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

Kent School District Online Access .................................................................................................................................................. 3

Skyward Family Access ........................................................................................................................................................................ 4

Accessing Skyward .................................................................................................................................................................................. 4

Athletics & Activities ............................................................................................................................................................................ 5

Calendar ........................................................................................................................................................................................................ 6

Technology ....................................................................................................................................................................................................... 7

Compulsory Attendance Law ................................................................................................................................................................. 10

Vacation/Extended Absence .................................................................................................................................................................... 12

School Discipline .................................................................................................................................................................................... 13

Students with Disabilities and Discipline ............................................................................................................................................ 33

Early Learning .................................................................................................................................................................................................... 34

Nutrition Services Program .................................................................................................................................................................... 35

College Bound Scholarship Program ..................................................................................................................................................... 38

Suicide Prevention .................................................................................................................................................................................... 39

Harassment, Intimidation and Bullying (HIB) ........................................................................................................................................ 40

Home Based Instruction (Homeschooling) ........................................................................................................................................ 43

Homeless Assistance (McKinney Vento) ............................................................................................................................................... 44

Important Health Information/Home Hospital ....................................................................................................................................... 46

Individualized Education Programs (IEP) .......................................................................................................................................... 49

Interpreting Services ................................................................................................................................................................................ 50

Native American Education Program ................................................................................................................................................. 51

Non-Discrimination Policy ...................................................................................................................................................................... 52

New Civil Rights Resources for Schools and Families .......................................................................................................................... 54

Family Engagement .................................................................................................................................................................................. 55

Religious Observances .......................................................................................................................................................................... 56

Refugee Support Services ......................................................................................................................................................................... 59

Social Emotional Learning (SEL) – *Elementary and Middle School* .................................................................................................... 59

Multi-Tiered Systems of Support .......................................................................................................................................................... 60

Section 504 Education Plans ................................................................................................................................................................ .... 61

Service Animals ....................................................................................................................................................................................... 62

Student Records Requests ....................................................................................................................................................................... 62

Student Transfer ...................................................................................................................................................................................................... 63
Kent School District Online Access

Website: http://www.kent.k12.wa.us/

Facebook: https://www.facebook.com/KentSchools415/

Twitter: https://twitter.com/kentschools415

LinkedIn: https://www.linkedin.com/company/kent-school-district

Instagram: https://www.instagram.com/kentschools415/

YouTube: https://www.youtube.com/user/KentSchoolDistrictIT

Mobile app: https://kent.parentlink.net/smartlink/

Peachjar: https://app.peachjar.com/flyers/all/districts/3012/ Choose your school in the upper left corner by clicking on the "view" button. As part of our efforts to be more environmentally friendly, embrace innovative technology, and maintain fiscal responsibility, Kent School District has transitioned from paper to electronic flyer delivery.

Text Messages: Opt-in at https://www.kent.k12.wa.us/Page/11006. Your child’s school may choose to use this communication tool for quick notifications and reminders. The District will use it for emergency broadcasts, inclement weather alerts, or to publish districtwide system issues.
Skyward Family Access

Family Access allows parents/guardians electronic access to school related information. Parents of elementary students can view their child’s attendance, the school calendar, messages from the school office or teacher, test scores, and vaccination records, along with student and emergency contact information. Starting with the 2017-18 school year, parents are now able to report their student absent online through Family Access. Parents of secondary students, and secondary students themselves, can access all of the previously listed items and also see grades, student schedule, and academic history. Another great feature of Family Access is one login allows parents to view the records of all students within a single family, even if the students are enrolled at different (KSD) schools. Skyward Family Access uses Google Translate to provide translation into over 100 languages.

Accessing Skyward

Skyward Family Access
Skyward Family Access Mobile

Parents or guardians with an email address on file can use the “Forgot your Login/Password” link on the Family Access login page or parents can contact the student’s school for log-in information. Parents/guardians of seventh grade students receive a letter from the child’s school in the fall, or upon enrollment, containing the log-in ID and password. Please DO NOT give your child access to your parent login.

Secondary students receive their Student Access log-in ID and password at school. If there are questions regarding the log-in ID and password, student grades, or other student or school information, please contact the student’s school.
Athletics & Activities
Schools are communities and one of the best ways to formally engage and become connected to your community is to take advantage of the many activities and athletic opportunities available in the Kent School District.

Kent School District offers the convenience of online athletic registration through FamilyID.

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

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

Additional information regarding interscholastic athletics and activities can be found at the following web address:

https://www.kent.k12.wa.us/domain/3194
## Title:
Kent School District
Student Calendar
2019-2020

### Note:
In the event of school cancellation by the district, the make-up day(s) shall occur on March 27 and April 27. If more days are necessary, they will be added to the end of the school year in June.

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<td><strong>No School Days</strong></td>
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<tr>
<td>September 2:</td>
<td>Labor Day</td>
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<td>October 11:</td>
<td>No School – Teacher Workshop</td>
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<td>November 11:</td>
<td>Veterans Day</td>
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<td>November 28 &amp; 29:</td>
<td>Thanksgiving</td>
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<td>Dec. 23 – Jan. 3:</td>
<td>Winter Vacation</td>
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<td>January 20:</td>
<td>M.L. King Day</td>
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<td>January 24:</td>
<td>No School – Teacher Workshop</td>
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<td>February 17 – 21:</td>
<td>Presidents’ Break</td>
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<td>March 13:</td>
<td>No School – Teacher Workshop</td>
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<td>*March 27:</td>
<td>Optional School Closure Make-Up Day</td>
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<td>*April 27:</td>
<td>Optional School Closure Make-Up Day</td>
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<td>May 25:</td>
<td>Memorial Day</td>
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### Calendar Highlights:
- **School Starts:** August 29
- **Quarter Ends:** November 1
- **Semester Ends:** January 23
- **Quarter Ends:** April 14
- **Semester/School Ends:** June 18

**3-Hour Early Release (All Schools):**
- Elementary Conferences: October 21, 22, 23, 24, 25
- Secondary Conferences: November 26

**Secondary Conferences:**
- November 26

**Additional Information:**
- Additional school closure make-up days (if needed) will be added at the end of the school year

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Technology

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

The following are the student requirements of the Acceptable Use Policy 2022. In order to view the entire document please visit: http://www.kent.k12.wa.us/boarddocs select POLICIES and search for 2022P.

The Kent School District views the use of electronic resources as central to the delivery of its educational program, and as such expects that all students and staff will use electronic resources as an essential part of learning, working, and interacting with the community. The Kent School District strives to maintain an environment that promotes ethical and responsible conduct in all electronic resource activities by staff and students. These procedures are written to implement Kent School District Policy 2022 Electronic Resources and to promote the appropriate and responsible use of technology in furtherance of the district’s mission and board of directors’ goals. Any employee, student, or other individual engaged in activity that involves the district’s electronic resources must comply with the established policy and procedures contained in 2022 and 2022P.

1. Public Records

2. Because the Kent School District is a public agency under the Washington Public Records Act, chapter 42.56 RCW, any information or record relating to the conduct of government or the performance of any governmental functions that is prepared, owned, used, or retained by the district is a public record subject to disclosure upon request by any person. Such information may include retained records related to communications by or through district resources or records of Internet activity accessed by or through district resources. Whether such records, or any portion of such records, fall within the narrow exemptions of the Public Records Act will be determined once a request is received.

1. User Responsibilities

2. It is expected that staff and students will use electronic resources provided by the Kent School District in work and study. However, the failure of a staff member, student, or any other person to comply with these procedures while using the district’s electronic resources may result in restricted access up to and including a complete denial of access.

3. All use of the electronic resources must be consistent with the mission and objectives of the Kent School District, further district goals established by the board of directors, federal and state laws, and in compliance with district policy and procedure.

4. District staff must at all times maintain the confidentiality of confidential student data in accordance with the Family Educational Rights and Privacy Act (FERPA) and corresponding state law.
Acceptable Use

Acceptable usage policies refer to all activities utilizing KSD provided applications, devices, or services; or when using personal devices connected to any KSD official or guest network service; or when accessing KSD provided services and applications from outside of the District.

