

KENTRIDGE HIGH SCHOOL

STUDENT HANDBOOK

12430 SE 208TH Street
Kent, WA 98031



2019-2020

Principal
Mike Albrecht

Superintendent
Dr. Calvin Watts

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Kentridge Mission Statement

The Mission of Kentridge High School is to prepare all students to be knowledgeable and responsible citizens in a diverse community.

Kentridge Alliance for Diversity and Equity

We, the people of Kentridge High School, pledge to establish a community that is welcoming, celebrates diversity, and challenges us to grow in our understanding of different cultures, customs, lifestyles, and faiths. If confronted with hatred or bias, we pledge to combat all forms of alienation by speaking out and demonstrating compassion toward all, with the goal of ensuring inclusion and equality for our community.

Kentridge Diversity Constitution

“Being human makes us similar, differences make us unique.”

Preamble: “We, the people of Kentridge High School, pledge to establish a community that is welcoming, celebrates diversity, and challenges us to grow in our understanding of different cultures, customs, lifestyles and faiths. If confronted with hatred or bias, we pledge to combat all forms of alienation by speaking out and demonstrating compassion toward all, with the goal of ensuring inclusion and equality for our community.”

Affirmations:

Students and staff will view a person’s cultural differences as being worthwhile, important, and a unique part of our culture.

With the aid of school and community organizations and meetings, students and staff will work to increase their ability to understand different cultural heritages and social relationships.

Students and staff will agree to keep an open mind in trying to understand the beliefs and celebrations of different cultures.

The Kentridge community is made up of educated, thoughtful, and reasonable people; therefore, we are a community that will not tolerate or accept prejudice of any kind.

All members of the Kentridge community have the right to learn and grow in an environment that is positive and free of any put-downs, harassment, or violence.

Leaders are people who take the time to reach out to and learn from those that are different from them.

Education is the key to promoting, understanding, and accepting diversity.

Definitions:

Culture – the sum total ways of living built up by a group of human beings and transmitted from one group to another. A collection of individual life experiences; includes ethnic, religion, gender, interests, activities, abilities, social class, professions, customs, and lifestyles.

Ethnic (Ethnicity) - pertaining to a characteristic of a people, especially a speech or culture group. That with which you were born.

Diversity – the state or fact of being of different kinds or forms. A point of difference.

Different – not identical.

Multi-cultural – composed or made up of many cultures. Each one of us is multi-cultural.

Prejudice – an unfavorable opinion formed beforehand with or without knowledge, thought, or reason.

Put-down – any comment, gesture, or symbol that reflects negatively on, or is hurtful to, any person or group.

Non –Discrimination Policy

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

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

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

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

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

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

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

Title IX Coordinator

Moriah Martin

Chief Human Resources Officer

(253) 373-7203

Section 504 Coordinator

Randy Heath

Executive Director Student and Family Support Services

(253) 373-7010

Civil Rights Compliance Officer

Israel Vela

Chief School Operations and Academic Support Officer

(253) 373-7134

ADA Coordinator

Executive Director, Learning Supports

(253) 373-7610

New Civil Rights Resources for Schools and Families

Students' Rights Handouts, Translated into 11 Languages

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

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

[Students' Rights: Discriminatory Harassment](#)

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

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

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

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

Bell Schedules

<i>Monday, Tuesday, Thursday, Friday</i>		
PERIOD	TIME	
0	6:40-7:35	55
1	7:40-8:40	60
2	8:45-9:40	55
3	9:45-10:45	60
4 th and Lunch	10:50-12:20	60
	1 st lunch 10:45-11:15 Class: 11:20-12:20	
	2 nd lunch 11:20-11:50 Class: 10:50-11:20	
	Class: 11:55-12:20	
	3 rd lunch 11:50-12:20 Class: 10:50-11:50	
5	12:25-1:20	55
6	1:25-2:20	55

<i>Two Hour Delay</i>		
PERIOD	TIME	
0	9:05- 9:35	30
1	9:40 – 10:15	35
2	10:20 – 10:55	35
4 th and Lunch	11:00 – 12:30	60
	1 st lunch 10:55 – 11:25 Class 11:30-12:30	
	2 nd lunch 11:30 – 12:00 Class 11:00-11:30	
	Class 12:05- 12:30	
	3 rd lunch 12:00 – 12:30 Class 11:00- 12:00	
3	12:35 – 1:10	35
5	1:15 – 1:45	30
6	1:50 – 2:20	30

<i>Wednesday No Advisory</i>		
PERIOD	TIME	
0	7:00-7:35	35
1	7:40-8:15	35
2	8:20-8:55	35
3	9:00-9:40	40
4	9:45-10:20	35
5	10:25-11:00	35
6	11:05-11:40	35
Lunch	11:45-12:20	35

<i>Wednesday Advisory</i>		
PERIOD	TIME	
0	6:55-7:25	30
1	7:40-8:10	30
2	8:15-8:45	30
Advisory	8:50-9:20	30
3	9:25-10:00	35
4	10:05-10:35	30
5	10:40-11:10	30
6	11:15-11:45	30
Lunch	11:50-12:20	30

Associated Student Body (ASB)

Your Associated Student Body (ASB) government provides for student activities, serves as training experience for student leaders, promotes the common good for all students, gives students a share in the management of the school, develops high ideals of personal conduct, acts as a clearing house for student activities, seeks to interest students in school affairs, and helps solve problems that may arise. Members of the ASB are your representatives and have direct access to the school administration. In general, conduct befitting good citizenship is expected of every student at Kentridge High School. Good conduct and cooperation are expected at all times and places. You will be given the privilege of attend sporting contests, assemblies, concerts, and many other activities. Please remember that your privileges require certain obligations and responsibilities.

Activities & Athletics

Good conduct and cooperation is expected of all students that are members of school-sponsored athletics and activities. Students who violate school policy while being a member of the athletics or activities may be subject to removal from the program. This includes conduct not related to the activity or sports. Students who hold leadership positions within the athletics or activity may also be removed from his or her post and the program for violation of school policy.

Student spectators/ attendees may also be prevented from attending any school sponsored event if s/he has any outstanding discipline or fines in place. Students suspended from school may not be on school grounds or school sponsored activities.

Club/Activities Programs & Advisors

<u>Club</u>	<u>Advisor</u>	<u>Club</u>	<u>Advisor</u>	<u>Club</u>	<u>Advisor</u>
ASB/Leadership	Mr. Simonson	Gender-Sexuality Alliance	TBD	Men on the Move Orchestra	Ms. Hunt
Anime Band	Mr. Czajka	Girls Honor	TBD	Robotics	Mr. Couch
Chatelaines (Dance)	Mr. Akesson	"Hands-Up" (ASL Club)	Ms. Watanabe	Skills USA – Design	Mr. Hoag
Cheer	Ms. Matson	Japanese Club	Mr. Davis	Skills USA – Auto	Mr. Walrond
Choir	Ms. Kawachi	JSA	Ms. West	Skills USA – Photo	Mr. Sighting
DECA	Mr. Gordon	Judo	Mr. Davis	Spanish Club	Mr. Thompson
Drama	Mr. Jackson	Key Club	Mr. Davis	Sparkle Cheer Squad	TBD
FBLA	Ms. Grajewski	LEAP (Latino Club)	TBD	Sports Medicine	TBD
French Club	Mr. Waltner	Lifesavers	TBD	Yearbook/Annual	Ms. Wiskow
Game of Life	Ms. Hamon	Link Crew	Ms. Simonson, Mr. Simonson, Mr. Osborn	Yoga Club	Ms. Wiskow
	TBD	Math Team	Mr. Champoux		
		Multi-Cultural Club	Ms. Wiskow		
		National Honor Society	Ms. Brinkman		

Athletic Programs & Coaches

<u>FALL SPORTS</u>	<u>COACH</u>	<u>WINTER SPORTS</u>	<u>COACH</u>	<u>SPRING SPORTS</u>	<u>COACH</u>
Cross Country	Mr. Paul, Ms. Weinbrecht	Boys Basketball	Mr. Jamison	Baseball	Mr. Flanigan
Football	Mr. Ogata	Girls Basketball	Mr. McDowell	Fastpitch	Ms. Comstock
Golf	Mr. Flanigan, Mr. Mitchell	Gymnastics	Ms. Stoflet	Boys Soccer	Mr. Waldron
Girls Soccer	Ms. Bergstrom	Boys Swimming	Mr. Dobner	Girls Tennis	Mr. V. Howard
Girls Swimming	Ms. Allen	Wrestling	Mr. Lantz	Track	Mr. Waltner, Ms. Weinbrecht
Boys Tennis	Mr. V. Howard				
Volleyball	Mr. Chup				

Academic Athletic Eligibility

Students must be enrolled in a minimum of four classes during each semester in order to be eligible to participate with an athletic team. In addition, students must maintain a 2.0 GPA during the previous semester or have a 2.0 cumulative GPA to maintain athletic eligibility.

NPSL Sportsmanship Code

- Show pride, class, spirit, and respect.
- Display modesty in victory and graciousness in defeat.
- Please enjoy the game and promote good sportsmanship.
- In the South Puget Sound League, everyone is a winner

North Puget Sound League 4A (NPSL) Schools

The NPSL consists of two divisions functioning within one league and the same NPSL handbook.

Cascade Division: Hazen, Kennedy, Kent-Meridian, Kentlake, **Kentridge**, Kentwood, Mount Rainier, Tahoma

Olympic Division: Auburn, Auburn-Mountainview, Auburn-Riverside, Decatur, Enumclaw, Federal Way, Thomas Jefferson, Todd Beamer.

Dance Schedule & Policy

HOMEcomings – Saturday, October 5th, 2019

Dress: Semi-formal

SENIOR PROM – Friday, May 29th, 2020

Dress: Formal

Invitation by Senior ONLY

Dance Policy

All rules and standards of behavior that are in effect during the regular school day are also in effect at all school activities.

Any student found possessing, trafficking, using, or being under the influence of alcohol, chemical substances or those purported to be will be subject to suspension, expulsion, and/or arrest. Guests at school dances need to obtain guest passes in advance. Guests must be at least 9th grade or **no older than twenty**. Passes are available in the office and must be signed by an administrator. No one will be allowed to re-enter the dance after leaving.

Kentridge High School Dancefloor Rules

Please observe the following rules on the dancefloor or you will be asked to leave the event.

1. Face your partner as you dance.
2. Keep both feet near the floor. No sitting or lying down on the floor.
3. No bumping or grinding with your partner.
4. Hand placement on your partner must be appropriate for a school setting.

Please remember this is a school event. No warnings will be given. Removal from the dance will result in a suspension from all remaining dances. If your behavior would not be appropriate during the day at school, it would not be appropriate here either!

Thanks for your support and enjoy the dance!

Dances are for Kentridge students and their guests under 20 years of age with prior approval from the administration.

KENTRIDGE I.D. OR GUEST PASSES ARE REQUIRED FOR ENTRY TO ALL DANCES.

All guests are subject to Kentridge High School rules and regulations. Violation of any school policy will result in immediate removal from the campus and may involve proper authorities.

Student Academics

Course Grading Procedures

The KR Grading Policy is an effort to support grading that is accurate, fair, specific, consistent and timely.

Areas of focus include:

- Grading based on course expectations
- Formative (academic practice) and Summative (academic achievement) school work
- Weighting of formative and summative class work
- Absent work
- Late work
- Extra credit

Read the Course Syllabi

There are several areas of grading that will be determined by the teachers who teach an individual course. All teachers teaching the course are expected to communicate how they will address:

- Extra credit
- Test Re-Takes
- Credit Retrieval
- Late Summative Work

Letter Grades and symbols shall be interpreted as follows:

The State Board of Education has adopted a standardized grade reporting and grade point average (GPA) calculation under WAC 180-57-050. The Kent School District has also adopted the WAC 180-57-050 eleven-point grading system as indicated below:

A = 4.0	A- = 3.7	
B+ = 3.3	B = 3.0	B- = 2.7
C+ = 2.3	C = 2.0	C- = 1.7
D+ = 1.3	D = 1.0	
F = -0.0		

Purpose of a Grade

Students' **academic grades** include:

- Knowledge of content
- Mastery of academic skills
- Application of knowledge and skills

Students' **employability grades** are the first comment on the report card for each class and include:

- Work habits and attitudes
- Cooperation
- Commitment to quality
- Quantity of work
- Attendance and punctuality

Academic Grading Scale

A = 93-100%	A- = 90-92%	
B+ = 88-89%	B = 82-87%	B- = 80-81%
C+ = 78-79%	C = 72-77%	C- = 70-71%
D+ = 67-69%	D = 60-66%	
F = 0-59 %		

Academic Grading Categories

- **Formative work** is work completed by students while they are still learning the material.
- **Summative work** occurs at the end of a period of instruction when the student has had adequate instruction and practice to be responsible for the material.

Students' **academic grades** will be based on their performance on:

Formative Work or Academic Practice Work (20% of total grade)

Summative Work or Academic Achievement Work (80% of total grade)

There are many examples of formative and summative work that vary by Kentridge course. Please see your course syllabus for specific details.

Progress Reports

Progress reports will be distributed mid-quarter for all students who are receiving below a 70%.

Extra Credit

Definitions:

Extra Credit is:

- Additional academic practice (formative work) that is related to the subject area or subject specific academic content standards.

