

2023-2024 SCHOOL YEAR

**KENT SCHOOL DISTRICT
ANNUAL NOTICES AND
OTHER USEFUL INFORMATION**

Successfully Preparing All Students For Their Futures



ADMINISTRATION CENTER

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

October 2023

KEEP THIS BOOKLET!

This booklet is a reference for you and your student.

Welcome to the Kent School District. Over 24,000 students spread throughout the 42 schools that serve the cities of Covington, Kent, and parts of Auburn, Black Diamond, Maple Valley, Renton, and SeaTac. Although each school is different from the next, important information applies to all of our schools. This booklet has that critical information.

Inside you will find information about attendance, emergency situations, the Ombuds program, and district rules. This booklet was put together to serve as a guide for any questions you may have and inform you of items that will help your student.

If you have any questions, your principal will be glad to discuss them with you. All of us hope you will find this publication useful and that you and your student enjoy every success in the Kent School District.

Board of Directors

Joseph Bento

Tim Clark

Awale Farah

Leslie Hamada

Meghin Margel

Superintendent

Mr. Israel Vela

NON-DISCRIMINATION POLICY STATEMENT

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

Title IX Coordinator

Susie Whitlock
Executive Director
Student Success
253-373-7016

Section 504 Coordinator

Rochelle Seaton-Garcia
Assistant Director
Learning Supports
253-373-7229

Civil Rights Compliance Officer

Randy Heath
Associate Superintendent
Learning Supports
253-373-7010

ADA Coordinator

Spencer Pan
Sr. Executive Director
Accountability
& Strategy
253-373-7610

Kent School District values students and the languages they speak and will take steps to assure that all students, regardless of their English language proficiency can participate in all education programs, services, and activities. For information regarding translation services, please contact the Communications Department at 253-373-7524. For bilingual education information, contact Angelie Duimovic, Director of Multilingual Education at 253-373-7269.

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PLEASE NOTE:

State and federal laws and guidelines sometimes change after this notification is sent to families. Please refer to the Kent School District Website to find the most up to date information.

ATTENDANCE

ATTENDANCE

Good attendance is important in all grade levels, from Pre-K through 12th grade. Students who attend regularly are much more likely to be at or above grade level standards. Poor attendance at any grade increases the likelihood of falling behind academically. Students who miss 10% or more of the school year are defined as being chronically absent. Students who are chronically absent have greater risk of falling behind one or more grade levels. A student can be chronically absent by missing two or more days a month. State laws regarding attendance now require schools to address both excused and unexcused absences.

Plan for good attendance by helping your child to stay healthy. Children who get plenty of sleep, eat a balanced, nutritious diet, wash their hands regularly and are up to date on their immunizations miss less school. Work with doctors to schedule appointments outside of school hours or on non-school days. Make a back-up plan with friends and relatives to help get your child to school if an unplanned situation arises. If there are other barriers causing your child to miss school, please reach out to your school to schedule a meeting to discuss.

BECCA BILL

It is important that you understand our school policies and procedures, as well as Washington State Law, to ensure your child is successful in school. State law for mandatory attendance, called the Becca Bill, requires children from age 8 to 17 to attend a public school, private school, or a district-approved home school program. Children that are 6- or 7-years-old are not required to be enrolled in school. However, if parents enroll their 6- or 7-year-old, the student must attend full-time. Youth who are 16 or older may be excused from attending public schools if they meet certain requirements. Please contact Student and Family Support Services if you want more information on the requirements.

Schools are required to take daily attendance and notify you when your student has an unexcused absence.

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

Not later than the seventh unexcused absence in a month, the school is required to initiate a written agreement with the parent to improve student's attendance. For secondary students, after the second unexcused absence and before the seventh absence, the school is required to conduct an assessment with the student to determine barriers to the student's ability to attend school. After the seventh unexcused absence in a month, the school may refer the student to the community engagement board or truancy workshops or file a petition to juvenile court. If your student has an Individualized Education Plan or a 504 Plan the school team needs to reconvene.

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

For more information about Washington's Truancy law and the Kent School District's Absenteeism Policy, please contact:

Student and Family Support Services at (253) 373-7235

CHARTER SCHOOLS

RCW 28A.710.060 requires the school district to provide information to parents and the general public about charter schools located within the district as an enrollment option for students. There are currently no charter schools operating within the KSD boundaries.

BEHAVIOR EXPECTATIONS

RESPONSIBILITIES, RIGHTS, AND DUE PROCESS

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

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

“Behavioral violation” means a student’s behavior that violates the district’s discipline policies.

“Classroom exclusion” means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements of **WAC 392-400-330** and **392-400-335**. Classroom exclusion does not include action that results in missed instruction for a brief duration when:

- a teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
- the student remains under the supervision of the teacher or other school personnel during such brief duration.

“Culturally responsive” has the same meaning as “cultural competency” in **RCW 28A.410.270**, which states “cultural competency” includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students’ experiences and identifying cultural contexts for individual students.

“Discipline” means any action taken by a school district in response to behavioral violations.

“Disruption of the educational process” means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.

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

“Expulsion” means a denial of admission to the student’s current school placement in response to a behavioral violation, subject to the requirements in **WAC 392-400-430** through **392-400-480**.

“Length of an academic term” means the total number of school days in a single trimester or semester, as defined by the board of directors.

“Other forms of discipline” means actions used in response to problem behaviors and behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency removal, which may involve the use of best practices and strategies included in the state menu for behavior developed under **RCW 28A.165.035**.

“Parent” has the same meaning as in **WAC 392-172A-01125**, and means (a) a biological or adoptive parent of a child; (b) a foster parent; (c) a guardian generally authorized to act as the child’s parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; (d) an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the student

lives, or an individual who is legally responsible for the student's welfare; or a surrogate parent who has been appointed in accordance with **WAC 392-172A.05130**. If the biological or adoptive parent is attempting to act as the parent and more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the "parent" of a child or to make educational decision on behalf of a child, then that person or persons shall be determined to be the parent for purposes of this policy and procedure.

"School board" means the governing board of directors of the local school district.

"School business day" means any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the office of the Superintendent is open to the public for business. A school business day concludes or terminates upon the closure of the Superintendent's office for the calendar day.

"School day" means any day or partial day that students are in attendance at school for instructional purposes.

"Suspension" means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency removals. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.

In-school suspension means a suspension in which a student is excluded from the student's regular educational setting but remains in the student's current school placement for up to ten consecutive school days, subject to the requirements in **WAC 392-400-430** through **392-400-475**.

Short-term suspension means a suspension in which a student is excluded from school for up to ten consecutive school days, subject to the requirements in **WAC 392-400-430** through **392-400-475**.

Long-term suspension means a suspension in which a student is excluded from school for more than ten consecutive school days, subject to the requirements in **WAC 392-400-430** through **392-400-475**.

Definitions

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

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

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

- A student who is being assaulted or witnesses another student being assaulted acts only in a manner that is defensive and protective of himself/herself or others.
- The student is acting in a manner that a building administrator determines is reasonable and necessary in light of the circumstances.
- The student did not instigate, provoke, or promote the violence by his or her words or conduct immediately prior to the assault. A reasonable physical response to an assault may include holding the assailant's hands or arms to prevent the assault, or pulling two fighting students apart and holding them until adult staff can arrive and intervene.

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

- **Note:** 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. Student's failure to engage academically will be addressed in ways that do not include disciplinary actions.

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

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

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

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

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

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

- This section applies to any controlled substance, medication, stimulant, depressant, or mood-altering compound, including simulated compounds intended to produce intoxication or euphoria, whether or not such compounds have been designated a controlled substance by state or federal law;
- This section applies to marijuana or substances containing marijuana;
- This section applies to legally-prescribed drugs which a student is nevertheless not lawfully authorized to possess on school grounds, at school activities, or on district-

provided transportation;

- This section applies to students who enter school grounds, school activities, or district provided transportation following the unlawful use or consumption of drugs, alcohol, and other similar chemical substances, including students who appear to be under the influence of such substances;
- This section applies equally to the possession or use of paraphernalia or other items used to possess, consume, store, or distribute drugs, alcohol, and/or other illegal chemical substances, including marijuana or substances containing marijuana.

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

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

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

Gang Conduct For school discipline purposes includes:

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

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

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

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

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

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

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

Note: 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 of the conditions below are met:

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

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

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

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

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

Supporting Students with Other Forms of Discipline

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

Grievance process for other forms of discipline and classroom exclusion

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

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

Suspension and expulsion – general conditions and limitations

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

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

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

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

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

In-school suspension and short-term suspension

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

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

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

Notice

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

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

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

Long-term suspensions and expulsions

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

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

Informal Meeting (Initial hearing)

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

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

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

Notice

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

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

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

Emergency Removals

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

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

The district may not impose an emergency removal solely for investigating student conduct. For purposes of determining sufficient cause for an emergency removal, the phrase “immediate and continuing threat of material and substantial disruption of the educational process” means:

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

An emergency removal may not exceed ten consecutive school days. An emergency removal must end or be converted to another form of discipline within ten (10) school days from its start. After an emergency removal, the district must attempt to notify the student’s parents, as soon as reasonably possible, regarding the reason the district believes the student’s statements or behaviors pose an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the education process.

Notice

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

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

If the district converts an emergency removal to a suspension or expulsion, the district must: (a) Apply any days that the student was emergency removed 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 and Emergency Removal

The appeal provisions for in-school and short-term suspension differ from those for long-term suspension and expulsion. The appeal provisions for long-term suspension or expulsion and emergency removal have similarities but the timelines differ. A student or the parent(s) may appeal a suspension, expulsion, or emergency removal to the Superintendent or designee orally or in writing. Requests to appeal should be directed to the Director Student and Family Support Services. For suspension or expulsion, the request to appeal must be within five (5) school business days from when the district provided the student and parent with written notice. For emergency removal, the request to appeal must be within three (3) school business days from when the district provided the student and parent with written notice.

