteach part of the social-emotional curriculum to a small group of students who need extra reinforcement.

Behavior

Some students benefit from a check-in/check-out system where they have an adult checking their progress toward meeting schoolwide expectations and create goals with the student.

Tier 3: Intensive Supports

Typically, less than 5 percent of students need intensive supports. These are individualized to meet the needs of the student.

Academics

A teacher may provide accommodations for a student in which they break down tasks into small pieces. The teacher may provide additional intense instruction on a specific skill. The teacher will also frequently take data to monitor the progress of the student.

Social-Emotional

A teacher or counselor may work with a student individually to work on specific social-emotional skills they need. This may look like going through If-Then plans from Second Step or going through the Problem Solving Steps one-on-one with a student.

Behavior

This may look like developing a behavior plan as a team. Behavior plans can be developed for both general education and special education students to support their unique needs.

Native American/Alaska Native Education Program

Kent School District (KSD) participates in a Native American/Alaska Native Education Program funded by Federal Title VI Grant monies based on Native American student counts and administered through Student Services.

The program is designed to assist Native American students to meet district and state academic standards. Our goal is for each native student to graduate high school and continue their education in post-secondary opportunities.

About the Program

The Native American Education Program is mandated by Title VI (Part A) of the Elementary and Secondary Education Act.

The intent of this law is to provide financial assistance to school districts for the development and implementation of programs specifically designed to meet the culturally related academic needs of Native American and Alaska Native students.

Services

KSD offers resources for native students and families to create a strong sense of community. By building a stronger circle, we strengthen our society. In traditional communities, young people have always come to know, to experience, and to lay claim to their tribal heritage, allowing individuals to define themselves in terms of their collective cultural identity.

- Advocacy for Native students and their families at the school and district levels.
- Information on college and career workshops and events to support the district mission of preparing all students for their futures.
- Scholarship and financial aid information for secondary students.
- Cultural enrichment opportunities.
- Family culture nights.
- Parent Advisory Committee Meetings.
- Speakers and presenters from the Native community
- Cultural field trips and events with an emphasis on secondary learners and college readiness.

Eligibility Form

Students may be eligible to participate in the Native American/Alaska Native Education Program if they are registered on a [Title VI ED 506 Indian Student Eligibility Certification Form](#). It is not required that a student be enrolled in a federally recognized tribe if the parents or grandparents of the students are enrolled. There is no blood quantum required to enroll and participate in the program. This form only needs to be completed once for a student's entire time in Kent School District.

Land Acknowledgement

We acknowledge we are gathered upon the ancestral lands of the Muckleshoot Indian Tribe, who historically lived throughout the area between the Cascade Mountains and Puget Sound.

Our School Stands Against Discrimination

Discrimination can happen when someone is treated differently or unfairly because they are part of a **protected class**, including their race, color, national origin, sex, gender identity, gender expression, sexual orientation, religion, creed, disability, use of a service animal, or veteran or military status.

What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student's protected class and is serious enough to create a hostile environment. A **hostile environment** is created when conduct is so severe, pervasive, or persistent that it limits a student's ability to participate in or benefit from, the school's services, activities, or opportunities.

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

What should my school do about discriminatory and sexual harassment?

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

What can I do if I'm concerned about discrimination or harassment?

Talk to a Coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination:

Civil Rights Coordinator: Daman Hunter, Human Resources Associate Superintendent
Daman.Hunter@kent.k12.wa.us 253-373-7223

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: Susie Whitlock, Director Student and Family Support Services
Susanne.whitlock@kent.k12.wa.us, 253.373-7235

Concerns about disability discrimination:

Section 504 Coordinator: Susie Whitlock, Director Student and Family Support Services
Susanne.whitlock@kent.k12.wa.us, 253.373-7235

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: Daman Hunter, Human Resources Associate Superintendent
Daman.Hunter@kent.k12.wa.us 253-373-7223

To **submit a written complaint** describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

- A summary of the results of the investigation
- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision

What are the next steps if I disagree with the outcome?

If you do not agree with the outcome of your complaint, you may appeal the decision to the School Board and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure (3210P) and Sexual Harassment Procedure (3205P).

I already submitted an HIB complaint – what will my school do?

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure (3210P) and the HIB Procedure (3207P) to **fully resolve your complaint**.

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

- Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center
- Email: schoolsafety@k12.wa.us
- Phone: 360-725-6068

- OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)
 - Website: ospi.k12.wa.us/policy-funding/equity-and-civil-rights
 - Email: equity@k12.wa.us
 - Phone: 360-725-6162

Washington State Governor's Office of the Education Ombuds (OEO)

The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K- 12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

- Website: www.oeo.wa.gov
 - Email: oeoinfo@gov.wa.gov
 - Phone: 1-866-297-2597

Our School is Gender-Inclusive

In Washington, all students have the right to be treated consistent with their gender identity at school. Our school will:

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity
- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district's Gender-Inclusive Schools Policy 3211 and Procedure 3211P visit [Kent School Board / About Us](#). If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: Daman Hunter, Human Resources Associate Superintendent Daman.Hunter@kent.k12.wa.us 253-373-7223

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on page

U.S. Department of Education, Office for Civil Rights (OCR)

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

- Website: <https://www2.ed.gov/about/offices/list/ocr/index.html>

- Email: orc@ed.gov
- Phone: 800-421-3481
-

Non-Discrimination Statement

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

Translation Services & Bilingual Education

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 call (253) 373-7467 to speak with Director of Communications, Faith Sisley.

For bilingual education information, please call (253) 373-3000 to speak with the Assistant Director of Multilingual Education, Gami Diaz Lizama.

Nutrition

The [My School Menus website](#) and mobile app provide access to menus and nutrition information for school meal programs on any device.

The interactive digital menu allows you to:

- Quickly translate the menu into over 75 languages.
- View nutritional information for each menu item.
- Filter food choices for the top eight allergens.
- Determine, using the “Build a Meal” feature, the overall nutritional value (calories, carbohydrates, etc.) of a meal to meet personal dietary needs.
- Make healthy food choices whenever it’s convenient, 24 hours a day, 7 days a week, 365 days a year.

Download the mobile app for free from the [iTunes App Store](#) or Google Play.

Meal Prices and Payments

All students pay for meals using an individual account identified by their Kent School District (KSD) student identification number (SID). This system allows for accurate accounting and ensures anonymity for students who receive reduced-price meals.