1. Creation of files, projects, videos, web pages, podcasts, and other activities using electronic resources, consistent with the educational mission of the District and in compliance with district policy and procedure.
2. Participation in approved electronic communication and collaboration activities such as blogs, wikis, podcasts, email, and other activities using electronic resources, consistent with the educational mission of the District and in compliance with District policy and procedure.
3. Participation in district-sponsored social media to inform and communicate with members of the school district community consistent with the educational mission of the District and in compliance with District policy and procedure.
4. With parent permission, posting of student-created original educational material, curriculum-related materials, and student work. Sources outside the classroom or school must be appropriately cited and all copyright laws must be followed.
5. Staff use of electronic resources for incidental personal use in accordance with all District policies and guidelines.
6. Connection of any personal electronic device consistent with all guidelines in this document.
7. Use of electronic resource accounts solely by the authorized owner of the account for the authorized purpose.

Unacceptable Use

Unacceptable usage policies refer to all activities utilizing KSD provided applications, devices, or services; or when using personal devices connected to any KSD official or guest network service; or when accessing KSD provided services and applications from outside of the District.

1. Unauthorized access or unauthorized disclosure of personal information of students, staff, or other individuals for whom the district retains records. “Personal information” includes education records, employment records, and personal addresses, phone numbers, or email addresses.
2. Contributing to cyberbullying, chain letters, harassment, intimidation, denigrating comments, discriminatory remarks, and other similar conduct.
3. Using or forwarding profanity, obscenity, vulgar language, racist terms, or other language that is offensive to a reasonable person.
4. Any use of the electronic resources for individual profit or gain; for product advertisement; for political action or political activities; or for excessive personal use. “Political action or political activities” includes support of or opposition to political campaigns, candidates, ballot measures, or lobbying for or in opposition to legislation;
5. Playing, accessing, or streaming/downloading in relation to intentionally blocked or restricted games, social networking sites, file sharing locations, and audio/video sites unless specifically authorized by a teacher for instructional purposes.
6. Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users, or misrepresenting other users on the electronic resources.
7. Using an electronic account authorized for another person.
8. Making use of the electronic resources in a manner that serves to disrupt the use of the network or other electronic services by others.
9. Destroying, modifying, or abusing hardware and/or software.
10. Unauthorized downloading or installation of any software, including shareware and freeware, for use on Kent School District electronic resources.
11. Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner other than use that falls within the scope of “reasonable fair use.” The “Fair Use Doctrine” of the United States Copyright Law (Title 17, USC) permits the duplication and/or distribution of materials for educational purposes under most circumstances. Questions regarding whether the duplication or distribution of copyrighted materials violates federal law should be directed to the General Counsel’s Office.
12. Using electronic resources to access, process, or transmit obscene or pornographic content, sexually inappropriate content, or files dangerous to the integrity of the network.
13. Malicious use of the electronic resources to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system.
14. Any attempts to defeat or bypass the District’s Internet filter by using or trying to use proxies, https, special ports, modification to District browser settings or any other techniques, designed to avoid being blocked from inappropriate content or to conceal Internet activity.
15. Using any electronic resources for unlawful purposes.
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.

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
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).
School Discipline

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

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

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

**Discipline Category Definitions**

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

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

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

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

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

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

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

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

**Repeated Defiance of School Authority**
Refusal to obey reasonable requests, instructions, and directives of any school personnel (including volunteers or contractors working for the school) pertaining to the orderly operation of the school. Directives regarding safety need to be followed immediately. Lower, non-safety issues, students will be given multiple opportunities to comply before discipline is administered. Student’s failure to engage academically will be addressed in ways that do not include disciplinary actions. *(Defiance of school authority is a discretionary discipline offense under RCW 28A.600.015 that cannot result in long-term suspension or expulsion.)*
Disruptive Behavior of the Education Setting
An act at school or at a school related activity that a student should know will have the effect of:
• Insulting, mocking or demeaning a student, staff or group of students causing substantial disruption and/or interference with the orderly operation of the school; or educational setting
• Causing a substantial interruption to instruction or the safe and orderly operation of the school.

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

Disruptive Dress
Student dress and appearance may be regulated when, in the judgment of school administrators, there is a reasonable expectation that:
• A health or safety hazard will be presented by the student's dress or appearance;
• Damage to school property will result from the student's dress and appearance;
• A hostile environment will be established or perpetuated; or,
• A material and substantial disruption of the educational process will result from the student's dress or appearance.

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

Drugs/Alcohol and Other Prohibited Chemical Substances
The possession, consumption, use, storage, or distribution of drugs, alcohol, and other similar chemical substances on school grounds, at school activities, or on district-provided transportation is prohibited. For purposes of student conduct expectations:
• This section applies to any controlled substance, medication, stimulant, depressant, or mood-altering compound, including simulated compounds intended to produce intoxication or euphoria, whether or not such compounds have been designated a controlled substance by state or federal law;
• This section applies to marijuana or substances containing marijuana;
• This section applies to legally-prescribed drugs which a student is nevertheless not lawfully authorized to possess on school grounds, at school activities, or on district-provided transportation;
• This section applies to students who enter school grounds, school activities, or district-provided transportation following the unlawful use or consumption of drugs, alcohol, and other similar chemical substances, including students who appear to be under the influence of such substances; and
• This section applies equally to the possession or use of paraphernalia or other items used to possess, consume, store, or distribute drugs, alcohol, and/or other illegal chemical substances, including marijuana or substances containing marijuana.

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

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

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

Gang Conduct
For school discipline purposes includes:
• the creation, display, or communication of gestures, language, imagery, or symbols as defined below commonly associated with gang culture
• the promotion of gang culture and/or gang violence, and/or
• the solicitation or recruitment of gang members

Gang imagery and symbols include, but are not limited to:
• apparel (including shoelaces, bandanas, belts, or hats) which by virtue of color, arrangement, trademark, symbol, or any other attributes indicate or imply gang membership or affiliation
• displays of gang affiliation on personal belongings including clothing, school assignments, notebooks, body, etc.

Harassment, Intimidate and/or Bullying
For school discipline purposes, “harassment, intimidation and bullying” includes:
• intentional hurtful, threatening, or intimidating verbal and/or physical conduct in violation of Kent School District Policy 3207 and Procedure 3207P;
• unsolicited or unwelcome verbal or physical conduct that is harassing or intimidating that can be of a sexual, religious, racial or ethnic nature, or based on disability in violation of Kent School District Policy 3205 and Procedure 3205P and Kent School District Policy 3210 and Procedure 3210P

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

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

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

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

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

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

**Truancy**
A student is truant for disciplinary purposes when one or both of the conditions below are met:
- The student comes onto school property and then leaves without permission before the school day ends and/or
- Remains on school property but does not attend one or more periods.
Unsafe Behavior
Minor behaviors that create unsafe conditions (for example running in the hall, climbing on prohibited structures, engaging in mutual rough play, light pushing/shoving).

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

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

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

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

Supporting Students with Other Forms of Discipline
Unless a student’s on-going behavior poses an immediate and continuing danger to others, or a student’s on-going behavior poses an immediate and continuing threat to the educational process, staff members must first attempt one or more forms of other forms of discipline to support students in meeting behavioral expectations before imposing classroom exclusion, short-term suspension, or in-school suspension. Before imposing a long-term suspension or expulsion, the district must first consider other forms of discipline. These other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior available on the Office of the Superintendent of Public Instructions website. Examples of alternative forms of corrective action often are categorized as one of the following:

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

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

Grievance process for other forms of discipline and classroom exclusion

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

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

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

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

Suspension and expulsion – general conditions and limitations

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For students in kindergarten through fourth grade, the district will not administer in-school or short-term suspension for more than ten (10) cumulative school days during any academic term. For students in grades five through twelve, the district will not administer in-school or short-term suspension for more than fifteen (15) cumulative school days during any single semester, or more than ten (10) cumulative school days during any single trimester. Additionally, the district will not administer a short-term or in-school suspension beyond the school year in which the behavioral violation occurred.
Long-term suspensions and expulsions
Before administering a long-term suspension or an expulsion, district personnel must consider other forms of discipline to support the student in meeting behavioral expectations. The district must also consider the other general conditions and limitations listed above.