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

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

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

1. The behavior for which the discipline was given did not occur as stated by the school.
2. The discipline given was not appropriate for the behavior.
3. There were extenuating circumstances that were not considered by the administrator when deciding on the discipline.
4. Administration did not follow district policy and/or procedure during the discipline process.

In-school and short-term suspension appeal For short-term and in-school suspensions, the Superintendent or designee will provide the student and parents the opportunity to share the student's perspective and explanation regarding the behavioral violation orally or in writing. The Superintendent or designee must deliver a written appeal decision to the student and parent(s) in person, by mail, or by email within two (2) school business days after receiving the appeal. The written decision must include:

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

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

- The time, date, and location of the appeal hearing;
- The name(s) of the official(s) presiding over the appeal;
- The right of the student and parent(s) to inspect the student's education records;
- The right of the student and parent(s) to inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the hearing;
- The rights of the student and parent(s) to be represented by legal counsel; question

witnesses; share the student's perspective and explanation; and introduce relevant documentary, physical, or testimonial evidence; and

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

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

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

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

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

Upon request, the student and parent(s) or their legal representative may inspect any documentary or physical evidence and list of any witnesses that the district will introduce at the appeal hearing. The district must make the information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing. The district may also request to inspect any documentary or physical evidence and list of any witnesses that the student and parent(s) intend to introduce at the appeal hearing. The student and parent(s) must make this information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing. Upon request, the student and parent(s) may review the student's education records. The district will make the records available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing. If a witness for the district cannot or does not appear at the appeal hearing, the presiding official(s) may excuse the witness' nonappearance if the district establishes that:

- The district 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 removal, the district will provide a written decision to the student and parent(s) in person, by mail, or by email within one (1) school business day after the appeal hearing. The written decision must include:
 - The findings of fact;
 - A determination whether the student's statements or behaviors continue to pose (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process;
 - Whether the district will end the emergency removal or convert the emergency removal to a suspension or expulsion. If the district converts the emergency removal to a suspension or expulsion, the district will provide the student and parent(s) notice and due process consistent with the disciplinary action to which the emergency removal was converted; and
 - Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request.

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

The school board may designate a discipline appeal council to hear and decide any appeals in this policy and procedure or to review and reconsider a district's appeal decisions. A discipline appeal council must consist of at least three persons appointed by the school board for fixed terms. All members of a discipline appeal council must be knowledgeable about the rules in Chapter 392-400 WAC and this 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 removal, the student or parent(s) may request a review within five (5) school business days from when the district provided the student and parent(s) with the written appeal decision.

- In reviewing the district's decision, the school board or discipline appeal council, if established, must consider (i) all documentary and physical evidence from the appeal hearing related to the behavioral violation; (ii) any records from the appeal hearing; (iii) relevant state law; and (iv) this policy adopted.
- The school board (or discipline appeal council) may request to meet with the student and parent(s), the principal, witnesses, and/or school personnel to hear further arguments and gather additional information.
- The decision of the school board (or discipline appeal council) will be made only by board or discipline council members who were not involved in (i) the behavioral violation; (ii) the decision to suspend or expel the student; or (iii) the appeal decision. If the discipline appeal council presided over the appeal hearing, the school board will conduct the review and reconsideration. For long-term suspension or expulsion, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision must identify:

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

Petition to extend an expulsion

When risk to public health or safety warrants extending a student's expulsion, the principal or designee may petition the Superintendent or designee for authorization to exceed the academic term limitation on an expulsion. The Superintendent or designee may grant the petition only if there is substantial evidence that, if the student were to return to the student's previous school of placement after the length of an academic term, the student would pose a risk to public health or safety. The Superintendent or designee must deliver a written decision to the principal, the student, and the student's parent(s) in person, by mail, or by email within ten (10) school business days after receiving the petition.

Educational Services

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

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

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

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

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

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

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

- Course work, including any assigned homework, from all of the student’s regular subjects or classes;
- Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student’s regular subjects or classes; and
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency removal.

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

- Course work, including any assigned homework, from all of the student’s regular subjects or classes;
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency removal; and
- Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student’s regular subjects or classes.

School personnel will make a reasonable attempt to contact the student or parents within three (3) school business days following the start of the suspension or emergency removal and periodically thereafter until the suspension or emergency removal ends to:

- Coordinate the delivery and grading of course work between the student and the student’s teacher(s) at a frequency that would allow the student to keep current with assignments and course work for all of the student’s regular subjects or classes; and
- Communicate with the student, parents, and the student’s teacher(s) about the student’s academic progress.

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

Readmission application process

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

- The reasons the student wants to return and why the request should be considered;
- Any evidence that supports the request; and
- A supporting statement from the parent or others who may have assisted the student. The Superintendent will advise the student and parent of the decision within seven (7) school days of the receipt of such application.

Reengagement Meeting

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

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

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

Reengagement plan

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

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

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

Exceptions for protecting victims

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

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

Students with Disabilities and Discipline

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

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

Knowledge of the disability is defined as:

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

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

ENSURING A SAFE ENVIRONMENT

EMERGENCIES – Kent School District Policy 3432

The Board recognizes that school districts encounter emergency situations where quick and effective action is necessary for the protection of students, staff, and community. School employees are effectively trained to respond to a variety of emergency situations that could occur.

The superintendent has established emergency procedure guidelines for all staff. The guidelines include procedures covering emergencies such as fire, earthquake, severe weather, volcanic eruption, chemical spill, operational emergencies, aircraft disaster, bomb threats, explosives, weapons on campus, intruder on campus, and other on-site disturbances.

In the event that students are required to stay at a school and shelter in place, family members may not be allowed to remove students from school. Family will be notified in this event.

Student Support and Academic Enrichment Grants (SSAEG) (TITLE IV A)

Kent School District receives this Title IV flexible block grant known as Student Support and Academic Enrichment Grants to provide students with a well-rounded education, support safe and healthy students and effective use of technology. The district is committed to invest in these programs to support students' need to access health and safety programs, a diversity of academic programs and provide modern technology to assist students in achieving academic targets and prepare students for college and career.

VIDEO CAMERAS ON BUSES: STUDENT NOTIFICATION

Continuous-play video/audio recording systems have been authorized for use in school district buses by the transportation supervisor on all bus routes. Buses where cameras may be utilized shall have signs notifying riders that video cameras may be in use.

Video recordings remain in the bus for continuous recording unless the video card is removed for viewing or to support a disciplinary action. If a serious or flagrant violation of student bus rules is observed or if there is a continued violation, despite intervention, standard disciplinary action may be taken. Lesser violations will be brought to the attention of the student and proper conduct shall be explained. When a recording is used to support disciplinary action, the student or the student's parent/guardian/custodian may request to view the video. A viewing will be arranged at the student's school or the Transportation Department office. A building principal or designee may also request viewing of video through the transportation supervisor.

Any time a bus video is to be used to support a disciplinary action, the video will be dated, labeled, and kept on file at the Transportation Department office for as long as deemed necessary. If a crime has been committed, law enforcement will also be provided a copy of the video. Video not used to support disciplinary action are deleted as space on the video card is needed. On occasion, a video without identifying information may be used by the transportation supervisor for driver-training purposes.

ELECTRONIC RESOURCES

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

Public Records

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

User Responsibilities

- It is expected that staff and students will use electronic resources provided by the Kent School District in work and study. However, the failure of staff member, student, or any other person to comply with these procedures while using the district's electronic resources may result in restricted access up to and including a complete denial of access.
- All use of the electronic resources must be in support of educational and research objectives consistent with the mission and objectives of the Kent School District.
- Student data is confidential, District staff must maintain the confidentiality of student data in accordance with the **Family Educational Rights and Privacy Act (FERPA)**.

Acceptable Use

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

Unacceptable Use

- Unauthorized access or unauthorized disclosure of personal information of students, staff, or other individuals for whom the district retains records. "Personal information" includes education records, employment records, and personal addresses, phone numbers, or email addresses.
- Contributing to cyberbullying, chain letters, harassment, intimidation, denigrating comments, discriminatory remarks, and other similar conduct.
- Using or forwarding profanity, obscenity, vulgar language, racist terms, or other language that is offensive to a reasonable person.
- Any use of the electronic resources for individual profit or gain; for product

advertisement; for political action or political activities; or for excessive personal use. "Political action or political activities" includes support of or opposition to political campaigns, candidates, ballot measures, or lobbying for or in opposition to legislation;

- Playing games, accessing non-district social networking sites without specific authorization, and streaming or downloading audio and video files unless specifically authorized by a teacher for instructional purposes.
- Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users, or misrepresenting other users on the electronic resources.
- Using an electronic account authorized for another person.
- Making use of the electronic resources in a manner that serves to disrupt the use of the network by others.
- Destroying, modifying, or abusing hardware and/or software.
- Unauthorized downloading or installation of any software, including shareware and freeware, for use on Kent School District electronic resources.
- Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner other than use that falls within the scope of "reasonable fair use." The "Fair Use Doctrine" of the United States Copyright Law (**Title 17, USC**) permits the duplication and/or distribution of materials for educational purposes under most circumstances. Questions regarding whether the duplication or distribution of copyrighted materials violates federal law should be directed to the General Counsel's Office.
- Using electronic resources to access, process, or transmit obscene or pornographic content, sexually inappropriate content, or files dangerous to the integrity of the network.
- Malicious use of the electronic resources to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system.
- Any attempts to defeat or bypass the District's Internet filter by using or trying to use proxies, https, special ports, modification to District browser settings or any other techniques, designed to avoid being blocked from inappropriate content or to conceal Internet activity.
- Using any electronic resources for unlawful purposes.