Money may be paid into a student’s account in advance and then meal costs are deducted from the account.

If you need assistance, please call (253) 373-7275 or email NutritionServicesOffice@kent.k12.wa.us.

Option 1: Pay Online

Use [Lunch Money Now](#) to make an online payment to your student's meal account with a Visa or Mastercard.

Option 2: Mail a Check to Nutrition Services

Include the student’s name, student ID number, and school with the check and mail to:

Kent School District

Attention: Nutrition Services

12033 SE 256th Street, Building E

Kent, WA 98030

Free & Reduced-Price Meals

We participate in the National School Lunch and School Breakfast programs sponsored by the United States Department of Agriculture (USDA).

*Meal Prices May Change

Meal Prices

Item	Breakfast Price	Lunch Price
Elementary student meal	Free	Free
Secondary student meal	Free	Free
Reduced-Price meal (grades Pre K-12)	Free	Free
Milk, vegetable, fruit, or juice	\$0.50	\$0.50
Adult, visitor, or second meal	\$3.50	\$5.00

Community Eligibility Provision (CEP)

Kent School District has been approved for the Community Eligibility Provision (CEP) program for the 2024-2025, 2025-2026, 2026-2027, and 2027-2028 school years districtwide. **Breakfast and lunch meals (not a la cart items) are available at no cost for all students at all schools** regardless of family or household income.

While meals will be offered at no cost, **it is still important that families complete the [Child Nutrition Eligibility & Education Benefit \(CNEEB\) application](#)** to help our schools secure funds for essential programs and classroom resources. It also reduces or eliminates fees for extracurricular activities, technology fines, and provides qualifying families with benefits.

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

Consent to Share Program Eligibility Information for School Programs

Online Application

The online [Child Nutrition Eligibility & Education Benefits \(CNEEB\) Application | Kent School District](#) only takes a few minutes and is the fastest, easiest way to get approved.

Paper Application

If you would like to have a paper application mailed to you, please contact KSD Nutrition Services.

- Call (253) 373-7275
- Email NutritionServicesOffice@kent.k12.wa.us

Return a completed paper application using the drop-box located at the main entrance of the Kent School District Administration Center ([12033 SE 256th Street, Kent](#)) or mail to:

Kent School District

Attention: Nutrition Services

12033 SE 256th Street, Building E

Kent, WA 98030

Please allow 10 business days for paper application processing once it has been received.

Families May Receive Waived or Decreased Fees to Participate in Other School Programs

Kent School District (KSD) is committed to ensuring participation in extracurricular activities is available to all students regardless of family income. Be sure to complete a [Child Nutrition Eligibility & Education Benefits \(CNEEB\) Application | Kent School District](#) to determine if you are eligible for free and reduced rates for meals, extracurricular participation fees, and entry fees.

A Family Activity Card will be mailed to families that qualify for free and reduced-price meals. The Family Activity Card allows the parents/guardians and their elementary age and younger children to enter KSD sponsored events for free or at a reduced rate.

Student Fees Eligible for Waiver

Eligible students with a completed fee waiver on file do not have to pay fees for:

- Associated Student Body (ASB) card designation
- Entrance fees for home games or ASB events
- ASB club dues or membership fees
- Entrance fees for ASB field trips
- Registration or transportation fees for ASB travel
- Required uniforms for ASB sports or clubs (may be required to return after use or be subject to fine)
- Reduced prices for families entering school extracurricular activities.

Find Out if You Qualify

Complete an application if any of the following apply:

- Your total household income is the same or less than the amount for your household size in the Household Income Guidelines table below.
- Your household receives Basic Food, takes part in the Food Distribution Program on Indian Reservations (FDPIR)
- You are applying for a foster child that is under the legal responsibility of a foster care agency or court.
- You received free and reduced-price meals during the last school year.

Food Allergies and Special Meals

Your child's health is important to us. If you need to request special meals for your child, please complete the Medical Statement to Request Special Meals form with a licensed physician. The form must be completed and returned before any meal substitutions can be made for children with disabilities.

Please review your child's form annually initialing and dating if no changes are needed.

IMMIGRANT & REFUGEE SUPPORT SERVICES

Every student is welcome in the Kent School District (KSD). We understand that, due to recent political developments in our country, our students may be experiencing fear, stress, and unhappiness.

Because these emotions can negatively affect a student's ability to learn in class, it is important for our teachers, school administrators, and district office staff to create safe environments that offer care, compassion, and mutual respect.

KSD will continue to align our core values of equity, excellence, and community in support of our students and families who may be experiencing undue stress during this time.

- We will maintain a welcoming environment for all children with celebrations such as KSD Welcomes the World Day.
- We will uphold our practice that a child's immigration status has no impact on her/his educational program in KSD.
- We will maintain a student's constitutional right to equal access to education, regardless of a student's or parent's immigration status.
- We understand that a student's rights are protected by the Constitution and a student's right to access public education cannot be taken away by the president, the state, or federal legislators.

KSD will continue to enroll students regardless of immigration status, and without discrimination based on race, religion, or national origin. We will not ask about a child's immigration status at school.

Please contact your child's school to learn about support available for students who qualify for refugee services.

Religious Observances

The Board of Directors of the Kent School District acknowledges the role of religion in understanding our society and the richness of the human experience. Fostering the development of knowledge and respect for the right of all cultural and religious groups is a continuing goal of the district. However, the Board also recognizes the diversity in views and opinions regarding the relationship between religion and public school policies.

While community opinions are important in shaping policy, the Board must look primarily to the Constitution of the United States, the Washington State Constitution, federal and state legislation, and the decisions made by the respective courts when establishing guidelines regarding religious-related activities and practice, as well as regarding the rights of students to the free exercise and expression of religious beliefs while in school or attending school-related activities. To this end, the Board concurs with the regulation of the Superintendent of Public Instruction acknowledging that "all students ... possess the constitutional right to the free exercise of religion and to have their schools free from sectarian control or influence."

Religious Related Activities & Practices

Regarding religious-related expression, activities, or practices, the public schools of the district are obligated to:

- treat religion and religious faith with fairness and respect;
- neither advance nor inhibit religion;
- vigorously protect religious expression as well as the freedom of conscience of all students; and
- refrain from spending public funds or sponsor activities in a manner that has the primary effect of promoting or negating religious beliefs

Factual and objective teaching about religions and their role in society is distinguished from religious instruction. Public schools may teach about religions within a cultural and historic context for the purpose of meeting secular, educational objectives recognizing that schools can neither encourage nor discourage religion. (See Policy 2020).