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

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

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

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

- Notice of the student’s violation of this policy;
- An explanation of the evidence regarding the behavioral violation;
- An explanation of the discipline that may be administered; and
- An opportunity for the student to share his or her perspective and provide explanation regarding the behavioral violation.
Following the initial hearing, the principal or designee must inform the student of the disciplinary decision regarding the behavioral violation, including the date when any suspension or expulsion will begin and end.

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

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

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

**Emergency Expulsions**
The district may immediately remove a student from the student’s current school placement, subject to the following requirements:
The district must have sufficient cause to believe that the student’s statements or observable behaviors pose:
- An immediate and continuing danger to other students or school personnel; or
- An immediate and continuing threat of material and substantial disruption of the educational process.

The district may not impose an emergency expulsion solely for investigating student conduct. For purposes of determining sufficient cause for an emergency expulsion, the phrase “immediate and continuing threat of material and substantial disruption of the educational process” means:
- The student’s behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day; and
• School personnel have exhausted reasonable attempts at administering other forms of discipline to support the student in meeting behavioral expectations. An emergency expulsion may not exceed ten consecutive school days. An emergency expulsion must end or be converted to another form of discipline within ten (10) school days from its start.

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

Notice
Within twenty-four (24) hours after an emergency expulsion, the district will provide written notice to the student and parents in person, by mail, or by email. The written notice must include:
• The reason the student’s statements or behaviors pose an immediate and continuing danger to students or school personnel, or poses an immediate and continuing threat of material and substantial disruption of the educational process;
• The duration and conditions of the emergency expulsion, including the date on which the emergency expulsion will begin and end;
• The opportunity to receive educational services during the emergency expulsion;
• The right of the student and parent(s) to an informal conference with the principal or designee; and
• The right of the student and parent(s) to appeal the emergency expulsion, including where and to whom the appeal must be requested.

If the district converts an emergency expulsion to a suspension or expulsion, the district must:
(a) Apply any days that the student was emergency expelled before the conversion to the total length of the suspension or expulsion; and
(b) Provide the student and parents with notice and due process rights under WAC 392-400-455 through 392-400-480 appropriate to the new disciplinary action.

Appeals of Expulsions and Suspensions
The appeal provisions for in-school and short-term suspension differ from those for long-term suspension and expulsion. The appeal provisions for long-term suspension or expulsion and emergency expulsion have similarities but the timelines differ.
A student or the parent(s) may appeal a suspension, expulsion, or emergency expulsion to the Superintendent or designee orally or in writing. For suspension or expulsion, the request to appeal must be within five (5) school business days from when the district provided the student and parent with written notice. For emergency expulsion, the request to appeal must be within three (3) school business days from when the district provided the student and parent with written notice.
When an appeal for long-term suspension or expulsion is pending, the district may continue to administer the long-term suspension or expulsion during the appeal process, subject to the following requirements:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

• The findings of fact;
• A determination whether the student’s statements or behaviors continue to pose (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process;
• Whether the district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the district converts the emergency expulsion to a suspension or expulsion, the district will provide the student and parent(s) notice and due process consistent with the disciplinary action to which the emergency expulsion was converted; and
• Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request.
Reconsideration of appeal
The student or parents may request the school board or discipline appeal council, if established by the school board, review and reconsider the district’s appeal decision for long-term suspensions or expulsions and emergency expulsions. This request may be either oral or in writing.

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

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

• In reviewing the district’s decision, the school board or discipline appeal council, if established, must consider (i) all documentary and physical evidence from the appeal hearing related to the behavioral violation; (ii) any records from the appeal hearing; (iii) relevant state law; and (iv) this policy adopted.

• The school board (or discipline appeal council) may request to meet with the student and parent(s), the principal, witnesses, and/or school personnel to hear further arguments and gather additional information.

• The decision of the school board (or discipline appeal council) will be made only by board or discipline council members who were not involved in (i) the behavioral violation; (ii) the decision to suspend or expel the student; or (iii) the appeal decision. If the discipline appeal council presided over the appeal hearing, the school board will conduct the review and reconsideration.

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

• Whether the school board (or discipline appeal council) affirms, reverses, or modifies the suspension or expulsion;

• The duration and conditions of the suspension or expulsion, including the beginning and ending dates of the suspension or expulsion; and

• For long-term suspensions or expulsions, notice of the opportunity to participate in a reengagement meeting.

For emergency expulsion, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within five (5) school business days after receiving the request for review and reconsideration. The written decision must identify:
• Whether the school board [or discipline appeal council] affirms or reverses the school district’s decision that the student’s statements or behaviors posed (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process.
• If the emergency expulsion has not yet ended or been converted, whether the district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the district converts the emergency expulsion to a suspension or expulsion, the district will provide the student and parent(s) notice and due process under WAC 392-400-455 through 392-400-480 consistent with the disciplinary action to which the emergency expulsion was converted

**Educational Services**
The district will offer educational services to enable a student who is suspended or expelled to:
• Continue to participate in the general education curriculum;
• Meet the educational standards established within the district; and
• Complete subject, grade-level, and graduation requirements.

When providing a student the opportunity to receive educational services during exclusionary discipline, the school must consider:
• Meaningful input from the student, parents, and the student’s teachers;
• Whether the student’s regular educational services include English language development services, special education, accommodations and related services under Section 504 of the Rehabilitation Act of 1973, or supplemental services designed to support the student’s academic achievement; and
• Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.

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

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

For students subject to suspension or emergency expulsion up to five (5) days, a school must provide at least the following:
• Course work, including any assigned homework, from all of the student’s regular subjects or classes;
• Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student’s regular subjects or classes; and
• An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion.

For students subject to suspension or emergency expulsion for six (6) to ten (10) consecutive school days, a school must provide at least the following:
• Course work, including any assigned homework, from all of the student’s regular subjects or classes;
• An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion; and
• Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student’s regular subjects or classes. School personnel will make a reasonable attempt to contact the student or parents within three (3) school business days following the start of the suspension or emergency expulsion and periodically thereafter until the suspension or emergency expulsion ends to:
  • Coordinate the delivery and grading of course work between the student and the student’s teacher(s) at a frequency that would allow the student to keep current with assignments and course work for all of the student’s regular subjects or classes; and
  • Communicate with the student, parents, and the student’s teacher(s) about the student’s academic progress.

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

Readmission application process
The readmission process is different from and does not replace the appeal process. Students who have been suspended or expelled may make a written request for readmission to the district at any time. If a student desires to be readmitted at the school from which he/she has been suspended/expelled, the student will submit a written application to the principal, who will recommend admission or non-admission. If a student wishes admission to another school, he/she will submit the written application to the Superintendent. The application will include:
• The reasons the student wants to return and why the request should be considered;
• Any evidence that supports the request; and
• A supporting statement from the parent or others who may have assisted the student.

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

Reengagement Meeting
The reengagement process is distinct from a written request for readmission. The reengagement meeting is also distinct from the appeal process, including an appeal hearing, and does not replace an appeal hearing. The district must convene a reengagement meeting for students with a long-term suspension or expulsion.
Before convening a reengagement meeting, the district will communicate with the student and parent(s) to schedule the meeting time and location. The purpose of the reengagement meeting is to discuss with the student and his or her parent(s)/guardian(s) a plan to reengage the student.

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

**Reengagement plan**

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

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

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

**Exceptions for protecting victims**

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

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

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

Additional information regarding school discipline can be found in Policy and Procedure 3241 and 3241P
Students with Disabilities and Discipline
Decisions made regarding corrective action or sanctions upon students in the abovementioned groups will be made following special education programming and legal procedures.

