



GLENRIDGE ELEMENTARY SCHOOL

Home of the Voyagers



Student/Parent Handbook
2023-2024



KENT SCHOOL DISTRICT
EQUITY | EXCELLENCE | COMMUNITY

19405 120th Avenue SE, Kent, WA 98031
253-373-7494

www.kent.k12.wa.us/GR

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Welcome Glenridge Families,

We are so glad that you will be part of our school community this year!

Diversity is one of our biggest strengths. Our top 3 languages are Spanish, Chinese and Vietnamese. We provide an education of excellence through integrity and adventure. Our challenging academic environment is respectful and safe. We also foster meaningful connections with families and community members.



As we begin another school year, we invite you to partner with us in our effort to support and serve you and your student(s). **To do this, please make sure your students attend school every day, encourage them to read daily for at least 20-30 minutes, monitor their classwork, talk with them daily about their learning, and stay in communication with your student's teacher about their learning progress.**

We have an excellent staff and welcoming culture here at Glenridge!

We are excited to have your family back for this next school year. Thank you for your continued support. Have a great school year!

-Glenridge Staff

Glenridge Mission Statement

Learning is Our Voyage
Knowledge is Our Quest
The World is Our Classroom
Voyagers Discover Academic Success and Personal Growth

Glenridge Opened: September 1996

School Mascot: Voyager

School Colors: Forest Green, Navy, and Maroon

General Information

START & DISMISSAL TIMES

Grades K-59:15 - 3:55 Early Release Wednesdays.....9:15 – 1:55
Designated Teacher Workshop Days.....No School 2-Hour Weather Delay11:15 – 3:55
*Parent-Teacher Conference Days.....9:15 - 12:55
*Except Wednesday, Early Release Wednesday, even during conference weeks, dismissal is at 1:55pm

Communication is vital for progress and for the welfare of students, teachers and parents alike. Our goal is to keep parents informed and involved in their children's education. You can help. If you have any questions, either send a note or call the Glenridge office at 253-373-7494. We are hopeful that a strong communication link between the home and school will exist.

Glenridge uses the following forms of communication:

- Glenridge handbook
- Phone calls
- School newsletter
- Classroom newsletter
- Personal notes
- Email
- Conferences
- Friday Flier envelope

Glenridge is a **Title 1 school**. Visit the Washington Office of Superintendent of Public Instruction (OSPI) website for a library of [downloadable publications to learn more about how Title I works](#).

Class Supply Lists are on our school website: www.kent.k12.wa.us/GR

Our **staff directory** is on our website, at this page- [Staff Directory / Contact Glenridge Staff \(kent.k12.wa.us\)](#)

Translation services: [Translation / Translation Services \(kent.k12.wa.us\)](#)

We host **Champions after school care** on campus, to get information about Champions visit their website: [Champions at Glenridge Elementary in Kent, WA | Before and After School Programs \(discoverchampions.com\)](#)

Glenridge uses classroom strategies which have been demonstrated through effective schools' research to increase student learning. The use of integrated curriculum, cooperative learning, flexible grouping, a tiered instructional approach, and a structured, safe learning environment assures full participation and academic success for each child.

To learn more about our district **curriculums** visit this website: <https://www.kent.k12.wa.us/domain/4229>

To learn more about our district **assessments** visit this website: <https://www.kent.k12.wa.us/domain/4326>

Administrative Contact:



Principal: Bridget Schroedel



Assistant Principal: Sara Wehmeyer

Bridget.MacKinnonSchroedel@kent.k12.wa.us

Sara.Wehmeyer@kent.k12.wa.us

Phone: (253) 373-7494

Arrival & Dismissal

Buses arrive at school each day approximately 20 minutes before start time. On ALL school days, **students may arrive on school grounds at 8:55 a.m.** (NOT BEFORE). Student departure is no later than 4:02 p.m. (Wednesdays no later than 2:02) Please pick up your child on time, supervision is not available. **If a student/parent, for any reason, wishes to change his/her regular dismissal plan, he/she must bring a note of approval from the parent or guardian.**

The office staff at Glenridge strives to know each of our students and their parents. However, since we may not know you by sight, we may be asked for **picture identification** anytime you come to pick up your child from school or another person who has approval to pick up the student.