Guidelines for Maintaining Religious Neutrality

District schools must be free from sectarian control or influence during school-conducted or school-sponsored activities for students who are under the district's supervision and control. Criteria used to guide academic inquiry in the study of religion shall seek the same neutrality, objectivity and educational effectiveness expected in other areas of the curriculum. In addition, materials and activities should be sensitive to America's pluralistic society and must educate rather than indoctrinate.

Complaints Concerning Religious Related Activities or Practices

Students, parents and employees who are aggrieved by practices or activities conducted in the school or district may seek resolution of their concern first with the building principal, then with the district Superintendent or designee, or use Ombudservices.

Guidelines for Student Religious Expression, Absences and Attire

The following guidelines apply to the rights of students regarding religious expression and absences due to religious services, observances, holidays, or training

During Instructional Time

Students may engage in religious expression in a manner that is not disruptive to the learning process and/or relevant to the class curriculum, discussion, or assignment. As with other types of speech at school, religious speech should never be such that a reasonable person would perceive it as harassing, intimidating, bullying, or coercive. Students should strive in all forms of communication to be respectful to other students, staff, and visitors.

During Non-Instructional Time

Students may engage in religious expression and activities unless the expression substantially interferes with the operation of the school or infringes on the rights of other students. This includes the right to distribute religious literature in the same reasonable time, place, and manner required of students distributing nonreligious materials. As with other types of speech at school, religious speech should never be such that a reasonable person would perceive it as harassing, intimidating, bullying, or coercive. Students should strive in all forms of communication to be respectful to other students, staff, and visitors.

School Work

Students may express their beliefs about religion in classwork, homework, artwork, evaluations, tests, and other written and oral assignments free of discrimination based on the religious content of their submissions. School personnel must grade the work, art, evaluation, test, or assignment not on religious expression, but instead grade the student's performance on scholastic content such as spelling, sentence structure, grammar, and the degree to which the student's performance reflects the instruction and objectives established by the school personnel.

Freedom from Retaliation & Censure

School personnel may not subject an individual student who expresses religious beliefs or opinions to any form of retribution or negative consequence and may not penalize the student's standing, evaluations, or privileges in response to such expression. School personnel may not censure a student's expression of religious beliefs or opinions, when relevant or appropriate, in any class, work, homework, evaluations or tests, extracurricular activities, or other activities under the sponsorship or auspices of the school district.

Religious Student Groups

If non-curriculum-related student groups are permitted to meet on school premises during non-instructional time, students will be permitted to meet to discuss political, philosophical, religious, or other issues provided such group meetings are student-initiated, student-managed and in compliance with Policy 2153 authorizing such meetings.

Prayer

A student may of his/her own volition engage in non-disruptive prayer at any time not in conflict with learning activities or events. School staff shall neither encourage nor discourage a student from engaging in non-disruptive oral prayer, silent prayer, or any other form of nondisruptive devotional activity. Prescribed times for religious prayer that require a brief, reasonable absence from classroom instruction or activities will be accommodated to the extent that the absence is with the permission of a parent or guardian and does not substantially disrupt the class/activity or significantly impact the student's learning or testing.

Absences for Religious Reasons

Upon the request of a parent or guardian, a student may be excused from attending school in observance of a religious holiday. A student may also be excused upon the request of a parent or guardian to participate in religious instruction for a portion of a school day, provided that the activity is not conducted on school property. School credit will not be granted for such instruction. Whenever possible, students will be allowed to make up assignments and testing/assessments in the same manner as with any excused absence.

Religious Fasting

When a school is made aware that a student may be engaged in an extended period of religious fasting, the student may be excused from lunch and strenuous physical activity. School personnel may use their discretion based on the totality of the facts regarding whether testing or assessment for a particular student should be rescheduled.

Student Attire

Students may wear religious attire, symbols, or religious messages on clothing provided that the attire, symbols, or messages are not materially and substantially disruptive to the educational process or infringe on the rights of others. Religious messages on clothing are subject to the same rules as generally applied to comparable nonreligious messages and expression.

In addition, schools will permit students of either gender engaged in physical education to wear longer shorts, sweatpants, or other types of clothing suitable for physical activity when a request is made to do so based on the student's religious beliefs.

Guidelines for Non-Student Religious Expression, School Events and Facility Use by Religious Groups in the Community

Material, literature, and/or announcements promoting religion may not be distributed by non-students or on behalf of groups or individuals who are not students.

Religious services, programs or assemblies will not be conducted in school facilities during school hours or in connection with any school-sponsored or school-related activity. Religious groups may rent school facilities under the same policy providing for facilities rental by other community

groups (See Policy 4260). Activities of such groups will be clearly separated from school-sponsored activities so that the school district does not support or appear to support the establishment of religion.

Programs at commencement and other school-sponsored events will be free from religious influence, including invocations, benedictions, and other prayers.

There will be no school sponsorship of baccalaureate services. Interested parents and students may plan and organize baccalaureate exercises provided that the service is not promoted through the school. Employee and student participation is voluntary.

Concerns

Kent School District (KSD) works hard to provide a positive and high-quality education for all students; however, we understand that at times you may have a concern about something that has happened at your student's school or wish to discuss a situation with a school official.

Step 1: Contact Your Student's Teacher or Counselor

Your student's teacher or counselor are the school staff who know your child's unique needs the best. The most successful place to start to address a concern is with the teacher or counselor.

As school staff are doing their best to provide services for many students, we appreciate your understanding if it takes school staff 24-48 hours to respond.

Step 2: Contact Your School's Principal or Assistant Principal

If you have been unsuccessful resolving your concern with the teacher or counselor, please contact either the school principal or assistant principal.

As school staff are doing their best to provide services for many students, we appreciate your understanding if it takes school staff 24-48 hours to respond.

Step 3: Contact the District Office

If you have been unable to contact your student's school or have been unsuccessful in resolving your concern at the school level, please contact Student and Family Support Services at (253) 373-7235. Staff will try to help you resolve your concern or put you into contact with the appropriate staff who can.

Special Concerns

Some types of concerns dictate a certain response according to district policy/procedure, state law, and/or federal law.

More information about the complaint process is available by category.

