

KENTLAKE HIGH SCHOOL

Student Handbook 2020-2021

21401 SE Falcon Way
Kent, WA 98042
253-373-4900



ADMINISTRATION

Ms. Heidi Maurer.....Principal
Ms. Cate Boyce..... Assistant Principal
Mrs. Nicole Kieffer Assistant Principal
Ms. Kirsten Roberts-Hunkovic..... Assistant Principal
Mrs. Mia Mbugua Dean of Students
Mr. Brett Thompson.....Dean of Students
Mr. Greg Kaas..... Athletics and Activities Director

ASB OFFICERS

ASB President.....Haley Dang
ASB Vice President.....Taylor Richards
ASB Secretary.....Kelsey Moen
ASB Treasurer..... Ryan Clasen

KENTLAKE HIGH SCHOOL and KENT SCHOOL DISTRICT Handbook

This handbook is divided into two important sections. The first pertains Kentlake specific information, such as bell schedules and Kentlake expectations. At the end of the handbook you will find the KSD Student/Parent Handbook.

KENTLAKE HIGH SCHOOL TELEPHONE NUMBERS

Main Office hours are 7:30 a.m. – 4:00 p.m.

Athletics/Activities	253-373-4924
Attendance	253-373-4921
Career Center	253-373-4941
Cashier	253-373-4925
Student Services	253-373-4910
Library	253-373-4937
Main Office	253-373-4900
Registrar	253-373-4930
Security	253-373-4920/4934

Kentlake High School Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
(6:40-7:35) 7:15	(Period 0) Check in opens (please go directly to your 1 st class after check in)	Check in opens (please go directly to your 1 st class after check in)	Advisory 9:35- 10:05 Dates: 4/21, 5/5, 5/12, 6/9	(Period 0) Check in opens (please go directly to your 1 st class after check in)	Check in opens (please go directly to your 1 st class after check in)
7:40-8:50	Period 1	Period 4	Teacher Office Hours Asynchronous Learning	Period 1	Period 4
8:55-10:00	Period 2	Period 5		Period 2	Period 5
10:05-11:10	Period 3	Period 6		Period 3	Period 6
11:10	Dismissal	Dismissal		Dismissal	Dismissal
11:40-2:20	Remote Asynchronous Instruction & Teacher Planning	Remote Asynchronous Instruction & Teacher Planning	Principal or Teacher Directed Time	Remote Asynchronous Instruction & Teacher Planning	Remote Asynchronous Instruction & Teacher Planning
New Schedule effective 4/19/21. Please Note: Virtual and In-Person Learning occur during the same time for each class.					

Revised 4/5/21

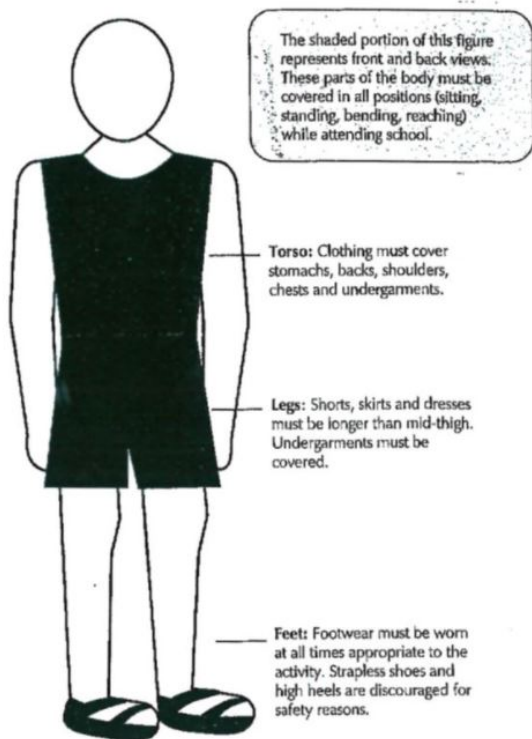
DRESS CODE

Students are expected to dress comfortably and appropriately.

- Clothing that is suggestive or portrays an inappropriate picture or message (i.e., picture of an individual that doesn't adhere to dress code below, sexual innuendo, racial slurs, confederate flag, etc.) is unacceptable in the virtual classroom setting.
- Clothing that suggests or portrays illegal acts (i.e., tobacco, drugs, alcohol, or gang affiliation) is unacceptable in the virtual classroom setting.
- **Undergarments** shall not be visible at any time.
 - **Undergarments** are defined as any article of clothing worn underneath the student's outer pants, shorts, skirt, dress, or shirt.
 - This includes undergarments under see-through clothing
- Due to safety, hoods and sunglasses are not to be worn in the building.

The only exception to dress code expectations would be for religious affiliation as described in the Kent School District Board Policy.

Failure to comply will result in discipline as described in the KSD Policies 3200 and 3241. See "Defiance of School Authority" above.



ATTENDANCE

Maintaining good attendance is one of the most important things a student can do to be successful.

POLICY:

Every class at Kentlake High School will adhere to the following policy.