Extra Credit is NOT:

- Non-academic work such as bringing in Kleenex boxes, merely attending extracurricular events, charitable donations, and payment of class fees.

Guidelines for Extra Credit:

1. No more than 2% of the total quarterly grade can come from extra credit.
2. Extra credit shall encourage learning throughout the grading period, as opposed to a last-minute effort to raise a quarterly grade.

Absent and Late Work

Absent work is work that must be completed by a student after an excused absence. Students will have a minimum of one day for every day they are absent to make up work. Consult individual course syllabi for specifics.

Late work is course work that a student fails to complete by the assigned date. Summative late work policies are outlined in course syllabi.

Learning Lab

Guidelines:

- The teacher will determine which assignments are to be considered academic practice (formative) assignments for the grade book. If a student fails to complete an assigned academic practice (formative) assignment, the assignment will be marked “missing” in Skyward. The student will be given the option to attend Learning Lab after school for that subject to complete the assignment for the possibility of full credit.
- Students and parents will be notified via the Learning Lab App of the afterschool opportunity.
- Assignments will be submitted in hard copy or electronic form to their teacher.
- If the student does not choose to attend Learning Lab, at the end of the unit the teacher will assign a traditional zero for that assignment.
- The assignments that are determined to be academic practice (formative) assignments and are eligible for Learning Lab must be reviewed by the teacher within two days that they are due.
- Missing work habits will be reflected in a student’s employability grade.
- All academic achievement (summative) tasks must be completed according to the timeline established by the teacher. If the student is absent on the day of an academic achievement task or when one is due, the student will make arrangements with the teacher to make up the task. The grade on the task will then accurately reflect the student’s achievement level.

Suggestions:

To assist students with the completing of work, the following interventions and strategies are suggested:

1. Set clear and reasonable timelines for assignments.
2. Ensure that the expectations for the task/assignment are clearly established and understood.
3. Support the students who will predictably struggle with the task without intervention.
4. Find out why a student’s work is missing.
5. Contact their parent(s) about the missing work.

College & Career Readiness

College and career readiness, training and employment success depends on the student’s/employee’s ability to perform skills required in post-secondary education and on the job as well as possessing necessary professional attitudes and habits. Kentridge Teachers will prepare students for college and career by grading students on those behaviors relevant to college and career expectations. Many teachers will give a daily “employability” grade which may consist of the following:

- Daily attendance
- Punctuality
- Active participation
- Listening attentively and using time effectively
- Cooperating with instructors and others
- Showing respect for others; being positive and courteous
- Using appropriate language
- Being prepared for class with assignments, pencils, paper, proper tools, clothing, a charged laptop for 9th graders, etc.

High School Pass/Fail Option Grade Courses

Students requesting a Pass/Fail option for any of the following courses must make their request in the FIRST 8 SCHOOL DAYS of the Semester.

All PE Courses (PHY001 through PHY999)
Math Essentials I (MAT 103)
Math Essentials II (MAT104)
Math Essentials III (MAT109)
Science Essentials I (SCI – see course catalog)
Science Essentials II (SCI – see course catalog)
Student Leadership (SOC419)
Teacher Assistant (EDS-see course catalog)

Pass/Fail grading is an option for English Language Learners (ELL) students in all courses. Eligibility for pass/fail in each course is based on the recommendation of both the content area teacher and the ELL teacher.

For special education students, it is the Individual Education Plan team that determines their graduation plan and needed accommodations, including the use of modified grading or course substitutions. The “Graduation Course/Credit Substitution Plan” is to be used by the IEP team to document both the plan and accommodations. Each general education teacher will receive a document (“Teacher Notification of Student Need for Accommodations or Personnel Supports”) indicating a need for a modified grade (e.g. pass/fail) or other accommodations.

Any grade changes must occur before the end of the next quarter.

Graduation Requirements

For updated district information about graduation, you can visit

https://www2.kent.k12.wa.us/coursecatalog/information/graduation_requirements.html

Kentridge students may meet requirements for graduation through the regular program of studies, through meeting requirements of the special-education program, through approved college and correspondence/internet courses, work-based learning experiences, alternate learning experiences, and through home/hospital instruction of approved district courses.

Requirements for graduation are as follows:

- Successful completion of a minimum of twenty-four credits, for classes of 2019 and beyond
- Successful completion of courses required by state statute, those required by State Board of Education Rules and Regulations and those required by the Board of Directors of the Kent School District.
- Successful completion of a culminating project.
- Successful establishment of a high school & beyond plan (13th year).
- Proficiency on state assessments in reading, writing, math, and science, depending on graduation cohort, or equivalent alternative assessments.

A student will receive a Certificate of Academic Achievement (CAA) or its equivalency (Certificate of Individual Achievement) only if he/she earns the appropriate number of credits required by the district, completes a culminating project, completes the high school and beyond plan, and meets the required reading, writing, math and science standards on the high school statewide assessment or recognized alternative assessments.

Class of 2020

Subject	Kent School District	Public, 4-Year Colleges and Universities	Recommended Courses for Highly Selective Colleges & Universities
English Language Arts	4.0 Credits	4 Years	4 Years
Mathematics ^a	3.0 Credits	3 Years	3-4 Years
Science ^b	3.0 Credits	2 Years	3-4 Years
Social Studies ^{cd}	3.0 Credits	3 Years	3-4 Years
World Language ^e	0.0 Credits	2 Years	2-4 Years
The Arts: Visual or Performing Arts	1.0 Credit	1 Year	2-3 Years
Health & Fitness ^f	2.0 Credits		
Occupational Education	1.0 Credit		
Electives	6.0 Credits		
Total	23.0 Credits		

a. **Algebra I-II (1.0 credit) / Geometry I-II (1.0 credit) / Algebra III-IV or Alternative (1.0 credit):** Algebra I-II and Geometry I-II are required in grades 9 and 10 except for students who successfully completed high school-credited algebra and/or geometry in middle school. A student who satisfactorily demonstrates competency in Algebra I-II and/or Geometry I-II in middle school but does not choose to receive credit for the course(s), shall continue in the required progressive mathematics sequence and fulfill any remaining credits of the three (3) required in high school mathematics courses that are consistent with the educational and career goals of the student. The third credit in math is expected to be Algebra III-IV. A student may elect a math course other than Algebra III-IV if: a.1 The student’s elective choice is based on a career-oriented program of study identified in the student’s high school and beyond plan that is currently being pursued by the student; a.2 The student’s parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection than Algebra III-IV, because it will better serve the student’s education and career goals; a.3 A meeting is held with the student, the parent(s)/guardian(s) (or designee), and a high school representative for the purpose of discussing the student’s high school and beyond plan and advising the student of the requirements for credit bearing two- and four-year college-level mathematics courses; and a.4 The school has the parent(s)/guardian(s) (or designee) sign a form acknowledging that (1) the meeting with a high school representative has occurred; (2) the information as required was discussed; and (3) the

parent(s)/guardian(s) (or designee) agree that the third credit of mathematics elected is a more appropriate course selection given the student's education and career goals. **WAC 180-51-066**, section (1), subsection (b)(ii) are met. Please contact your high school counselor for more information. Students may also satisfy the mathematics requirements by earning equivalency based credit in career and technical education mathematics courses. Those credits must be recorded using the equivalent academic high school department designation.

b. **Integrated Science I-II (1.0 credit) / Integrated Science III-IV (1.0 credit) / Elective (1.0 credit):** Beginning with the class of 2015, except for students completing advance science coursework, Integrated Science I-II and Integrated Science III-IV are required in grades 9 and 10. Students in the classes of 2012 through 2014 are required to have completed Earth and Physical Science I-II or Integrated Science I-II and Biology I-II or Integrated Science III-IV. The third credit in science may be completed from any science course or other courses that are equivalency credited to science.

c. **World Studies 9 (1.0 credit) / Cont. World Issues/Problems (0.5 credit) / US History I-II (1.0 credit) / Civics (0.5 credit):** Students must complete a semester's course of instruction in Washington State History. Any student who transfers from another state having already studied that state's history will not be required to complete Washington State History in addition to seniors who enter from outside the state of Washington. A student may complete Washington State History in 7th or 8th grade to meet the requirement but will not receive the 0.5 high school credit. All students will complete a total of 3.0 credits of social studies except those students who are not exempted as stated above. Alternative learning experiences to meet the 0.5 credit requirement of Washington State History are provided for students who need to meet this requirement.

d. New state graduation standards require students in the class of 2016 and beyond to have a 0.5 credit in Civics as part of their 3.0 credits in social studies. Students will complete this credit beyond the 9th grade year.

e. **Health (.05 credit) / PE Offerings (1.5 credits):** 0.5 credit of physical education must be taken as a required health course during grades 9-12, except for students who enter from outside the district second semester of grade 11, or who enter in grade 12 having completed the two-credit P.E. requirement.

Class of 2021 & beyond – Required Credits

Subject	Kent School District	Public, 4-Year Colleges and Universities	Recommended Courses for Highly Selective Colleges & Universities
English Language Arts	4.0 Credits	4 Years	4 Years
Mathematics ^a	3.0 Credits	3 Years	3-4 Years
Science ^b	3.0 Credits	2 Years	3-4 Years
Social Studies ^{cd}	3.0 Credits	3 Years	3-4 Years
World Language ^e	2.0 Credits	2 Years	2-4 Years
The Arts: Visual or Performing Arts	2.0 Credits	1 Year	2-3 Years
Health & Fitness ^f	2.0 Credits		
Occupational Education	1.0 Credit		
Electives	4.0 Credits		
Total	24.0 Credits		

a. **Algebra I-II (1.0 credit) / Geometry I-II (1.0 credit) / Alternative (1.0 credit):** Algebra I-II and Geometry I-II are required in grades 9 and 10 except for students who successfully completed high school-credited algebra and/or geometry in middle school. A student who satisfactorily demonstrates competency in Algebra I-II and/or Geometry I-II in middle school but does not choose to receive credit for the course(s), shall continue in the required progressive mathematics sequence and fulfill any remaining credits of the three (3) required in high school mathematics courses that are consistent with the educational and career goals of the student. The third credit in math may be Algebra III-IV. A student may elect a math course other than Algebra III-IV if: a.1 The student's elective choice is based on the student's high school and beyond plan that is currently being pursued by the student; a.2 The student's parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection than Algebra III-IV, because it will better serve the student's education and career goals; a.3 A meeting is held with the student, the parent(s)/guardian(s) (or designee), and a high school representative for the purpose of discussing the student's high school and beyond plan and advising the student of the requirements for credit bearing two- and four-year college-level mathematics courses; and a.4 The school has the parent(s)/guardian(s) (or designee) sign a form acknowledging that (1) the meeting with a high school representative has occurred; (2) the information as required was discussed; and (3) the parent(s)/guardian(s) (or designee) agree that the third credit of mathematics elected is a more appropriate course selection given the student's education and career goals. **WAC 180-51-066**, section (1), subsection (b)(ii) are met. Please contact your high school counselor for more information.

Students may also satisfy the mathematics requirements by earning equivalency based credit in career and technical education mathematics courses. Those credits must be recorded using the equivalent academic high school department designation.

b. **Integrated Science I-II (1.0 credit) / Integrated Science III-IV (1.0 credit) / Elective (1.0 credit):** Except for students completing advance science coursework, Integrated Science I-II and Integrated Science III-IV are required in grades 9 and 10. The third credit of science is based in the student's High School and Beyond Plan. A minimum of 2 of the credits must be Lab Science.

c. **World Studies 9 (1.0 credit) / Cont. World Issues/Problems (0.5 credit) / US History I-II (1.0 credit) / Civics (0.5 credit):** Students must complete a semester's course of instruction in Washington State History. Any student who transfers from another state having already studied that state's history will not be required to complete Washington State History in addition to seniors who enter from outside the state of Washington. A student may complete Washington State History in 7th or 8th grade to meet the requirement but will not receive the 0.5 high school credit. All students will complete a total of 3.0 credits of social studies except those students who are not exempted as stated above. Alternative learning experiences to meet the 0.5 credit requirement of Washington State History are provided for students who need to meet this requirement.

d. New state graduation standards require students in the class of 2016 and beyond to have a 0.5 credit in Civics as part of their 3.0 credits in social studies. Students will complete this credit beyond the 9th grade year.

e. **World Language (2.0 credit):** 2.0 credit of locally determined courses may substitute this requirement, pending that those courses lead to a specific post-high school career outcome chosen by the student, based on the student's interest and High School and Beyond Plan.

f. **Health (.05 credit) / PE Offerings (1.5 credits):** 0.5 credit of physical education must be taken as a required health course during grades 9-12, except for students who enter from outside the district second semester of grade 11, or who enter in grade 12 having completed the two-credit P.E. requirement.

Equivalency Credit

Many Occupational Education courses may satisfy graduation requirements in specific subject areas. These "equivalency courses" are noted in the course descriptions. Further, new WA State graduation requirement changes create the option for students in the Class of 2016 and beyond to fulfill two graduation requirements with successful completion of one Occupational Education equivalency course, while the credit counts only once in the student's credit count toward graduation credit requirements. To request an equivalency course be applied to two graduation subject area requirements, students should complete and submit a request form through the Counseling Office at the high school.