Late Arrival & Early Dismissal:

Students who arrive late to school are required to sign-in at the front office before going to class. Students need to have a note from a parent/guardian explaining the reason for the tardy. Students who will be picked up prior to the end of the school day must bring a note signed by their parent giving the time, reason for the early dismissal and the name of the person picking up the student. Students must be signed out in the front office by the responsible party. Students will then be called down from their classroom by the office staff. Please, do not go to your child's class as this may disrupt the teacher's instruction time. Students who leave early will receive a tardy or half-day absence for the day, depending on the time of the dismissal.

Acceptable reasons for late arrival and/or early dismissal, and excuses absences include: illness, health condition, medical appointment, family emergency, religious reasons, judicial proceedings, . All other reasons will be considered unexcused.

Extended Absences: Please contact the school office and your child's teacher at least 2 weeks before an extended absence to complete an extended absence form.

Walkers: Crosswalk guards will be stationed at 196th & 120th and 120th Ave SE & SE 193th PI as follows: Mornings from 8:55-9:10 a.m. and Afternoons from 3:55- 4:02 p.m. (2:02 on Wednesday). It is critical that students know and follow safety procedures, such as "use crosswalks, look both ways before crossing, stay on the shoulder of the road, respect neighborhood property and others, and go directly to and from school and home." After school, students are to leave school grounds promptly. Supervision and crosswalk guards are only on duty until 4:02 p.m. (2:02 on Wednesday). As always, please use the designated street and school ground crosswalks, regardless of the time of day, to model and ensure student safety.

Bussers: All bus riding students will receive a bus pass indicating the route number and pick-up/drop-off times. Students must carry their bus pass with them throughout the school year and be able to produce it upon request in order to ride the bus. If you believe your students is eligible for a bus, and you did not receive a bus pass from the district, please contact the Glenridge office. Please review appropriate bus behaviors with your child. If a child repeatedly fails to follow bus safety rules, he/she could be denied bus riding privileges.

Bikes & Scooters: Bike riders must wear a helmet, and it is strongly recommended for scooter users as well. Students must come prepared to lock their bikes during the school day. Students may not ride on school grounds. Bikes and scooters must be walked or carried between the crosswalk at 196th and the school. Motorbikes and scooters are not allowed on the school grounds.

Parking Lot Map

We encourage Glenridge families to use our drop off lane for safety and ease. When using the drop off lane, please remain in your car when dropping off students. **Drop off** lane is indicated with **red arrows**. ➡

If you chose to park, you must escort your child to the campus. **Parking** area is designated with **blue arrows**. ➡

Orange arrows are for **busses** only. ➡ No cars should be in this area.

Students may choose to eat **breakfast** or go to their designated locations on playground.



Breakfast and Lunch

School breakfast is served at 8:55 a.m. when buses arrive. Students are allowed on school property at 8:55am or after. Supervision is not available outside of these times. Each grade level has their own 20 minute lunch time mid-day. If you need to know your child's lunch time please contact their teacher.

Community Eligibility Provision (CEP) - NO COST Breakfast and Lunch:

We participate in the National School Lunch and School Breakfast programs sponsored by the United States Department of Agriculture (USDA). Breakfast and lunch are available at no cost for all students at Glenridge through the Community Eligibility Provision (CEP).

We are encouraging families to **complete the Income Survey by October 15th, 2023. By completing the Income Survey, this will help our school with ongoing eligibility in the CEP program. The survey will ensure our school qualifies for federal & state funding, including Title I funds.** By completing the Income Survey [here at the Nutrition Services website](#), your family will be helping your school obtain funding. Income Survey: <https://www.kent.k12.wa.us/Page/1424>

Our Kent School District lunch **nutrition services** information can be found at their website: [Nutrition / Nutrition Overview \(kent.k12.wa.us\)](#)

Skyward Access Online

Family Access allows parents/guardians electronic access to school related information. Parents of elementary students can view their child's attendance, the school calendar, messages from the school office or teacher, test scores, and vaccination records, along with student and emergency contact information. Parents can report their student absent online through Family Access. 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.

[Login - Powered by WSIPC \(wa-k12.net\)](#)



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.

Please DO NOT give your child access to your parent login. If there are questions regarding the log-in ID and password, student grades, or other student or school information, please contact the school.