- Students are expected to attend all scheduled class meetings and to notify their teacher and the attendance office if they will be absent.
- Students must clear any absence within 48 hours. All absences which are not cleared will be considered unexcused.
- Students are expected to be logged into and participating in class meetings on-time and to remain in the meeting for the duration of the class.

TARDY POLICY:

- Students are expected to arrive to class on time, prior to the bell
- Students who arrive late to class will be marked tardy
- Parents will be contacted about students who are chronically tardy

PROCEDURES:

1. Attendance will be taken by the teacher for each period that is scheduled that day.
2. When a student is absent the "auto dialer" will call home on each absence.

3. Absences need to be excused within 48 hours. After that time all absences will be considered unexcused and disciplinary action may be taken.
- The attendance office will gladly accept emails and phone calls to excuse student absences. The best way to excuse a late arrival is to email KLAttendance@kent.k12.wa.us
 - Voice mail is not usually retrieved before 8:00am and students will be marked unexcused until voice mail is heard.
 - Attendance Officer
 - Ms. Cindy Figaro
 - Email: Cindy.Figaro@kent.k12.wa.us
 - Direct Telephone: 253-373-4921
 - Parents or legal guardians may call to excuse a student from school.
 - Check Skyward often to verify that your absences are correct.
 - If a student gets a call from the auto dialer and they were not absent, they will have the opportunity to clear the absence with their teacher and the Attendance Office.

ATTENDANCE DEFINITIONS:

APPOINTMENTS (student): Students must notify the attendance office in advance of any appointments.

ASSIGNMENTS DURING ILLNESS: Students who have been absent 3 days can contact their teachers via email (located on Skyward) to request work. Allow 24 hours for teachers to respond to any assignment request

BECCA: Per state attendance laws, parents will be notified of unexcused absences. After the fifth unexcused absence in one month or 10th unexcused during the year, the district must file a petition with the juvenile courts.

EMANCIPATED STUDENTS: Students 18 years of age who no longer reside at home may fill out emancipation papers and be accountable for their own attendance. Emancipated students must prearrange absences whenever possible and follow all attendance procedures.

EXCUSED ABSENCE: The following are considered excused absences:

- Illness
- Health condition or medical appointment (including but not limited to medical, counseling, dental, optometry)
- Religious or cultural holidays
- Court or judicial proceeding
- Post-secondary visitation or scholarship interview
- Absence related to homeless status
- Suspension
- Principal or designee and parent, guardian, or emancipated youth mutually agreed upon activity

MAKE-UP WORK: Teachers are not required to provide and/or accept make-up work when a student is truant. While assignments may be completed at teacher discretion, credit for this work may not be allowed.

TARDINESS: Students who arrive after the bell are considered tardy. It is the responsibility of the student to be punctual to all classes. Whenever tardiness becomes chronic or disruptive, the school authorities will seek to correct the situation in a manner that is fair and reasonable. Students arriving 10 minutes after the bell are considered absent.

KENTLAKE STUDENT EXPECTATIONS

Remote Learning Expectations:

- Be respectful and empathetic—treat others how you would want to be treated
- Be on time to the lesson. If you cannot attend, please let your teacher know in advance.
- Participate—you are part of the learning community
- Submit/turn in your assigned work on time.
- Mute your microphone when you are not speaking
- Only use appropriate language in discussion and chat
- Students are encouraged to engage in class with their video cameras on. If you don't want to everyone to see your setting, you may blur or change your background. The learning space and student background should adhere to school policies. There should not be references to drugs, alcohol, violence, or weapons within their learning space.
- Dress appropriately—be fully clothed. You and anyone within your learning space, including your background, must adhere to the dress code policy
- Do not post memes or GIFs
- Avoid interrupting—use the chat feature to let the teacher know you have something to say
- No side conversations between students—keep the discussion on topic with the full class
- Avoid distractions—visiting other sites or apps, using your phone, getting a snack, etc.
- Avoid distracting from the lesson with sounds or actions from your screen

Discipline Policy

Students in Remote Learning:

School Discipline During Remote Learning: District policies and procedures regarding school discipline remain in effect, even if school is being delivered remotely, off site. Students are expected to follow school, district and classroom expectations during times of instruction. The basic principles of school discipline remain consistent even in this new learning environment. Students are entitled to an environment where they feel safe, respected, and free from harassment. Students should also be able to concentrate on the instruction that is being delivered. Teachers will be setting expectations for their learning times with these principles in mind. If a student is violating these expectations school staff will take action to address the violations within the parameters listed below.

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

When parent/guardians and school personnel work together to address the concerns, children will be successful. Students and their parent/guardians are encouraged to reach out by email to their teacher or an administrator at their school if they are feeling unsafe, disrespected, harassed or have their instruction disrupted to report the incidents.