Repeating courses

Any time a course is repeated for other than grade improvement, except when it is failed the first time, both course credits and grades remain on the student record/transcript and are calculated in the GPA. When fulfilling a graduation requirement, the course credit may only be counted once; the second credit will fulfill an elective credit. By request, a student may have the lowest grade eliminated from calculation in the GPA, provided any credit earned with the lower grade is eliminated as well. To request the lowest grade and accompanying credit removed from the high school transcript, a student should submit the appropriate form at the Counseling Office.

High School & Beyond Plan

Students are expected to complete a High School and Beyond Plan as part of high school graduation requirements. The High School and Beyond Plan will provide evidence of a student's education and preparation for the future.

Graduation and Diplomas

A student shall be issued a diploma after completing the district's requirements for graduation. In lieu of the Certificate of Academic Achievement (CAA), students may earn a Certificate of Individual Achievement (CIA).

However, a student's diploma or official transcript may be withheld until the student pays for any school property that has been lost or willfully damaged. Upon payment for damages, or the equivalency through voluntary work, the diploma or transcript will be released. When the damages or fines do not exceed \$100, the student or his/her parents shall have the right to an appeal using the same process as used for short-term suspension as defined in Policy 3241, Classroom Management, Corrective Actions or Punishments. When damages are in excess of \$100, the appeal process for long-term suspension as defined in Policy 3241, Classroom Management, Corrective Actions or Punishments, shall apply.

State Assessments

Washington Comprehensive Assessment Program

Students are expected to demonstrate proficiency on the reading, writing, math, and science standards as defined by the Washington Comprehensive Assessment Program or on an OSPI-approved alternative.

English Language Arts (ELA) Assessment Requirements

- Classes of 2020 and Beyond: Students will demonstrate proficiency on the 11th Grade Smarter Balanced Comprehensive ELA Test.

Mathematics Assessment Requirements

Classes of 2020 and Beyond: Students will demonstrate proficiency on the High School Math Smarter Balanced Assessment (SBA) or state-approved alternative.

Science Assessment Requirements

Beginning with the graduating class of 2021, a student must meet the state standards and pass an assessment in science.

Additional Resources

The website of the Office of the Superintendent of Public Instruction (OSPI) for the State of Washington gives the following information to help families, students, and educators learn more about each of the requirements for graduation.

[The Graduation Toolkit](#) is produced each year by OSPI to help educators and families understand Washington state graduation requirements. This guide is available online for easy viewing and in a downloadable format for printing. For more information on the graduation toolkit visit the [OSPI website](#).

Scheduling Information

Each student is encouraged to take advantage of the wide variety of learning experiences that the semester year offers to enrich his/her education. It is customary for Kentridge students to earn more than the minimal credits required for graduation.

Any off-campus courses for high school credit require the principal's or designee's written consent. Courses which may be repeated for additional credit are indicated in the Registration and Planning Guide. Unless noted, courses may be taken only once for credit.

Schedule Change Procedures

Schedule Changes occur only during the first 8 School Days of KR Semester - this includes Running Start students.

*Students will be allowed a schedule change without penalty for the following reasons only***

- Senior who is deficient in credits or courses.
- Computer Error
- Course Cancellation
- Student does not have course prerequisite.
- Student previously earned credit for the courses in previous years or summer school

***Exceptions to the above criteria will be determined on an individual basis.*

The following process will be followed for schedule changes:

- Students are required to complete a formal process, including conferencing with their Teacher(s).
- The Student discusses his/her request with their Counselor.
- The decision to change a schedule is made by the Administrator and Counselor based on a review of student's school record, input from teachers and/or contact with the Parent.
- If change is approved, the counselor fills out schedule change form.
 - The student obtains signature of teachers on the form whose classes s/he is dropping or adding.
 - The teacher drops or adds student to his/her class list.
- If the schedule change is NOT approved, the Student may conference with their Counselor.

Schedule Change after the Eighth School Day, including Running Start:

- Students who request and receive a transfer from a class will receive an "F" in the class.
- Students cannot start a new class for disciplinary reasons. After reasonable efforts by the Teacher, Counselor, and/or other staff have failed to accomplish the desired adjustment, the student shall receive a failing grade for the course.
- ***Exceptions to the above procedures will be determined on an individual basis.***

Counseling & Guidance Services

Services

The Counseling office, located across from the Main office, is open to students and parents Monday through Friday from 7:15 AM to 2:45 PM. The Career Center is available to students, parents, and community. Working in conjunction with our counselors, the Center's offerings extend our Guidance & Counseling services in order to provide a comprehensive program. For more information, contact the Career Counselor at 373-7352.

Running Start

The Running Start program offers qualified juniors and seniors the opportunity to earn high school graduation and college credits by taking approved courses at a community or technical college without paying tuition. To be eligible for this program, a student must 1) hold junior or senior standing; and 2) meet course prerequisites. A high school graduation plan of courses to be taken must be developed, approved and on file prior to entering a Running Start Program.

All Running Start Students must follow Kentridge High School's guidelines for schedule changes, regardless of his/her college of attendance. A student found in violation of Kentridge High School's schedule changes and graduation requirements may not meet KSD graduation requirements. Students must also complete the Kentridge culminating project and earn a certificate of academic achievement.

Tech Prep

Tech Prep and other agreements between Kent School District and certain local community colleges and state universities may provide a waiver of some college courses or in some cases may result in college credit upon completion of a Kent School District business, family & consumer science, marketing, and engineering/automotive courses. See a counselor or a business education, family & consumer science, marketing education, or engineering or automotive programs teacher for specific details.

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.

Compulsory Attendance Law

Did You Know?

- **Maintaining good attendance is one of the most important things a student can do to be successful.**
- Attendance is important in all grade levels, from Pre-K through 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](#)

Truancy

A Kentridge HS student is considered truant from school or class if s/he is absent without the knowledge and consent of the parent or guardian and/or when s/he leaves class or campus without proper authorization. Truancy is in violation of state law. Truancies are reported to the Office of the State Superintendent of Public Instruction on a monthly basis. Violators are subject to disciplinary action.

Furthermore:

- Truant students will be assigned detention. Violators will be referred to the Dean of Students or designee for discipline.
 - First Truancy—Two hours of detention for each period truant.
 - Repeated truancies are deemed defiance of school authority and failure to respond to a reasonable request and, therefore, subject to suspension.
- Students who are habitually truant will be suspended or withdrawn from school. In such cases a parent/guardian is notified of continued truancies, and a conference will be held with the Assistant Principal prior to disciplinary action.
- Students who are truant more than three periods in one day shall fall under the Becca Bill guidelines.

Pre-Arranged/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).

If a student is confined to home or hospital and able to do school work, the arrangement for home/hospital service may be made by contacting your KR Counselor at (253) 373-7349

Early Dismissal Procedures

Throughout the school year there may be unavoidable occasions that a student may have to leave early from school. We hope that parents will try to schedule doctor, dentist, and other important appointments before or after school. If a student needs to leave Kentridge early during school hours, we ask that the parent and student follow the following procedures:

- Student must bring a parent/guardian note, phone call, email, or fax to the attendance office to get an Early Dismissal Pass BEFORE leaving campus.
- Student and parent will agree ahead of time where to meet for pickup.
- Student will show the Early Dismissal (ED) pass to teacher at the beginning of the period that s/he will be leaving early.
- Student leaves at the time stated on the pass and meets the parent at the prearranged meeting place.

Illness during the day

Except in medical emergencies, no student may report to the Nurse's Office without a note from the teacher. Beds in the Nurse's Office are reserved for emergencies and students with routine complaints will be returned to class. If a student is too ill to remain in class, every effort will be made to contact the parent and send him/her home. Students who know they are ill in the morning should remain at home. Parent contact must be made at the Nurse's Office (In the event the Nurse's Office is closed, the student should check out through the Attendance Office). No student may leave campus for illness without checking out through the Nurse's Office or Attendance Office. Failure to do so may result in truancy.

Returning from Absence Procedures

Students who have been absent from school must check into the Attendance Office upon their return. Students will not be readmitted to first period class without an admit slip. To obtain an admit slip to first period or any period missed, students should follow these guidelines:

- Ask parent/guardian to call the school or send a written note, e-mail, or fax on the day of the absence or within 24 hours of the absence that includes the following information: student's name, today's date, dates of absence, specific reason for absence, and in the case of a written note, the parent/guardian signature.
- When the student returns, s/he is to check in at the Attendance Office for an admit slip to be presented to the teacher of the first period missed. If the absence remains unresolved for over 24 hours, the absence will be considered truancy and teachers will not accept work for those absences.

Excessive Absences

Good attendance is important to school success. WAC 180-40-235 and RCW 28A 600.030 establishes the responsibility for attendance at school as resting primarily with students. However, parents/guardians and the school share the responsibility for prompting and encouraging positive attendance habits in students. Therefore, the following policies and procedures are designed to help students develop and practice responsible attendance habits and increase their potential for academic and employment success.

Attendance Tracking Procedures

Attendance will be taken by the teacher each period of each class. An absence is defined as missing more than **ten minutes** of a class.

- For each absence in a class, the Attendance Office via the "auto dialer" will call home.
- Monthly attendance letters are sent to parents for students with 3 or more unexcused absences.

Participation in Activities

Any student participating in an activity shall be expected to attend a minimum of 4 classes on the day of the scheduled activity. Failure to comply with the attendance regulations will result in a student being declared ineligible and not allowed to participate in the next scheduled activity. An exception may be made when a coach or advisor makes specific arrangements for an individual case with the approval of the administration.

Tardiness

Students arriving after 7:50 AM should go directly to the attendance office BEFORE going to class in order to receive an Admit slip to class and have their arrival time documented.

Students are expected to be in class on time and will be disciplined by the teacher and/or administrator for excessive tardiness. Excessive tardies will be cause for corrective discipline sanctions up to and including long-term suspension. Students arriving after 7:50 AM will be considered absent and must report to the Attendance Office to either submit a parent note or call the parent to clear the absence. An Admit Slip will be issued to the student indicating whether the absence has been excused or unexcused. Students who arrive more than ten minutes late without a note from a staff member or Attendance will be considered truant for that class.

- 1st Tardy** The teacher will review expectation with the student.
- 2nd Tardy** The teacher will assign 1 hour of detention.
- 3rd Tardy** The teacher will assign 2 hours of detention.
- 4th Tardy** Referral to the administration, will assign minimum of **Wednesday School**.

At the fourth and for each subsequent tardy to class, the student will be referred to the Assistant Principal for corrective discipline and/or suspension from class.

Closed Campus & Leaving Campus

Kentridge is a closed campus. Students may not leave school grounds once they have arrived (even before first period) without permission. Permission to leave is granted only by an administrator or the school nurse or by parent permission.

Students who have been absent should not be on campus unless they have checked into the Attendance Office. If a student has written or telephoned permission to leave, the Attendance Office must be informed prior to the student leaving, and the student must obtain an Early Dismissal Pass to show their teachers. **With the exception of juniors and seniors on the Junior/Senior Responsibility list**, students are not allowed to leave campus during lunch. For safety reasons, the areas off limits to students during the day include the parking lots, all playing fields, and surrounding grounds. **Students violating this regulation may be referred to an administrator for discipline which may include suspension from school.**

LWOP (Leaving without a Pass)

Students violating the Early Dismissal procedure by leaving campus without first obtaining a pass may be referred to an Administrator for discipline.

Eighteen-Year-Old Students

Students who are eighteen years old may write their own notes only if they meet the following hardship conditions:

- The eighteen-year-old student lives on his/her own.
- The parent(s) of the eighteen-year-old are not able to write a note for the student (handicapped, limited English, frequently travels abroad).

Students who are 18 years old and believe they meet these criteria need to apply for this privilege by obtaining an Attendance contract from the Attendance Office. This contract must be signed by the parent/guardian. The student then needs to contact his or her administrator for approval. A copy of this contract will be kept in the student's attendance file if approved.

Kentridge reserves the right to revoke an eighteen-year-old's note writing privilege if the contract is not followed and/or the student is making inappropriate decisions around school attendance. If this occurs, the parent or legal guardian is expected to resume responsibility for excusing the student's absences.

Junior/Senior Responsibility

Juniors and Seniors may apply for Junior/Senior Responsibility each semester through the Activities Office. Approval will be granted if they:

- Have maintained a cumulative "C" (2.00) average through the second semester.
- Have no record of major disciplinary infractions the previous semester prior to the application.
- Have attained 11 or more high school credits (grades 9-12) at the end of the second semester.

Good Neighbor Policy

Students should plan to arrive on campus and stay on campus in the buildings and courtyards during the school day.

Students are not to linger or smoke before, during or after school in the following areas: along roads, street corners, neighborhood yards, parking lots, athletic fields, woods, or any area visible from the campus. Failure to cooperate and support the good neighbor policy will result in school discipline and/or a citation from the King County or the Kent Police.

General Information

Academic Integrity Policy

Kentridge High School strives to provide students with the knowledge, skills, judgment, and wisdom they need to function in society as educated adults. Students are expected to take responsibility for their learning and experience the pride that accompanies academic achievement. To falsify or fabricate the results of one's research; to present the words, ideas, data, or work of another as one's own; or to cheat on an examination corrupts the educational process, impedes a student's academic progress, and compromises the trust between teacher and student that is fundamental to the learning process.

Guidelines for Academic Integrity

Students assume full responsibility for the content and integrity of the coursework they submit. The following are guidelines to assist students in observing academic integrity:

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

Forms of Academic Dishonesty

Actions constituting violations of academic integrity include, but are not limited to, the following:

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

Responding to Academic Dishonesty

Corrective action is administered by school personnel in a progressive manner—that is, the action taken correlates in degree with the seriousness of the misconduct and/or the academic integrity history of the student.