- [Bullying](#)
- [Sexual Harassment](#)
- [Discriminatory Harassment and other Civil Rights Violations](#)
- [Concerns involving a safety officer and/or school resource officer](#)

The Washington State Governors Office of Education Ombudsman is also available to assist in resolution of complaints, disputes, and problems between families, students, and public schools in all areas that affect student learning.

Behavior Expectations

Responsibilities, Rights, and Due Process

The following information is a summary of the highlights of **Policy and Procedure 3241**, and **3241P**. For more detailed procedures, please reference the Kent School District Board Policies website.

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 removal” means the removal of a student from school because the student’s presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in **WAC 392-400-510** through **392-400-530**. This term was formerly called emergency expulsion.

“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 removal, 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 removals. 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**.

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: A student may be responsible for the cost of replacing any property belonging to others which are lost or damaged due to the student's negligence.

If any property of the district, a contractor of the district, an employee, or another student has been lost or willfully cut, defaced, or injured, with the damages exceeding \$1,000, the district may withhold the diploma certificate, but not the grades or transcripts, of the student responsible for the damage or loss for the earlier of either 5 years from the date of the student's graduation or until the amount owed is less than \$1,000. If the student and parent or guardian are unable to pay for the damages, the district shall provide a program of community service for the student in lieu of the payment of monetary damages. Community service completed must be credited at the applicable local or state minimum wage, whichever is greater. Upon completing community service that reduces the amount owed to less than \$1000, the student's diploma certificate must be released.

The student and their parents or guardians may appeal the imposition of a charge for damages or fines. The student and their parents or guardians will be notified regarding the nature of the charge for damages or fines, whether the student's diploma certificate may be withheld, how restitution may be made, and how an appeal may be instituted. When the damages or fines do not exceed \$100, the student or their parents or guardians will have the right to an informal conference with the principal. As is the case for appealing a short-term suspension, the principal's decision may be appealed to the superintendent or designee and board. When damages are in excess of \$100, the appeal process for long-term suspension will apply.

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

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

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

Causing a substantial interruption to instruction or the safe and orderly operation of the school.

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

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

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

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

This section applies to any controlled substance, medication, stimulant, depressant, or mood-altering compound, including simulated compounds intended to produce intoxication or euphoria, whether or not such compounds have been designated a controlled substance by state or federal law;

This section applies to marijuana or substances containing marijuana;

This section applies to legally-prescribed drugs which a student is nevertheless not lawfully authorized to possess on school grounds, at school activities, or on district- provided transportation;

This section applies to students who enter school grounds, school activities, or district provided transportation following the unlawful use or consumption of drugs, alcohol, and other similar chemical substances, including students who appear to be under the influence of such substances;

This section applies equally to the possession or use of paraphernalia or other items used to possess, consume, store, or distribute drugs, alcohol, and/or other illegal chemical substances, including marijuana or substances containing marijuana.

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

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

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

Gang Conduct For school discipline purposes includes:

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

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

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

Harassment, Intimidate and/or Bullying For school discipline purposes, “harassment, intimidation and bullying” includes:

intentional hurtful, threatening, or intimidating verbal and/or physical conduct in violation of **Kent School District Policy 3207 and Procedure 3207P**;

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

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

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

Note: A student may be responsible for the cost of replacing any property belonging to others which are lost or damaged due to the student's negligence.

If any property of the district, a contractor of the district, an employee, or another student has been lost or willfully cut, defaced, or injured, with the damages exceeding \$1,000, the district may withhold the diploma certificate, but not the grades or transcripts, of the student responsible for the damage or loss for the earlier of either 5 years from the date of the student's graduation or until the amount owed is less than \$1,000. If the student and parent or guardian are unable to pay for the damages, the district shall provide a program of community service for the student in lieu of the payment of monetary damages. Community service completed must be credited at the applicable local or state minimum wage, whichever is greater. Upon completing community service that reduces the amount owed to less than \$1000, the student's diploma certificate must be released.

The student and their parents or guardians may appeal the imposition of a charge for damages or fines. The student and their parents or guardians will be notified regarding the nature of the charge for damages or fines, whether the student's diploma certificate may be withheld, how restitution may be made, and how an appeal may be instituted. When the damages or fines do not exceed \$100, the student or their parents or guardians will have the right to an informal conference with the principal. As is the case for appealing a short-term suspension, the principal's decision may be appealed to the superintendent or designee and board. When damages are in excess of \$100, the appeal process for long-term suspension will apply.

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

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

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

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

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

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

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

Engaging with Families & Language Assistance

The district must provide for early involvement of parents in efforts to support students in meeting behavioral expectations. Additionally, the district must make every reasonable attempt to involve the student and parent in the resolution of behavioral violations. Unless an emergency circumstance exists, providing opportunity for this parental engagement is required before administering a suspension or expulsion. The district must ensure that it provides all discipline related communications [oral and written] required in connection with this policy and procedure in a language the student and parent(s) understand. These discipline related communications include notices, hearings, conferences, meeting, plans, proceedings, agreements, petitions, and decisions. This effort may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. For parents who are unable to read any language, the district will provide written material orally.

Supporting Students with Other Forms of Discipline

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

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

Classroom Exclusions

As described in Kent School District Policy 3241 and 3241P, after attempting at least one other form of discipline, as set forth above, teachers have statutory authority to impose classroom exclusion. Classroom exclusion means the exclusion of a student from the classroom or instructional activity area based on a behavioral violation that disrupts the educational process. Annually the Superintendent will ensure that representatives of school principals, and certificated staff will work together to develop definitions and consensus on what constitutes behavior that disrupts the educational process to reduce the effect of implicit or unconscious bias.

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.

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

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

When administering a suspension or expulsion, the district may deny a student admission to, or entry upon, real and personal property that the district owns, leases, rents, or controls. The district must provide an opportunity for students to receive educational services during a suspension or expulsion (see below). The district will not suspend or expel a student from school for absences or tardiness. If during a suspension or expulsion the district enrolls a student in another program or course of study, the district may not preclude the student from returning to the student's regular educational setting following the end of the suspension or expulsion, unless one of the following applies: The Superintendent or designee grants a petition to extend a student's expulsion under **WAC 392-400-480**; the change of setting is to protect victims under **WAC 392-400-810**; or other law precludes the student from returning to his or her regular educational setting. In accordance with **RCW 28A.600.420**, a school district must expel a student for no less than one year if the district has determined that the student has carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. The Superintendent may modify the expulsion on a case-by-case basis.