It is the parent's responsibility to notify the school office of any changes in personal information. Please let us know as soon as possible of any changes in your home or work phone numbers, email address, home address, or emergency contact information. In cases of illness or emergency, it is vital that we have current information on file in order to contact you.

Glenridge ABCs

A. Act Safely

B. Be respectful and Kind

C. Cooperate

D. Demonstrate Responsibility

E. Expect the Best


Expectations for student behaviors are defined by a building-based team with input from staff.

- Appropriate student behavior is taught throughout the day.
- Positive behaviors are publicly acknowledged.
- Problem behaviors have clear consequences.
- Discipline is implemented consistently by staff and administration.
- Student behavior is monitored, and staff receives regular feedback about student progress.


To Learn more about our district tiered supports visit this website:

<https://www.kent.k12.wa.us/domain/5797>


PBIS (Positive Behavior Intervention System)



STUDENT LUNCHROOM BEHAVIORS

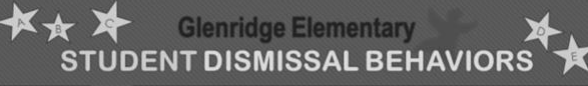


- Walk
- Drop off recess equipment when you come in
- 0 voice when music is on; 1-2 voice level at other times




- Stay seated and raise your hand for help
- Listen for clean up and dismissal directions


• Act Safely • Be Respectful and Kind • Cooperate • Demonstrate Responsibility • Expect the Best •



STUDENT DISMISSAL BEHAVIORS




- Walk in your line directly to your dismissal place
- Obey crossing guards and staff
- Hands and feet to self




- Cell phones and electronics OFF until you are dismissed


• Act Safely • Be Respectful and Kind • Cooperate • Demonstrate Responsibility • Expect the Best •



STUDENT BATHROOM BEHAVIORS




- Clean up after yourself
- 0 voice




- Take a bathroom pass
- Go directly back to class


• Act Safely • Be Respectful and Kind • Cooperate • Demonstrate Responsibility • Expect the Best •



STUDENT HALLWAY BEHAVIORS



- Walk facing forward DIRECTLY TO YOUR DESTINATION
- Hands, feet and objects to yourself



- 0 voice
- Use a hall pass

• Act Safely • Be Respectful and Kind • Cooperate • Demonstrate Responsibility • Expect the Best •



STUDENT PLAYGROUND BEHAVIORS



- Follow equipment and game rules
- Hands, feet and objects to yourself



- Use appropriate language
- Report BIG problems to an adult

• Act Safely • Be Respectful and Kind • Cooperate • Demonstrate Responsibility • Expect the Best •

Items from Home

Cell phones needed for before and after school purposes, must be turned off during the school day and kept in a backpack. Cell phones that are out or become a disruption will be turned into the office and may be picked up at the end of the day. Parent/Guardian must pick up after the 1st offense.

Toys, fidget spinners, cards (including Yu-Gi-Oh! and Pokémon cards), games, and electronic devices are not allowed at school. These items are a distraction during class and are subject to breakage, theft, and disagreements during recess. Students who bring these items to school will have them taken and may pick them up in the office at the end of the day. Parent/Guardian must pick up after 2nd offense.

Balls: Basketballs, soccer balls, footballs, etc. should be left at home. These items are subject to misplacement, stuck in an area that cannot be accessed, theft, and disagreements. Students who bring these items to school should have them clearly marked with their name and understand that the school is not responsible for the item. Should the item become a disruption, the ball will be taken away and students may pick them up at the end of the day. Parent/Guardian must pick up after 2nd incident.

Birthdays

We understand that birthdays are an important milestone in a child's life. Celebrating at school may be accommodated, however, the purpose of the school day is the education of our students. If you wish to bring treats to share in the classroom, we ask that you contact your child's teacher in advance to discuss the least disruptive time for a brief celebration, any class allergies, and restrictions due to COVID guidelines. Treats must be store bought and individually wrapped.

Balloons are not allowed. They are a distraction in class, not allowed on buses, and pose an allergy risk to others.

For private celebrations, we ask that unless your child is inviting the entire class, invitations be distributed outside of the school day. It can be upsetting to the student or students who are not invited, difficult for the teacher to explain, and take valuable time from the educational day.