The minimum consequence for academic dishonesty is no credit for the assignment or test, the student's semester employability grade negatively impacted, and parent/guardian notification. At a teacher's discretion, a student may recover partial credit for an assignment by redoing the assignment within a time period established by the teacher.

Offenses are cumulative throughout the curriculum, not isolated to one course. For example, an infraction in English would qualify as the first offense, a subsequent offense in Social Studies constitutes a second offense and an additional offense in Math would be the third offense.

Academic Dishonesty Complaint Procedures

A teacher may resolve an incident informally by determining an appropriate course of action, which may include a verbal or written warning. A formal resolution will result in an academic dishonesty incident report completed by the teacher and/or administrator. The report will describe the student's action and any supporting facts for the existence of a violation.

The teacher will meet with the student and present the academic dishonesty incident report. The student will be given an opportunity to respond to the report. The teacher will determine whether there is further action to be taken and notify the student's parent/guardian. If needed, the academic dishonesty report will be referred to an administrator.

An administrator will review the incident report and student's academic integrity history to determine if additional action is warranted. Completed academic dishonesty incident reports will be placed in a student's discipline folder.

A student appealing academic integrity policy action will follow the Kent School District disciplinary appeal procedures.

Deliveries of Balloons, Flowers and Non-Academic Items

In order to protect the educational process at Kentridge High School, we do not deliver items of a non-academic nature to students. Please do not ask the school office personnel to deliver balloons, flowers, and other non-urgent items. We appreciate you allowing us to preserve the academic integrity of our classrooms by not disrupting the learning environment.

Directory Information & Student Photographs

The Family Education and Privacy Act of 1975 allow information other than personally identifiable records and files about an individual student unless subpoenaed to be made public without the consent of parents/guardians.

- A list of students belonging to a group, along with the following information may be released:
- The student's name, address, and telephone number
- Date and place of birth
- Major field of study
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance
- Degrees and awards received
- The most recent previous educational agency or institution attended by the student

Photographs of students for public information purposes may also be released. According to Policy 3250 parents/guardians shall be notified annually of their right to request that any or all of these categories of information, including personally identifiable photographs, not be released. The district, however, may release a list of students belonging to a group (e.g. graduating seniors, etc.) A student's name will be excluded from a listing of students on written request by a parent. If a parent wishes to have their student's name and information excluded from release, the parent **MUST** submit a written request to the school principal.

Distribution of Materials

Publications and/or materials promoted but not sponsored by the school may be distributed on school premises after receiving the approval of the district and/or principal. Distribution of political or religious materials on school property is not permitted.

Driving & Parking

Parking at Kentridge is a privilege for Juniors and Seniors **ONLY!** Misuse or abuse of driving and parking rules may result in fines, suspension, and/or loss of driving and parking privileges. Parking passes can only be used by the individual student who purchased it. Student are not allowed to sell, loan, or give their parking pass to another student. Violators may be towed at owner's expense. Parking permits must be purchased for each semester in the ASB Office.

Permit Requirements

- Student is in 11th or 12th grade
- Student does not hold any current fines to the school.
- Student Must Provide:
 - Valid Washington Driver's License (not a driver's permit).
 - Proof of insurance. Expired insurance is not an option.
 - Current (valid) vehicle registration. (Expired registration is not an option.)

Student Parking Philosophy

It is a privilege to drive to Kentridge Senior High School and as such, certain expectations and responsibilities are to be followed by each student driver.

NEITHER KENTRIDGE HIGH SCHOOL NOR THE KENT SCHOOL DISTRICT ASSUMES ANY RESPONSIBILITY FOR LOSSES/THEFTS OF OR FROM VEHICLES OR DAMAGE TO THEM.

All vehicles parked on campus may be subject to a search if there is reasonable suspicion that the vehicle may contain items prohibited on school campus or are part of an ongoing investigation. Refusal to a search may result in disciplinary action.

Student parking is located in the upper and lower student lots to the east of the buildings. Parking is by permit ONLY.

Parking Permit Rules & Regulations

- Parking is on a first-come, first-serve basis each day in both the upper and lower student parking lots.
- Students must display a valid Parking Permit from their rearview mirror at all times. Vehicles will be fined in instances of improperly displayed or non-visible permits.
- Students are expected to drive safely and to park only in designated student lots. The speed limit is 5 MPH in all lots.
- Reckless driving or endangerment, parking incorrectly, parking without a permit, or in unauthorized areas can result in fines, school discipline, loss of parking permit, police citations, and towing/impounding at owner expense.
- Take personal precaution against thefts by not having highly desirable equipment in your car and leaving valuables and cash at home. Lock your vehicle while parked on campus.
- Report any theft to Kentridge security immediately and fill out the theft form in the security office.
- If you add/change the vehicle that you will be driving to school, you must register the new vehicle.
- If you driving to school causes discipline problems (leaving without permission, skipping, tardiness, truancy, etc.), you could lose your driving privileges.
- Any student who loses their parking privilege will not receive a refund.
- If for any reason you drive a vehicle to school other than the one registered, you must upon arrival to school inform the East Wing Office and register the vehicle you are temporarily driving.
- **Parking permits are non-transferable and cannot be given, sold, or loaned to any other student. Students cannot register for or purchase a parking permit with the intent to give or sell the permit to another student.**

Place permits where they are obviously visible to security.
Vehicles will be fined in instances of improperly displayed or non-visible permits.

Carpooling Policy

- You may only share a parking permit if you are carpooling.
- All vehicles involved in the car pool must be registered under the same permit number.
- Multiple permits will not be provided.
- Students may not sell their permit to another student.
- If you add/change the vehicle that you will be driving to school, you must register the new vehicle.

Parking Violations & Fines

Prohibited Parking Zones include, but are not limited to, the following: Auto Shop Lot, Bus Loop, Landscape Areas, Any Faculty or Staff Lot or zones otherwise designated for purposes other than student parking. Parking in these areas may result in a monetary parking fine. Any vehicle blocking emergency vehicle access, disabled parking, delivery docks, gates, or fire lanes may be towed IMMEDIATELY without driver notification.

Parking violations may result in monetary fines of up to \$60.00 for each occurrence and may also be accompanied by school discipline. **Parking fines should be paid within 10 days of the infraction. Parking fines will be carried throughout a student's entire academic career. Parking fines not paid prior to Graduation will result in students not be able to participate in Graduation Activities, including the Commencement Ceremony.**

Multiple parking infractions may result in one or more of the following actions:

- Boot placed on the vehicle's wheel
- Towed at owner's expense
- School discipline assigned
- Loss of parking privileges (temporary or permanent)

Educational Records

All parents/guardians of students under 18 whose children are or have been in attendance at Kentridge have the right to:

- Inspect and review the contents of their child's education records.
- A reasonable interpretation of their child's records from school district personnel.
- Challenge information thought to be misleading or incorrect in their child's education records.
- An appointment to inspect their child's education record within 10 days after written request is received by the administrator in charge.

Emergency Procedures

A plan has been developed that will insure the maximum efficiency and safety for evacuating the building during fires, earthquakes, or any real emergency. Instructions to follow are posted in each classroom. Teachers are expected to discuss these instructions with students.

Any drills for emergencies are to be taken seriously. Students are expected to maintain classroom conduct throughout the entire drill and to know the exit route from each of their classrooms. Students need to proceed away from the building to the assigned staging area. Any student involved with participating in a false alarm is subject to disciplinary action by the school and legal authorities.

Fees & Fines

Students are required to pay all fees and fines for lost books, materials, etc., before participating in athletics, attending dances, a report card is issued, and before students can participate in commencement exercises.

Hallway Lockers

Students in grades 9-12 shall be issued a hallway locker upon request. To guard against theft, students are advised to not share lockers or reveal their combinations to others. Lockers are considered Kent School District property and must be cleared at the end of each year.

Hall Passes

Hall passes are not allowed in the first and last ten minutes of the period. Hall passes are required for use in hallways while classes are in session. A signature must be obtained from the teacher from whose class the student is being excused. When using a hall pass, the student will be considered "truant" unless s/he goes directly to the destination and returns as quickly as possible. The pass is to be shown to the teacher when the student returns to class.

Health Information

The State Board of Health requires students to be fully immunized against diphtheria, tetanus, pertussis, polio, measles, rubella, and mumps. Parents/Guardians are required to submit a Certificate of Immunization Status form to school authorities to evidence that the student is exempt from immunization for medical, religious, or personal reasons.

Health Room

The Health Room is located next to the Main Office. It is staffed daily with a health technician. The school nurse is available daily by telephone and is on campus one and a half days a week. The Health Room is always open for emergencies during school hours. Students who become ill at school need to obtain a pass from a teacher prior to coming to the Health Room. A student too ill to stay in school must have permission from a parent/guardian as well as the nurse, health technician, or administrator to leave campus. Prior to leaving, students need to check out with the Attendance Office.

Library Procedures & Expectations

Information & Contacts

Website - <http://www.kwent.k12.wa.us/site/default.aspx?pageid=1619>

Phone - 253-373-4201

Staff

Mitzi Gligorea, Teacher/Librarian – ext. 4246

Selena Ayala, Library Services Assistant – ext. 4201

Hours

Monday –Friday 6:30 a.m.-3:15 p.m

Necessary closures will be indicated in the daily bulletin and posted outside the Library.

Expectations

Remember the KR Way when in the Library.

- *Kindness*: Be thoughtful of others by working quietly.
- *Responsibility*: Checkout all materials and take care of all equipment.
- *Pride*: Maintain a learning-centered environment.

Remember food is for outside the library.

Use digital devices appropriately and only during designated times (before school, lunches and after school).

Beverages are allowed in covered, spill-proof, reusable containers only.

Circulation Procedures

Borrowing Privileges

All library materials are checked out using your student ID. Students with overdue items are not allowed to check out additional materials until overdue items are returned or renewed.

- Books: 4-week checkout
- E-books: 3-week checkout

Lost or Damaged Materials

Patrons who lose library materials are charged the replacement cost plus a \$5.00 processing fee. Students returning damaged materials will be charged a fine based on assessed damage.

Printing Services

- School Assignments: No Charge (there is a charge for reprinting assignments)
- 15 cents/page Charges for: blank worksheets, assignment rubrics, personal, or non-school documents and multiple copies
- Color printing is 30 cents/page. Please ask for assistance at Circulation/Reference Desk

Lost & Found

The lost and found is located in the Cashier's Office.

PE Locks

Students shall be issued a PE locker. To guard against theft, students are advised to not share lockers or reveal their combinations to others. Lockers are considered Kent School District property and must be cleared at the end of each semester.

Personal Electronics

Cell Phones, Personal Laptops, Headphones, Stereos or Handheld Devices such as tablets or video games may be used in a manner consistent with the policies and mission of the Kent School District. Use of these devices must be in support of educational purposes and must have prior approval from staff. Consistent with Policy 2002 (Acceptable Use of Electronic Systems) and Policy 3240 (Student Conduct Expectations) the school reserves the right to limit use of portable electronic devices, specifically when these devices are used to harass others, disrupt the learning environment, cheat, or provide unauthorized access to the district network. See electronic information system Acceptable Use Guidelines regarding One-to-One program policy.

Portable electronic devices have educational and monetary value. Students who use these devices are prohibited from trading, selling or lending these devices to other students on campus. Personal electronic devices are **the sole responsibility of the student owner**. **The school or district assumes no responsibility for these personal devices if they are lost, loaned, or stolen.**

Disciplinary action for violations involving personal electronic technology shall be consistent with standard district and school policies and procedures. Violation of this policy can constitute cause for revoking privileges to use portable electronic devices at school, suspension of access to Kent School District electronic equipment, or school disciplinary action and/or other appropriate legal or criminal action, including restitution, if appropriate.

Personal electronic devices such as cell phones are not part of the instructional program and are not to be used in any classroom, the library, locker room, or any other instructional place. These devices may be confiscated and held in the office. Failure to turn over the requested devices to an administrator or security who are making the request may result in suspension. Any recording device, video or audio, without written consent from the district is strictly prohibited and may violate state and federal laws. Such device will be confiscated and student will face discipline sanctions.

Signs, Posters, and Flyers

Administration must approve signs, posters, and flyers before they are posted. They must be placed only in designated areas and secured in a manner which will not be damaging to the building. Sponsoring individuals or organizations are responsible for their removal. See the Activities/Athletics Office for approval.

Student Privacy

The following guidelines shall be observed to assure the privacy of the individuals and the safety and welfare of all students (See policies 3230 & 3231):

- A student shall be free from searches by school officials of his/her clothing and other personal property unless there is reasonable cause to believe that something is concealed that may be of an illegal nature or pose an immediate danger to the student or to other students. School officials may request a student to remove all items from pockets or other personal effects. Parents/Guardians and police may be contacted.
- School lockers are the property of Kent School District and at no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Periodic general inspections of lockers may be conducted by school authorities at any time and for any reason, without notice, without student consent, and without a search warrant, provided that school authorities have reasonable cause to suspect circumstances exist which may threaten the health and safety of students.
- All files stored on the Kent School District network system are the property of the district and are subject to regular review and monitoring. Kent School District reviews and monitors all activity on the network for responsible use. Internet history and e-mail checks will occur at least once a month. They will be random and unannounced.