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

In-school suspension and short-term suspension

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

student an opportunity to contact his or her parent(s) regarding the informal meeting. The district must hold the informal meeting in a language the parent and student understand.

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

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

Notice

Following the informal meeting, the principal or designee must inform the student of the

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

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

Long-term suspensions and expulsions

Before administering a long-term suspension or an expulsion, district personnel must consider

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

Behavior agreements

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

Informal Meeting (Initial hearing)

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

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

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

Notice

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

- A description of the student's behavior and how the behavior violated this policy;
- The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;

- The other forms of discipline that the district considered or attempted, and an explanation of the district's decision to administer the suspension or expulsion;
- The opportunity to receive educational services during the suspension or expulsion;
- The right of the student and parent(s) to an informal conference with the principal or designee;
- The right of the student and parent(s) to appeal the suspension or expulsion; and
- For any long-term suspension or expulsion, the opportunity for the student and parents to participate in a reengagement meeting.

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

Emergency Removals

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

- An immediate and continuing danger to other students or school personnel; or
- An immediate and continuing threat of material and substantial disruption of the educational process.
- The district may not impose an emergency removal solely for investigating student conduct. For purposes of determining sufficient cause for an emergency removal, 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 removal may not exceed ten consecutive school days. An emergency removal must end or be converted to another form of discipline within ten (10) school days from its start. After an emergency removal, 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 removal, 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 removal, including the date on which the emergency removal will begin and end;
- The opportunity to receive educational services during the emergency removal;
- 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 removal, including where and to whom the appeal must be requested.

If the district converts an emergency removal to a suspension or expulsion, the district must:

- Apply any days that the student was emergency removed before the conversion to the total length of the suspension or expulsion; and
- 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 and Emergency Removal

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 removal have similarities but the timelines differ. A student or the parent(s) may appeal a suspension, expulsion, or emergency removal to the Superintendent or designee orally or in writing. Requests to appeal should be directed to the Director Student and Family Support Services. For suspension or expulsion, the request to appeal must be within five (5) school business days from when the district provided the student and parent with written notice. For emergency removal, 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~~⁴⁴ 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.

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

- The behavior for which the discipline was given did not occur as stated by the school.
- The discipline given was not appropriate for the behavior.

- There were extenuating circumstances that were not considered by the administrator when deciding on the discipline.
- Administration did not follow district policy and/or procedure during the discipline process.

In-school and short-term suspension appeal

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 removal appeal

For long-term suspension or expulsion and emergency removals, 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 removal is a quasijudicial process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of student(s) and others involved, the district will hold a hearing without public notice and without public access unless the student(s) and/or the parent(s) or their counsel requests an open hearing. Regardless of whether the hearing is open or closed, the district will make reasonable

efforts to comply with the Family Educational Rights and Privacy Act (FERPA) concerning confidentiality of student education records. When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:

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

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

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

Upon request, the student and parent(s) or their legal representative may inspect any documentary or physical evidence and list 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 made⁴⁶ 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 removal, 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 removal or convert the emergency removal to a suspension or expulsion. If the district converts the emergency removal 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 removal 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 removals. This request may be either oral or in writing.

The school board may designate a discipline appeal council to hear and decide any appeals in this policy and procedure or to review and reconsider a district's appeal decisions. A discipline appeal council must consist of at least three persons appointed by the school board for fixed terms. All members of a discipline appeal council must be knowledgeable about the rules in Chapter 392-400 WAC and this policy⁴⁷ and procedure. The school board may also designate the Superintendent or a hearing officer to hear and decide appeals. The presiding official(s) may not have been involved in the student's behavioral violation or the decision to suspend or expel the student.

For long-term suspension or expulsion, the student or parent(s) may request a review within ten (10) school business days from when the district provided the student and parent(s) with the written appeal decision. For emergency removal, 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 removal, 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 removal has not yet ended or been converted, whether the district will end the emergency expulsion or convert the emergency removal to a suspension or expulsion. If the district converts the emergency removal 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 removal was converted.

Petition to extend an expulsion

When risk to public health or safety warrants extending a student's expulsion, the principal or designee may petition the Superintendent or designee for authorization to exceed the academic term limitation on an expulsion. The Superintendent or designee may grant the petition only if there is substantial evidence that, if the student were to return to the student's previous school of placement after the length of an academic term, the student would pose a risk to public health or safety. The Superintendent or designee must deliver a written decision to the principal, the student,

and the student's parent(s) in person, by mail, or by email within ten (10) school business days after receiving the petition.

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 Multilingual services for English Language development, 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 removal 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 removal.
- For students subject to suspension or emergency removal 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 removal; 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 school business days following the start of the suspension or emergency removal and periodically thereafter until the suspension or emergency removal 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 above mentioned 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.***

Section 504 of The Rehabilitation Act

Section 504 is a federal civil rights law that is designed to eliminate disability discrimination in programs and activities that receive federal funds. Since all public school districts receive federal funds, all public school districts must comply with Section 504. Under Section 504, denying a disabled student a free appropriate public education constitutes disability discrimination.

Who is a Disabled Student Under Section 504 for Purposes of FAPE?

A school-aged student is a disabled student under Section 504 for purposes of FAPE if the student has a physical or mental impairment that substantially limits one or more major life activities.

Physical or Mental Impairment

Physical or mental impairment means any physiological or psychological disorder or condition. The definition of physical or mental impairment under Section 504 is broad, includes students with life-threatening health conditions (conditions that will put a student in danger of death during the school day if a medication or treatment order and a nursing plan are not in place), and is not limited to any specific diseases or categories of medical conditions.

The determination of whether a student has a physical or mental impairment that substantially limits a major life activity must be made on the basis of an individual inquiry. A physical or mental impairment may be any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. The list of specific diseases and conditions that may constitute a physical or mental impairment is not exhaustive because of the difficulty of ensuring the comprehensiveness of such a list.

Substantial Limitation

There is no single formula or scale that measures substantial limitation. A physical or mental impairment substantially limits a major life activity for a student if the impairment substantially limits the student's ability to perform a major life activity as compared to the student's non-disabled age/grade peers. An impairment need not prevent, or significantly or severely restrict, a student in performing a major life activity to be considered substantially limiting.