Virtual Classroom Discipline:

The following are possible disciplinary actions that may take place if virtual classroom expectations are not followed:

- Verbal request/reminder during the meeting
- Direct chat to the individual student during the meeting
- Muted or removed from the call
- Meeting with Dean or administrator
- Contact to parent informing them of the behavior
- Restorative conference between students and affected parties
- Explicit instruction about behavior and expectations
- Exclusion from class meeting(s)
- Possible additional consequences

Students in Hybrid Learning:

General Health and Safety Guidelines:

- Complete your Wellness Screener--daily.
- If you feel sick please stay home.
- Always wear a two-layered mask (no gators).
- Always maintain 6 ft social distancing.
- Frequently wash hands & use sanitizer.
- Follow directional signs.

Hallways and Stairs:

- Passing time is for traveling to your next class. It is not time to stop, gather, and hang-out.
- Hallways are two-way hallways. Always walk on the RIGHT SIDE of the hallway or stairway.
- The commons is setup as a roundabout to facilitate one-way traffic only.
- Stanchions or tape indicate a clear line to remind people to keep right.

Bathroom Expectations:

- There will be two students allowed in the restroom at a time.
- There will be signs posted on the door indicating the number of people allowed in at a time.
- When able, use alternating stalls.
- Every other urinal will be blocked off.
- **If the restroom is already being used by two people go directly to class and ask to use the restroom during class.**

Students who fail to follow the policies and procedures pertaining to in-person learning may be asked to return to remote learning.

SCOPE OF DISTRICT AUTHORITY

Students who involve themselves in acts that have a detrimental effect on the maintenance and operation of the school or the school district, criminal acts, and/or violations of school rules and regulations, whether in-person or virtual, are subject to disciplinary action by the school and prosecution under the law. The rules will be enforced by school officials:

- On or off the school grounds at any time if the actions of the student materially or substantially affect or interferes with the educational process; or
- On school grounds during and immediately before or immediately after school hours;
- On school grounds at any other time when school is being used by a school group(s);
- Off school grounds at a school activity, function, or event;
- In school vehicles, or
- Any other place while under the authority of school personnel.

Students are expected to know their responsibilities as well as their rights. These are explained in this handbook and the Student's Rights and Responsibilities pamphlet, which can be requested from the Main Office.

Disciplinary sanctions are progressive and may be cumulative (carry over) from year to year. It is the intent of the school to encourage students to correct undesirable/ unacceptable behavior, attendance, or attitude problems whenever reasonably possible. Progressive discipline means that students who violate a rule the first time face disciplinary action commensurate with the violation and a first occurrence. Second violations may result in more severe disciplinary action or suspension.

Each intervention step is intended to assist the student in identifying the problem, understanding what new behavior is necessary, and encouraging the student to accept accountability for his/her actions.

Discipline Policy:

Kentlake and the Kent School District supports efforts to bring about a positive learning climate in the school and online. The district strives to employ staff who are skilled in the most effective instructional techniques and who are sensitive to the unique needs of students. The need for order in the school and classroom is basic to learning. Rules are established to preserve the integrity of classroom and school in order to accomplish this need.

Students who are in violation of school rules deprive themselves of the opportunity to learn and interfere with the progress of others. All students shall submit to the rules of the district. Refusal to comply with written rules and regulations established for governing the school shall constitute sufficient cause for discipline, suspension or expulsion. Corrective action for misconduct must reflect good faith effort on the part of the staff.

All certificated teachers, school administrators, school bus drivers, and any other school employees designated by the board shall have the authority to discipline students for any disruptive or disorderly conduct while under his/her supervision on or off the campus. The sanctions will be the same whether the violation was on or off campus.

No form of discipline shall be administered in such a manner as to prevent a student from accomplishing specific academic grade, subject or graduation requirements or adversely affect a student's academic grade or credit in a subject or course because of tardiness or absences except to the extent that the student's attendance and/or participation is related to the instructional objective of the subject or course and such attendance and/or participation has been identified pursuant to school district policy as a basis for grading.

Corporal punishment is not authorized, but district staff may use reasonable force when deemed necessary to restrain a student or prevent harm to self or others.

The following information is a summary of the highlights of Policies and Procedures 3240, 3240P, 3241, and 3241P. For more detailed procedures, please reference the Kent School District Board Policies website.

The District will annually publish and make available to students, parents or guardians, staff, and the community the rules, policies, and procedures of the District that establish misconduct and the written procedures for administering corrective action. The publication will also define student rights and responsibilities relating to student behavior. The District will also, in consultation with

staff, students, student’s families, and the community, periodically review and update the District’s rules, policies, and procedures related to student discipline.

Kent School District Guidelines for School Sanctions

School administrators will sanction a student for offenses within a given range, beginning at the standard sanction and determining whether mitigating or aggravating factors warrant a sanction higher or lower within the standard range. A full description of those factors are listed in the full text of Procedure 3240P. School administrators are expected to use their professional judgment and experience when assigning students sanctions and will, to the best of their abilities, attempt to apply these sanctions to all similarly-situated students in a fair and equitable manner. The administrator’s judgment and discretion will carefully balance the duty to maintain order and discipline in a safe school environment, the appropriate corrective action needed to address the student’s misconduct, and the student’s long-term educational success.