Staff Responsibilities

- Staff members who supervise students, control electronic equipment, or otherwise have occasion to observe student use of said equipment shall make reasonable efforts to monitor the use of this equipment to assure that it conforms to electronic resources procedures and is consistent with the mission and goals of the Kent School District.
- Staff should make reasonable efforts to become familiar with the electronic resources and their use so that effective monitoring, instruction, and assistance may be provided. Staff should report any misuse to their supervisor.

District-Sponsored Social Media

- In the fast-changing world of electronic information and communication with parents, staff, and community members, the Kent School District recognizes that social media tools can be of great value in furthering the district's mission and promoting the board of directors' goals. To those ends, approved schools and departments may be authorized to utilize social media in a manner consistent with state and federal law, Policy **2022**, and implementing procedure **2022P**. The purpose of District-sponsored social media sites is limited to promoting the mission and goals of the district.
- District staff will be authorized to access district-sponsored social media sites during

work hours in support of the educational mission and goals of the district. District staff may not initiate a district-sponsored social media site for a school, department, class, activity, sport, or club unless expressly authorized to do so by the Superintendent or the Superintendent's designee. All staff employees using district-sponsored social media sites will adhere to all of the acceptable use requirements as set forth in procedure **2022P**. The inappropriate use of social media by district employees is a violation of this procedure.

- District-sponsored social media sites are not intended to be used for policy decisions or items of legal and fiscal significance that have not been previously disclosed to the public. To avoid conflicts with Washington's Open Public Meetings Act, chapter **42.30 RCW**, the board of directors will not engage in meetings or discussions via district-sponsored social media sites. Posting content via district-sponsored social media sites does not constitute giving official or lawful notice to the district as may be required.
- The District may choose to allow user-generated content on its social media sites. By doing so, however, the District is not creating an open public forum. The purpose of such sites is to inform and engage with students and their families, staff, residents and other members of our community while promoting the mission of the district and the board of directors' goals. Although comments will not be removed based on viewpoint, comments and observations must be civil, constructive, respectful, and responsible. Because the district has a compelling interest in the lawful use of public resources and maintaining content that is appropriate for all users, the following content will not be permitted on social networking sites administered by the Kent School District:
 - ◆ Comments, posts or replies that are out of context and/or not related to the topic at issue.
 - ◆ Comments in support of or opposition to political campaigns, candidates, ballot measures, or pending legislation.
 - ◆ Sexual content or links to sexual content.
 - ◆ Commercial advertisements or solicitations.
 - ◆ Content that promotes, fosters, or perpetuates discrimination as prohibited by district policy.
 - ◆ Language or content that is profane, vulgar, abusive, denigrating, harassing, intimidating, or bullying in nature.
 - ◆ Conduct or encouragement of illegal activity.
 - ◆ Content that tends to compromise the safety or security of the public or public systems, violate the privacy rights of individuals, or infringe on the legal ownership interests of any other party.
 - ◆ Content that violates Kent School District Policy **2022** and procedure **2022P** regarding the acceptable use of electronic resources.
- Comments, observations, and other postings in violation of these guidelines will be removed by the District. Opinions expressed by third parties on District-sponsored sites are not those of the Kent District or its employees. Because the school district is a public agency, all comments posted on social networking sites administered by the district are public records that will be archived and subject to disclosure upon request.
- District-sponsored sites will not be available for public comments or observations unless staff members have been designated to regularly monitor postings and verify compliance with District policy and procedure. KSD staff so designated will monitor public comment and observations on an established, regular schedule and will remove content in violation of **2022** and **2022P**. All removed content will be archived as a public record.

Kent School District Rights and Responsibilities

The Kent School District recognizes its obligation to both protect the well-being of students in its charge and to be the steward of public property and resources. To these ends, the district reserves the right to, and may at any time, do the following:

- Log electronic resource use and monitor fileserver space utilization by users. The District assumes no responsibility or liability for files deleted due to violation of fileserver space allotments.
- Monitor the use of activities through the District's networks and electronic resources. This may include real-time monitoring of network activity and/or maintaining a log of Internet activity for later review.
- Provide internal and external controls as appropriate, including the right to determine who will have access to Kent School District-owned equipment.
- Restrict or exclude those who do not abide by the Kent School District's electronic resources policy or other policies governing the use of school facilities, equipment, and materials.
- Report to appropriate authorities apparent violations of the law discovered through the District's monitoring of electronic resources.
- Restrict electronic resource destinations through software or other means.
- Provide guidelines and make reasonable efforts to train staff and students in acceptable use and policies governing electronic resource communications.
- Monitor and maintain mailing list subscriptions and delete files from the personal mail directories to avoid excessive use of fileserver hard-disk space.
- Use filtering software to block or filter access to visual depictions that are obscene and all child pornography in accordance with CIPA. Other objectionable material may likewise be filtered. The determination of what constitutes "objectionable" material is determined by the District's administration consistent with the District's educational mission, the district's policies and procedures, and the board of directors' goals.

Legal Notices

- The Kent School District is not responsible for the information that is retrieved via electronic resources.
- Pursuant to the ***Electronic Communications Privacy Act of 1986*** (18 USC 2510 et seq.), notice is hereby given that there are no facilities provided by this system for sending or receiving private or confidential electronic communications. Network administrators have access to all email and will monitor messages.
- Messages relating to or in support of illegal activities will be reported to the appropriate authorities.
- The District reserves the rights to monitor, inspect, copy, review, and store without prior notice any and all usage of:
 - ◆ The network
 - ◆ User files and disk space utilization
 - ◆ User applications and bandwidth utilization
 - ◆ User document files, folders, and electronic communications
 - ◆ Email
 - ◆ Internet access
 - ◆ Any and all information transmitted or received in connection with network and/or email use operated by or through District resources
- All information files shall be and remain the property of the District, and no student or staff user shall have any expectation of privacy regarding such materials. The District reserves the right to disclose any electronic message to law enforcement officials or third parties as deemed appropriate. All documents generated, received, transmitted, or maintained through district resources or networks are subject to the disclosure laws of the State of Washington's Public Records Act, chapter **42.56 RCW**.

- Tape backup is made of email for the purpose of public disclosure requests and disaster recovery. Barring power outage or intermittent technical issues tape backups are made of staff and student files on District servers for recovery of accidental loss of deleted files. Recovery is not guaranteed.
- While filtering software makes it more difficult for objectionable material to be received or accessed through district resources, filters are not infallible. The ability to access a site does not mean that otherwise objectionable material or an objectionable site falls within the district's acceptable use requirements. Every user must take responsibility for his or her use of the network and Internet and avoid objectionable sites and/or materials. Any inadvertent visit to an objectionable site must be reported immediately.
- From time to time, the Kent School District will make determinations on whether specific uses of electronic resources are consistent with the Electronic Resources policy.
- The Kent School District will not be responsible for any damages users may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by our own negligence or user errors or omissions. Use of any information obtained is at the user's own risk.
- The Kent School District makes no warranties (expressed or implied) with respect to:
 - ◆ The content of any advice or information received by a user or any costs or charges incurred as a result of seeking or accepting any information.
 - ◆ Any costs, liability, or damages caused by the way the user chooses to use his or her access to the electronic resources.
- The Kent School District reserves the right to change its rules and procedures at any time without notification. All students will be educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.
 - ◆ Age appropriate materials will be made available for use across grade levels.
 - ◆ Training on online safety issues and materials implementation will be made available for administration, staff and families.

Personal Device Warning

- By connecting a mobile device to the Kent School District email system, you acknowledge and agree that the Kent School District Information Technology Department reserves the right to enforce any reasonable security measures deemed necessary to mitigate data leakage and protect students. This includes but is not limited to:
 - ◆ Remotely deleting the contents of your mobile device when deemed necessary, e.g., when a password is incorrectly entered more than 10 times. The deletion may include district and personal contacts, pictures, etc.
 - ◆ Enforcing the use of a password / pin to access the mobile device.
 - ◆ Restricting the use of applications deemed a security risk.
- In addition, users of district networks with personal devices understand that documents or records prepared, owned, used, or retained by any local or public agency – including the electronic communications of a public agency—are public records under Washington state law. Using any personal device or computer for school district business can result in a requirement that you submit your personal device for examination or search if a public records request is received concerning information related to governmental conduct or the performance of any governmental function that may be stored on your personal device.
- The mobile devices that are subject to this policy are those that directly connect to Microsoft Exchange via the ActiveSync Protocol.
- Examples of ActiveSync compatible devices include but are not limited to: iPhone, iPad, iPod, Android based mobile phone, Tablet device, etc.

Violations of Acceptable Use

- Any reasonable belief that user activity has violated this policy and procedure regarding acceptable use should be reported to the school, program, or department administrator responsible for supervision of the use in question. Disciplinary action, if any, for students, staff, and/or other users shall be consistent with the District's policies and procedures.
- Violations of this policy can constitute reasonable cause for the limitation or revocation of access privileges, suspension of access to Kent School District electronic resources. Violations may also result in employee discipline for staff or school disciplinary action for students, as well as other appropriate legal or criminal sanctions, as appropriate.