As a general rule, a student with a physical or mental impairment who is able to participate in or benefit from a district's education program, (e.g. attend school, advance from grade to grade, and meet the standards of personal independence and social responsibility expected of his or her age and cultural group) without the provision of special education or related aids or services, is not a disabled student under Section 504 for purposes of FAPE.

Impacting One or More Major Life Activities

Major life activities include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. Major life activities also include other general activities such as eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, and communicating. In addition, major life activities include major bodily functions such as the functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. The above list of major life activities is not exhaustive; a major life activity or function not specifically

listed above may be a major life activity. For example, the ability to meet the standards of personal independence and social responsibility expected of one's age and cultural group is a major life activity for a school-aged student. In addition, the ability to participate in and benefit from school is a major life activity for a school-aged student.

Who Can Refer a Student for a Section 504 Evaluation?

Any person can refer a student for evaluation under Section 504. Parents, guardians, and school staff should refer a student for evaluation if they know or suspect that, due to a disability, the student needs special education or related aids or services to participate in or benefit from a district's education program.

Once a district has determined that a student is disabled under Section 504, the district must provide whatever services it decides the student needs to participate in and benefit from the district's education program. As a general rule, a district is under no obligation to provide a service that a student's parent or guardian or doctor requests unless, in the district's determination, the student needs the service.

For more information on Section 504 and Special Education, visit the [Office of Civil Rights](#).

[Section 504: Parent & Student Rights](#)

Sexual Harassment

What is sexual harassment?

Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

To review the district's Sexual Harassment Policy 3205 and Procedure 3205P, visit [Kent School Board / Policy and Procedure](#).

What should my school do about discriminatory and sexual harassment?

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

Title IX Coordinator

Susie Whitlock

Susanne.Whitlock@kent.k12.wa.us

Social Emotional Learning/Second Step

Second Step

Morning Meetings are an avenue for students to connect with their teachers, peers, and school community. Elementary schools often use morning meetings to deliver Social Emotional Learning instruction, check in with students, and prepare students for a successful day.

The morning meeting will include:

- Check-ins to see how students are doing
- Opportunities to build community with their peers
- Social emotional learning messages and themes (some lessons will be geared toward managing big emotions, such as stress, loneliness, or boredom)
- A brief weekly screener to assess social emotional wellness
-

Social Emotional Screening

Morning meetings sometimes include screening to support schools in identifying students who may need additional supports. At any time, a student or parent can opt-out of the screening.

Questions on this screening may include...

- How are you feeling?
- Are there topics you would like to talk to an adult about? (Topics such as sadness, anxiety, stress, friendship issues, family supports)
- One question related to getting to know the students (Ex. Something that helps me learn is...)
- Is there anything else you would like your teacher to know?

Second Step Curriculum

Kent School District (KSD) students learn skills to support their emotional development, social skills, safety, and well-being using Second Step curriculum from kindergarten to eighth grade.

In kindergarten through fifth grades, the Second Step units focus on skills for learning, listening, empathy, emotion management, problem solving, friendship skills, and bullying prevention.

In grades sixth through eighth, the Second Step lessons have four main focuses: mindsets and goals, values and friendships, thoughts, emotions, decisions, and serious peer conflicts.

Make a Student Records Request

Kent School District (KSD) maintains records for the schools within the district. With written authorization, the district can provide student records and other public documents.

Some records are exempt from disclosure. For more information, please review [common exemptions cited with the release of public records](#).

Request transcripts, diplomas, report cards, and all other student records from the school the student last attended.

Elementary Students

To request a report card copy, or other records, please contact the office of the elementary school the student is currently attending. During the summer school closure, you may contact (253) 373-7000 to request a copy of your child's records.

Secondary Students

To request a copy of your transcript, report card, DACA/"Dream Act" letter, or diploma, please contact the registrar's office at the high school. They will often be able to provide you with these documents on-site, with advance notice.

[Student Records & Transcripts | Kent School District](#)

Special Education Records

Requests for special education records should be made to SpecialEdRecords@kent.k12.wa.us.

Student Transfer Request Process

The Kent School District will accept transfer applications to attend a Kent School District school not assigned to a student's residential address from May 1 through May 31 and August 1 through August 15 for the following school year. Transfer decisions will be made by a weighted lottery based on space availability at the requested school.

Childcare Waivers are available year-round for students who:

- are enrolling in grades K-5,
- attends a childcare not within the boundaries of their home address the majority of the week for before and/or after school care, and
- the parent/guardian(s) are employed or attend school which necessitates the need for childcare outside of the student's boundary school service area.

Employee Student Transfer Request are available for students who:

- has at least one parent who works for Kent School District,
- lives in or out of the KSD boundaries, and
- is requesting a school within the parents' strand.

Transportation is not available for students approved for transfer to a non-boundary school.

Transportation will be the responsibility of the family.

Transfer requests will not be approved for athletic or co-curricular activity reasons. As per WIAA regulations, students transferring from one high school to another high school within the Kent School District, without a corresponding change in home residence with natural parents or legal guardians, will be deemed ineligible for a one-year period at the varsity level of sports.

Kindergarten students must register at their boundary school prior to requesting a transfer.

All non-resident transfers must obtain a Choice Transfer/Release of Attendance from their boundary school district.

STUDENTS WITH DISABILITIES & DISCIPLINE

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

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

- The student has an Individualized Education Program (IEP) or a 504 Plan.
- The student has been referred to special education (the referral is in process but eligibility has not yet been determined).
- The school has knowledge that the student has a disability before the behavior that precipitated the disciplinary 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, school counselors, or teachers know what you need. People want to help, so do not be afraid to reach out. You can also call the Local Crisis Hotline or National Suicide Prevention Lifeline any time — calls are confidential. If you are having an emergency, please call 911.

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

Be a Good Friend

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

Don't Keep Suicide a Secret

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

Technology Overview

Please visit the Technology Department website for information on the below items:

Acceptable Use Policy

Laptop Support

Find out how to have your laptop repaired/replaced, return it, or pick one up.

Acceptable Use Policy

Read the Kent School District Electronic Resources Policy 2022 on BoardDocs. [Device Agreement](#)

Complete the form online for each student at least once enrolled at KSD.

Optional Technology Assurance Plan

Learn how to participate in this optional program that was designed to reduce technology liability.

Device Handbook

Learn the expectations, guidelines, and responsibilities for student devices.

Digital Use Expectations for Students

Learn how to take care of your device and use technology responsibly.