Dress Code

- Students are expected to come to school clean and neat. Personal appearance can have a positive effect on children.
- Hats may be worn outside the building only. No bandanas.
- Students may not wear midriff baring tops or halter tops
- Shorts/skirts need to be longer than the student's fingertips when arms are straight at their sides.
- Tank top straps must be at least 3" wide at the shoulder.
- Application of perfume or make-up at school is not allowed.
- Students may not wear clothing that is either too baggy or too tight to adequately cover their top or bottom, or that reveals undergarments.
- For safety reasons, we ask students **NOT** TO WEAR flip-flops, slip-ons, platforms, or swim shoes to

school. Students have recess outside most days. Physical Education is part of our educational program and children need to be dressed so that they may actively participate in the activities. Please, no open-toed sandals on days when your child has P.E.

- Students may not wear clothing advertising tobacco, liquor or illegal drugs to school. In addition, clothing with a message or logo, that would be inappropriate or disruptive should not be worn.
- “Heely” Shoes must have the wheels covered, removed, or disengaged while on school grounds.

Parents are asked to monitor their child’s attire and help select clothing that will not be distracting to themselves or others, or that is unsafe. If school personnel determine that a child’s clothing is not appropriate, we reserve the right to give a gentle reminder – with the understanding that helping children make appropriate choices for the setting they are in is part of learning about the world. Parents will be notified if reminders do not prove to be effective. In some cases, students may be required to either wear clothes supplied by the school or have a parent bring a change of clothing from home.

Health Information

Glenridge has a nurse in the building two days per week as well as a Health Tech for 6 hours a day. The nurse is responsible for maintaining student health and immunization records, training and advising staff on student health needs, consulting with parents of children with health concerns, and caring for ill and injured students in the health room. She is also responsible for conducting state mandated screenings including vision and hearing tests for grades K-3 & 5.

Your school nurse recommends that you keep your child home from school when your child has any of the following symptoms:

- 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

Visitors & Volunteers

- All parents and visitors coming to school need to ring the door bell (located to the right of the front door) and communicate through the intercom before gaining access to the building.
- On a case-by-case basis, parents, visitors and volunteers may be allowed to enter the school. They must sign-in and out at the office and pick-up a badge **BEFORE** going to other areas of the building.
- Please call ahead if you wish to speak with your child's teacher and schedule an appointment. Drop-in conferences interrupt student learning activities, waste valuable instructional time.
- Parents/Visitors in classrooms are permitted only with prior approval of the principal and teacher.
- Middle and High School students are not permitted on school grounds while school is in session, including the playground. If a middle or high school student is volunteering in a classroom, they are only permitted to do so with prior approval of the teacher and principal and must follow the sign-in process at the office.

Entrance Requirements and Registration

Admission to each of the Kent School District schools is conducted by the building principal and office staff. Registration forms are available in the school office. The entrance age for kindergarten is five (5) years old by August 31 of the current year. A birth certificate, along with an up-to-date immunization
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record and proof of residence (i.e. power or water bill) must be presented at the time of registration for all students. Students will be required to get any necessary immunizations upon enrollment.

Emergency School Closure

If there is a change to our normal operating schedule, we will communicate with families and staff as soon as possible in a variety of ways.

1. **Automated phone calls.** Please update [Skyward](#) or provide your school with current telephone numbers to reach you in a timely manner and keep other emergency contacts up to date for emergency alerts.
2. **Emails** will be sent to all parents/guardians with an email address listed in [Skyward](#).
3. **Mobile app alerts.** Please download the free [Kent School District mobile app](#) and enable push notifications in your preferred language.
4. **FlashAlert announcements.** [Subscribe](#) to receive notifications.
5. **District and school websites.**
6. **Social media.** Please follow us on [Facebook](#) and [Twitter](#).
7. **Text messages.** Please opt-in by listing up to four cell phone numbers in the Text Message Numbers section of [Skyward](#). [Learn more about receiving KSD information through text messages.](#)
8. Announcements on **local media.**
9. More safety and emergency information is available on our district safety website: [Safety / Closures & Delays \(kent.k12.wa.us\)](#)

Continue onto next page.

