

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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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

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 ~~re~~tericucon v~~o~~

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

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

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 C /P 5 (t,bins related)0.5 (to)nably ins asEMC /P ang (en-US)/MCI

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 45 censions and olText 22-term tps 22ng-g (en-US)/MC aa4he1a75C a ust consid17.5995 53

- > 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:

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

- > 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

- > 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

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

ENSURING A SAFE ENVIRONMENT

EMERGENCIES - Kent School District Policy 3432

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

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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.
- ›

- › 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 obz 7-3our(h C4,DC BT/ry4.0.4m5

- › 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.

The Family Educational Rights and Privacy Act (

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

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:

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:

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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, "Parents are encouraged to provide information about the language(s) spoken at home by a student (including a second language) to the school district. 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.**

›

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.

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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

NOTIFICATION IF THE CHILD'S TEACHER HAS LIMITED

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

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.

TITLE VI NATIVE AMERICAN EDUCATION PROGRAM

- › 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