Family Tech Support

Discover technology resources and information for families. [Frequently Asked Technology Questions](#)

Find answers to the most common technical support questions.

Hotspots & Home Internet Access

Discover free and low-cost home internet options.

Online Safety

Find information and resources to keep your family safe online.

Kent School District Software Library

Access and learn more about the software approved for use in our classrooms.

Privacy & Data

Find out what student data KSD collects and how we protect student privacy.

Skyward Family Access

Access school-related information online and get your login information.

Customer Support Center

School Days: 7:00 a.m. - 4:30 p.m.

CustomerSupportCenter@kent.k12.wa.us

Translation Services

Communicating with Diverse Families

Kent School District (KSD) families speak more than 130 languages. We use interpreting services and translation tools to communicate with our diverse community.

1. We use a telephonic interpreting service.
1. We arrange for a district interpreter upon request.
2. We distribute information on our district and school websites which can be quickly translated into more than 100 languages.
3. We distribute information on our district's app which can be automatically translated into more than 70 languages.

Transportation Information

Welcome - Our goal is to safely transport students to and from school in a timely manner. This transportation office is open 7:30 a.m. to 4:30 p.m. Monday through Friday and is here to serve our families. Please call 253-373 7442 or email Transportation with any questions or concerns you may have.



Transportation

School Bus Conduct

Kent School District's school-bus-conduct policy and rules are in accordance with Washington State WAC's and RCW's, all of which will be enforced whether or not they are included in the following regulations. These regulations are designed to assure every student safe transportation to and from school and school-sponsored activities. Violation of these rules may be sufficient reason to discontinue bus transportation privileges for the student involved.

1. The driver is in full charge of the bus and students and must be obeyed. Disrespect, defiant conduct, or obscene language or gestures directed toward the driver may result in the student's suspension or expulsion from the bus.
2. When a certificated staff member or volunteer is assigned to accompany students on a bus, that person shall be primarily responsible for the behavior of the students. However, the bus driver shall have final authority and responsibility.
3. A student may be assigned a seat permanently or temporarily at the driver's discretion.
4. Students shall ride their regularly assigned bus:
 - a. Elementary principals may grant permission for a student to ride a different bus, use a different stop, or allow a temporary bus assignment for a non-rider as long as it will not cause standees on the bus. The permission slip must be signed or stamped by the school office.
 - b. Secondary students will not be allowed to ride a bus other than their assigned bus, nor get off at a different stop.
5. When requested by the driver, students must identify themselves. For safety and security reasons, grade 7-12 students may be refused service if they do not show their bus pass or ID card upon request.
6. Students must arrive at the bus stop five minutes prior to bus arrival time and wait in a safe and orderly manner out of the roadway and off private property. Students must not approach the bus until it has come to a full stop and the door is opened.
7. Students must enter and leave the bus in an orderly manner in view of the driver. If they must cross the road, they must do so in front of the bus, never behind the bus. The driver will indicate that it is safe to proceed.
8. Emergency regulations are mandated by the state and must be strictly adhered to:
 - a. In the event of an emergency, students must follow emergency exit procedures as established by the emergency exit drills.
 - b. When the bus stops at a railroad crossing, there must be absolutely no noise or talking.
9. Students are to remain seated facing the front of the bus while it is in motion. They may talk in a low, conversational tone.
10. No student shall at any time extend head, hands, or arms out of the windows whether the school bus is in motion or standing still.

11. Students will reimburse the school district for damage to school buses resulting from student misconduct and they may be subject to loss of riding privileges and suspension or expulsion from school.
12. Students will refrain from excessive noise, boisterous behavior, fighting, vulgar or obscene language or gestures, racial or sexual harassment and bullying.
13. Students must not have anything in their possession that might cause injury to another (e.g: sticks, breakable containers, knives, laser pointers, scooters, skateboards, large musical instruments, or any type of firearms or fireworks.) No animal, reptile, fish, or fowl is permitted on the bus, except service dogs with prior authorization.
14. Smoking, vaping, chewing, or spitting of tobacco or use of any type of flame or sparking device on the school bus is prohibited. No illegal substances or alcoholic materials or their paraphernalia are allowed on school buses.
15. Students must maintain clean bus interiors by keeping trash off the floor. Students will not throw refuse out the windows. Eating on a school bus is not permissible except when specifically authorized and supervised by school district personnel.
16. Aisles must be kept clear. Personal belongings, such as books, instruments, projects, etc. must be held on a student's lap. Large items which cannot be held in the student's lap will not be transported on the school bus.
17. Per state regulations, no student shall sit in the driver's seat nor activate any control or safety device.

Safety

Special needs students are required to be released to a parent/guardian at the bus stop, unless the parent/guardian has otherwise given written consent to the transportation department. If unmet, the driver will radio dispatch and the transportation office will attempt to call the student's emergency contacts. If arrangements cannot be made to connect the student with an adult then the school bus will return the student to the school. The transportation office will notify school staff of the estimated arrival time.

Extra caution must be used in the bus zone. The danger zone for a school bus is a 12 foot bubble around the bus. Students must not enter a bus zone while a bus is moving into position. After the buses have stopped and turned off their engine, it is safe to approach the bus.

School bus departure at dismissal: High School and Middle School buses depart the bus zone at (7) minutes after bell time. Elementary buses depart the bus zone at (5) minutes after bell time. Once the bus is moving it is not safe for a student to run after the bus. The student will have to make other arrangements to get home.

Space Available Bus Pass

If you live within the walking boundary for your school and there is a bus stop close to your home, you can apply for a space available bus pass via the Transportation Department webpage. Parents/guardians may click on the Space Available Request link on the left side of the section menu, and it only takes a few minutes to complete the request form. Make sure your browser's pop-up blocker is disabled. Be sure to click "SUBMIT" before you leave the site.

At the beginning of the school year, it is necessary to wait until all eligible riders have had the opportunity to ride before an accurate assessment of the number of students is confirmed prior to knowing if there is available space on the bus. This takes place at the beginning of November of each school year. At that time if space is available students can be assigned to a bus and stop. We begin our approval process at the end of October/beginning of November, after we have accessed each bus's capacity. **The completion of a Space Available Request does not guarantee approval.**

Criteria for obtaining a Space Available Bus Pass:

If you have chosen a school that is out of your home address boundary, then Transportation is the responsibility of the parent/guardian and your space available request will not be considered. (Exceptions for siblings of Hi-Cap students).