The sanctions defined do not prohibit administrators from considering approved alternatives to out-of-school suspension or expulsion, including in-school suspension. The standard range for each offense does not prohibit a school administrator from exceeding the range, up to and including expulsion, if sufficient factors warrant such corrective action or if the threat of danger or substantial disruption supports an emergency expulsion under WAC 392-400-295.

In addition to school sanctions, administrators should determine whether restitution for damage or injury should be considered.

The following are violations that may lead to disciplinary actions. Please note that this is not a total list but instead is the most common seen state defined discipline categories and those that are most applicable to the virtual learning environment. Additionally, each school has the authority to develop their own list of rules and regulations in which discipline can be administered:

Alcohol or Other Drugs	The possession, consumption, use, storage, or distribution of drugs, alcohol, and other similar chemical substances on school grounds, at school activities, on district-provided transportation or during virtual instruction is prohibited.
Alteration of Records	A student who falsifies, alters, or destroys school records or any communication between home and school shall be subjected to corrective action.
Balcony Behavior	Appropriate balcony behavior enables students to walk on the first floor without worry for their own safety. Throwing or dropping items from the second floor balcony or commons mezzanines will not be tolerated as it poses a safety risk.
Cheating/Plagiarism	Plagiarism is defined as using someone else’s words or ideas without telling everyone where the words came from. Examples of plagiarism include: <ul style="list-style-type: none">• Cutting/pasting text from electronic sources without citing• Putting your name on other people’s work...includes having someone write your paper, buying a paper, downloading a paper from online services• Not giving proper credit or citing someone else’s unique words and original ideas, research, works, pictures, music, video and other forms of communication• Using anyone’s old project/paper• Changing only a few words, sentences, or phrases, and saying they are your own

	<ul style="list-style-type: none"> • Not using quotation marks when copying exactly someone's words, sentences, phrases, etc. • Paraphrasing carelessly, documenting poorly, quoting excessively or failing to use your own voice <p>Consequences for plagiarism includes:</p> <p>1st Offense: 0 or "F" on the assignment or test. The teacher will make a telephone call to the student's parent/guardian and a letter from an administrator will follow. The letter will notify the parent/guardian of the cheating and/or plagiarism and the consequences if a 2nd offense was to occur.</p> <p>2nd Offense (in any class): A meeting will take place between the student, parent, teacher, and administrator, to determine further consequences which may include removal from the class with a loss of credit.</p>
Defacing or Destruction of Property	For school discipline purposes, means the unauthorized, intentional damage to district property or the property of others, including district electronics.
Repeated Defiance of School Authority	Refusal to obey reasonable requests, instructions, and directives of any school personnel (including volunteers or contractors working for the school) pertaining to the orderly operation of the school. Directives regarding safety need to be followed immediately. Lower, non-safety issues, students will be given multiple opportunities to comply before discipline is administered. Student's failure to engage academically will be addressed in ways that do not include disciplinary actions. <i>(Defiance of school authority is a discretionary discipline offense under RCW 28A.600.015 that cannot result in long-term suspension or expulsion.)</i>
Disruptive Behavior	<p>An intentional gesture, communication, act or statement at school or impacting the educational setting that a student should know will have the effect of:</p> <ul style="list-style-type: none"> • 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 • Creating an intimidating, threatening, hostile or abusive educational environment for a student, staff or group of students through severe, persistent or pervasive behavior. <p>(District Note: Disruptive Behavior is a discretionary discipline offense under RCW 28A.600.015 that cannot result in long-term suspension or expulsion.)</p>
Disruptive Dress	<p>Student dress and appearance may be regulated when, in the judgment of school administrators, there is a reasonable expectation that:</p> <ul style="list-style-type: none"> • 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. <i>(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</i>

	<i>the use or promotion of obscene, lewd, racist, violent, sexual, drug, alcohol or tobacco-related messages.)</i>
Electronic Devices	Portable electronic devices and accessories such as, cell phones, iPods, ear buds, headphones, etc., are not to be used inappropriately.
Falsification/Forgery	The fraudulent use of the name of another person or falsifying times, dates, grades, addresses, or other data is prohibited. Progressive discipline will apply.
Gang Conduct	<p>For school discipline purposes includes:</p> <ul style="list-style-type: none"> • 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 <p>Gang imagery and symbols include, but are not limited to:</p> <ul style="list-style-type: none"> • apparel (including shoelaces, bandanas, belts, or hats) which by virtue of color, arrangement, trademark, symbol, or any other attributes indicate or imply gang membership or affiliation • displays of gang affiliation on personal belongings including clothing, school assignments, notebooks, body, etc.
Harassment, Intimidation, and Bullying	<p>For school discipline purposes, “harassment, intimidation and bullying” includes:</p> <ul style="list-style-type: none"> • 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/Obscene Behavior	Behavior of a sexual nature including but not limited to acts of a sexual nature and possession of or accessing pornographic material while on school grounds, 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”. (<i>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.</i>)
Public Displays of Affection	Students must refrain from public display of affection that is considered inappropriate (i.e. prolonged kissing, embracing, sexual intercourse, or other intimate behavior) in a school environment. Refusal to comply constitutes defiance of school authority and will be subject to disciplinary action.
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	Students may not participate in smoking, use of tobacco products or products containing nicotine, or possess tobacco products on the school premises. (<i>Use or possession of tobacco or nicotine products is a</i>