School Calendar 2023-24

Kent School District Student Calendar 2023-2024

Revised 1.13.23

Note: In the event of school cancellation by the district, the make-up day(s) shall occur on March 25, April 19, May 3, May 24, then if necessary, after the end of the school year in June.

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

ATTENDANCE TIPS & RESOURCES

Good Attendance is Important

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

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

Assess Your Student's Attendance

Take an assessment of where your student is halfway through the school year and learn what you can do to help.

- **The Danger Zone (7-9 Absences):** There is a good chance your child has fallen behind academically. Develop a plan with the school to help your child get to school on time and attend regularly.
- **The Warning Zone (4-6 Absences):** Your child's learning may be affected. Pay special attention to make sure your child is keeping up with the work.
- **0-3 Absences: The Satisfactory Zone (0-3 absences):** Your child has good attendance. Celebrate and make a goal with your child to have even better attendance.

Support Your Student

Learn About KSD Policies & Procedures

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

Make School Attendance a Priority

- Discuss the importance of showing up to school every day with children.
- Schedule appointments outside the school day or on non-school days.
- Help children stay healthy by ensuring they get plenty of sleep, eat a balanced diet, wash their hands regularly, and are up to date on immunizations.
- Keep children home only if they are truly sick. Complaints of headaches or stomachaches may be signs of anxiety.

Set Regular Bedtime & Morning Routines

- Help your child maintain daily routines, such as finishing homework and going to bed on time.
- Lay out clothes and prepare backpacks the night before.
- Develop backup plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.

Help Your Child Stay Engaged

- Find out if children feel engaged by their classes and safe from bullies and other threats.
- Ensure children keep up with schoolwork so they are not tempted to miss school if they haven't done their homework or studied for a test.
- Stay on top of academic progress and seek help from teachers or tutors if necessary. Make sure teachers know how to contact you.
- Stay on top of your child's social contacts. Peer pressure can lead to skipping school, while students without many friends can feel isolated.
- Encourage meaningful after-school activities, including sports and clubs.

Communicate with Your School

- Talk to teachers if you notice sudden changes in your child's behavior. These could be due to something going on at school.
- Check on your child's attendance to be sure absences are not piling up.
- Ask for help from school officials, after-school programs, other parents, or community agencies if you are having trouble.

ABSENCE REPORTING & TRACKING

- **Report Every Absence**

If a student is going to be absent, the parent/guardian should notify the main office [Attendance / Report an Absence \(kent.k12.wa.us\)](http://kent.k12.wa.us) on the morning of the absence by phone: 253-373-7494 email: GRAttendance@kent.k12.wa.us or written note and provide an excuse for the absence.

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

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

Students Can Report Their Absences in Special Circumstances

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

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

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

Schools Track Excused & Unexcused Absences

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

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

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

One Unexcused Absence

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

Between Two & Five Unexcused Absences

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

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

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

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

Seven Unexcused Absences in a Month

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

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

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

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

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

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

Court intervention and supervision are necessary to assist the school district to reduce

the student's absences from school.

Vacation or Extended Absence

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

19 Days or Less

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

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

20 Days or More

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

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

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:
 - 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 a 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 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).

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

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

Disruptive Behavior of the Education Setting

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

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

Disruptive Dress

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

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

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

Drugs/Alcohol and Other Prohibited Chemical Substances

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

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

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

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

Fighting

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

Fighting or Assault Involvement

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

Gang Conduct

For school discipline purposes includes:

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

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

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

Harassment, Intimidate and/or Bullying

For school discipline purposes, “harassment, intimidation and bullying” includes:

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

Lewd and/or Obscene Behavior

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

Theft/Stealing

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

Note: 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

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

Tobacco/Nicotine/Vaping Products – Use or Possession

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

Truancy

A student is truant for disciplinary purposes when one or both 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