Challenging the Denial or Restriction of Access to District Electronic Resources

- If a person is denied access or subject to restricted access to the district's electronic resources resulting from a determination of that the person has violated the district's acceptable use standards, the denial or restriction may be appealed.
- If access to electronic resources is denied or restricted for an employee who is a member of a collective bargaining group because of a violation of the district's acceptable use standards, the denial or restriction may be grieved in accordance with the terms of the staff members' collective bargaining agreement. If the employee is not represented by a collective bargaining group, the denial or restriction may be appealed through the grievance process contained within the procedures of **5111P** for non-represented personnel.
- If access to electronic resources is denied or restricted for a student, the denial or restriction may be grieved consistent with the procedures for student discipline contained within **3241P** and set for the in **WAC 392-400-240**. If access to electronic resources is denied or restricted for a student as part of a suspension, expulsion, or emergency removal, the denial or restriction may be challenged consistent with the procedures and provisions of **3241P** and chapter **392-400 WAC** applicable to the suspension or expulsion imposed.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (**FERPA**) (**20 USC Sec. 1232g**) is a federal law that protects the disclosure of personally identifiable information contained in protected education records, and guarantees parents and eligible students access to the student records. "Eligible students" are those students over eighteen (18) years of age to whom FERPA rights are transferred; however, under certain circumstances—such as when the student remains a dependent for federal income tax purposes—the parent of an eighteen (18) year old student is still entitled to access education records even after the student turns eighteen (18) years of age. Specifically, FERPA rights include:

- The right to inspect and review a student's education records within forty-five (45) days of the date the district receives a request for access. Parents or eligible students should submit to the school principal or other appropriate school official a written request that identifies the records they wish to inspect. The principal will make arrangements for access and notify the parents or eligible students of the time and place where the records may be inspected.
- The right to request an amendment of the student's education records that the parent or eligible student believes to be inaccurate or misleading. A written request should be submitted to the school principal clearly identifying the part of the records for which a change is requested and explaining why it is considered to be inaccurate or misleading. If the Kent School District decides not to amend the record as requested by the parent or eligible student, the Kent School District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding their request for the amendment. Additional information regarding

hearing procedures will be provided to the parents or eligible student when they are notified of their right to a hearing.

- With certain exceptions authorized by FERPA, the right to consent before disclosure of personally identifiable information contained in a student's education records.

One exception which permits disclosure without consent is disclosure to school officials with a legitimate education interest. A school official has a "legitimate educational interest" if the official needs to review an educational record in order to fulfill his or her professional responsibility.

A "school official" is:

- A person employed by the Kent School District as an administrator, supervisor, instructor, or support staff member.
- A person serving on the District's Board of Directors.
- A volunteer who assists another school official in performing tasks or who serves on school or District committees.
- A person or company with whom the Kent School District has contracted to perform a specific task (such as an attorney, auditor, medical consultant, therapist, or personnel contracted for security purposes or to be part of the law enforcement unit).
- Any other contractor, consultant, volunteer, or other outside party to whom the District has outsourced institutional services or functions that it would otherwise use employees to perform.

Individuals in these categories are under the direct control of the Kent School District regarding their access to protected educational records and are subject to the same conditions governing the use and disclosure of education records that apply to any other school employee.

As allowed by federal law, the Kent School District will also forward education records without seeking consent of the parents or student to another school or school district that has requested the records in which the student intends to enroll or is already enrolled.

RELEASE OF STUDENT "DIRECTORY INFORMATION"

A category of information contained in student records is designated under FERPA as "directory information." Unlike other education records that require consent before disclosure, directory information may be released unless the parent or eligible student specifically objects to disclosure. The primary purpose of directory information is to allow the Kent School District to include this type of information in certain school publications, including drama, musical, or sports programs; the annual yearbook; graduation programs; or photographs on a school or District website. The Kent School District has designated the following information as directory information:

- A student's name.
- A student's address, telephone listing, and email address.
- The student's image or likeness in pictures, videotape, film, or other medium.
- The student's date and place of birth.
- The student's current grade level.
- Participation in officially recognized activities and sports.
- Height and weight of a member of an athletic team.
- Dates of attendance.
- The most recent school attended by the student.
- Degrees and awards received.

If the circumstances of disclosure to a third party would confirm or reveal that a student is a person with a disability, federal and state law prohibits the release of even directory information without written consent of a parent of eligible student.

If a parent or eligible student desires that directory information not be released, he or she should notify the principal of the school where the student attends.

OBJECTING TO RELEASE OF INFORMATION TO MILITARY RECRUITERS

Federal law requires disclosure of a student's personal information to military recruiters upon request unless parent(s), guardian(s), or an eligible student have advised the school district that student information cannot be disclosed without prior written consent. If a parent or eligible student does not want the Kent School District to disclose such personal information, the school building must be notified in writing.

Forms are available at:

<https://www.kent.k12.wa.us/cms/lib/WA49000006/Centricity/Domain/1181/KSDMilitaryOptOutForm.pdf>.

STUDENT TRANSCRIPT REQUESTS UNDER FERPA

With one exception noted below, a school shall provide or make available to a student or a student's parent(s) or guardian(s) a copy of the student's official transcript. Release of a student's transcript to any other persons may only occur upon written authorization of an eligible student, a student's parent(s), or guardian(s), as set forth in FERPA.

High school students should always keep in mind that prospective employers may request to see transcripts and the decision to release a transcript can be an important part of the process of applying for employment (see **WAC 392-415-090**).

Under **RCW 28A.635.060(1)** and **28A.225.330(2)**, a school may withhold the official diploma of any student who transfers to a new school who has not paid any outstanding fines or fees, including such fees associated with damage caused by the student to school property.

If a parent or eligible student believes that a school official has not complied with FERPA requirements, the parent or eligible student may file a complaint with the United States Department of Education's Family Policy Compliance Office at the following address:

Family Policy Compliance Office

US Department of Education
400 Maryland Avenue SW
Washington, DC 20202-5920

NUTRITION SERVICES PROGRAM

Kent School District Nutrition Services information can be located at:

<http://www.kent.k12.wa.us/Nutrition>

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

Menus

Access to OUR most current menus though the MY SCHOOLS MENU PHONE app or our on-line web site (<https://www.myschoolmenus.com/instance/326/district/344>). Either location allows you to view elementary, middle and high school menus, view nutritional information, translate menus into different languages and filter menus by allergens. Nutrition Services does post .pdf file copies of monthly breakfast and lunch menus on the department web page if you want to print a copy for reference. (MY SCHOOL MENU is available free at Apple and Google App stores).

Community Eligibility Provision (CEP)

Kent School district has 37 schools eligible to participate in CEP this year. Parents and

guardians of students in CEP schools do not have to fill out the usual free and reduced lunch application, but are asked to complete an online income survey in order to ensure their child's school qualifies for federal and state funding that is determined by parent income levels. Meals, (not a la cart items) will be served to all students in CEP schools for free regardless of free and reduced status. Visit our webpage to see the list of schools participating in CEP.

**Emerald Park and Soos Creek will both qualify to offer meals at no cost under House Bill (HB) 1238. HB 1238 requires LEAs to offer meals at no cost to students enrolled at elementary schools where 40% or more students are eligible for free or reduced-price meals. Families at these schools are asked to complete the Free and Reduced meal application online application through MealAppNow, or print a paper application available on our webpage.

2023–2024 Kent School District Meal Prices

Grade & Eligibility	Breakfast	Lunch
Elementary Student Meals	No Charge	No Charge
Full Pay Secondary Meals (only Kentridge and Kentwood)	\$2.00	\$3.20
Reduced Price Meal (PreK–12)	No Charge	No Charge
Adults	\$3.50	\$5.00
Individual Milk, Juice, Fruit or Veg	\$.50	\$.50
Lactose Free Milk	\$.75	\$.75

Reduced Eligibility:

All K-12 students with reduced eligibility can eat breakfast free. All K-12 students with reduced eligibility can eat free meals. The state of Washington reimburses Nutrition Services the \$.30 breakfast co-pay and the \$.40 lunch co-pay for meals eaten.

How Do I Pay For Lunch?

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

1. Deposit funds to a meal account by cash or check for any dollar amount at the school or with minimum deposits of \$20.00 or more using your Visa or MasterCard credit or debit card at our on-line payment system **LunchMoneyNow**. Pre-paid balances ensure students have money to pay for meals and snacks and allow them to move quicker through serving lines.
2. When sending a check, be sure to write the check to the name of the student's school and include their name and ID number on the reference line. Be sure you sign the check and clearly indicate the dollar amount of the deposit.
3. **LunchMoneyNow** is accessible through a link on the Kent School District home web page or by typing www.lunchmoneynow.com/lmn001 into your internet browser. After you set up your household account with a username and password, link one or more students in one family to this account. With one transaction, you can deposit funds into multiple student accounts. The **LunchMoneyNow** account also allows families to review student purchases and to set-up automatic text and e-mail notifications when account balances reach a minimum dollar amount.
4. Staff in the Nutrition Services Office are always happy to assist anyone needing help setting up an account or completing a deposit. You can contact us at 253-373-7275 between 7:30 am to 4:30 p.m. Monday through Friday. Please have your student's ID number to help us reference the right account.

Free and Price Reduced Meal Program

Kent School District participates in the Federal National Breakfast and School Lunch Programs where eligible students can eat breakfast and/or lunch free or at a reduced price. Families must submit a new free and reduced application at the beginning of each new school year. Paper applications are available but families are encouraged to submit applications online through **MealAppNow**. The online program eliminates unnecessary or duplicate applications. Nutrition Services can review and send a letter notifying families if their student is eligible much quicker. The online application for the 2023–2024 school year will be available Monday, August 8.