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

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

Knowledge of the disability is defined as:

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

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

Preschool Options
There are several programs available for preschool aged children provided either by the district or in partnership with community partners. These include:

- Early Childhood Special Education (ECSE) Preschool
- Title I funded preschool
- Peer Model Preschool
- Little Charger Preschool at Kentridge
- Conks Kids Daycare at Kentwood
- Early Childhood Education and Assistance Programs (ECEAP) and Head Start

Please go to the Early Learning webpage to find out more about each program and who to contact about enrollment qualifications and registration.

https://www.kent.k12.wa.us/Page/10077

Kindergarten Early Entry (KEE)
Children must be five years old by August 31 to be eligible to enroll in kindergarten; however, if your child’s birth date is between September 1 and October 31, the Kent School District offers a fee-based assessment to determine if children demonstrate the advanced pre-academic, social, and emotional readiness necessary for kindergarten success in Kent.

For more information about the process and fees for this assessment please visit the Early Learning webpage.

https://www.kent.k12.wa.us/Page/10919

Kindergarten Registration
Kent School District is part of a regional Kindergarten Registration initiative with Seattle, Tukwila, Renton, Highline, Federal Way, and Auburn school districts. Registration in all seven districts begins annually the day after Martin Luther King Jr. Day. Registration happens at your boundary school. Registration packets are available at every elementary school in the Kent School District. Please register early to ensure multiple opportunities to connect with your child’s school before the beginning of the school year.

If you need an interpreter, please contact your boundary school to set up a registration appointment and request an interpreter.
Nutrition Services Program

Kent School District Nutrition Services information can be located at:
http://www.kent.k12.wa.us/Page/125

The Nutrition Services Program is operated by the Kent School District to support student achievement and success with nutritious food choices. Breakfast and lunch are served daily in all schools. All students pay the full cash price for meals unless they apply and receive a letter notifying them that they are eligible to receive free or reduced cost meals. If you have any questions regarding the Nutrition Services Program, please call our main office at 253-373-7275 between 7:30 a.m. to 4:30 p.m. Monday through Friday.

Menus:
Access to our most current menus through the MY SCHOOLS MENU PHONE app or our on-line web site (http://www.healtheliving.net/instance/2023675/district/1922849). Either location allows you to view elementary, middle and high school menus, view nutritional information, translate menus into different languages and filter menus by allergens. Nutrition Services does post .pdf file copies of monthly breakfast and lunch menus on the department web page if you want to print a copy for reference. (MY SCHOOL MENU is available free at Apple and Google App stores).

Meal Prices:
See Meal Prices on the Nutrition Services website for 2019-2020 Meal Prices.

How Do I Pay for Lunch?
School district ID numbers identify each student’s personal meal account. The purchase of meals and ala-carte food choices are charged and documented in this account. Students can pay cash daily for their meal or you can:

1. Deposit funds to a meal account by cash or check for any dollar amount at the school or with minimum deposits of $20.00 or more using your Visa or MasterCard credit or debit card at our on-line payment system LunchMoneyNow. Pre-paid balances ensure students have money to pay for meals and snacks and allow them to move quicker through serving lines.
2. When sending a check, be sure to write the check to the name of the student’s school and include their name and ID number on the reference line. Be sure you sign the check and clearly indicate the dollar amount of the deposit.
3. LunchMoneyNow is accessible through a link on the Kent School District home web page or by typing www.lunchmoneynow.com/Imn001 into your internet browser. After you set up your household account with a username and password, link one or more students in one family to this account. With one transaction, you can deposit funds into multiple student accounts. The LunchMoneyNow account also allows families to view student purchases and to set-up automatic text and e-mail notifications when account balances reach a minimum dollar amount.
4. Staff in the Nutrition Services Office are always happy to assist anyone needing help setting up an account or completing a deposit. You can contact us 253-373-7275 between 7:30 am to 4:30 p.m. Monday through Friday. Please have your student’s ID number to help us reference the right account.
Free and Price Reduced Meal Program

Kent School District participates in the Federal National Breakfast and School Lunch Programs where eligible students can eat breakfast and/or lunch free or at a reduced price. Families must submit a new free and reduced application at the beginning of each new school year. Paper applications are available, but families are encouraged to submit applications on-line through MealAppNow. The online application for the 2019-20 school year will be available Friday August 9th.

Submitting an online or paper application does not automatically qualify a student to receive free or reduced meals. All students must pay the full cash meal price for breakfast and lunch meals until they receive an official letter from Nutrition Services approving them to receive free or reduced price meals. Students who receive approval for reduced meals benefits do receive some meals at no cost. The State of Washington reimburses the Kent School District the $ .30 breakfast co-pay for all students and the $ .40 lunch co-pay for K-3 students. Once a student who is qualified for reduced meals enters the 4th grade, they will be required to begin paying the $.40 co-pay for lunch.

INFORMATION ON APPLICATION PROCESS:

1. Children who are homeless, migrant, in foster care or live in a household that receives assistance through Basic Food, TANF OR FDFIR **generally do not need** to submit an application as they are categorically eligible to receive free meals through a process called **direct certification**. Data from WA State is downloaded and matched to students registered for school in our district. Once a student has been identified as directly certified, their meal eligibility is automatically set as FREE. Letters notifying families if their children are directly certified will be in the mail between August 19-23 as well as throughout the year if household situations change.

2. Students that were free or reduced last year and don’t receive notification they are directly certified for the new school year, are allowed a grace period the first 30 days of school at their previous year’s meal eligibility to allows families time to submit a new application. Letters will be in the mail around August 16th to remind families to submit a new application. If by Friday October 11, 2019, families do not submit an application that is eligible, students will become full paying customers on Monday October 14th.

3. Households who have never applied or are new to the Kent School District, are encouraged to submit an application to see if their children would be eligible to receive free or reduced meals. **NOTE FOR STUDENTS TRANSFERRING TO THE KENT SCHOOL DISTRICT:** If a student was eligible to receive free or reduced meals at another WA school district, please contact the Nutrition Services Office immediately to tell us your student’s name and former school district, school and grade. Once we verify their eligibility, they can begin to receive free or reduced meals.

4. We encourage the use of **MealAppNow** our online application versus filling out a paper application. **MealAppNow** is the easiest way for families to submit their annual application regarding free or reduced meal benefits. We can review on-line applications much quicker and often notify a family by an email the same or next day whether their student is eligible to receive free or reduced meals. **MealAppNow** does not allow an incomplete application to be submit which is the number one reason for delays in processing paper applications. Incomplete paper applications can add days and sometimes weeks to the approval process. The online application is accessible at https://www.mealappnow.com/man001/ and **will be available to submit applications on Friday August 9th.**
Nutrition Services Procedure for When Students Do Not Have Money to Pay for a Meal

Negative Balances
Eating nutritious food during the school day is important to a student’s academic growth and achievement. Nutrition Services supports student success by allowing them to purchase meals without cash or money in their account, so they do not go hungry. Once a student’s account is at or below -$0.01, Nutrition Services initiates autodialed courtesy phone calls Monday through Thursday to inform parents that a meal account is negative, and a payment is now due. Calls will continue until the negative account balance is paid. When a student continues to purchase meals after their meal account has gone negative, parents acknowledge they are responsible for paying for the balance owed resulting from those purchases.

If a student’s account will become or is negative at the time of purchase, they can only buy a meal and not ala carte items. Ala carte food purchases require a positive account balance or cash. This applies to students who are free or reduced that just want to buy a milk or juice and not a meal. Any student can purchase a milk, juice, fruit or vegetable for $.50 each.

Please call the Nutrition Services Office regarding any questions regarding negative balances. If a parent is interested, the Nutrition Office can place a flag on a student account to prevent purchases once the account is negative. Contact the Nutrition Services Office between 7:30 and 4:30pm Monday through Friday at 253-373-7275. Individuals or groups interested in donating funds to help pay for meal debt for students should call the Nutrition Services Office for assistance.