	<i>discretionary discipline offense under RCW 28A.600.015 that cannot result in long-term suspension or expulsion.)</i>
Tuancy	Unexcused absence from 1 or more classes.
Weapons	<p>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.</p> <p>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.</p>

Kentlake Administrators and Deans will adhere to the Kent School District Policies:
<https://www.kent.k12.wa.us/Page/11938>

STUDENT SERVICES/ACTIVITIES

COUNSELORS

Counselors assist students in making academic and/or vocational plans and college selection as well as dealing with day to day problems. Students must make an appointment to meet with a counselor. Counselors may make referrals to services in the community as needed. Students are assigned counselors by alphabet.

Counselors are assigned based upon last name. Below are the counselor assignments for the 2020-2021 school year:

Julie Gibson (Last name A-E) Julie.Gibson@kent.k12.wa.us

Ken Darcy (Last name F-Li) Kenneth.Darcy@kent.k12.wa.us

Lisa McGraw (Last name Ll-Ro) Lisa.McGraw@kent.k12.wa.us

Lana Wainscott (Last name Ru-Z) Lana.Wainscott@kent.k12.wa.us

COLLEGE AND CAREER CENTER

As students move towards graduation from high school, they will be planning and preparing for their future. The College and Career Center is designed to help students with determining and implementing their goals after high school.

The College and Career Center offers many services to assist students. Students are encouraged to contact Kentlake's College and Career Specialist, Mrs. Kathy Morrisson. She can be found in the Career Center office across from the main office or by email at katherine.morrisson@kent.k12.wa.us.

College and Career Center will:

1. Help students look at a variety of careers through career interest surveys, career videos, contacts with community members and other opportunities.
2. Help students explore different pathways to reach their post-secondary goals. These pathways may include apprenticeships, technical colleges, certifications, military, employer training programs, 2- year colleges and 4- year colleges.
3. Help students with the applications process, requirements and testing for any pathway.
4. Help students and families with Financial Aid (FAFSA/WASFA) and scholarships.
5. Help students with resumes, interview preparations, job search, goal planning and any other needs for college and career preparation.

FIRE AND EARTHQUAKE PROCEDURES

Fire, earthquake, and other safety drills will be practiced periodically during the year for your safety. You should be familiar with the procedures and the exit routes from each of your classes. If there is an emergency, under no circumstances should parents call the school or attempt to enter the building.

HEALTH /NURSE

- Before you go to the health room, staff and/or teacher **MUST** contact the health room for pre-screening of symptoms.
- Student should remain in class until determination of destination is made. Based on symptoms student may be:
 - escorted to health room or isolation room by staff member
 - directed to a triage area for further assessment
 - directed to the isolation room
- **The Isolation Room is located in the 1900 building.**
- **Purpose:** The isolation room will be used for those individuals that have symptoms related to COVID-19.

LIBRARY

The [Kentlake library](#) has many resources to assist students with assignments, personal information needs and reading just for fun.

New Resources Online Available!

[Distance Learning Resources](#) are available from the KL Library Destiny Page, including a large collection of Fiction, Non-Fiction and Reference eBooks. Many of our eBooks are Multi-User and there are Reader Apps for both the Follett and MackinVia eBook collections for most operating systems!

[Anytime. Anywhere Information Literacy/Research Skills](#) tutorials (more coming!)

Have a question? Need help with a Research Project? Email the Librarian, [Mr. Holt](#) with your questions or contact him on Teams.

REGISTRAR

The registrar handles all matters related to grades, transcripts, class rank, and GPA. Should you have questions in these areas, please go directly to the registrar's office, located in Student Services before school, during lunch or after school. Mrs. Morse can be reached at Mari.Morse@kent.k12.wa.us (ext. 4930).

VISITORS AND GUESTS

Due to the impact of visitors to the school environment, students will NOT be allowed to bring guests to virtual classrooms.

WORK RELEASES

Students are to secure an employment permit application form and obtain prior permission before contracting to work. The school may refuse to approve a work permit or revoke a work permit if the student is not making satisfactory progress in school.

STUDENT ACTIVITIES

ASB CARDS

More information is yet to come regarding ASB Card purchases. The revenue obtained from the sale of student ASB cards is expended to finance Athletics and ASB Clubs. Benefits of an ASB card are:

1. Admittance at no charge to home athletic events.
2. Reduced student admission prices at athletic events at other schools. (Adult prices are charged to students when they do not have an ASB card.)
3. Admission to most school events at reduced prices.
4. **Required in order to run for office, participate in school sports or clubs.**
5. Reduced price on Yearbook.

ASB cards are for the benefit of the individual only. Items may not be purchased at reduced prices for other students that do not have an ASB card.