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

Weapons

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

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

Supporting Students with Other Forms of Discipline

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

Grievance Process for Other Forms of Discipline & Classroom Exclusion

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

Suspension and Expulsion – General Conditions and Limitations

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

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

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

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

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

In-school suspension and short-term suspension

The Superintendent designates Principals, Assistant Principals, and Central Office Administrators who currently hold a valid Washington state administrative certificate with the authority to impose in-school and short-term suspension. Deans of Students/EAs/administrative interns (in consultation with an administrator) have also been granted this authority. Before administering an in-school or short-term suspension, staff members must have first attempted one or more other forms of discipline to support the student in meeting behavioral expectations and considered the student's individual circumstances. The district will not administer in-school suspension that would result in the

denial or delay of the student's nutritionally adequate meal. Unless otherwise required by law, the district is not required to impose in-school or short-term suspensions and instead strives to keep students in school, learning in a safe and appropriate environment. However, there are circumstances when the district may determine that in-school or short-term suspension is appropriate. After investigating an incident but before administering any in-school or short-term suspension, the district will attempt to notify the student's parent(s) as soon as reasonably possible regarding the behavioral violation. Additionally, the principal or designee must conduct an informal meeting (or initial hearing) with the student to hear the student's perspective. The principal or designee must provide the student with an opportunity to contact his or her parent(s) regarding the informal meeting. The district must hold the informal meeting in a language the parent and student understand.

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

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

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

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

Long-term suspensions and expulsions:

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

Behavior Agreements

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

Informal Meeting (Initial Hearing)

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

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

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

Notice

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

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

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

Emergency 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 presence poses:

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

The district may not impose an emergency 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. Requests to appeal should be directed to the Interim Director of Student and Family Support Services. For suspension or expulsion, the request to appeal must be within five (5) school business days from when the district provided the student and parent with written notice. For emergency 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 with an opportunity to make up assignments and tests missed during the suspension or expulsion upon the student's return.

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

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

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

In-school and short-term suspension appeal

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

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

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

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

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

short-term suspension for more than fifteen (15) cumulative school days during any single semester, or more than ten (10) cumulative school days during any single trimester. Additionally, the district will not administer a short-term or in-school suspension beyond the school year in which the behavioral violation occurred.

Long-term 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 quasihelical process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of student(s) and others involved, the district will hold a hearing without public notice and without public access unless the student(s) and/or the parent(s) or their counsel requests an open hearing. Regardless of whether the hearing is open or closed, the district will make reasonable efforts to comply with the Family Educational Rights and Privacy Act (FERPA) concerning confidentiality of student education records. When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:

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

If the official presiding over the hearing finds that a student's interests will be substantially prejudiced by a group hearing, the presiding official may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing. For long-term suspension or expulsion, the district will hold an appeal hearing within three (3) school business days after the Superintendent or designee received the appeal request, unless otherwise agreed to by the student and parent(s). For emergency 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 appeal council will consist of three school administrators, not from the school involved in the appeal. One of the administrators will be designated as the presiding official and will be responsible

for leading the appeal hearing and after consultation with the other members of the council of producing a written finding based on the guidelines below. All members of a discipline appeal council must be knowledgeable about the rules in Chapter 392-400 WAC and this policy and procedure.

Upon request, the student and parent(s) or their legal representative may inspect any documentary or physical evidence and list 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 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.

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.

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 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 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

Application

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

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

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

Reengagement Plan

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

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

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

Exceptions for Protecting Victims

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

- A student committing an offense under RCW 28A.600.460(2), when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned; A student who commits an offense under RCW 28A.600.460(3), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled. Additional information regarding school discipline can be found in Policy and Procedure 3241 and 3241P.

STUDENTS WITH DISABILITIES & DISCIPLINE

Decisions made regarding corrective action or sanctions upon students in the abovementioned groups will be made following special education programming and legal procedures. Discipline procedures for students with disabilities are consistent with the Individual with Disabilities Education Act (IDEA). These procedures apply when:

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

Knowledge of the disability is defined as:

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

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

SUICIDE PREVENTION

We Hear You & Help is Available

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

Ask for Help

Don't be afraid to let your friends, family, [school counselors](#), or teachers know what you need. People want to help, so do not be afraid to reach out. You can also call the Local Crisis Hotline or National Suicide Prevention Lifeline any time — calls are confidential. If you are having an emergency, please call 911.

- Local Crisis Hotline: 1-866-427-4747
- National Lifeline: 1-800-273-TALK (8255)
- Suicide and Crisis Lifeline: 988

Be a Good Friend

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

Don't Keep Suicide a Secret

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

HIB INFORMATION & RESOURCES

• Defining Bullying

We define harassment, intimidation, and bullying (HIB) as intentional electronic, written, verbal, or physical acts that:

- 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.