While the school will take all reasonable and necessary measures to insure the safety and security of students, there are measures each student can also take to further provide for their protection:

- Students should always remain in a supervised area of campus. During lunch, students need to remain in the cafeteria, where they are supervised.
- Students should not be in parking lots without a pass from an administrator.
- Students should report any unauthorized visitors or suspicious activity on campus to an administrator or staff member immediately.
- If coming to school during off-hours for an activity, students should not arrive too early and should park in the lot closest to the school or where the activity takes place. It is always a good idea to have one other person along in isolated areas. Students need to be sure that the activity supervisor has a home phone contact number.
- Students on school grounds either before or after school, not attending a specific school sponsored activity, are generally not supervised by an adult and should be aware of the surrounding environment at all times. School hours are defined as 7:15 AM to 2:30 PM.

Technology Acceptable Use Guidelines

The Kent School District views the use of electronic resources as central to the delivery of its educational program and expects that all students will use electronic resources as an essential part of their learning experiences. It is the policy of the Kent School District to maintain an environment that promotes ethical and responsible conduct in all electronic resource activities.

Any use of the system must conform to state and federal law, network provider policies and license, and District Policy. For example:

- The system constitutes public facilities and may not be used to support or oppose political candidates, groups, or ballot measures.
- Use of the system for charitable purposes must be approved in advance by the superintendent or designee.
- Use of non-District commercial purposes is prohibited.
- The unauthorized installation, use, storage or distribution of copyrighted software or materials on District computers is prohibited.
- No use shall serve to disrupt the operation of the system by others; system components including hardware or software shall not be destroyed, modified or abused in any way.
- Malicious use of the system to develop programs that harass other users, to gain unauthorized access to any computer or computer system is prohibited.
- Users are responsible for the appropriateness and content of material they may transmit or publish on the system. Hate mail, harassment, discriminatory remarks, or other antisocial behaviors are expressly prohibited.
- Use of the system to access, store or distribute obscene or pornographic material is prohibited.
- Subscription to or use of mailing lists, bulletin boards, chat groups and commercial on-line services and other information services must be approved.

General Use

Nothing in these regulations is intended to preclude the supervisor's use of the system while under the direction of a teacher or other approved user acting in conformity with District policy and procedure. Students in the laptop program must understand that they are loaned a laptop which remains the property of KSD.

Network Security

System accounts are to be used only by the authorized owner of the account. Students may not share their username or password with another person or leave an open file or session unattended or unsupervised. Students are responsible for all activity under their account and may only log in under their assigned username.

All account files are district property and are subject to district monitoring and review. Communications or accounts files may not be encrypted in order to avoid reviews for security and policy violations. The district will cooperate fully with any investigation concerning or relating to any Kent School District net activity.

Users shall not gain or seek information, obtain copies of or modify files or passwords or any other means to gain unauthorized access to district systems and information.

Personal Security on the Network

Students should never reveal personal information, their own or others, such as home address and telephone numbers.

Students should never meet people in person that they have contacted on the system, without parent/guardian and District permission.

Students should notify their teacher or another adult whenever they come across information or messages that are dangerous, inappropriate, or make them feel uncomfortable.

One-to-One Laptop Program

Students and parents in the laptop program will refer to the One-to-One handbook for all program policy, procedures, and requirements:

http://www.kent.k12.wa.us/cms/lib/WA01001454/Centricity/Domain/567/Student_Parent_Handbook_with_ERP2022.pdf

- Students are expected to care for the laptops. If a laptop is deemed to be intentionally damaged by a student, the student may be subject to discipline and the student/parent will also be responsible for the full cost of the laptop repair.
- Students are expected to report any damage to the computers immediately. Spot inspections of laptops will occur regularly. Students who do not report damage or abuse will be subject to both fines and discipline.
- Students are expected to keep track of all equipment issued to them. If components are lost, the student/parent will be responsible for the full cost of replacement.
- Students may not loan laptop components to other students *for any reason*. Students are responsible for any loss of components.
- Laptops are to be carried in the school provided laptop bags/backpacks at all times.
- School issued laptops cannot be used in the cafeteria during lunches.

KR Laptop Expectations:

- All use of technology must support education - use of technology is a privilege
- All files including documents, presentations, images, and/or videos must be school-appropriate
- The way you present yourself online can affect your:
 - Relationships
 - Reputation
 - Future
- Be prepared EVERY DAY with a fully charged laptop
- Always keep your laptop in its case to protect from bumps and bruises of life
- Follow healthy computing guidelines:
 - Stop and stretch
 - Give your eyes and brain a break every twenty minutes
 - Check your body position and the lighting of the room
- Shut down your computer properly every day for best computer health
- All use of student e-mail must be:
 - In support of instruction
 - Consistent with the mission and objective of the Kent School District
- Online streaming of music is not allowed while connected to the KSD Network

Consequences for Violating Electronic Use Policy

Disciplinary action shall be consistent with the Kent School District's standard policies and practices. Violators can cause revocation of access privileges, suspension of access to the Kent School District computers, school service, detention, Wednesday School, short-term suspension, long-term suspension, expulsion and/or appropriate legal action. (KSD Board Policy #3240 and #3241).

Textbooks

It is the responsibility of each student to keep all books covered and to pay for any excessive damage or the loss of the book.

Unauthorized Areas

During the school day, areas which are not designated for student use are to be avoided. These include parking lots, woods, ball fields, off school grounds, other schools in the district, and construction areas. Additionally, during lunches, students are to remain in the cafeteria or any school designated eating areas. Any unsupervised areas of the campus are unauthorized. Violators will be referred to an administrator for corrective discipline and/or suspension.

Visitors & Guests

Kentridge High School welcomes parents, guardians, and visitors who have business with school officials to visit school during school hours. They must check in with the Main Office when they arrive on the campus. **Adult and Student visitors are not allowed unless authorized by the administration.**

Student Rights & Responsibilities

All employees have discretionary powers within the limits of existing policies and regulations to establish and maintain proper student conduct. Within each school, the principal or designee will determine that appropriate student discipline is established and enforced.

Compliance with Rules & Respect for the Rights of Others

The student is responsible as a citizen to observe the laws of the United States, the State of Washington, and local ordinances and laws.

All students will obey the written rules and regulations established for the orderly operation of the Kent School District and the reasonable requests and directives of district employees. Failure to do so will be cause for disciplinary action. All students will submit to reasonable discipline by the school district and its representatives for violations of policies, regulations, and rules.

While in the school, on school property, or at a school activity, the student will respect the rights of others.

- Students are expected to know their responsibilities as well as their rights. These are explained in the students' rights and responsibilities pamphlet, which is distributed in the fall and is available in the attendance/counseling office.
- Students are subject to discipline for violations occurring at school, on school district property, or at school-sanctioned events.
- Kentridge students are expected to conduct themselves in a manner that promotes a proper learning environment and reflects positively on themselves, their classmates, parents, teachers and community.
- Students are required to identify themselves when requested to do so and are required to carry their Kentridge identification cards.
- All students must have their picture taken and have a student ID Card.
- When the ASB Card fee is paid, the card is validated to make the student eligible for academic and/or athletic letters, free entrance to home athletic events, reduced entrance costs for school and league activities, and cost breaks on various school sales.

Student Rights

- In addition to individual rights established by law and district policies, students served by or on behalf of the Kent School District will have the right to:
 - High educational standards in a safe and sanitary building;
 - Education consistent with stated district goals;
 - Equal educational opportunity and freedom from discrimination in all aspects of the educational process;
 - Access to their own cumulative academic records at reasonable school times upon written request;
 - Fair and just treatment from school authorities and freedom from mistreatment and physical abuse;
 - Freedom from unlawful interference in their pursuit of an education while in the custody of the Kent School District;
 - Security against unreasonable searches and seizures;
 - Expression and assembly consistent with the maintenance of an orderly and efficient educational process within the limitations imposed by law and district policy governing obscenity, libel, slander, etc.;
- Participate in the development of rules and regulations to which they are subject and to be instructed on rules and regulations that affect them;
- Establish appropriate channels to voice their opinions in the development of curriculum;
- Representation on advisory committees affecting students and student rights;
- Present petitions, complaints, or grievances to school authorities and the right to prompt replies;
- Consult with teachers, counselors, administrators, and other school personnel at reasonable times;

- Be involved in school activities, provided they meet the reasonable qualifications of the sponsoring organization;
- Free election of their peers in student government and the right to hold office;
- Know the requirements of the course of study, be informed about and know upon what basis grades will be determined;
- Citizenship privileges as determined by the United States and Washington State Constitution and its amendments; and
- Annual information pertaining to the district's rules and regulations regarding students, discipline, and rights.

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 are subject to disciplinary action by the school and prosecution under the law.

The rules will be enforced by school officials:

- 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;
- On or off the school grounds at any time if the actions of the student materially or substantially affects or interferes with the educational process; or
- In school vehicles, or
- Any other place while under the authority of school personnel.

Expectations of Appropriate & Professional Conduct

Each Kentridge student automatically becomes a citizen of our school, both receiving privileges and accepting responsibilities, which include:

Respect of Property

- Kentridge is a clean, neat environment.
- Please refrain from marring walls, desks, restrooms, or other school property.
- Posters may be displayed with Activity Office permission.

Respect of Authority

- All of the Kentridge staff is responsible for monitoring and correcting student behavior.
- Show respect, follow direction, and identify yourself and your activity when asked.

Respect for Others

- Kentridge seeks a positive school experience for all students.
- Show courtesy and tolerance and avoid put-downs.

Respect for Self

- Kentridge's goal is for all students to be successful and reach their full potential.
- Have good attendance, study and learn, participate in activities, and "be the best you can be".

Cooperation

- Students are expected to cooperate with all guests and members of the staff.
- Acts of defiance, disruption of the educational process or lack of cooperation will result in a referral.
- Identification: For safety reasons all students are required to identify themselves with their name when asked by any guest or staff member.
- Students are also expected to refrain from disrespectful behaviors including the use of obscene or profane language, public displays of affection, littering and misuse of school property and gambling in any form.
- Students are expected to be quiet when they are in the hallways to prevent any disruption to our classes. Failure to follow the above mentioned request will result in disciplinary action.

Student Conduct Guidelines

The purpose of the rules outlined is to insure a safe, orderly environment which optimally supports the primary business of our school—that is, teaching and learning. In an optimal learning climate, every student is free from threat, harm, or injury and each has the maximum opportunity to learn in a classroom without interference. These rules signify what we, the Kentridge community, believe in and value.

Authority for rules governing student conduct is found in state law, which requires students to comply with the rules and regulations established for the governance of schools, to pursue required courses, and to submit to the authority of school staff.

Any act, such as those found in this section, which is detrimental to, impedes, or interferes with the business of school, the learning climate, or the educational process shall constitute good cause for discipline, suspension, expulsion, and/or arrest.

School rules are applied:

- On all school premises, before and after school and at all times on any school district property.
- On district-owned and operated or chartered vehicles.
- During any school-sponsored activity.
- At school bus stops.
- **Away from school grounds if negative behaviors would directly affect the good order, efficiency, management, and/or welfare of the school.**

Kent School District Discipline Policy

The Kent School District supports efforts to bring about a positive learning climate in the school. 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.

General Definitions & Definitions of Corrective Action

For purposes of all disciplinary policies and procedures, the following definitions will apply. Corrective action is administered by school personnel in a progressive manner—that is, the action taken correlates in degree with the seriousness of the misconduct and/or the disciplinary history of the student.

“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.

Detention: an intervention action for minor school violations and held after school. Time at detention is to be used to complete homework or class assignments. **Failure to attend school detention will result in Wednesday School. Failure to attend Wednesday School will result in suspension.** Students who have previously been assigned to attend a detention for an infraction may be subject to suspension for a subsequent infraction of the same nature.

“Discipline” means any action taken by a school district in response to behavioral violations. This includes all forms of corrective action other than suspension or expulsion.

“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.

Exceptional misconduct: means a violation of rules and regulations (a) so serious in nature and/or (b) so serious in terms of disruptive effect and/or (c) determined to be of such frequent occurrence, notwithstanding past attempts of district personnel to control such misconduct through the use of other forms of corrective action and/ or punishment as to warrant an immediate short-term or long-term suspension, or expulsion. Behavior that constitutes exceptional misconduct in the Kent School District can be found in procedure 3240P. This list has been, and shall continue to be, determined in consultation with an ad hoc citizens committee in compliance with chapter 392-400 WAC. Absenteeism in violation of chapter 28A.225 RCW does not fall within the definition of exceptional misconduct, and the school district must always first attempt alternative corrective action or punishment reasonably calculated to modify a student's absenteeism before resorting to suspension or expulsion.

"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

Emergency expulsion: the immediate removal of the student from school for posing an immediate and/or continuing danger or disruption. Emergency expulsion must be converted into some other form of discipline within 10 school days.

Emergency removal: Immediate removal of a student from class or activity because, in the opinion of the teacher or administrator, that student poses either an immediate and continuing danger to him/herself, other students, or school personnel, or poses a threat of substantial disruption to the educational process. Emergency removal shall continue only until the concern, danger or threat ceases or the principal imposes discipline, suspension, or expulsion. The principal shall meet with the student as soon as reasonably possible following the student's removal in order to initiate corrective action and not later than the commencement of the next school day.