ASB/CASHIER OFFICE

The cashier takes fees via mail while the building is closed. Policies include:

- The Cashier accepts the following payment types:
 - Cash
 - Checks (except as noted below)
 - Visa, Mastercard or Discover
- Checks will be accepted only in the exact amount of the fee to be paid. Change cannot be given on a check over the amount of purchase.
- Checks must be made out to Kentlake High School or KLHS.
- **Checks will not be accepted by seniors after May 14, 2021.**
- **Checks will not be accepted during the month of June from any student.**
- Credit/Debit cards may be used for online purchases at: <https://wa-kent.intouchrecepting.com/>
- Second person or payroll checks will not be cashed.

The Cashier can be reached at KLCashier@kent.k12.wa.us (ext. 4925).

To be determined when the following can be purchased at the ASB/Cashier's Office:

ASB Card:	\$30.00	<u>Required</u> for sports, any club membership, Leadership students, ASB or Class Officers
Yearbook:	\$60.00 (with ASB card)	
	\$75.00 (without ASB card or if purchased after the published deadline)	

Class Fees: Many classes have additional fees. This is noted in our course catalogs. Students will be presented with a Class Syllabus at the beginning of each class that will have these fees detailed. Class fees are expected to be paid within the first month of the year/semester.

Senior Class Officers

President: Pedro Martinez-Blake
Vice President: Trinity Pardey

Secretary: Emily Richards
Treasurer: Ashley Chambers

Junior Class Officers

President: Kaelyn Clasen
Vice President:
Secretary: Tatum Burton
Treasurer: Natalie Morris

Senator: Noah Soepardi
Senator: Samantha Bolton
Senator: Cannon Wilton
Senator: Leah Aal

Freshmen Class Senators

Elections held in fall.

Sophomore Class Senators

CLUBS/ACTIVITIES

CLUBS AND ACTIVITIES

- Clubs must be cleared through the school prior to any club activities.
- All club members are required to purchase an ASB card.
- Scheduling of all activities, fundraising drives, dances, use of the building before and after school, etc., is done through the ASB Office with the approval of Athletics & Activities Director, Mr. Greg Kaas: Greg.Kaas@kent.k12.wa.us.
- *All bulletins, advertising or signs of any nature must have approval of the club advisor and Activity Coordinator prior to being made or displayed.*
- All contracts, agreements and purchases made for a club in the name of Kentlake High School **must have prior approval** and be signed by the principal, or their designee.

CONDUCT OF STUDENT ATHLETES AND STUDENT ACTIVITIES MEMBERS

A student participating in any activity sponsored by ASB funds is expected to purchase an ASB card and uphold an exemplary standard of student conduct. Student athletes and student leaders at Kentlake should consider themselves role models at all times. This expectation extends to ASB leaders, Cheerleaders, Dance Team, music group members, and any other groups receiving ASB funds.

In addition to complying with federal, state, and local laws, school and district rules of conduct, and team/activity rules, student athletes/leaders must also comply with the following:

- While in attendance at school or at school sponsored events, you are to remove yourself immediately from any situation where illegal activities are occurring, or where other persons are engaging in conduct which violates school or district rules.

If the situation is during a school sponsored field trip (whether local or extended), activity, or event, you are to report the situation immediately and in confidence to school supervisory personnel.

ASB Card Policy

1. All students participating in athletics, any club, Leadership or ASB Officers, must be holders of an ASB Card.
2. An ASB card is a one-time a year purchase and the cost for an ASB card is non-refundable. Students participating in ASB activities are required to purchase an ASB card.
3. The Associated Student Body provides financial support in each building for expenses incurred by athletic programs and club activities. Revenues from ASB cards remain in the students' ASB fund accounts.

ATHLETICS

ATHLETIC DIRECTOR: GREG KAAS

2020-21 TENTATIVE SEASONS (AS DETERMINED BY WIAA)

<u>WIAA SEASON 2</u>	<u>HEAD COACH</u>
BOYS BASKETBALL	MARCUS WILSON
GIRLS BASKETBALL	DONNELL SURTAIN
GYMNASTICS	LINDSEY DUERRE
BOYS SWIMMING/DIVING	MARK DOUGLASS
WRESTLING	JEREMY WILLIAMS
CHEER	MARCI SEGER

<u>WIAA SEASON 3</u>	<u>HEAD COACH</u>
COED CROSS COUNTRY	SCOTT CLEARY
DANCE	CHRISTINA ARRINGTON
FOOTBALL	KEVIN HURT
BOYS GOLF	MARK GAUL
GIRLS SOCCER	ASHLANN WOOD
GIRLS SWIMMING/DIVING	STACY JUDD
VOLLEYBALL	SHAWNA BEHRENS
BOYS TENNIS	LYNNE COGGER

<u>WIAA SEASON 4</u>	<u>HEAD COACH</u>
BASEBALL	BRETT JAIME
FAST PITCH	JORDAN WALLEY
COED JUDO	JEFF TIBEAU
BOYS SOCCER	BARRY SMITH
GIRLS TENNIS	JANA WILSON

Schools are communities and one of the best ways to formally engage and become connected to your community is to take advantage of the many activities and athletic opportunities available in the Kent School District.