Submitting an online or paper application does not automatically qualify a student to receive free or reduced meals. All students must pay the full cash meal price for breakfast and lunch meals until they receive an official letter from Nutrition Services approving them to receive free or reduced price meals. Students who receive approval for reduced meals benefits actually do receive some meals at no cost. The State of Washington reimburses the Kent School District the \$.30 breakfast and lunch co-pay for all students.

INFORMATION ON APPLICATION PROCESS:

1. Children who are homeless, migrant, in foster care or live in a household that receives assistance through Basic Food, TANF, OR FDFIR **generally do not need** to submit an application as they are categorically eligible to receive free meals through a process called **direct certification**. Data from WA State is downloaded and matched to students registered for school in our district. Once a student has been identified as directly certified, their meal eligibility is automatically set as FREE. Letters notifying families if their children are directly certified will be in the mail the week of August 15–18 as well as throughout the year if household situations change.
2. **NOTE FOR STUDENTS TRANSFERRING TO THE KENT SCHOOL DISTRICT:** If a student was eligible to receive free or reduced meals at another WA school district, please contact the Nutrition Services Office immediately to tell us your student's name and former school district, school and grade. Although all are eligible for free meals for the 2022–23 school year, it is helpful to have this information, as funding sources and benefits are attached to this application.

We encourage the use of **MealAppNow** our online application versus filling out a paper application. **MealAppNow** is the easiest way for families to submit their annual application regarding free or reduced meal benefits. We can review online applications much quicker and often notify a family by an email the same or next day whether their student is eligible to receive free or reduced meals. **MealAppNow** does not allow an incomplete application to be submitted which is the number one reason for delays in processing paper applications. Incomplete paper applications can add days and sometimes weeks to the approval process. The online application is accessible at <https://www.mealappnow.com/manoo1/> and will be available to submit applications on Monday, August 8.

Negative Balances

NUTRITION SERVICES PROCEDURE FOR WHEN STUDENTS DO NOT HAVE MONEY TO PAY FOR A MEAL

Eating nutritious food during the school day is important to a student's academic growth and achievement. Nutrition Services supports student success by allowing them to purchase meals without cash or money in their account so they do not go hungry. Once a student's account is at or below $-\$.01$, Nutrition Services initiates autodialed courtesy phone calls Monday through Thursday to inform parents that a meal account is negative and a payment is now due. Calls will continue until the negative account balance is paid. When a student continues to purchase meals after their meal account has gone negative, parents acknowledge they are responsible for paying for the balance owed resulting from those purchases.

If a student's account will become or is negative at the time of purchase, they can only buy a meal and not à la carte items. À la carte food purchases require a positive account balance or

cash. This applies to students who are free or reduced that just want to buy a milk or juice and not a meal. Any student can purchase a milk, juice, fruit or vegetable for \$.50 each.

If a student's account balance exceeds -\$15.00, Nutrition Services will contact the parents by email or phone regarding the amount owed. Nutrition Services will continue attempts to contact and work with parents on a payment plan of the balance owed. Payment is required for any negative account balances by the end of each school year. If a family has experienced a change in income or household size, which affects their ability to pay for meals, Nutrition Services staff can assist the family in submitting an application to see if they now qualify to receive free or reduced meals.

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

State Of Washington Basic Food Program

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

Contact the Public Health of Seattle & King County by calling 206-550-6119 for assistance. You can also apply in person at the local DSHS Community Service Office, by mail or online at the web address:

(<https://kingcounty.gov/depts/health/locations/health-insurance/access-and-outreach/basic-food-program.aspx>).

Food Allergies and Special Diets

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

Additional Benefits for Students who qualify for Free or Reduced Meals

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

College Bound Scholarship Program

The College Bound Scholarship program encourages low-income, middle school students to choose a path that will lead to educational success after high school. The program promises tuition (at public institution rates) and a small book allowance for income eligible students who sign up in the 7th or 8th grade, work hard in school, stay out of legal trouble, and successfully apply to a higher education institution when they graduate.

Students may sign up in the 7th or 8th grade need only apply once. The deadline for all applicants is by June 17 at the end of their 8th grade year.

To read more about the College Bound Scholarship Program, go to the following web site:
<https://wsac.wa.gov/college-bound>.

Families may receive waived or decreased fees to participate in other school programs.

Schools receive funding based on the number of free and reduced qualified applicants. By completing a free and reduced meal application, you will be helping your school obtain funding.

HEALTH NOTIFICATIONS

ASBESTOS NOTICE TO ALL KENT SCHOOL DISTRICT PATRONS:

In the past, asbestos was used extensively in building materials because of its insulating, sound-absorbing, and fire-retarding capabilities. Virtually any building constructed before the late 1970s contained some asbestos. Intact and undisturbed asbestos materials do not pose a health risk. Asbestos materials, however, can become hazardous when, due to damage or deterioration over time, they release fibers. If the fibers are inhaled, they can lead to health problems, such as cancer and asbestosis.

In 1986, Congress passed the Asbestos Hazard Emergency Response Act (**AHERA**) which requires schools to be inspected to identify any asbestos-containing building materials. Suspected asbestos-containing building materials were located, sampled, and rated according to condition and potential hazard. Materials assumed to contain asbestos were also rated according to condition and potential hazard. Every three years Kent School District has conducted a re-inspection to determine whether the condition of the known or assumed asbestos-containing building materials has changed and to make recommendations on managing or removing the asbestos-containing building materials. At the last re-inspection conducted in March 2013, all materials listed in the management plan as asbestos containing, or assumed to be asbestos-containing, were inspected and found to be in good condition.

The law further required an asbestos management plan to be in place by July 1989. Kent School District developed a plan, as required, which has been continually updated. The plan has several ongoing requirements: publish a notification on management plan availability and the status of asbestos activities, educate and train its employees about asbestos and how to deal with it, notify short-term or temporary workers on the locations of the asbestos-containing building materials, post warning labels in routine maintenance areas where asbestos was previously identified or assumed, follow set plans and procedures designed to minimize the disturbance of asbestos-containing building materials, and survey the condition of these materials every six months to assure that they remain in good condition.

The following buildings contain no asbestos-containing building materials; therefore, no operations and maintenance programs or future inspections are required: Kentlake High, Cedar Heights Middle School, Northwood Middle School, Carriage Crest Elementary, Daniel Elementary, Emerald Park Elementary, Glenridge Elementary, Horizon Elementary, Jenkins Creek Elementary, Kent Elementary, Kent Laboratory Academy, Martin Sortun Elementary, Meadow Ridge Elementary, Millennium Elementary, Neely-O'Brien Elementary, Panther Lake Elementary, River Ridge Elementary, Sawyer Woods Elementary, Covington Elementary and Sunrise Elementary. During the next year, we plan to manage and maintain asbestos-related activities per AHERA guidelines.

It is the intention of Kent School District to comply with all federal and state regulations controlling asbestos and to take whatever steps are necessary to ensure students and employees a healthy and safe environment in which to learn and work. You are welcome to review a copy of the asbestos management plan in the school district administrative office or the main office at every school during regular business hours. All inquiries regarding the asbestos plan and asbestos-related issues should be directed to the Maintenance Department at 253-373-7279.

CHILDREN'S PESTICIDE RIGHT TO KNOW ACT

This notification informs you that the Kent School District on occasion has a need to use chemical sprays in order to manage vegetation and insect pests. Chemical sprays are only one method in the district's Integrated Pest Management (IPM) program to help control vegetation and insect pests. IPM is an approach that implements regular monitoring and record-keeping to determine if and when treatments are needed. It employs a combination of strategies and tactics to keep pest numbers low enough to prevent unacceptable damage or annoyance. There is no fixed schedule for IPM treatments, which can range from monitoring to baiting and trapping to spraying. Chemical controls are used only when needed and in the least toxic formulation required.

The goal of IPM is to protect human health and reduce loss from pest damage, environmental pollution, human exposure to pesticides, and the cost of pest control. Spraying is done when and where monitoring has indicated that vegetation or a pest will cause unacceptable economic, aesthetic, or medical injury.

If the district deems it necessary to use chemical sprays to manage vegetation and insect pests, the following guidelines are followed:

- Whenever practical, treatments will be at times when school is not in session.
- If it is necessary to apply herbicides when school is in session, the areas will be clearly marked and isolated from the school population.
- Records of applications will be on file at the Kent School District Maintenance Department.
- Safety Data Sheets (SDS) information for approved materials can be obtained by calling the SDS toll-free telephone number at (800-451-8346).
- All people that apply approved pesticide/herbicide treatments will be licensed.
- Notification and posting of pesticide/herbicide treatments will be made in accordance with the applicable state law.

Though spray applications are primarily conducted when school is not in session and the area is posted, it is possible to obtain prior notification of applications at a specific school. Persons who would like to be placed on a list to receive notification prior to treatments at a specific school may contact Kurtis Anderson, Maintenance Supervisor, at (253) 373-7102 or Steve Fairbanks, Building Operations Supervisor, at (253) 373-7079. Please leave your name, phone number, mailing address, email address, and the name of the school(s). The list is kept for one year, beginning in September, and a request must be renewed each year.

PROVISION OF INFORMATION FOR MENINGOCOCCAL DISEASE

Since 2005, Washington State law has required that schools provide the parents or guardians of students entering the sixth (6th) grade with information on meningococcal disease. Meningococcal diseases are infections caused by a bacterium called *Neisseria meningitides* (also called the meningococcus). Meningococcal disease includes serious infections of the fluid and lining surrounding the brain (meningitis), bloodstream (bacteremia and sepsis), lungs (pneumonia), and joints (arthritis).