"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 Students on expulsion may not be on campus, attend any school events, or participate in any school activities. Parent/Guardian conferences with an administrator are necessary for re-admission.

"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.

Other interventions: In addition to disciplinary sanctions, the following interventions may also be imposed; restitution, loss of athletic/activities eligibility, loss of off-campus or parking privileges, school agency referral, non-school agency referral academic interventions (contract school) and conflict resolution/mediation.

"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. Students on suspension may not attend regularly scheduled classes, attend school events, or participate in school activities.

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. Students on suspension from school may not be on campus, attend school events, or participate in school activities. Parent/Guardian conferences with an administrator may be necessary for readmission.

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. Students may not be on campus, attend school events, or participate in school activities. Parent/Guardian conferences with an administrator are necessary for re-admission.

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

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.

Discipline Category Definitions & Guidelines for School Sanctions

The following actions or any other action which interferes with, disrupts, or impedes the orderly operation of the school, conduct of school business, or the educational environment shall call for corrective action up to and including suspension and/or expulsion by school officials when violations occur in school buildings, on school property, or at school-sponsored events.

Many of the following activities and offenses below are among those defined as criminal. The commission of or participation in these or other unlawful activities in school buildings, on school property, or at school-sponsored events is prohibited. Law enforcement officials will be notified and a report made. The school, school personnel, or students have a right to press charges against anyone who has committed an unlawful act against them in addition to the school's corrective action.

School administrators will sanction a student for the following offenses within each listed standard range, beginning at the standard sanction and determining whether mitigating or aggravating factor 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 below 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.

Please note that this is not a total list but instead is the most common discipline infractions. Additionally, each school has the authority to develop their own list of rules and regulations in which discipline can be administered.

AFTER SCHOOL HOURS: Students are expected to be supervised by adults at all times after school is dismissed for the day. Students found unsupervised will be told to leave and assigned school discipline.

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. The possession of lighters, matches, fireworks, etc. is prohibited and these items will be confiscated.

ALLOWED RANGE OF SUSPENSION: 0-20 Day Suspension

STANDARD CORRECTIVE ACTION: Secondary: 0-5 Days

ASSAULT, FIGHTING, AND INTIMIDATION: 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.

ALLOWED RANGE OF SUSPENSION: 0-10 Day Suspension

STANDARD CORRECTIVE ACTION: Secondary: 0-5 Days

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.)*

ALLOWED RANGE OF SUSPENSION: 0-10 Day Suspension

STANDARD CORRECTIVE ACTION: Secondary Short-Term Suspension of 0-5 Days

For purposes of school discipline “fighting or assault involvement” is defined as encouraging, promoting, and/or escalating a fight or assault by words or actions. Any student involved in or promoting fighting, failing to disperse from the scene, and/or watching a fight to occur shall be subject to corrective action and suspension. It is expected that all students immediately report all incidents of physical altercations to school staff. Failure to do so may result in school discipline. A conference with parents may be requested. Students may be suspended or expelled for all physical altercations; this includes all students watching the physical altercation occur. Referral to legal authorities may also be applied.

ALLOWED RANGE OF SUSPENSION: 0-10 Day Suspension

STANDARD CORRECTIVE ACTION: Secondary: Discipline other than Suspension

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.

ATTENDANCE: Daily punctual attendance is required in accordance with state law and school board rules. Students will attend regularly scheduled classes unless officially excused. (See Truancy section) (RCW 28A-27)

BOMB THREAT: Threat of destruction of school property (See Exceptional Misconduct).

BURGLARY/ THEFT: Stealing of school or personal property (See Exceptional Misconduct).

BUS TRANSPORTATION: Bus transportation is provided by the school district and is a privilege. Students must obey the driver and rules while on the bus and waiting for the bus to arrive. Privilege of riding the bus may be revoked for misbehavior and may result in suspension from school. Bus rules are available in the Main Office.

CAFETERIA: The cafeteria is the ONLY designated eating area. Students found in other areas will be assigned school discipline. The eating area is to be properly maintained. All students are expected to assist in maintaining a clean lunchroom, including helping pick up litter left behind by fellow students within the surrounding vicinity. When students leave their tables, it is often difficult to establish ownership of litter left behind. As a result, administration or staff may request assistance in cleaning up the area. Students are expected to comply. Failure to do so will result in school discipline. School-issued laptops are not to be used in the cafeteria during lunches. Appropriate behavior is expected of students during lunchtime. Infractions may result in corrective action including loss of student privileges, up to and including suspension.

CELL PHONES AND ELECTRONIC DEVICES: Cell phones and other personal electronic devices pose a disruption to the educational process. Further, these devices are often targets of student theft and are seldom recovered. Use will be permitted on school grounds, however all phones, personal electronics and headphones must be turned off and put away upon entering a classroom, library, or any instructional space. Students must surrender cellphones/electronic devices to administrators or security when he or she is requested to do so. Failure to turn over the requested devices to an administrator or security may result in suspension. If a student offense results in suspension, the device will be returned only to parents or guardian. Discipline sanctions for failure to follow these guidelines are as follows:

- 1st Offense: Warning

- 2nd Offense and Beyond: Wednesday School
- In an emergency, parents may call the school for immediate contact with the student. (Also see personal electronic technology)

Neither KR nor KSD assumes responsibility for damages, losses or thefts of personal electronic technology. KSD Security or Staff will not expend time and/or resources pursuing the recovery of stolen or lost items.

CONDUCT AT ASSEMBLIES, CONCERTS, DANCES, FIELD TRIPS, AND EXTRA-CURRICULAR EVENTS: These events are held for the education and enjoyment of students, staff, parents, and the community. Students are expected to extend every courtesy as an audience and to maintain a high standard of conduct. Misconduct may result in loss of privileges and/or suspension.

COOPERATION WITH SCHOOL PERSONNEL: Students shall obey the lawful instructions of school district personnel (RCW 28A-87-010 and RCW 28A-87-055) students are required to be in possession of their Kentridge Identification Card at school and KSD related events. Failure to comply with a reasonable request may be grounds for suspension.

DEFACING OR DESTRUCTION OF SCHOOL PROPERTY: For school discipline purposes, means the unauthorized, intentional damage to district property or the property of others (other than arson, above). Students are expected to respect and care for all property of the school: buildings, desks, books, lavatories, lockers, computers, etc. Students will be held liable for damaging or defacing school property and will be required to pay restitution: State law provides students and/or their parents/guardians will be held liable for damage to school property (RCW 28A.635.060). Students responsible for the destruction or loss of school property or property belonging to a staff member or fellow student will be subject to corrective action up to and including expulsion. Willful destruction or defacement of school property is cause for suspension or expulsion.

Reinstatement will be on an individual basis following a satisfactory conference with a parent/guardian and when appropriate provisions are made for restitution. Charges will be based on the cost of replacement or repair of the property involved. Student grades, diplomas, and transcripts will be withheld until all costs of damage have been paid.

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.

ALLOWED RANGE OF SUSPENSION: 0-10 Day Suspension
 STANDARD CORRECTIVE ACTION: Secondary: Discipline other than Suspension
 Restitution will usually be required.

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.*)

ALLOWED RANGE OF SUSPENSION: 0-10 Day Suspension
 STANDARD CORRECTIVE ACTION: Secondary:

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.*)

ALLOWED RANGE OF SUSPENSION: 0-10 Day Suspension
 STANDARD CORRECTIVE ACTION: Secondary: Discipline other than Suspension

DISRUPTIVE DRESS: The Kentridge Dress Code is in alignment with Kent School District Board Policy 3224 Student Dress and Appearance and OSPI guidelines for prohibiting discrimination. Student dress and appearance will be such that the safety and well-being of all students and a beneficial learning environment are maintained. Student choices in matters of dress and appearance should be made in consultation with the student's parent(s)/guardian(s). The primary responsibility for a student's dress and appearance resides with the student and parent(s)/guardian(s). Student dress and appearance 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. ***

If the student's dress or grooming does not align with these guidelines, the principal or teaching staff shall request the student to make appropriate corrections. Students will be asked to change and/or go home to retrieve appropriate attire. If the student refuses, the administration shall notify the parent or guardian. If the student and parent refuse, the building administrator shall take appropriate action. Two hours of detention may be assigned for dress code violations. Further violations of the dress code policy may result in a suspension. A student who violates provisions of the dress code relating to extracurricular activities may be removed or excluded from the extracurricular activity for such period as the principal or designee may determine.

The building administrator or a teaching staff, in connection with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity if the building administrator or the teaching staff believes that the student's dress or grooming.

- Creates a hazard to the student's safety or to the safety of others.
- Shall prevent, interfere with or adversely affect the purpose, direction or effort required for the activity to achieve its goals.

*Kentrige classes may have specific dress and appearance requirements for health and safety such as appropriate attire for physical education, vocational and/or lab science classes.

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

****(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, gang, drug, alcohol or tobacco-related messages.)*

Other Dress Code Information:

- Students will dress so that their private parts are covered with materials that is not see-through at all times.
- Students will wear a "top" with fabric that covers the front, back, and sides under the arms to cover the majority of the torso.
- Students will wear a "bottom" for example jeans, pants, skirt, sweatpants, leggings, shorts to cover the buttocks and upper thighs.
- Students will wear shoes or sandals.
- Undergarments should not show.
- Students must remove their hats, hoods and sunglasses upon entering the building. The purpose for this expectation is to ensure that students may be identified.

Head coverings related to religious or cultural observance (e.g., yarmulkes, hijabs, dastaars/turbans and others approved by administration) are permitted for students. Bandanas will not be allowed and must be immediately removed.

ALLOWED CORRECTIVE ACTION: 0 Days of Suspension

STANDARD CORRECTIVE ACTION: Secondary: Discipline other than Suspension

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.

ALLOWED RANGE OF SUSPENSION (Grades 5-12): 0-20 Day Suspension

STANDARD CORRECTIVE ACTION FOR POSSESSION OR USE: Secondary: Short-Term Suspension of 0-10 Days

STANDARD CORRECTIVE ACTION FOR DISTRIBUTION: Secondary: Long-Term Suspension of 0-20 Days

Generally, a suspension for possession, use, or consumption should not exceed ten (10) days, and a suspension for distribution should not exceed twenty (20) days.

An expulsion may be imposed for such conduct when sufficient aggravating circumstances are present and in consultation with the superintendent or the superintendent's designee.

Emergency expulsion may be imposed when the student's conduct meets the requirements of WAC 392-400-295.

An administrator may draw up a contract with a student serving a suspension, and a maximum of fifty percent (50%) of the suspension may be held in abeyance when the student successfully complies with the terms and conditions of the contract.

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.

DRUGS (Legally Prescribed): All legally prescribed drugs, over-the-counter and/or non-prescription medications must be under the direction of the school nurse or nurse technician. Non-prescription and over-the-counter medication includes, but not limited to, diet pills, caffeine pills, painkillers, cold medicines, and herbal supplements. A student who uses, possesses, or distributes medication (controlled substance) or alcohol on campus is in violation of district policy #3240 and will fall under the exceptional misconduct guidelines. (See Exceptional Misconduct).

EXCEPTIONAL MISCONDUCT: means a violation of rules and regulations (a) so serious in nature and/or (b) so serious in terms of disruptive effect and/or (c) determined to be of such frequent occurrence, notwithstanding past attempts of district personnel to control such misconduct through the use of other forms of corrective action and/ or punishment as to warrant an immediate short-term or long-term suspension, or expulsion. Behavior that constitutes exceptional misconduct in the Kent School District can be found in procedure 3240P. This list has been, and shall continue to be, determined in consultation with an ad hoc citizens committee in compliance with chapter 392-400 WAC. Absenteeism in violation of chapter 28A.225 RCW does not fall within the definition of exceptional misconduct, and the school district must always first attempt alternative corrective action or punishment reasonably calculated to modify a student's absenteeism before resorting to suspension or expulsion.

EXPLOSIVES, FIREWORKS, ETC.: Explosives are not permitted on school property or at school-sponsored events.

EXTORTION, BLACKMAIL, AND COERCION: Obtaining money, property or information by violence or intimidation or forcing someone to do something against his/her will by force or intimidation.

FORGERY: Any unauthorized signature, or alteration of any document, is prohibited and subject to disciplinary action.

GAMBLING: Students are not allowed to gamble on district property.

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.

The building administrators of all district facilities shall ensure that:

- Students identified as possibly involved in gang-related activities receive counseling to enhance self-esteem, encourage interest and participation in wholesome activities, and promote membership in authorized student organizations.
- Parents/guardians will be notified of the school's concerns.
- In-service training regarding gang activities, methods of operation and current methods of identification is available to staff.
- All gang affiliation or gang-type incidents are referred to the appropriate law enforcement agency.

Affiliation with a gang, gang activities or claiming gang membership by students is considered exceptional misconduct.

ALLOWED RANGE OF SUSPENSION: 0-10 Day Suspension

STANDARD CORRECTIVE ACTION: Secondary: Discipline other than Suspension

Expulsion or Long-term suspension for gang conduct alone, absent any other misconduct, may only occur under extraordinary circumstances following consultation with the Superintendent or Superintendent's designee.

HAZING: Hazing, initiations, or acts of intimidation by any student.