Kent School District is excited to announce that we are now offering the convenience of online athletic registration through [FamilyID.com](https://familyid.com).

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

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

Additional information regarding interscholastic athletics and activities can be found at the following web addresses: http://www.kent.k12.wa.us/KSD/AT_or
<http://www.npslathletics.org/>

Kent School District

Student/Parent Handbook

2020-2021 School Year

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

School Attendance

Did You Know?

- **Maintaining good attendance is one of the most important things a student can do to be successful.**
- Attendance is important in all grade levels, from Pre-K through 12th grade. Students who attend regularly are much more likely to be at or above grade level standards. Poor attendance at any grade increases the likelihood of falling behind academically.
- All absences (excused and unexcused) have the potential of harming students academically. Students who miss 10% (18 days) of the school year are defined as being chronically absent.

Students who are chronically absent have greater risk of falling behind one or more grade levels.

- A student can be chronically absent by missing 2 or more days a month. New state laws regarding attendance now require schools to address both excused and unexcused absences.
- Absences can affect the whole classroom if the teacher has to slow down learning to help students who were absent catch up.
- By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
- By 9th grade, regular and high attendance is a better predictor of graduation rates than 8th grade test scores.

Plan for Good Attendance

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

WHAT WE NEED FROM YOU

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

OUR PROMISE TO YOU

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

SCHOOL POLICIES AND STATE LAWS

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

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

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

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

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

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

Attendance During Remote Learning

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

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

Asynchronous instruction - independent instruction (Canvas, assigned work)

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

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

Vacation/Extended Absence

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

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

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

Nutrition Services

Meal Service during Remote Learning

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

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

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

Student Accounts will be Charged for all Meals

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

- Find out if your family qualifies and apply for the 2020-2021 school year. Families need to re-apply for free and reduced-price meals each school year by visiting the school district website.
- Find out how much school meals cost and make a payment to your student's account. Make a payment online using [Lunch Money Now](#) at the district website.

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

- Barcodes were emailed to all families that have an email address on file in Skyward from info@lunchmoneynow.com on August 25, 2020.

- If you did not receive your barcode, please email NutritionServicesOffice@kent.k12.wa.us and allow two business days for a response.
- A complete list of locations where meals can be picked up are listed on the district website.

Family Access

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

Accessing Skyward

[Skyward Family Access](#)

[Skyward Family Access Mobile](#)

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

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

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

School Discipline

School Discipline During Remote Learning

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

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

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

General Definitions

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

- **“Behavioral violation”** means a student’s behavior that violates the district’s discipline policies.
- **“Classroom exclusion”** means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements of WAC 392-400-330 and 392-400-335. Classroom exclusion does not include action that results in missed instruction for a brief duration when:
 - a teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
 - the student remains under the supervision of the teacher or other school personnel during such brief duration.
- **“Culturally responsive”** has the same meaning as “cultural competency” in RCW 28A.410.270, which states “cultural competency” includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students’ experiences and identifying cultural contexts for individual students.
- **“Discipline”** means any action taken by a school district in response to behavioral violations.
- **“Disruption of the educational process”** means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.
- **“Emergency expulsion”** means the removal of a student from school because the student’s statements or behavior pose an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in WAC 392-400-510 through 392-400-530
- **“Expulsion”** means a denial of admission to the student’s current school placement in response to a behavioral violation, subject to the requirements in WAC 392-400-430 through 392-400-480
- **“Length of an academic term”** means the total number of school days in a single trimester or semester, as defined by the board of directors.
- **“Other forms of discipline”** means actions used in response to problem behaviors and behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency expulsion, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.
- **“Parent”** has the same meaning as in WAC 392-172A-01125, and means (a) a biological or adoptive parent of a child; (b) a foster parent; (c) a guardian generally authorized to act as the child’s parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; (d) an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student’s welfare; or a surrogate parent who has been appointed in accordance with WAC 392-172A.05130. If the biological or adoptive parent is attempting to act as the parent and more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the “parent” of a child or to make educational decision on behalf of a child, then that person or persons shall be determined to be the parent for purposes of this policy and procedure.
 - **“School board”** means the governing board of directors of the local school district.

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

Discipline Category Definitions

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

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

Reasonable Self-Defense: It is expected that a student must always first retreat from any threat of harm and/or contact an adult staff member for assistance before engaging in any type of physical response to an assault. However, an administrator may decide not to subject a student to discipline if, following a reasonable investigation, the administrator determines that all of the following are true:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- This section applies to marijuana or substances containing marijuana;
- This section applies to legally-prescribed drugs which a student is nevertheless not lawfully authorized to possess on school grounds, at school activities, or on district-provided transportation;
- This section applies to students who enter school grounds, school activities, or district-provided transportation following the unlawful use or consumption of drugs, alcohol, and other similar chemical substances, including students who appear to be under the influence of such substances; and
- This section applies equally to the possession or use of paraphernalia or other items used to possess, consume, store, or distribute drugs, alcohol, and/or other illegal chemical substances, including marijuana or substances containing marijuana.