Symptoms include the following:

- Sudden high fever (usually 102 degrees Fahrenheit or more)
- Chills
- Severe headache
- Difficulty breathing
- Stiff neck and back
- Painful joints
- Vomiting
- Extreme sleepiness and/or confusion
- Loss of consciousness/seizures
- Rash or bluish/purple splotches
- In babies under one year of age, the soft spot on the top of the head may bulge upward.

The bacteria is present in the noses and throats of ill persons and spread to close contacts through saliva or nose and throat secretions when talking, coughing, sneezing, kissing, etc. Healthy people who have no symptoms of illness sometimes carry the meningococcus in their noses and throats. Meningococcal infections are spread by close contact (for example, among household members) and are not spread simply by being in the same room with an infected person. Rarely, transmission occurs by sharing eating utensils, glassware, cigarettes, or toothbrushes. It takes one (1) to ten (10) days from the time a person is exposed to the bacteria for symptoms to occur.

There are two type of vaccines that protect against several kinds of meningococcal disease. The Meningococcal A, C, W, Y vaccine(MCV₄) is recommended for young adolescents at the eleven (11) to twelve (12) year checkup, with a booster for teens age 16 to 18 years.

The Meningococcal B (Men B) may be given to teens and adults aged 16 to 23 who have rare health conditions or are at increased risk because of a meningococcal B disease outbreak. Others who may be at risk are college students living in a dorm, people planning to travel to countries where meningococcal disease is common, or persons with a weakened immune system. It is recommended that you ask your healthcare provider which of these meningococcal vaccines are needed. It is recommended that you avoid close contact with persons having respiratory infections (who are coughing and sneezing); that you avoid sharing food, drinks, cigarettes, or eating utensils; and that you wash hands before and after eating, and after coughing or sneezing.

For more information on meningococcal disease, vaccines, and where vaccines are available, see:

- Seattle and King County Public Health information at <https://kingcounty.gov/depts/health/communicable-diseases/disease-control/%20meningococcal-disease.aspx>
- The Washington State Department of Health information at <https://www.doh.wa.gov/YouandYourFamily/Immunization/DiseasesandVaccines/MeningitisMeningococcalDisease>
- The United States Department of Health and Human Services Centers for Disease Control and Prevention information at: <https://www.cdc.gov/meningococcal/>
- Any school nurse or school-based health center in the Kent School District.

THE HUMAN PAPILOMAVIRUS DISEASE AND VACCINE

Since 2007, Washington State law has required that schools provide the parents or guardians of students entering the sixth (6th) grade with information on the human papillomavirus. Genital human papillomavirus (HPV) is the most common sexually transmitted virus in the United States. There are many types of HPV. There were about 79 million HPV infections in the US. Most HPV infections don't cause any symptoms, and go away on their own. But HPV can cause cancer and genital warts. HPV vaccine is routinely recommended for adolescents (girls and boys) at age 11 or 12 to ensure they are protected before they are exposed to the virus, but may be given beginning at age 9. Most children who get the first dose before age 15 need 2 doses of HPV vaccine. Anyone who gets the first dose on or after 15 years or age, and younger people with certain immunocompromising conditions may need 3 doses.

The HPV vaccine is available through Washington State Childhood Vaccine program. Many providers in Washington have state supplied vaccine to use and there is no cost to parents for the vaccine. Providers may charge an office visit and/or administration fee. You may contact your doctor, nurse, or local health clinic to find out more information regarding whether you need the vaccine and where you can get it.

For more information on HPV and the HPV vaccine, see:

- Seattle and King County Public Health information at: <https://kingcounty.gov/depts/health/communicable-diseases/hiv-std/patients/%20about-stds/human-papillomavirus.aspx>
- The Washington State Department of Health information at: <https://www.doh.wa.gov/YouandYourFamily/IllnessandDiseaseHumanPapillomavirusHPV> (Letters with information about HPV are also available from the Department of Health in Cambodian, Chinese, Korean, Russian, Spanish, Somali, Tagalog, Ukrainian, and Vietnamese.)

- The United States Department of Health and Human Services Centers for Disease Control and Prevention information at: <https://www.cdc.gov/hpv/>
- Any school nurse or school-based health center in the Kent School District.

OPIOID-RELATED OVERDOSE IN THE SCHOOL SETTING

Starting with the 2020–21 school year, school districts with more than 2000 students are required to obtain and maintain at least one set of opioid overdose reversal medication doses in each of the districts secondary schools (high schools and middle school if permitted by law). Opioids include morphine, codeine, oxycodone, hydrocodone, hydromorphone, heroin, meperidine, fentanyl, and methadone. Opioid overdose medication is used to respond to medical emergencies resulting from overdoses and is effective in reversing an opioid overdose.

More information may found at:

<https://www.fda.gov/drugs/postmarket-drug-safety-information-patients-and-providers/information-about-naloxone>

HOMELESS CHILDREN AND YOUTH

The McKinney-Vento Act, as a federal law, supersedes state and local educational law and policy. Under the law:

All school districts must designate an appropriate staff person as a local educational agency liaison for students in homeless situations. Liaisons are school district staff responsible for ensuring the identification, school enrollment, attendance, and opportunities for academic success of students in homeless situations. Some of these activities may be accomplished by the liaison himself or herself, while others are accomplished by coordinating the efforts of other staff people. By linking students and their families to school and community services, liaisons play a critical role in stabilizing students and promoting academic achievement at the individual, school, and district level.

Liaisons are also required to ensure that public notice of the educational rights of students in homeless situations is disseminated where children and youth receive services. In addition, liaisons must ensure that parents or guardians are informed of educational and related opportunities available to their children, are provided with meaningful opportunities to participate in the education of their children, and are informed of, and assisted in accessing, all transportation services, including to the school of origin.

For more information, contact the Student and Family Support Services District McKinney-Vento Homeless Liaison at 253-373-7512.

HUMAN SEXUALITY

The Kent School District believes the primary responsibility for education about human sexuality rests with the family. The school can assist families by developing programs that teach abstinence, responsibility, honesty, integrity and caring in human sexuality.

The goal in all cases must be healthy and responsible behavior. Education about human sexuality includes the physiological, psychological and sociological aspects of human growth, development, and reproduction. In addition, it includes an understanding of influences affecting interpersonal relationships and emphasizes responsible decision-making.

Parents may review the materials to be used and may with their student's teacher, in writing, request that their children be excluded from human sexuality classes. Students who are excused will be provided alternative educational opportunities.

INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT (IDEIA)

The Kent School District offers evaluations, programs and services to individuals who are identified as having, or who are suspected of having, a disability as defined in either the Individuals with Disabilities Education Improvement Act (IDEIA), or Section 504 of the Rehabilitation Act of 1973. Referrals are accepted from parents, staff members, community agencies, and/or other interested parties.

The IDEIA is a federal special education law that requires school districts to provide a free appropriate public education (FAPE) to eligible special education students between the ages of three to twenty-one. FAPE means special education and related services are provided as necessary for children to benefit from their education. These services will be provided to students in the least restrictive environment as described in an Individualized Education Program (IEP).

Chapter **392-172A** of the Washington Administration Code (WAC) contains the policies and procedures, including sanctions, used by Washington State to ensure that its policies and procedures are followed and that the requirements of IDEIA are met. A notice of procedural safeguards must be given one time each year to the parents of the student eligible for special education, and:

- The first time your child is referred or a parent requests an evaluation.
- The first time the District receives a state complaint or due process hearing complaint in a school year.
- When a decision is made to remove a student for more than ten (10) school days and that removal constitutes a change of placement.
- Upon request by a parent/adult student.

A copy of the “Notice of Special Education Procedural Safeguards for Students and Their Families” will be provided to each family of any student eligible for special education services during the annual IEP meeting. You may also access the Procedural Safeguards Notice at <https://www.k12.wa.us/student-success/special-education/family-engagement-and-guidance/parent-and-student-rights-procedural-safeguards>. Note this booklet is available in 20 languages.

Parents are encouraged to check our Inclusive Education webpage as your first source for more information about your child’s education. Direct any questions to your child’s general or special education teacher, the school principal, or the central staff of the Districts Inclusive Education Team.

PUBLIC PARTICIPATION

Locally determined strategies for providing opportunities for participation in planning may include the use of surveys, questionnaires, community forums, interagency planning meetings, and other civic meetings. Any application and any required policies, procedures, evaluations, plans, or reports will be made readily available to parents and other members of the public through the Kent School District Inclusive (Special) Education Team and the Superintendent’s office.

CHILD FIND

Kent School District has a duty to locate, evaluate and identify children, aged birth through twenty-one (21) that have a disability, are not currently receiving special education and related services, and who may be eligible for those services. All severities and conditions of disability are included. Therefore, Kent School District has a special education Child Find program to locate all children with suspected disabilities who are residents of the District and have not graduated from high school. Child Find activities are intended to reach:

- Children below school-entry age.
- Children entering school for the first time.
- Children currently enrolled in public schools who have a disability and may need special education services even though they are advancing from grade to grade.
- Highly mobile children (such as homeless and migrant children).
- Children who are home schooled within the district, or enrolled in private schools and preschools, including religious schools.

Upon request, Kent School District will schedule screenings for any child to determine whether a special education evaluation is appropriate. Appointments for scheduling screenings can be made by contacting the Inclusive Education office. The Kent School District Inclusive Education-Team can be reached by telephone at (253) 373-7513 or email at Childfind@kent.k12.wa.us, and is located at 12033 SE 156th Street A-400, Kent, WA 98030-6643.