HARASSMENT, INTIMIDATION, 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
- **Refer to the next section in the handbook for a more comprehensive overview of related policies.**
 ALLOWED RANGE OF SUSPENSION: 0-10 Day Suspension
 STANDARD CORRECTIVE ACTION: Secondary: 0-3 Days Suspension

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.*)

ALLOWED RANGE OF SUSPENSION: 0-10 Day Suspension
 STANDARD CORRECTIVE ACTION: Secondary: Discipline other than Suspension

Any conduct under this section that could constitute a criminal act will be reported to law enforcement. Any conduct under this section that involves the use of district resources or equipment may result in the loss or restriction of a student’s use of district systems, resources, or equipment.

OFF-CAMPUS EVENTS: Students at school-sponsored events will be governed by school district rules and regulations as if the event were at the home school and are subject to the authority of the school district officials.

PERSONAL PROTECTION SPRAY DEVICES (PPSD): The state law requires that students’ ages 14-17 have parent permission to carry a personal protection spray device (PPSD), that must be registered with school officials. However, pursuant to this law, students who unlawfully carry, discharge or distribute a PPSD will be subject to disciplinary action.

PANHANDLING: Panhandling is an infringement of student rights in that it may constitute intimidation or harassment and is prohibited on the Kentridge High School campus, school district property and at school-sponsored events.

REFUSAL TO IDENTIFY ONESELF: All persons must upon request identify themselves to proper school authorities in the school buildings, on school grounds, or at school-sponsored events. Failure to do so will result in suspension and/or arrest. Students must honor any reasonable request from school personnel while on school district property or at school-sponsored events.

SALES: Sales of materials or products must be authorized by the school administration.

SKATEBOARDS & SCOOTERS: Skateboards, Scooters, or other forms of personal transport brought to school must be placed in the student’s locker by the beginning of the school day. Items seen after the start of the school day will be confiscated and school discipline assigned. Items are not to be used on school premises at any time.

SQUIRT GUNS, FRISBEES, and other similar types of toys: These items can be disruptive. Students are expected to comply with any staff request to surrender them temporarily. Students in possession of these items will be asked to surrender them to a teacher or an administrator and may be confiscated for the remainder of the semester.

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.

ALLOWED RANGE OF SUSPENSION: 0-10 Day Suspension
 STANDARD CORRECTIVE ACTION: Secondary: Short-Term Suspension of 0-2 Days
 Restitution will usually be required if property is not recovered and returned.

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.

ALLOWED RANGE OF SUSPENSION: (Grades 5-12): 0-20 Day Suspension

STANDARD CORRECTIVE ACTION: Secondary: 0-3 Days Suspension

THROWING SNOWBALLS: Snowballs pose a threat to safety and sanctions against snowball throwing will be the same as any other dangerous action.

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.*)

- First Offense: Complete Tobacco Intervention Packet. [Refusal or failure to complete Tobacco Intervention Packet shall be considered to be a tobacco related offense for which students may receive school discipline sanctions as set forth in Defiance of School Authorities]
- Second Offense: Complete Tobacco Intervention Packet and attend extended after school detention. [Refusal to complete Tobacco intervention Packet shall be considered to be a tobacco related offense for which students may receive school discipline that includes short-term suspension with days that may be held in held in abeyance for community service].
- Third Offense: Complete Tobacco Intervention Packet and attend extended after school detention. [Refusal to complete Tobacco Intervention Packet shall be considered to be a tobacco related offense for which students may receive school discipline that includes short-term suspension with days that may be held in held in abeyance for community service].

TRESPASS: Being present in an unauthorized place or refusing to leave when ordered.

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.

ALLOWED RANGE OF SUSPENSION: 0 Days of Suspension

STANDARD CORRECTIVE ACTION: Secondary: Discipline other than Suspension

See Policy and Procedures 3122.

UNLAWFUL INTERFERENCE WITH AND/OR INTIMIDATION OF SCHOOL AUTHORITIES: Students shall obey lawful instruction of school district personnel (RCW 28A-87-010 and RCW 28A-87-0555). This includes aides, secretaries, custodians, student teachers, and anyone hired by the teacher. Interfering with administrators or teachers by force, violence, harassment, or intimidation is prohibited: State law makes it a crime to interfere by force or violence with any administrator or teacher who is in the peaceful discharge or conduct of their duty or study.

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).

ALLOWED RANGE OF SUSPENSION: 0 Days of Suspension

STANDARD CORRECTIVE ACTION: Secondary: Discipline other than Suspension

VULGARITY AND PROFANITY: Vulgarity and/or profanity are prohibited anywhere on the school campus and at school events/activities on or off campus. In addition, displays of affection between students need to reflect self-control and respect for the reputation of oneself and another. Staff are expected to intervene in and report any vulgar/profane action or any display of affection which is embarrassing or offensive to others.

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.

ALLOWED RANGE OF SUSPENSION (Weapon other than firearm): (Grade 5-12) 0-20 Day Suspension

STANDARD CORRECTIVE ACTION: Secondary: Short or Long-Term Suspension of 0-11 Days

Harassment, Intimidation and Bullying (HIB)

Prohibition of Harassment, Intimidation and/or Bullying

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

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

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

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

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

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

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

How to report Bullying

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

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

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

Sexual Harassment

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

Definitions

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

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

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

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

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

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

Educational Pathways of Kentridge High School

Pathways...

To provide students a method for setting broad, flexible goals for the future.

To prepare students for the post-secondary world.

To direct students toward opportunities in higher education and the skilled work force.

Dear Parents:

In order to achieve success in the 21st century students must be assured that the programs and classes are indeed relevant and pertinent to their future. Students must understand that the classes being taken today will be related to their future plans after high school. The Kentridge High School Educational Pathways model assists students in making the link between what is learned and their future.

We hope that you and your child will use the booklet as a guide to assist in selecting an educational pathway. Using this guide to select an educational pathway will hopefully prepare your child to either continue their post high school education focused on technical preparation or pursue an advanced course of study at a college or university in their area of interest. All educational pathways include a variety of occupations that require different levels of training and education. Selecting an educational pathway provides your student an area of focus, along with flexibility and a variety of ideas to pursue.

We hope that this guide will assist your child in the preparation for an ever changing and highly complex future that will require advanced technical skills, increased academic competencies and greater problem-solving abilities to be successful.

Mike Albrecht
Principal Kentridge High School

Occupational Outlook 2014 – 2024

According to projections made by the U.S. Department of Labor, the long term shifts from goods-producing to service-providing employment is complete, and the gap is widening.

The health care and social assistance sector will account for over a third of the nation's projected job growth from 2014 to 2024. Other major industries experiencing growth over this time will be Construction, Information, and Education. Consistent with its decline over the past 10-year period, manufacturing employment is projected to continue to fall at the greatest rate. Other industries experiencing decline are the Federal Government, Postal Delivery, and traditional Media (newspaper & magazine).

Fastest growing wage and salary employment

The **Health Care** sector is the fastest growing sector. Because of the movement away from long-term hospitalization and long-term care facilities, the home health care services industry is the fastest growing industry. Home health care allows people to remain in their own homes and maintain some sort of independence while receiving the daily care that they require.

The **Business sector** accounts for 4 of the fastest growing industries. Within this sector, management, scientific, and technical consulting services comes in as a fast-growing industry. As firms look to lower costs, the movement toward using consulting services for tasks rather than hiring full-time employees will continue to grow.

The **Information sector** is projected to account for 3 of the fastest growing industries over the projections period. Software publishers is projected to be the seventh fastest growing industry, growing 2.3 percent annually. The increased need for software to keep up with newer and faster technology is driving the employment growth in this industry. Wireless telecommunications carriers are the 20th fastest growing industry, growing 1.3 percent annually, over the projections period. This is being driven by the movement away from landlines to wireless.

Most rapidly declining wage and salary employment

The **Manufacturing sector** is projected to lose the most jobs of any sector over the projections period. The apparel, leather, and allied manufacturing industries is projected to be the most rapidly declining industry. Import competition, consolidation of firms, and the shift to overseas production are some of the reasons for the rapid decline in this labor-intensive industry.

The fastest declining wage and salary employment sector, the **Federal Government**, contains 3 of the 20 most rapidly declining industries. The Postal Service industry is projected to decline by 3.2 percent annually. With the decreased circulation of magazines and catalogues because of content available on the web, consumers are less likely to use services provided by Postal Services.

Pathway Descriptions

➤ Arts and Communication

For students who like artistic creativity, language usage, literacy, creativity, musical expression and special abilities. In a variety of ways, skills are used for communication (verbal, visual or physical), for solving analytical problems and for hands-on experiences in an ongoing life-long process.

➤ Business and Marketing

For students who like to work with people, are detail oriented and have excellent organizational skills. This pathway is for students who like to sell products and ideas, and provide leadership in business opportunities.

➤ Business and Management

For students who like to work independently as well as with people. This pathway is for students who feel comfortable managing details in structured situations and enjoy being highly organized.

➤ Science, Medicine and Health Services

For students who enjoy working in an occupation related to promoting health, treating people afflicted with a disease and investigating scientific research. This pathway is for students who enjoy problem-solving, analyzing and communicating results.

➤ Social and Human Services

For students who enjoy economics, political and social systems, working with organizations, serving people through government, profit and nonprofit corporations or schools. This pathway is for students who enjoy working in a variety of roles, serving people and are life-long learners.

➤ Engineering and Technology

For students who enjoy developing, installing, maintaining and/or designing systems. This pathway is for students who enjoy problem solving by trying a variety of creative possibilities to determine a unique solution.

Arts and Communication

Description of Pathway

The Arts and Communication pathway stresses artistic creativity, language usage, literary creativity, musical expression and special abilities. In a variety of ways, skills are used for communication (verbal, visual, or physical), for solving analytical problems and for hands-on experiences in an ongoing life-long process.

Skills Learned:

- Visual Communication, Visualization, Creative Expression through different mediums, Listening, Writing

Recommended Success Pathway Electives for All Levels

Art

- Ceramics, Sculpture and Design I-III
- Commercial Art I-IV
- Drawing, Painting, Design I-III
- Photography I-III

Business

- Business Education
- Computer Applications I-II
- Computer Programming, I-III
- Marketing I-II
- Marketing III-IV

Language Arts

- Drama I-IV
- Theater Arts/Literature I-IV
- Annual/Yearbook

Music

- Chorus I-II
- Concert Band I-II
- Concert Choir I-II
- Jazz Ensemble I-II
- Orchestra I-II
- Symphonic Band I-II
- Stage Band I-II
- Vocal Ensemble I-II

Technical/Applied Programs

- Commercial Art I-IV
- Computer Science (AP)
- Culinary Arts Prep I-IV
- Culinary Arts Service I-IV
- Engineering and Drawing I-II
- Graphic Arts I-II
- Technical Drafting I-II

World Language

- American Sign Language I-IV
- French I-VIII
- Spanish I-VII

Career Opportunities

- At the **entry level of Arts and Communication** the career opportunities require high school specialized classes and /or on-the-job training, apprenticeships; or private career/technical schools. Career options to consider are:

Artist
Magician
Singing Messenger
Display Worker
Photographer
Screen-Printing Inspect

Chef
Musician
Wedding Consultant
Professional Athlete
Cartoonist
Model

Technical Illustrator
Floral Designer
Merchandise Displayer
Stage Technician
Fashion Designer

- At the **skilled level of Arts and Communication** the career opportunities require Technical College, Community College or 2-year transfer programs. Career options to consider are:

Actor
Interior Designer
Cartoonist
Floral
Model
Baker

Photographer
Chef
Fashion Designer
Dancer
Advertisement Designer
Interpreter

Display Worker
Musician
Singer
Designer
Freelance Writer

- At the **Professional level of Arts and Communication** the career opportunities require a 4-year college or university program. Career options to consider are:

Actor
Technical Illustrator
Advertisement Designer
Restorer
Curator

Fashion Designer
Set Designer
Public Relations
Landscape Architect
Musician
Educator

Chef
Interpreter
Composer

Business & Management

Description of Pathway

The Business and Management pathway is for those who like to work independently as well as with people. You should feel comfortable managing details in structured situations and enjoy being very organized.

Skills Learned:

- Interpersonal, Commercial/Retail knowledge, Marketing, Team Building, Customer Service, Organization

Recommended Success Pathway Electives for All Levels

Business

- Accounting I-IV
- Business Law
- Business Work Credit I-IV
- Computer Applications I-II
- Computer Programming, I-III
- Economics
- Marketing and Sales I-II
- Marketing and Management III-IV

- Merchandising and Marketing Work Credit I-VI

Social Studies

- Contemporary World Issues
- Psychology
- Sociology
- Student Leadership

Technical/Applied Programs

- Computer Science (AP)

World Language

- American Sign Language I-VI
- French I-VIII
- Japanese I-VIII
- Spanish I-VIII

Career Opportunities

- At the **entry level of Business and Management** the career opportunities require high school specialized classes and /or on-the-job training, apprenticeships; or private career/technical schools. Career options to consider are:

Bank Teller	Receptionist	Expediter
Librarian	Highway Maintenance	Computer Operator
Electronic Assembly	Data	Mail Carrier
Cashier	Data Entry Operator	Grocery Checker
Postal Clerk	Dispatcher	Customer Service
General Office Clerk	Bookkeeper	Warehouse Supervisor
Corrections Officer	Meter Reader	Interviewing Clerk

- At the **skilled level of Business and Management** the career opportunities require Technical College, Community College or 2-year transfer programs. Career options to consider are:

Bank Teller	Travel Agent	Computer Operator
Police Detective	Office Machine Operator	Ticket Agent
IRS Agent	Dispatcher	Medical Secretary
Building Inspector	Expediter	Customs Inspector
Special Agent	Bookkeeper	Warehouse Supervisor
Med. Records Tech	Secretary	Paralegal
Court Reporter	Legal Secretary	

- At the **Professional level of Business and Management** the career opportunities require a 4-year college or university program. Career options to consider are:

Air Traffic Controller	Certified Public Accountant	Auditor
Medical Secretary	Statistician	Customs Inspector
Court Reporter	Computer Programmer	Paralegal
Building Inspector	Computer Science	
Economist		

Business & Marketing

Description of Pathway

The Business and Marketing Pathway is for those who like to work with people, are detailed oriented, and have excellent organizational skills. You should like to sell products, ideas, and provide leadership in business opportunities.