State of Washington Basic Food Program
Families are encouraged to apply for State of Washington Basic Food Program. Families are encouraged to apply for Washington State’s Basic Food Program if their monthly income exceeds the federal eligibility chart but is equal to or less than the amounts in the Basic Food Program eligibility chart. Since the Basic Food Program income levels are slightly higher than the Federal Eligibility Guidelines, additional students can be qualified to receive free school meals. Basic Food is a food and nutrition program that helps individuals & families who meet the program’s income guidelines afford healthier foods by providing monthly benefits to buy food, gain access to affordable Health Care and qualify for reduced fare Orca Lift cards. Basic Food will also qualify your child for Free or Reduced School Meals.

Contact the Public Health of Seattle & King County by calling 206-550-6119 for assistance. You can also apply in person at the local DSHS Community Service Office, by mail or online at the web address: (http://www.kingcounty.gov/healthservices/health/personal/insurance/basicfood.aspx).

Additional Benefits for Students who qualify for Free or Reduced Meals
All families who submit a free or reduced application receive a letter to inform them if their child qualifies to receive free or reduced meals. Families whose student(s) qualify to receive free or reduced meals can use this letter as documentation to qualify for additional benefits. Benefits may include a) free or reduced price medical/dental care, b) reduced monthly cost for internet services, c) reduced fees
for musical instruments, d) access to free computers through the Star Laptop program, and e) assistance with tuition and books for students enrolled in the Running Start Program.

**College Bound Scholarship Program**
The College Bound Scholarship program encourages low-income, middle school students to choose a path that will lead to educational success after high school. The program promises tuition (at public institution rates) and a small book allowance for income eligible students who sign up in the 7th or 8th grade, work hard in school, stay out of legal trouble, and successfully apply to a higher education institution when they graduate. Students may sign up in the 7th or 8th grade and need only apply once. The deadline for all applicants is by June 30 at the end of their 8th grade year. To read more about the College Bound Scholarship Program, go to the following web site: http://www.readysetgrad.org/college/college-bound-scholarship-program

**Food Allergies and Special Diets**
Food allergies can be life threatening. The risk of accidental exposure to foods can be reduced in the school setting if schools work with students, parents, and physicians to minimize risks and provide a safe educational environment for food-allergic students. If you have questions regarding a student who has food allergies or special dietary needs, please contact the Nutrition Services Office at 253-373-7275. Lactose free milk can be made available at school to accompany student meals or can be purchased separately for $.75
Suicide Prevention

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

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

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

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

**Don’t keep suicide a secret:** If your friend is considering suicide, don’t promise to keep it a secret. Tell him or her you can help, but you need to involve other people, like a trusted adult. Neither of you have to face this alone.
Harassment, Intimidation and Bullying (HIB)

Prohibition of Harassment, Intimidation and/or Bullying

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

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

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

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

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

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

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

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.
Home Based Instruction (Homeschooling)

If you are a family who intends to provide your child or children home-based instruction in lieu of attendance or enrollment in a public school, an approved private school, or an extension program of an approved private school, you must file an annual declaration of intent. The Declaration of Intent to Provide Home School Instruction can be obtained at our school district’s Student and Family Support Services in the Kent School District Administration Building. Parents may choose to provide Home Based Instruction for part of the day and have their child attend public school for the remainder of the day. Please contact Student and Family Support Services at (253) 373-7235 for additional information. A new Intent must be filed each year.

Home-based instruction shall consist of planned and supervised instructional and related educational activities, including the basic skills of occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of an appreciation of art and music. Such instruction shall be equivalent to the total annual program hours per grade level as established for public schools. All decisions relating to philosophy or doctrine, selection of books, teaching materials and curriculum, and methods, timing, place, and provision for the evaluation of home-based instruction shall be the responsibility of the parent.

Home-Based students who do not wish to seek a Kent School District diploma who want to attend Running Start should submit paperwork through the Student and Family Support Services office listed above.

Declaration of Intent to Provide Home-Based Instruction Form
Homeless Assistance (McKinney Vento)

You can access the KSD website link: [https://www.kent.k12.wa.us/Page/10411](https://www.kent.k12.wa.us/Page/10411)

**McKinney-Vento Homeless Education Assistance Improvements Act of 2001**

Through the [McKinney-Vento Act](https://www.kent.k12.wa.us/Page/10411) children who are homeless have certain rights and protections to enable them to continue with their education while homeless.

**If your family lives in any of the following situations, you may qualify for rights provided by McKinney-Vento:**
- In a shelter, motel, vehicle or campground
- On the street
- In an abandoned building, trailer, or other inadequate accommodations
- Doubled up with friends or relatives because you cannot find or afford housing

**Through McKinney-Vento, your children (pre-school through high school) have the right to:**
- Go to school, no matter where you live or how long you have lived there. You must be given access to the same public education including preschool education provided to other children.
- Continue in the school your children attended—or the school they last attended—before you became homeless, if that is your choice and if feasible. If a school sends your child to a school other than the one you request, the school must provide you with a written explanation and offer you the right to appeal the decision.
- Receive transportation to the school they attended—or the school they last attended—before your family became homeless, if you or a guardian request such transportation.
- Attend a school and participate in school programs with children who are not homeless. Children cannot be separated from the regular school program because they are homeless.
- Enroll in school without giving a permanent address. Schools cannot require proof of residency that might prevent or delay school enrollment.
- Enroll and attend classes while the school arranges for the transfer of school and immunization records or any other documents required for enrollment.
- Enroll and attend classes in the school of your choice even while the school and you seek to resolve any dispute over enrolling your children.
- Receive the same special programs and services, if needed, as provided to all other children served in these programs.

**Unaccompanied Homeless Youth**

An unaccompanied Homeless Youth is defined as a youth (school aged) not in the physical custody of a parent or guardian. This means that the youth is not living with their parent or guardian and includes youth who are residing with a caregiver who does not have legal guardianship and youth who are living on their own. If you meet these criteria and the definition above for homelessness you may qualify.
Do you need assistance?

Contact Student and Family Support Services at 253-373-7512

Call the McKinney-Vento liaison at your child's school. [https://www.kent.k12.wa.us/Page/10915](https://www.kent.k12.wa.us/Page/10915)

Call the National Center for Homeless Education at the toll-free Help Line number: 1-800-308-2145

Online Resources

**WA Apple Health for Kids.** Free or low-cost health care for kids.

**King County Crisis Clinic.** A variety of support services for people in emotional distress and in need of help.

**National Center for Homeless Education** Supporting the Education of Children and Youth Experiencing Homelessness

**Washington Basic Food Program.** Help for low-income individuals and families to obtain a more nutritious diet by supplementing their income with Basic Food benefits.

**Kent Hope.** Women and Children's Day Center.

**Kent Area PTA Clothing Bank.** Provides clothing for families residing within the Kent School District.

**Washington State 211 Network** 2-1-1 is an easy-to-remember phone number for people to call for health and human service information and referrals and other assistance to meet their needs. You can call 2-1-1 for information on "Safe Parking" for those of you forced to live in your car. Local area churches are opening their parking lots for you and providing volunteer patrols for your safety overnight. Please call 2-1-1 for more information.

**Youth Program Directory** The Youth Program Directory strives to be a comprehensive, accessible, and timely source of information about youth programs and services available across King County.
Important Health Information/Home Hospital

You can learn about Health Services on the district website.

Illness and Attendance
Students learn better when they feel well. Nurses and health room assistants are at schools to help you when you need to make decisions about your child’s health care needs.

What Schools Need
• To have emergency telephone numbers for you, and someone else who can help, if you are not available.
• To know about any health problems your child now has or has had in the past.
• To be called when you are keeping your child home.
• To know if your child has a condition which could be spread to others.