Your home or daycare address must be within the board approved walk distances to the nearest bus stop:

- Elementary Schools - 1.34 miles
- Middle Schools - 1.75 miles
- High Schools - 2.0 miles

Bus stops will not be created within the walk boundaries.

For bus discipline issues students will receive no more than one conduct report. A second discipline issue will result in the Space Available pass being revoked.

[Bus Passes & Bus Rider Guidelines](#)



LIMITED TRANSPORTATION SCHEDULE

Please review and save this schedule to refer to when weather or an emergency may cause school hours and bus route service to be changed. **Do not call radio, television stations or schools!**

Listen To Radio/Television Messages

- **No Announcement** - Schools are on regular schedule with normal bus service.
- **Limited Bus Transportation** – Alone or in conjunction with other messages means that students in pre-designated areas which are frequently impassable during inclement weather will be picked up and dropped off at an alternate location. Drivers have provided Emergency Weather Route Change Notices to those riders affected. A listing of these pre-designated areas is on the back side of this schedule.

If limited transportation service was in effect in the AM, it will also be limited transportation in the PM. All after-school activities will be cancelled.

- **School Closed** - All schools closed for one day and all school-related activities canceled.
- **School Open – “X” Hours Late** - states number of hours late (usually 1-2). Dismissal will be at regular time unless announcement states otherwise. All out of district routes are canceled and no preschool.
- **School Open - Bus Service Limited Due to Road Restrictions** - Weight restrictions due to thawing of frozen roads may cause cancellation of some services. Students will be expected to attend classes.
- **School will Dismiss “X” Hours Early** - This message is for snow or other conditions which may develop during the school day requiring early dismissal. This announcement will state if regular or limited stops will be used.

School emergency schedules can also be accessed on the Internet through the Public School Emergency Communication System (PSECS). Parents have the option to sign up for email & text message alerts from <http://www.flashalert.net/id/KentSD>. This information can go directly to your cell phone or email accounts. The Kent School District will also have information updates on the main web page. <http://www.kent.k12.wa.us> *In extreme emergencies, listen to civil-defense radio bands 640 AM or 1240 AM.*

Develop an Emergency Plan to Cover Various Situations:

✓	<i>Do your children know who would care for them until you arrive?</i>
✓	<i>Where would they go if they needed help?</i>
✓	<i>What are alternative routes home if your children cannot be delivered to the normal bus stop?</i>
✓	<i>Is there someone your children should call for comfort and assurances?</i>
✓	<i>What if a disaster prevents the bus from reaching your children's stop in the morning?</i>

Weather Emergencies

Notes will be sent home with students to notify parents of alternate stop locations. Due to steep grades, many roads in this district are impassable during ice and snow conditions. Bus stops that are normally located on hills will be relocated to the top or bottom of the hill when limited transportation is required.



The Kent School District encompasses 73 square miles, weather conditions often vary greatly from one area to another, making it impossible to predict the accessibility of any specific area with total accuracy. Freezing and thawing conditions can change rapidly. A neighborhood that was passable at one hour may not be the next. If in doubt, students may want to choose the limited transportation stop to be assured of not missing the bus.

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Limited Transportation Areas:

School bus service on the following roads **will not** be available when the limited-transportation schedule is in effect or if the bus driver judges the road is unsafe or impassable:

92 Ave. S - from SE 200 St. to SE 208 St.	SE 224 St. - from 100 Ave. SE to 104 Ave. SE
93 & 94 Ave. S - north of SE 227 St.	SE 224 St. - from 148 Ave. SE to 172 Ave. SE
96 Ave. S - north of SE 232 St.	SE 240 St. - from 140 Ave. SE to 156 Ave. SE
100 Ave. SE - from SE 224 St. to SE 240 St.	SE 240 St. - from 172 Ave. SE to 180 Ave. SE
112 Ave. SE - from SE 284 St. to SE 287 St.	SE 248 St. - from 98 Ave. S to 94 Ave. S
129 Ave. SE - Boulevard Lanes - West Loop closed	SE 248 St. - from 120 Ave. SE to 124 Ave. SE
196 Ave. SE - south of Covington Sawyer Rd.	SE 249 St. - from 145 Ave. SE to 148 Ave. SE
SE 192 St. - west of 106 Ave. SE	SE 277 St. - from D St. to 108 Ave. SE
SE 192 St. - from 124 Ave. SE to 116 Ave. SE	Fairwood Blvd. - west of 156 Ave. SE
SE 200 St. - from 92 Ave. S to 100 Ave. SE	James St. - from Clark Ave. to 94 Ave.
SE 208 St. - from 100 Ave. SE to 84 Ave. SE	Kennebeck Ave. S (south of E. Titus St.)
210 Ave. SE - north of SE 335 St.	Talbot Rd. from S 192 St. to S 200 St.
SE 218 St. - from 84 Ave. S to 98 Ave. S	Winterwood on SE 284 St. & 181 Ave. SE to 187 Ave. SE
Parkside Way SE - from SE Woodside Dr.	and on 187 Ave. SE from SE 284 St. to SE 277 St.

Special Limited Transportation Stop Locations:

Crest Air Park (Stop on Covington Sawyer RD)
Fenwick Y (Stop at bottom of hill)
Lake Desire Drive North (Stop at Northwood MS only)
Lake Morton Drive (Stop at SE 308 St. @ Boat Launch)
Lake Winterwood (Stop at 181 Ave. SE at 180 Ave. SE)
Misty Meadows (Stop at 132 Ave. SE)
Ridgefield (Stop at SE 240 St. at 138 Ave. SE)
Seven Oaks (Stop at Park only)
Winterwood (Stops at 181 Ave. SE, 180 Ave. SE and Grasslake ES)



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Non-Weather Emergencies:

Non-weather emergencies and natural disasters are extremely unpredictable and no amount of prior planning will cover all possible situations.

When a route to or from school is interrupted by road construction, traffic accidents, etc., communications may be difficult and slow. Students will be left only in a safe location where it is reasonable to assume they can reach their home or school safely. Please discuss with your student(s) some situations that might occur and how they can get home safely.

Text Message Notifications

Transportation utilizes School Messenger to send text message notifications of delayed school bus routes. A notification will be sent once it has been determined that a school bus will be delayed by more than 10 minutes. If you are interested in receiving these text notifications, please make sure you add your cell number to Skyward and opt-in by texting YES or Y to 67587. (See attached resource for more information).