Skills Learned:

- Interpersonal, Commercial/Retail knowledge, Marketing, Team Building, Customer Service, Organization

Recommended Success Pathway Electives for All Levels

Art

- Commercial Art I-IV
- Draw, Paint, & Design I-III
- Photography I-III

Marketing and Sales I-II

- Marketing and Management III-IV
- Merchandising and Marketing Work Credit I-VI

Technical/Applied Programs

- Advertising Design I-IV
- Computer Science (AP)
- Graphic Arts I-IV

Business

- Accounting I-IV
- Business Law
- Business Work Credit I-IV
- Computer Applications I-II

Social Studies

- Contemporary World Issues
- Psychology
- Sociology
- Student Leadership

World Language

- American Sign Language I-VI
- French I-VIII
- Japanese I-VIII
- Spanish I-VIII

Economics

Career Opportunities

- At the **entry level of Business and Marketing** the career opportunities require high school specialized classes and /or on-the-job training, apprenticeships; or private career/technical schools. Career options to consider are:

Apartment/House Manager
Office Manger
Fashion Merchandiser
Auto Sales
Recreation Attendant
Hotel/Motel Clerk
Business Service Sales

Telephone Solicitor
Insurance Agent
Collection Worker
Door to Door Sales
Auto Parts Clerk
Property Manager
Flight Attendant

Barber
Retail Sales Clerk
Income Tax Advisor
Buyer
Tour Guide
Model

- At the **skilled level of Business and Marketing** the career opportunities require Technical College, Community College or 2-year transfer programs. Career options to consider are:

Auto Sales Representative
Human Resource Specialist
Criminal Investigator
Buyer/Purchasing Agent
Restaurant Manger
Fire Marshall
Columnist/Commentator

Small Business Operator
Funeral Director
Cosmetologist
Court Deputy
Business Manager
Real Estate Agent
Claims Adjuster

Retail Sales Clerk
Flight Attendant
Construction Manager
Tour Guide
Hotel Manager

- At the **Professional level of Business and Marketing** the career opportunities require a 4-year college or university program. Career options to consider are:

Athletic Manger
Lawyer
Financial Institute Manager
Department Head
Business manager
Radio Announcer

Fire Marshall
College/University
Restaurant Manager
Human Resources
Interpreter/Translator
Educational Administrator

Building Contractor
Private Investigator
Financial Planner
Buyer/Purchasing
Real Estate Agent
Fundraising Administrator

Description of Pathway

The Engineering and Technology pathway is for those who enjoy developing, installing, maintaining and/or designing systems. You should enjoy problem solving by trying a variety of creative possibilities to determine a unique solution.

Skills Learned:

- Problem solving, Creating and Designing systems, Mechanical and Technical skills

Recommended Success Pathway Electives for All Levels

Business

- Accounting I-II
- Computer Applications I-II
- Computer Programming, I-III

Math

- Calculus/Trigonometry
- Statistics (AP)

Music

- Concert Band I-II
- Concert Choir I-II

Science

Technical/Applied Programs

- Astronomy/Geology
- Integrated Science I-IV
- Chemistry I-II
- Oceanography/Meteorology
- Physics

- Auto Maintenance
- Auto Technology I-IV
- Aviation Fundament. Ground. I-II
- Computer Science
- Engineering Design I-II

World Language

- American Sign Language I-VI
- French I-VIII
- Japanese I-VIII
- Spanish I-VIII

Career Opportunities

- At the **entry level of Engineering and Technology** the career opportunities require high school specialized classes and /or on-the-job training, apprenticeships; or private career/technical schools. Career options to consider are:

Animal Caretaker	Soil Conservation Aide	Carpenter
New Car Inspector	Jeweler	Plumber
Florist	Electrician	Instrument Repair
Banker	Emergency Medical Technician	Chef
Painter/Roofer	Auto Mechanic	Veterinary Technician
Heat Welder	Machinist	
Carpet Installer	Health Tech	

- At the **skilled level of Engineering and Technology** the career opportunities require Technical College, Community College or 2-year transfer programs. Career options to consider are:

Aircraft Mechanics/Assembly	Pharmacy Assistant	Emergency Medical Technician
Interior Designer	Gunsmith	Optician
Nurse Technician	Carpet Installer	Bio-Medical Equipment Technician.
Banker	Radiographer	Florist
Machinist	Chef	Carpenter
Firefighter	Auto Mechanic	Plumber
Cabinet Maker	Jeweler	Instrument Repair

- At the **Professional level of Engineering and Technology** the career opportunities require a 4-year college or university program. Career options to consider are:

Accountant Programmer	Mining Engineer	Forensics Scientist
Flight Engineer/Pilot	Tissue Technologist	Aquatic Biologist
Agriculture Scientist	Mechanical Engineer	Toxicologist
Solar Systems	Electronics Technician	Soil Conservation Technician
Designer	Veterinarian	Landscape Architect
Forester	Aerospace Engineer	Commercial Pilot
Chemical Engineer	Radiation Therapist	

Description of Pathway

The Science, Medicine and Health Services pathway is for those who enjoy working in an occupation related to promoting health, treating people inflicted with a disease, and investigating scientific research. You should enjoy problem solving, analyzing, and communicating results.

Skills Learned:

- Ability to solve scientific problems, Knowledge of medical problems, Knowledge regarding the human body's response to the environment

Recommended Success Pathway Electives for All Levels

Business

- Computer Applications I-II

Family and Consumer Science

- Adult Living
- Exploring Childhood
- Family Health
- Food and Fitness

Math

- Calculus
- Trigonometry

P.E.

- Aerobics/Fitness

Science

- Biology (AP)
- Integrated Science I-IV
- Chemistry I-II
- Chemistry in the Community
- Geology/Astronomy
- Oceanography/Meteorology
- Physics (AP)
- Physics I-II

Social Studies

- Psychology
- Sociology

Technical/Applied Programs

- Sports Medicine I-IV

World Language

- American Sign Language I-VI
- French I-VIII
- Japanese I-VIII
- Spanish I-VIII

Career Opportunities

- At the **entry level of Science, Medicine and Health Services** the career opportunities require high school specialized classes and /or on-the-job training, apprenticeships; or private career/technical schools. Career options to consider are:

Nursing Assistant

Food Service Worker

Childcare Worker

Security Officer

Health Technician

Driver

Vending Machine Attend

Lab Assistant

Engineering Technician

Fitness Instructor

Animal Caretaker

Pharmacy Assistant

Gardener

Dental Assistant

Soil Conservation Aide

Interpreter

Electronic Technician

Veterinary Technician

Medical Laboratory Technician

- At the **skilled level of Science, Medicine and Health Services** the career opportunities require Technical College, Community College or 2-year transfer programs. Career options to consider are:

Agricultural Technician

Network Administrator

Firefighter

Chiropractic Technician

Radiology Technician

Massage Therapist

Dental Laboratory Technician

Surgical Technician

Medical Lab Technician

Engineering Technician

Biological Technician

Physical Therapy Assistant

Drafter

Computer Operator

Veterinary Technician

Soil Conservationist Aide

Medical Assistant

Licensed Practitioner Nurse

- At the **Professional level of Science, Medicine and Health Services** the career opportunities require a 4-year college or university program. Career options to consider are:

Anesthesiologist

Physician

Engineering Technician

Biologist

Radiology Technologist

Nurse

Computer Programmer

Engineer

Speech Language Pathologist

Physicist

Electrical Engineer

Pharmacist

Earth Scientist

Veterinarian

Astronomer

Meteorologist

Chemist

Sociologist

Optometrist

Statistician

Social & Human Services

Description of Pathway

The Social and Human Services pathway is for those who enjoy economics, political and social systems, working with organizations, service people through government, profit and non-profit corporations or schools. You should enjoy working in a variety of roles serving people, and be a life-long learner.

Skills Learned:

- Helping others learn new concepts, skills, or information, providing services to others, learning about interactions within groups and societies, Exploring and finding solutions to societal problems and situations, Studying or assisting in family relations, children, or human development.

Recommended Success Pathway Electives for All Levels

Business

- Business Law
- Computer Applications I-II
- Economics

Family and Consumer Science

- Career and Life Skills
- Careers in Education
- Careers with Children
- Creative Cooking
- Exploring Childhood
- Food and Fitness

P.E.

- Aerobics/Fitness

Social Studies

- Contemporary World Issues
- Psychology
- Sociology
- Student Leadership

Technical/Applied Programs

- Culinary Arts Prep I-IV
- Culinary Arts Service I-IV

World Language

- American Sign Language I-VI
- French I-VIII
- Japanese I-VIII
- Spanish I-VIII

Other

- Leader Education I-VI (JROTC)
- Peer Tutoring

Career Opportunities

- At the **entry level of Social and Human Services** the career opportunities require high school specialized classes and /or on-the-job training, apprenticeships; or private career/technical schools. Career options to consider are:

Aerobics/Fitness

Kennel Manager

Chef

Animal Treatment Investigator

Playroom Attendant

Driver, Motor Transportation

Border Guard

Respiratory Therapy Aide

Flight Attendant

Amusement Park Worker

Orderly

Daycare Worker

Blood Donor Assistant

Professional Athlete

Fast Food Worker

Cardiac Monitor Technician

Shipping Inspector

- At the **skilled level of Social and Human Services** the career opportunities require Technical College, Community College or 2-year transfer programs. Career options to consider are:

Appraiser

Police/ Law Enforcement

Fraud Investigator

Chiropractic Assistant

Psychiatric Technician

Government Investigation Service

Receptionist

Sign Language Interpreter

Dental Assistant

Respiratory Therapist

Nurse (RN or LPN)

Driving Instructor

Employee Relations Specialist

Camp Counselor

Home Health Aide

Paralegal

Professional Athlete

Fundraiser

Cosmetologist

Detective

- At the **Professional level of Social and Human Services** the career opportunities require a 4-year college or university program. Career options to consider are:

Career Specialist

School Counselor

Nurse (RN or LPN)

City Manager

Social Worker

Physical Therapist

Dental Assistant

Teacher

Radio/TV Announcer

Government Executive/Legislator

Minister

Chiropractor

Sign Language Interpreter

Occupational Therapist

Where to Turn



The Basics

- **Lost and Found:** Cashier's Office
- **Pay fines, fees, etc.:** Cashier's Office
- **Laptop Issues:** SWAP Room
- **Lockers:** Copy Center
- **Replacement ID cards:** Copy Center
- **Sports:** Athletics Office
- **Clubs:** Activities Office
- **Student Deliveries:** Attendance Office
- **Parking & Driving:** East Wing Office
- **Late Arrivals, Absences:** Attendance Office
- **Address Change:** Data Processor (Counseling Center)
- **Transcripts, Enroll, Withdraw:** Counseling Center
- **Nurse:** Across from Attendance Office

Academic Difficulties

- **Teacher Assistance:** Most teachers are available after school until 2:40pm, sometimes later. Check with teacher to schedule a help session.
- **School Counselor:** Your counselor can help you discuss study strategies and organization, assist with teacher communication, and help find you tutoring support. Make an appointment in the Counseling Center.
- **Culminating Project:** Your Advisor can assist with feedback on tasks. Check with your advisor to schedule a time.
- **Outside Tutoring:** Contact the Counseling Center for a list of tutors and other resources outside of KR.
- **Study Partner:** Find a classmate to review notes, concepts, and prepare for tests.

Personal/Academic Concerns

- **School Counselor:** Your counselor is available to talk about personal/social/academic issues in a confidential setting. Common issues include, but are not limited to: stress, anxiety, relationships, depression, grief, anger, and self-esteem. Counselors conduct individual and small group counseling. Counselors will help with referrals to outside counseling, as well.
- **School Safety Officers:** Officers want to know if you have concerns about your personal safety or the safety of other students or staff.
- **Advisor:** Advisors can answer many basic questions about KR.
- **School Nurse:** Questions related to medical needs can be directed to the nurse. Information about resources and referrals will be given.

Post-High School Planning

- **School Counselor:** Counselors can give information on post-high school options and help you choose HS classes that will support your goals.
- **Career Specialist:** Visit the Career Center next to the Library. Jobs for high school students are also posted in the center.

One-to-One Laptop Program

- Visit the SWAP room with any questions regarding the laptops.
- SWAP room hours Monday through Friday 7:00 AM – 12:15PM, and 2:20-3:00PM.
- Information regarding the One-to-One Laptop program can be found online: <http://www.kent.k12.wa.us/Page/3336>.
- The Student-Parent One-to-One Handbook is located in the shortcut folder on the laptop desktop.