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

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

Fighting or Assault Involvement: Encouraging, promoting, and/or escalating a fight or assault by words or actions.

Gang Conduct: For school discipline purposes includes:

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

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

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

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

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

Lewd and/or Obscene Behavior: Behavior of a sexual nature including but not limited to acts of a sexual nature and possession of or accessing pornographic material while on school grounds or at

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

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

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

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

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

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

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

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

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

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

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

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

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

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

These other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior available on the Office of the Superintendent of Public Instructions website. Examples of alternative forms of corrective action often are categorized as one of the following:

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

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

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

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

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

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

Suspension and expulsion – general conditions and limitations

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

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

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

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

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

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

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

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

In-school suspension and short-term suspension

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

administer in-school suspension that would result in the denial or delay of the student's nutritionally adequate meal.

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

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

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

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

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

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

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

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

Long-term suspensions and expulsions

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

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

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

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

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

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

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

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

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

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

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

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

Emergency Expulsions

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

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

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

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

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

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

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

After an emergency expulsion, the district must attempt to notify the student's parents, as soon as reasonably possible, regarding the reason the district believes the student's statements or behaviors pose an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the education process.

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

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

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

(a) Apply any days that the student was emergency expelled before the conversion to the total length of the suspension or expulsion; and

(b) Provide the student and parents with notice and due process rights under WAC 392-400-455 through 392-400-480 appropriate to the new disciplinary action.

Appeals of Expulsions and Suspensions: The appeal provisions for in-school and short-term suspension differ from those for long-term suspension and expulsion. The appeal provisions for long-term suspension or expulsion and emergency expulsion have similarities but the timelines differ.

A student or the parent(s) may appeal a suspension, expulsion, or emergency expulsion to the Superintendent or designee orally or in writing. For suspension or expulsion, the request to appeal must be within five (5) school business days from when the district provided the student and parent with written notice. For emergency expulsion, the request to appeal must be within three (3) school business days from when the district provided the student and parent with written notice.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Educational Services

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

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

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

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

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

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

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

- Course work, including any assigned homework, from all of the student's regular subjects or classes;

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

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

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

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

Readmission application process

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

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

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

Reengagement Meeting

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

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

The reengagement meeting must occur:

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

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

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

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

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

- A student committing an offense under RCW 28A.600.460(2), when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned;

A student who commits an offense under RCW 28A.600.460(3), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.

Additional information regarding school discipline can be found in Policy and Procedure 3241 and 3241P

Students with Disabilities and Discipline

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

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

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

Knowledge of the disability is defined as:

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

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

Suicide Prevention

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

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

Local Crisis Hotline: 1-866-427-4747

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

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

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

Harassment, Intimidation and Bullying (HIB)

Prohibition of Harassment, Intimidation and/or Bullying

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

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

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

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

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

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

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

How to report Bullying

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

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

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

Sexual Harassment

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

Definitions

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

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

- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communication that interferes with an individual's educational performance or creates an intimidating, hostile, or offensive environment;
- unwelcome sexual advances;

- unwelcome requests for sexual favors;
- sexual demands when submission is a stated or implied condition of obtaining an educational benefit;
- sexual demands where submission or rejection is a factor in an academic, or other school-related decision affecting an individual.

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

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

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

Kent School District Non –Discrimination Statement

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

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

- **Civil Rights Compliance Coordinator Israel Vela**
Israel.Vela@kent.k12.wa.us | (253) 373-7134
- **Title IX Coordinator Dr. Wade Barringer**
Wade.Barringer@kent.k12.wa.us | (253) 373-7203
- **Section 504 Coordinator Cheri Simpson**
Cheri.Simpson@kent.k12.wa.us | (253) 373-7235
- **ADA Coordinator Spencer Pan**
Spencer.Pan@kent.k12.wa.us | (253) 373-7513

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

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

Translation Services & Bilingual Education

Kent School District 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) 373-7010 to speak with Executive Director of Student and Family Support Services Randy Heath.

For bilingual education information, please call (253) 373-7269 to speak with Director of Multilingual Education Will Williams.

Civil Rights Resources for Schools and Families

Students' Rights Handouts, Translated into 11 Languages

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

[Office of the Superintendent of Public Instruction](#)

[Students' Rights: Discriminatory Harassment](#)

[Students' Rights: Section 504 and Students with Disabilities](#)

[Students' Rights: Religion in Schools](#)

[Students' Rights: Gender Identity & Gender Expression](#)

[Students' Rights: Discrimination Dispute Resolution Options](#)

Homeless Student Supports

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

- Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals
- Children and youth whose primary nighttime residence is not ordinarily used as a regular sleeping accommodation (e.g. park benches, etc.)
- Children and youth living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations
- Migratory children and youth living in any of the above situations

Rights & Services

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

How to Qualify

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

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

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

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

Keys to Acceptable Use in KSD

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