- Has the effect of substantially disrupting the orderly operation of the school.

Conflict is inevitable, harassment, intimidation, and bullying are not.

Conflict is a natural part of life. People view things differently, have disagreements, and treat each other mean at times. It is important not to label conflict/fighting as bullying. Schools use these guidelines to help determine if this is a conflict or a situation of HIB.

Please note that the school will act in both cases.

Conflict/Fighting Behaviors

- Between friends/equals/peers
- Spontaneous/occasional
- Accidental/not planned
- Little or no serious/lasting harm
- Equal emotional reaction to the incident
- Not done for domination/control
- Sense of remorse
- Desire to solve the problem

Bullying Behaviors

- Not friends/imbalance of power
- Repeated over time
- Intentional
- Physical/emotional harm
- Unequal emotional reaction to the incident
- Seeking control/possession/domination
- No remorse, blames the target
- No effort to solve the problem

Teaching Students to End Bullying

Our social-emotional learning curriculum, taught at all grade levels, helps students develop skills to solve conflicts and promote kindness, acceptance, and inclusion in our schools.

Second Step

Second Step is designed to teach developmentally appropriate social-emotional skills to children in grades K-8. Some of the skills taught include empathy, problem-solving, and emotion management.

Kelso's Choice

Kelso's Choice is a conflict-management program for elementary students. Kelso the Frog helps teach students ways to resolve minor conflicts on their own. The program also teaches students the difference between problems they can solve on their own and major problems that require adult help.

REPORT BULLYING

- **Let Your School Know**

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

- In person
- Over the phone
- By email

You may also complete the official HIB Report Form below and submit it to the school's main office.

- [HIB Report Form \(English\)](#)
- [HIB Report Form \(Dari\)](#)
- [HIB Report Form \(Punjabi\)](#)
- [HIB Report Form \(Spanish\)](#)
- [HIB Report Form \(Ukrainian\)](#)
- [HIB Report Form \(Vietnamese\)](#)

SEXUAL HARASSMENT

- **Sexual Harassment Policy**

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

- A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision.
- The conduct substantially interferes with a student's educational performance or creates an intimidating or hostile educational or employment environment.

Examples of sexual harassment include:

- Pressuring a person for sexual favors.
- Unwelcome touching of a sexual nature.
- Writing graffiti of a sexual nature.
- Distributing sexually explicit texts, e-mails, or pictures.
- Making sexual jokes, rumors, or suggestive remarks.
- Physical violence, including rape and sexual assault.

View the Kent School District (KSD) Sexual Harassment [Policy 3205](#) and [Procedure 3205P](#) online or contact your [school](#) office or the KSD Administration Center for a copy.

Report sexual harassment to any school staff member or the KSD Title IX coordinator. You also have the right to [file a complaint](#).

DISCRIMINATION

- **Non-Discrimination Statement**

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

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

- **Civil Rights Compliance Officer Randy Heath**
Randy.Heath@kent.k12.wa.us | (253) 373-7010
- **Title IX Coordinator Susie Whitlock**
Susanne.Whitlock@kent.k12.wa.us | (253) 373-7235
- **Section 504 Coordinator Cheri Simpson**
Cheri.Simpson@kent.k12.wa.us | (253) 373-7235
- **ADA Coordinator Spencer Pan**
Spencer.Pan@kent.k12.wa.us | (253) 373-7610

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

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

Translation Services & Bilingual Education

Kent School District honors and values the participation of families, guardians, and other non-English speakers in our school community.

Information regarding translation services, can be found at [KSD Translation Services](#) or by contacting our Communications and Public Affairs Team at Communications@kent.k12.wa.us or (253)373-7524.

For multilingual education information, please call (253) 373-3000 to speak with the Director of Multilingual Education Team.

CIVIL RIGHTS RESOURCES

- **Information on Students' Rights Available in 11 Languages**

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

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



KENT SCHOOL DISTRICT

EQUITY | EXCELLENCE | COMMUNITY

Contact Information:

12033 SE 256th Street, Kent, WA 98030

253-373-7000

<https://www.kent.k12.wa.us/>