When to Keep my Child Home:
Your school nurse recommends that you keep your child home from school when your child has any of the following symptoms or conditions:
• Fever of 100⁰ F or greater fever within last 24 hours
• Bad cold
• Chicken Pox
• Conjunctivitis (Pink Eye)
• Drainage from ears or eyes
• Fever of 100 degrees Fahrenheit or greater within the last 24 hours
• Frequent, hard coughing
• Head lice
• Loose, watery bowel movements
• Vomiting

When to Return my Child to School:
Your school nurse recommends that you return your child to school when the following occurs:
• temperature is normal for the past 24 hours without fever reducing medications
• child feels well enough to be in school for the full day
• no vomiting/loose stools for at least a day

Please send a note with your child when they return to school explaining their absence.

Recommended Wellness Visits
For good health and wellness, your child should see a doctor or health care provider for an exam at these times:

Wellness Visits
• Ages 3, 4 and 5 years
• Every other year ages 7 through 17
Dental Visits

- Every 6 months for routine cleaning
- Chipped or broken teeth
- Injury to the teeth or mouth
- Pain or swelling in the mouth that lasts more than a day or recurs

Recommended Health Care Visits

- Fever (Temperature above 101°F for more than 2 days)
- Fever with trouble breathing
- Fever with pain somewhere in the body, unusually sleepy, or irritable with fever
- Sore Throat
  1) with a fever for more than 2 days
  2) unable to drink fluids
  3) pain increasing
- Ear/Eye pain and/or drainage
- Cough that lasts longer than 2 weeks
  1) with complaints of chest pain or difficulty breathing
  2) that causes choking or vomiting
  3) if it keeps the child awake at night
  4) made worse with or caused by exercise
- Diarrhea
  1) sudden unexplained onset with a fever
  2) with abdominal pain lasting more than 2 hours
  3) with inability to keep fluids down
- Pain
  1) Lasts more than 24 hours

Medications at School

If your child needs to receive medication at school, written authorization from a parent/guardian and medical provider is required. Medication includes all over-the-counter medications such as cough drops and Tylenol. When possible, parents and medical care providers are urged to schedule giving medication outside school hours. If medication is necessary for your child during school hours, the following is required:

Submit a completed medication authorization form to your school. The form is available online or from your school’s main office. (see below)

Submit written authorization from the doctor stating: name of medication, dose, time and reason it must be given during school hours, (detailed info on form must be provided if medication is to be given for over 4 weeks) and written authorization from the parent/guardian giving permission for your child to receive the prescribed medicine at school. Parents need to bring the authorizations and the medication in its original container to school. If the parent/guardian cannot come to school, he/she needs to call the school nurse before sending the medication to school. Faxed authorization from a health care provider is accepted. Please contact your school for the fax number.
We want all kids to be safe at school. Many students need to take medication at school, if this pertains to your child please visit the Medication at School page of the district website to download the forms needed.

Parents may provide topical sunscreen for their child to apply while at school. A healthcare provider note is not required.

**Immunizations:**
Washington state law requires students to be immunized before starting or entry to school. Current immunization requirements kindergarten through 12th grade are available at each school office.

**Life Threatening Conditions**
The law RCW 28A.210.320 – Children with Life Threatening Conditions requires a medication/treatment order and individual health plan as a prerequisite for children with life-threatening conditions to attend public schools. This law defines “life-threatening condition” as a health condition that will put the child in danger of death during the school day, if medication or treatment order and a nursing care plan are not in place. Life-threatening conditions include students with:

- Seizure disorders
- Diabetes
- Severe allergies
- Certain heart conditions
- Other types of critical medical complications

If your child falls into the above category due to a life-threatening condition, and you have not been in contact with your school nurse this school year, please do so immediately.

**Home Hospital:**
If a student is confined to home or hospital for a minimum of four weeks and able to do school work, the arrangement for home/hospital services may be made by contacting the school nurse/counselor at your school.
Individualized Education Programs (IEP)

Some children need extra assistance in their school career, and this need may be the result of a disability. Not all students who have disabilities need or qualify for special education services. Students qualifying as disabled under the Individuals with Disabilities Education Act (IDEA) require "specially designed instruction" which is designed and monitored by a certificated special education staff member. Some students with disabilities do not require specially designed instruction, but do require accommodations in order to access their education (see Section 504).

<table>
<thead>
<tr>
<th>IDEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student qualifies as disabled under IDEA if they have a documented disability, the disability interferes with their ability to learn, and requires specially designed instruction</td>
</tr>
<tr>
<td>Students who qualify under IDEA may require accommodations, as well as modified curriculum, instruction, materials and assessments, which align with, but may be different from performance standards of the general education curriculum.</td>
</tr>
<tr>
<td>Once qualified, an IEP is developed which includes general and special education staff, an individual knowledgeable about placement options, and provision of district resources, and the parents. It is reviewed annually.</td>
</tr>
</tbody>
</table>

If you suspect a student may qualify for these services, please make a request in writing to be evaluated for services and send it to your school’s principal.

For more information, please follow this link to the Inclusive Education page on the Kent School District webpage.

Interpreting Services

Kent School District has a very diverse student population. Translation Services are available in schools and departments by using a telephonic interpreting service over the phone, translating information on the district and school webpage or arranging for a district interpreter. For more information on these services visit the district website or contact your students building or district office.

To translate items on the Kent School District or school website, you can choose the drop-down option highlighted below to translate the page into the language of your preference.
Native American Education Program

Kent School District participates in a Native American/Alaska Native Education Program funded by Federal Title VI Grant based on federally eligible Native American student counts and administered through Student and Family Support Services. The program is designed to assist Native American students to meet district and state academic standards.

Kent School District offers several Native events and community resources for native students and families to create a strong sense of community connection and pride. More information can be located from Student and Family Support Services at 253-373-7235 or on the KSD Native American Program website, which is located in the Student Services, Native American Program website.

https://www.kent.k12.wa.us/Page/10386
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
Jennifer Jones
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
Family Engagement

The board believes that parents have a shared responsibility for their children’s in-school academic achievement and behavioral conduct. To ensure that the best interests of the child are served, the Board directs the Superintendent to develop activities that will enhance home-school collaboration. Such activities may include, but are not limited to:

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

https://www.kent.k12.wa.us/Page/10295
Religious Observances

The Board of Directors of the Kent School District acknowledges the role of religion in understanding our society and the richness of the human experience. Fostering the development of knowledge and respect for the right of all cultural and religious groups is a continuing goal of the district. However, the Board also recognizes the diversity in views and opinions regarding the relationship between religion and public school policies. While community opinions are important in shaping policy, the Board must look primarily to the Constitution of the United States, the Washington State Constitution, federal and state legislation, and the decisions made by the respective courts when establishing guidelines regarding religious-related activities and practice, as well as regarding the rights of students to the free exercise and expression of religious beliefs while in school or attending school-related activities. To this end, the Board concurs with the regulation of the Superintendent of Public Instruction acknowledging that "all students ... possess the constitutional right to the free exercise of religion and to have their schools free from sectarian control or influence."

Religious Related Activities and Practices

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

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

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

Guidelines for Maintaining Religious Neutrality

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

Complaints Concerning Religious Related Activities or Practices

Students, parents and employees who are aggrieved by practices or activities conducted in the school or district may seek resolution of their concern first with the building principal, then with the district Superintendent or designee, or use Ombudservices which are available through the Schools Community Partnerships Officer at (253) 373-7117.
Guidelines for Student Religious Expression, Absences and Attire

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

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

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

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

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

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

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

- **Absences for Religious Reasons:** Upon the request of a parent or guardian, a student may be excused from attending school in observance of a religious holiday. A student may also be excused upon the request of a parent or guardian to participate in religious instruction for a portion of a school day, provided that the activity is not conducted on school property. School credit will not be granted for such instruction. Whenever possible, students will be allowed to make up assignments and testing/assessments in the same manner as with any excused absence.
• **Religious Fasting:** When a school is made aware that a student may be engaged in an extended period of religious fasting, the student may be excused from lunch and strenuous physical activity. School personnel may use their discretion based on the totality of the facts regarding whether testing or assessment for a particular student should be rescheduled.