INVOLVEMENT POLICY FOR PARENTS

PARENT INVOLVEMENT AND FAMILY ENGAGEMENT

Kent School District Policy 4130/4130 P

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

The Board recognizes the diversity of family structures, circumstances, and cultural backgrounds and respects families as important decision makers for their children's education and is committed to the creation and implementation of culturally inclusive, effective, and efficient school-family partnerships throughout the District that are critical to the success of every student.

The Board recognizes that family engagement in education from birth to college has a positive effect on student achievement and is an important strategy in reducing education opportunity gaps and drop-out rates, and directs the superintendent or his designees to create, implement, and maintain a districtwide climate conducive to the engagement of families and to develop and sustain partnerships that support student learning and positive child and youth development in all schools, ensuring that family engagement efforts will be comprehensive, coordinated, systemic and sustainable, and compliant with all state and federal requirements.

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

- Conducting parent-teacher conferences that facilitate two-way communication between home and school.

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

<http://www.kent.k12.wa.us/Title1LAPengagement>

EVERY STUDENT SUCCEEDS ACT (ESSA)

STUDENTS WHO ARE MULTILINGUAL LEARNERS (ML)

School districts provide supplementary English language development services to students who are multilingual and are acquiring English as an additional language and are identified as Multilingual Learners (ML). Such services are intended to assist MLs in becoming proficient in English while they are participating fully in the instructional curriculum of the district. State and federal laws require school districts to identify potential ML and provide English language development services to all eligible students.

MULTILINGUAL LEARNER IDENTIFICATION AND PARENT NOTIFICATION

All K-12 students who register for school in Washington are asked to identify their primary language through the **Home Language Survey**. The Home Language Survey is used to identify students who may qualify for English language development services. Per state law, *"Primary language" refers to the language most often used by a student (not necessarily by parents, guardians, or others) for communication in the student's place of residence.* A response that includes a language other than English to question #2 OR question #3 **triggers English language proficiency placement testing**. Responses to questions #1 or #4 of a language other than English could prompt further conversation with the family to ensure that #2 and #3 were clearly understood. "Formal education" in #7 does not include refugee camps or other unaccredited educational programs for children. **The Home Language Survey is given to all students enrolling in Washington schools.**

- What language(s) did your child first speak or understand?
- What language does your child use the most at home?

Administration of this screener is federally mandated and does not require parent permission; however, districts must inform the family of identified Multilingual Learner students of their placement in English language development services. Kent School District uses the letter below, which is provided by the Office of the Superintendent of Public Instruction to all school districts in Washington.

**Parent Notification of New Student Placement
in an English Development Program**

Student's Name: _____ **Date:** _____

School: _____ **School District:** Kent School District

Dear Parent or Guardian,

When you registered your child for school, the home language survey you completed indicated your child first spoke a language other than English OR your child uses a language other than English most often at home. Based on this information, the law requires the school to give your child an English Language Proficiency Screener to determine your child's eligibility for English language development instruction to help your child acquire English.

Based on this screener, your child is eligible for English Language Development services for the 2023-2024 school year. Your child will receive services until they reach proficiency on the state-approved English language proficiency assessment.

WIDA SCREENER

	OVERALL	LISTENING	READING	SPEAKING	WRITING
YOUR CHILD'S SCORES					
For grade K before January 1, to be considered proficient, students must score:	5	5	N/A	5	N/A
For grade K after January 1, to be considered proficient, students must score:	4.5	4	4	4	4
For grade 1, to be considered proficient, students must score:	4.5	4	4	4	4
For grades 2-12, to be considered proficient, students must score:	5	4	4	4	4

The purpose of the English Language Development program is to provide language instruction for students in speaking, listening, reading, and writing in English. The program will also help your child meet grade level academic standards and requirements for promotion and graduation.

If your child has a disability, the English language development program will coordinate with appropriate staff to meet the objectives of your child's Individualized Education or 504 Plan.

Most students successfully exit the program within 5.5 years. After exiting the program, your child's performance will continue to be monitored to provide additional academic support, if needed.

For students who participate in this program in our district, the expected 4-year graduation rate is 71.4% and the extended graduation rate is 81.2%.

We encourage you to be active participants in your child's education. You have the right to request regular meetings to discuss your child's language development and academic progress; request a different program, if available; waive services in this program. (Your child will still be required to take the annual WIDA assessment. Please contact your school or district for additional information regarding the waiver of these services.)

The following English language development programs are available in our schools. Your child is enrolled in:

_____ **Dual Language Program (Two-way or One-way):** Dual language programs provide instruction in English and another language for at least 50% or more of the instructional time. Programs begin in kindergarten and continue through middle or high school to fully develop bilingual and biliterate proficiency.

_____ **Content-Based (Sheltered) Instruction:** Content-Based Instruction (CBI) or "sheltered" instruction is used in classes of mostly multilingual English learners. Explicit English Language Development (ELD) and grade-level academic content is delivered by specially trained teachers.

The language(s) used to provide instruction in this program is (are): English/Spanish.

For additional information about your child's English Language Development program, services, or progress, please contact your child's school (Interpreter services are available.) We look forward to working with you and your child this year!

Sincerely,

Multilingual Education | Kent School District

MULTILINGUAL LEARNERS FAMILY INVOLVEMENT AND LANGUAGE INTERPRETATION

Parents and families of ML students are invited and encouraged to take part in their children's educational experience in Kent School District. They will receive information regarding parental involvement opportunities in the same manner as notice is given regarding other Title I programs.

The U.S. Department of Education's Office of Civil Rights guidance states that, "Schools must communicate information to limited English proficient parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English." All Kent School District parents and guardians who feel more comfortable communicating in languages other than English are entitled to interpreter services and/or translated written materials provided by the school at no cost to them. This includes parents whose children are proficient in English. At no time should students act as interpreters for their families within the school setting.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

Parents of children selected to participate in any NAEP assessments must be informed before the administration of any assessment that their child may be excused from participation for any reason, is not required to finish any unauthorized assessment, and is not required to answer any test question.

STUDENT ACHIEVEMENT

Kent School District schools receive both state and federal funds to support student interventions. Federal funds, TITLE I Part A, are allocated to eligible schools to ensure all children are provided significant opportunities to receive a fair, equitable, and high-quality education and to close educational achievement gaps. All Kent schools receive state LAP (Learning Assistance Program) funds to assist the schools in providing student interventions.

Schools that receive Title I funds must provide each parent information on the achievement level annually on their child's state academic assessments as soon as practicably possible.

Schools in the Kent School District receiving Title I, Part A funds implement a "Schoolwide" model which is designed to significantly increase achievement levels for all students, especially those with the greatest need of additional support. These schools are able to implement research-based best practices which most closely align with the needs of their students.

In Schoolwide programs, students do not have to be identified to be eligible for services; in these schools, all students benefit from the interventions and services supported through Title I, Part A funding. Eligible districts/schools supplement the funds they receive through Washington State's Basic Education Act (BEA) with Title I, Part A dollars. These funds never replace (supplant) BEA dollars.

The Learning Assistance Program (LAP) is a state-funded program designed to enhance educational opportunities for students who are not yet meeting academic standards by providing supplemental academic and nonacademic services.

We intend to resolve disagreements or complaints regarding school-related concerns at the school or district level. However, if you have a complaint against your school district, school service provider, or OSPI, please visit:

<https://ospi.k12.wa.us/about-ospi/contact-us/how-file-complaint>

REPORT CARDS

As part of the, Every Student Succeeds Act (ESSA) of 2015, all districts receiving Title I funds are required to prepare and distribute to parents an annual district report card showing specified information. To meet this requirement, the Washington Office of the Superintendent of Public Instruction publishes this information on their website at **OSPI - Washington State Report Card**.

<https://washingtonstatereportcard.ospi.k12.wa.us/>

NOTIFICATION IF THE CHILD’S TEACHER HAS LIMITED WA STATE CERTIFICATIONS/LICENSURE REQUIREMENT

At the beginning of each school year, districts receiving Title I funds must notify parents/guardians when their child has been taught for four or more consecutive weeks by a teacher who has not met applicable state certification licensure requirements for the grade level and subject area in which the teacher has been assigned. The information listed is consistent with the ESEA language posted on the OSPI website: <https://ospi.k12.wa.us/policy-funding/grants-grant-management/closing-educational-achievement-gaps-title-i-part/title-i-part-staff-qualifications>

PROFESSIONAL QUALIFICATIONS OF TEACHERS AND PARAEducATORS

Parents of children attending Title I Part A schools have the right to request and receive information about the qualifications of the teacher and paraprofessionals who provide instruction to students. This information can be obtained through the **OSPI Washington State School Report Card** or by contacting your school.

INFORMATION ON STATE AND LOCAL ASSESSMENTS

Each year, districts receiving Title I funds must provide information on each assessment required by the state and the district. Kent School District assessment schedule can be found at <https://www.kent.k12.wa.us/domain/4326> or by contacting the Kent School District Assessment Office at Assessment@kent.k12.wa.us or 253-373-7080 or by contacting your schools.

OMBUDSERVICES: A PROCESS FOR RESOLVING CONCERNS

Kent School District coordinates with the Office of Education Ombudservices (OEO) to offer ombudservices to assist parents, students, and patrons of the district in addressing their concerns and complaints about the district. The OEO is available to help individuals who are either unfamiliar with district policies and procedures or would like assistance addressing their issues and concerns.

The OEO provides information to families, students, and communities regarding the school system, promoting family and community involvement in education, and helping resolve conflict between families and schools. The Education Ombudsman accepts written complaints from parents, legal guardians, and students who believe that:

- The school or school district did not respond when they complained or responded inappropriately.
- The school or school district did not follow federal law, state law, school policy, or district policy.
- The student or students’ learning environment or academic performance has been negatively affected by the school or school district’s action or lack of action.