• **Student Attire.** Students may wear religious attire, symbols, or religious messages on clothing provided that the attire, symbols, or messages are not materially and substantially disruptive to the educational process or infringe on the rights of others. Religious messages on clothing are subject to the same rules as generally applied to comparable nonreligious messages and expression. In addition, schools will permit students of either gender engaged in physical education to wear longer shorts, sweatpants, or other types of clothing suitable for physical activity when a request is made to do so based on the student’s religious beliefs.

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

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

Religious services, programs or assemblies will not be conducted in school facilities during school hours or in connection with any school-sponsored or school-related activity. Religious groups may rent school facilities under the same policy providing for facilities rental by other community groups (See Policy 4260). Activities of such groups will be clearly separated from school-sponsored activities so that the school district does not support or appear to support the establishment of religion.

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

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

To read the policy and procedure 2340 in entirety, you can link to the School Board Website: [http://www.boarddocs.com/wa/ksdwa/Board.nsf/goto?open&id=86D5BC63E115](http://www.boarddocs.com/wa/ksdwa/Board.nsf/goto?open&id=86D5BC63E115)
Refugee Support Services

KSD staffs a Refugee Support Liaison to assist refugee students and families in successful school integration and ensuring refugee students are successful in reaching high academic standards. The program focus is on supporting recent refugee arrivals and assisting in strengthening the skills, knowledge and competence of refugee parents, schools, and community-based organizations for the benefit of refugee students. More refugee service information can be located from Student and Family Support Services at 253-373-7235 or on the KSD website under Student Services. https://www.kent.k12.wa.us/Page/10384

Social Emotional Learning (SEL) – Elementary and Middle School

*Second Step is the social emotional learning program the Kent School District uses to teach skills in the following areas:*

**Skills for Learning:** Students gain skills to help themselves learn, including how to focus their attention, listen carefully, and be assertive when asking for help with schoolwork.

**Empathy:** Students learn to identify and understand their own and others’ feelings. Students also learn how to take another’s perspective and how to show compassion.

**Emotion Management:** Students learn specific skills for calming down when experiencing strong feelings, such as anxiety or anger.

**Problem Solving:** Students learn a process for solving problems with others in a positive way.

To further help our school be a safe and respectful place, *Second Step* provides a bullying prevention component. All students will learn specific skills to help stop bullying. Students will learn the “3 R’s” of bullying and will be coached about how to:

- **Recognize** when bullying is happening
- **Report** bullying to a caring adult
- **Refuse** to let bullying happen to themselves or others
- Be a **bystander** who stands up and is part of the solution to bullying

Your child will learn a lot this year—and he or she will need your help! Your child will bring home *Home Links* following several of their *Second Step* lessons. *Home Links* are simple, fun activities for you and your child to complete together. They are a great way for you to understand what your child is learning and for your child to show you what he or she knows.
In addition to Home Links, parents can also access videos and tools provided at secondstep.org. Use the codes provided below to check out these resources! Middle School resources to support social emotional learning can be found at https://www.parenteenconnect.org/.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Second Step Tools</th>
<th>Bullying Prevention Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>SSPK FAMI LY70</td>
<td>BPUK FAMI LY00</td>
</tr>
<tr>
<td>1st Grade</td>
<td>SSP1 FAMI LY71</td>
<td>BPUI FAMI LY01</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>SSP2 FAMI LY72</td>
<td>BPUI FAMI LY02</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>SSP3 FAMI LY73</td>
<td>BPUI FAMI LY03</td>
</tr>
<tr>
<td>4th Grade</td>
<td>SSP4 FAMI LY74</td>
<td>BPUI FAMI LY04</td>
</tr>
<tr>
<td>5th Grade</td>
<td>SSP5 FAMI LY75</td>
<td>BPUI FAMI LY05</td>
</tr>
<tr>
<td>6th Grade</td>
<td>SSP6 FAMI LY12</td>
<td></td>
</tr>
</tbody>
</table>

Multi-Tiered Systems of Support

The Kent School District is committed to the use of a multi-tiered system of support (MTSS) to address student needs. Each school, using the MTSS framework, develops a series of tiered supports to address their student’s individual needs. These include both Academic and Behavior supports. The supports are categorized as Tier One, Tier Two and Tier Three supports.

**Tier 1 – Universal Supports** – Supports given to all students at a school. Examples include: developing and teaching clear school/classroom expectations, teaching routines, intentionally developing positive relationships between staff and students, utilizing strong instructional practices, creating a culture of learning, using data from formative assessments to guide instruction, teaching Social Emotional Learning (SEL) skills to all students, intentionally fostering family engagement.

**Tier 2 – Targeted Supports** – A smaller group of students at a school will need targeted supports in addition to what they are receiving in Tier One. This is usually for a defined period of time. Examples of Tier Two supports include: Small group instruction, participating in a support group (friendship, anger, time management), daily check-in/check-out, adult mentorship, re-teaching and practicing of academic and social emotional skills.

**Tier 3 – Intensive Supports** – An even smaller number of students at a school will need intensive supports. Often times students will need these supports in times of trauma situations. These supports are in addition to the Tier One and Two supports they are already receiving. Tier Three supports are highly individualized and often require a written academic or behavior plan.
School MTSS Teams

Each school in the district is expected to have an MTSS committee that is comprised of representative stakeholders. Most school committees consist of an administrator, teacher, counselor, classified staff member, a parent/guardian and a student (especially at the secondary school). Schools are encouraged to look at the demographics of the committee to help ensure that it closely represents the demographics of the school.

The task of the MTSS committee is to examine school academic and/or behavior data on a regular basis (usually monthly) and look for trends. This is done without student names attached to the data. The purpose is to identify systems issues early and make changes to reverse negative trends.

District MTSS Teams

The district is expected to maintain an MTSS steering committee that is comprised of representative stakeholders. Members of the committee should include at least one student and one parent/guardian. The district is encouraged to look at the demographics of the committee to help ensure that it closely represents the demographics of the district. The purpose of this committee is to identify the functioning of the school MTSS teams and provide additional supports when needed.

Section 504 Education Plans

Students with a disability that substantially limits a major life activity and needs accommodations, related aids or services because of the disability may qualify for extra services under Section 504 of the Rehabilitation Act.

If a parent/guardian of student believes that their student may need to access a 504 plan they should make this request in writing to the child’s teacher, counselor or principal. The process of evaluation will be described to you at that time. Parents are an important part of the 504 Process and their input is essential. If the student qualifies for a 504 plan it will be reviewed periodically (in most cases annually).

Please remember that the goal of a 504 plan is to level the playing field, not to maximize potential.

Accommodations for students whose disabilities interfere with their ability to access their education, generally do not change the norms or standards of the general education curriculum or performance standards.

If you have further questions regarding 504 plans there are additional resources on the Office of the Superintendent of Public Instruction’s webpage.

http://www.k12.wa.us/Equity/Section504.aspx

If you have questions/concerns regarding your child’s 504 plan, please first contact each school’s 504 coordinator or principal. If you still have questions please contact the district 504 Compliance Officer Randy Heath, Executive Director Student and Family Support Services at 253-373-7235.
Service Animals

The Kent School District acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a “service animal” as required by federal laws and Washington State’s law against discrimination. **Policy 2030** governs the presence of service animals in the schools, on school property, including school buses and at school activities.

A “service animal” means any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. The work or tasks performed by the service animal must be directly related to the individual’s disability.

The parent/guardian of a student who believes the student needs to bring a service animal to school or an employee who wishes to bring a service animal to school, must submit a written request to the building principal. The building principal, in consultation with the Section 504 coordinator, executive director of Student and Family Support Services, and Assistant Director of Health Services, as appropriate, will determine whether or not to permit the service animal in school.

Student Records Requests

**Secondary Students:** To request a copy of your transcript, report card, DACA/“Dream Act” letter, or diploma, please contact the registrar’s office at the high school (links and phone numbers below). They will often be able to provide you with these documents on site, with advance notice.