If you have a complaint about your public school or school district, first follow the complaint procedure the school or school district has established. If you are still unable to resolve the issue, the OEO may be able to help by providing neutral fact-finding and complaint resolution services.

Office of the Education Ombuds contact information:

Website: oeo.wa.gov

Toll free number: 1-866-297-2592 *Phone interpreter services are available.*

Email: oeoinfo@gov.wa.gov

For more information about Kent School District process, call 253-373-7117.

PROHIBITION OF DISCRIMINATION AND HARASSMENT

NON-DISCRIMINATION STATEMENT

The District will provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without discrimination based on race, religion, creed, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation, gender expression or identity, marital status, the presence of any physical, sensory or mental disability, or the use of a trained dog guide or service animal by a person with a disability. The District will provide equal access to school facilities to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. District programs will be free from sexual harassment.

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.

HARASSMENT

Kent School District is committed to a safe and civil educational environment for students that is free from harassment. Intimidation or bullying of any student. As defined in **Chapter 28A.600 RCW**, “Harassment, intimidation, or bullying” means any intentionally electronic, written, verbal or physical act, including but not limited to, one shown to be motivated by any characteristic in **RSC 28A.640.010** and **RCW 28A.642.010**, or other distinguishing characteristics. when the act:

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

It is extremely important to the district that all claims of discrimination and harassment of any kind, including sexual harassment, be reported. For more information, see Kent School District **Policies 3205, 3207**, Information on how to report concerns can be found on the Kent School District website at: Report a Concern / General Concerns (kent.k12.wa.us), or contact:

Civil Rights Compliance Officer, Randy Heath Associate Superintendent, Learning Supports; randall.heath@kent.k12.wa.us or 253-373-7010

HIB and Title IX Compliance Officer, Susie Whitlock, Executive Director Student Success; susann.whitlock@kent.k12.wa.us or 253-373-7016

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for any program funded by the U.S. Department of Education. PPRA also concerns marketing surveys and other areas of student privacy, parental access to information, and the administration of certain physical examinations to minors. This includes the right to consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education:

1. Political affiliations or beliefs of the student or student's parent.
2. Mental or psychological problems of the student or student's family.
3. Sexual behavior or attitudes.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom respondents have close family relationships.
6. Legally recognized privileged or analogous relationships, such as with lawyers, physicians and ministers.

7. Religious practices, affiliations, or beliefs of the student's parents.
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of:

1. Any other protected information survey, regardless of funding.
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law.
3. Activities involving collection, disclosure, or use of personal information collected from students for marketing, to sell, or otherwise distribute the information to others. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing education products or services for, or to students or educational institutions.

Inspect upon request and before administration or use:

1. Protected information surveys of students and surveys created by a third party.
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes.
3. Instructional material used as part of the educational curriculum.

The Kent School District will make this notification to parents at the beginning of the school year if the district has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office

U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-5901

PUBLIC RECORDS

Public agencies in Washington, such as the Kent School District, are subject to the Public Records Act (chapter **42.56 RCW**). For detailed information on making a public records request, public records exemptions, and other information required by Washington law, see district **Policy 4040** at <http://www.boarddocs.com/wa/ksdwa/board.nsf/public#>. In addition, **RCW 28A.320.160** requires the district to annually provide parents information regarding the right to request public records regarding school employee discipline. While records of most investigations of misconduct will be subject to public disclosure upon request, an employee's identity will be released only when alleged misconduct has been substantiated or when the misconduct results in some form of discipline, even if only a reprimand. In other situations, the Washington Supreme Court has ruled that a school employee's name and other identifying information must be redacted to protect the employee's privacy.

RELIGIOUS-RELATED ACTIVITIES OR PRACTICES

The Kent School District Board of Directors acknowledges the role of religion in understanding our society and the richness of the human experience therefore it has adopted the following guidelines:

- The District may provide instruction about religion through a study of a region's culture and history. However, this study must connect to learning objectives.
- Staff may not engage in instructional activities that promote one religion over another or activities that promote non-religion.

- Students are not required to participate in activities that violate their religious beliefs. Parents may exclude their children from activities if there is a bona fide religious-based objection.
- Instruction about religious matters will be conducted in an objective, neutral, non-devotional manner, and will serve a specific educational purpose.
- Worship services or religious ceremonies of any kind cannot be held as part of school-sponsored events.
- A student may decline to participate in a school activity that is contrary to his or her bona fide religious belief.
- Seasonal decorations associated with holidays are permissible provided they are not religious in nature. Symbols like the Easter bunny, Santa Claus, Christmas trees, reindeer, and holly wreaths are permissible because they are both religious and non-religious symbols. Religious symbols such as a crucifix, crescent, or the Star of David are permissible when part of a lesson.
- As a matter of individual liberty, students may pray as long as such prayer does not disrupt or interfere with the class.
- Students may speak freely with others about their religious beliefs during non-instructional times as long as their speech is not disruptive to others.

Please refer to **Board Policy and Procedure 2340/2340P** for more information about religious related activities and procedures.

Students, parents and employees who are aggrieved by practices or activities conducted in the school or district may seek resolution of their concern first with the building principal, then with the district Superintendent or designee, or by contacting the Washington State Governor's Office of the Education Ombuds at <https://www.oeo.wa.gov/en>

TITLE VI NATIVE AMERICAN EDUCATION PROGRAM

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

“Building a Stronger Circle – Improving Academics through Cultural Enrichment”

Program Description

The Native American Education Program is a federally funded program that assists Kent School District’s Native American and Alaskan Native students in grades K–12. Federal policy allows enrolled parents or grandparents to register their students in the Native American Education Program by self-reporting tribal affiliation and proof of State or Federal tribal enrollment or a blood quantum as required on the Title VI ED 506 Indian Student Eligibility Certification Form. This form does not need to be completed annually. Support Services are offered to all eligible students and families.

The Native American Educational Program works specifically to help Native American/Alaska Native students complete and continue their education. We believe that a strong sense of cultural identity is the foundation of academic success. The Native Education Program will provide a nurturing relationship that will encourage students to “Catch the Dream” by participating in a program that sponsors cultural and recreational activities, academic enrichment, and exposure to non-traditional careers.

Services provided are:

- Coordination assistance with community resources
- Coordination of Academic Service
- Student Advocacy

- Cultural Programs
- Preparatory Services

We also believe that to be effective in working with Native students, school district staff should understand the unique relationship between Native Americans and the state/federal government. To accomplish this we provide professional development and multicultural awareness to staff, make resources available for teachers and classroom-use, model culturally relevant learning as it relates to Native learners, promote parental participation in program and school activities, encourage post-secondary education for all students, and promote an understanding of the Native American culture within the Kent and Covington communities.

Kent School District offers resources for Native students and families to create a strong sense of community. By “building a stronger circle” we strengthen our society. In traditional communities, young people have always come to know, to experience, and to lay claim to their tribal heritage, allowing individuals to define themselves in terms of their collective cultural identity. Our goal is for each Native student to graduate high school and continue their education in post-secondary opportunities.

For more information contact the Native American Academic and Cultural Liaison at (253) 373-7141.

TRANSPORTATION

School bus regulations are designed to maximize safe transportation for students to and from school and school-sponsored activities. In order to ensure their safety and the safety of others, students must understand the importance of proper behavior on the bus and at all bus stops.

Bus guidelines state that:

- Students must use the same bus assignment five days a week. The exception is elementary students who have a parent's permission note signed by the principal. These students will be allowed alternate transportation on a space-available basis.
- Students shall comply with the bus driver's requests or instructions.
- Bullying, racial or sexual harassment, or fighting on any KSD bus will result in loss of transportation services.
- Violations of other bus rules may also result in loss of transportation services.

Bus-stop guidelines state that:

- Students should arrive at the bus stop five (5) minutes before, but not more than ten (10) minutes before, the bus is scheduled to arrive.
- Students are required to wait off the traveled portion of the roadway, be courteous, not engage in unruly behavior, and respect the property of others.
- Secondary students are required to present their bus pass each time they board the bus. Route numbers are printed on the picture ID cards of eligible secondary students. Bus drivers review behavior expectations with students. A copy of the School Bus Guidelines handbook is available at any school. Video and audio recording systems are installed on all regular routes as an additional means to monitor and document student behavior.

Emergency Bus Routing

During snow, ice, and other emergency conditions, school hours and bus route service may be limited. Information regarding emergency school closures is broadcast on most radio and TV stations and the Public Schools Emergency Communications System (PSECS) at <https://www.flashalert.net/id/KentSD>. If a bulletin pertaining to your school is not included in media broadcasts or the PSECS website, then your school is in normal session.



Kent School District 415
Administration Center
12033 SE 256th Street
Kent, Washington 98030-6503

KENT
SCHOOL
DISTRICT

**JOIN OUR TEAM AND OUR COMMITMENT TO PROVIDING
QUALITY EDUCATION FOR EVERY STUDENT, EVERY DAY!**

CERTIFICATED

Teacher Positions Available for individuals with certification/endorsements to teach special education, English Language Learners (ELL/MLE), dual language education, math/science, and music

Educational Staff Associate positions for full and part-time speech language pathologist, occupational therapist, physical therapist, school psychologist and school nurse

CLASSIFIED

Full and part-time paraeducators, bus drivers, clerical, custodians, food service, and information technology positions available

SUBSTITUTE

Substitute Teaching and classified assignments for all levels; certificated and classified

For additional information contact **Employment Support**

Phone: 253-373-7209

Email: ksdcareers@kent.k12.wa.us

For full job descriptions, requirements and to apply online, visit **www.kent.k12.wa.us** and click on KSD Careers