<table>
<thead>
<tr>
<th>Kent Meridian High School</th>
<th>Kentridge High School</th>
<th>Kentlake High School</th>
<th>Kentwood High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>253-373-4031</td>
<td>253-373-7356</td>
<td>253-373-4930</td>
<td>253-373-7695</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kent Phoenix Academy</th>
<th>Kent Mountain View Academy</th>
<th>iGrad</th>
<th>RJC, Sequoia, Kent West, Kent Continuation, or other schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>253-373-6914</td>
<td>253-373-7488</td>
<td>253-373-7992</td>
<td>Please contact 253-373-7134</td>
</tr>
</tbody>
</table>

**Elementary Students:** To request a report card copy, or other records, please contact the office of the school they are currently attending. During the summer school closure, you may contact 253-373-7134 to request a copy of your child’s records.
Student Transfer

Kent School District accepts student transfer applications each school year during a designated time period (generally sometime between February-April). Please periodically review the website for the exact time period and process. Students are expected to attend their boundary school, however, if parents wish to request a transfer to another school they may be based on the following conditions:

- The student’s siblings are currently attending the requested school.
- The student receives childcare from a provider in the requested school’s service area that does not transport to the student’s boundary school. (elementary only)
- The student has completed at least the ninth-grade year and wishes to remain at that school until graduation.
- The student wants to enroll in a unique curricular program (e.g., ROTC or International Baccalaureate) that is not available in the student’s boundary school, but is available in another school in the district, and that program is necessary to the student’s educational progress.
- The student has at least one parent who works for the district.
- The student’s educational, safety, or health condition would be or is being severely impacted at their boundary school and the transfer would improve the identified condition.

Students who live outside of the Kent School District may also apply for a transfer to our schools based on the above criteria. Non-Resident transfer requests must also obtain a release from the district where they reside to be considered for placement in the Kent School District. Non-Resident students must apply and receive a release from their home district every year per state law. If you the parent does not obtain a release from the resident district by the last school day in September, the students will be withdrawn immediately.

Transfer requests that meet the above qualifications will be considered and placement granted if there is capacity in the school, class, and/or program being requested AND it does not create an adverse impact on the school the student is supposed to attend. Applications will be considered on a series of priorities. Parents and guardians who request a transfer are responsible for transporting their child to the requested school. When a transfer is granted, it is considered provisional and may be revoked if an unexpected influx of students who live in the boundary area cause a school, class, or program to be in an overload situation. Transfer requests for interscholastic sports and/or activities are not permitted. Please note that students who transfer during their high school years may lose their athletic eligibility. Please discuss with your school’s athletic director before requesting a transfer.

Mid-year transfers are not granted unless extreme situations exist. Evidence that families have attempted to solve the problem at their boundary schools must be demonstrated before these requests are made. These requests should be made to the Student and Family Support Services office at the Kent School District. Childcare waivers and midyear moves are accepted throughout the entire school year.

Kent Phoenix Academy and Kent Mountain View Academy are schools of Choice and have their own process for student who wish to attend. Please contact the schools directly for this process.
Transportation Information

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

http://www.kent.k12.wa.us/KSD/TR

School Bus Conduct

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

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

11. Students will reimburse the school district for damage to school buses resulting from student misconduct and they may be subject to loss of riding privileges and suspension or expulsion from school.

12. Students will refrain from excessive noise, boisterous behavior, fighting, vulgar or obscene language or gestures, racial or sexual harassment and bullying.

13. Students must not have anything in their possession that might cause injury to another (e.g: sticks, breakable containers, knives, laser pointers, scooters, skateboards, large musical instruments, or any type of firearms or fireworks.) No animal, reptile, fish, or fowl is permitted on the bus, except service dogs with prior authorization.

14. Smoking, vaping, chewing, or spitting of tobacco or use of any type of flame or sparking device on the school bus is prohibited. No illegal substances or alcoholic materials or their paraphernalia are allowed on school buses.

15. Students must maintain clean bus interiors by keeping trash off the floor. Students will not throw refuse out the windows. Eating on a school bus is not permissible except when specifically authorized and supervised by school district personnel.

16. Aisles must be kept clear. Personal belongings, such as books, instruments, projects, etc. must be held on a student’s lap. Large items which cannot be held in the student’s lap will not be transported on the school bus.

17. Per state regulations, no student shall sit in the driver's seat nor activate any control or safety device.

Safety

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

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

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

If you live within a walking boundary for your school and there is a bus stop close to your home, it is possible to get on this list via the Transportation Department webpage. Parents/guardians may click on the Space Available Request link on the left side of the section menu and it only takes a few minutes to complete the request form. Make sure your browser’s pop-up blocker is disabled. Be sure to click “SUBMIT” before you leave the site. These requests will be considered as quickly as possible after student load counts and route revisions are completed at the start of the school year. Generally, Space Available Bus Passes are not issued until October. You will be contacted when a space is available for your child.

Criteria for obtaining a Space Available Bus Pass:

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

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

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

Bus stops will not be created within the walk boundaries.

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

For the most up to date school bus guidelines – you can read the booklet at the website:

https://www2.kent.k12.wa.us/SpaceAvailable/
Emergency Transportation Information

LIMITED TRANSPORTATION SCHEDULE

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

**Listen To Radio/Television Messages**

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

- **School Closed** - All schools closed for one day and all school-related activities canceled.

- **School Open – “X” Hours Late** - states number of hours late (usually 1-2). Dismissal will be at regular time unless announcement states otherwise. All out of district routes are canceled and no preschool.

- **School Open - Bus Service Limited Due to Road Restrictions** - Weight restrictions due to thawing of frozen roads may cause cancellation of some services. Students will be expected to attend classes.

- **School will Dismiss “X” Hours Early** - This message is for snow or other conditions which may develop during the school day requiring early dismissal. This announcement will state if regular or limited stops will be used.

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

**Develop an Emergency Plan to Cover Various Situations:**

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

[T:\TR\FORMS\SNOW Anything\LimitedService2016.docx]
Weather Emergencies

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

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

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Limited Transportation Areas:

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

| 92 Ave. S - from SE 200 St. to SE 208 St. | SE 224 St. - from 100 Ave. SE to 104 Ave. SE |
| 95 & 96 Ave. S - north of SE 227 St. | SE 224 St. - from 148 Ave. SE to 172 Ave. SE |
| 96 Ave. S - north of SE 232 St. | SE 240 St. - from 140 Ave. SE to 156 Ave. SE |
| 110 Ave. SE - from SE 224 St. to SE 240 St. | SE 240 St. - from 172 Ave. SE to 180 Ave. SE |
| 112 Ave. SE - from SE 284 St. to SE 287 St. | SE 248 St. - from 98 Ave. S to 94 Ave. S |
| 129 Ave. SE - Boulevard Lanes - West Loop closed | SE 248 St. - from 120 Ave. SE to 124 Ave. SE |
| 196 Ave. SE - south of Covington Sawyer Rd. | SE 249 St. - from 145 Ave. SE to 148 Ave. SE |
| SE 192 St. - west of 106 Ave. SE | SE 277 St. - from D St. to 108 Ave. SE |
| SE 192 St. - from 124 Ave. SE to 116 Ave. SE | Fairwood Blvd. - west of 156 Ave. SE |
| SE 200 St. - from 92 Ave. S to 100 Ave. SE | James St. - from Clark Ave. to 94 Ave. |
| SE 208 St. - from 100 Ave. SE to 84 Ave. SE | Kennebec Ave. S (south of E. Titus St) |
| 210 Ave. SE - north of SE 333 St. | Tallahatchie Rd. from S 192 St. to S 200 St. |
| SE 218 St. - from 84 Ave. S to 98 Ave. S | Winterwood on SE 284 St. & 181 Ave. SE to 187 Ave. SE |
| Parkside Way SE from SE Woodside Dr. | and on 187 Ave. SE from SE 284 St. to SE 277 St. |

Special Limited Transportation Stop Locations:

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

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Non-Weather Emergencies:

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

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

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