

SAWYER WOODS ELEMENTARY

FAMILY HANDBOOK



Phone
(253) 373-7750

Facebook
[Facebook.com/SawyerWoods415](https://www.facebook.com/SawyerWoods415)

Website
<https://www.kent.k12.wa.us/Domain/45>

Principal Letter

Dear Sawyer Woods Parents,

Welcome to our new families, and hello again to our returning Sawyer Woods Eagles. This handbook is meant to provide information that helps to answer some of the most common questions parents have about our school. We hope this document helps your family better understand our school policies, practices, and expectations.

Sawyer Woods is a school where the staff works hard. Teachers enjoy their craft. Most importantly, a school where students are learning and growing. Our school mission statement is "Sawyer Woods fosters an inclusive, safe, and engaging learning environment, empowering students to realize their full potential." To do that, we don't just focus on reading and math but on the whole child.

Parents are our student's first best teachers. We would love to build on that within our school by welcoming you into our community. There will be plenty of opportunities to volunteer within our school and with our PTA as well. The Sawyer Woods PTA is an excellent support to our learning community. Consistent, organized, supportive, and active leadership has helped create a team that truly supports and partners alongside our staff to make Sawyer Woods the best elementary school in the region.

Again, welcome to Sawyer Woods, a learning community that I believe will engage and challenge your student to be the best version of themselves that they can be.

Andre Koch



Kent School District Information

Kent School District Administration 12033 SE 256th Street
Kent, WA 98032
253-373-7000

Board of Director
Joseph Bento President
Meghin Margel Vice President
Leslie Hamada Legislative Rep
Tim Clark Director
Awale Farah Director
District Administration

Dr. Israel Vela, Superintendent
Dr. Wade Barringer, Deputy Superintendent
Rebekah Kim, Associate Superintendent of Teaching and Learning
Ben Rarick, Associate Superintendent of Finance
Randy Heath, Associate Superintendent of Schools and Academic Support
Damon Hunter, Associate Superintendent of Human Resources

Sawyer Woods Elementary
Andre Koch, Principal
Jodi Becker, Office Manager
253-373-7750
Jim Schiechl,
Executive Director of Learning Improvement James.Schiechl@kent.k12.wa.us

Sawyer Woods Elementary Mission Statement

Sawyer Woods fosters an inclusive, safe, and engaging learning environment, empowering students to realize their full potential.

Mission Statement

SAWYER WOODS ELEMENTARY VISION STATEMENT

Our vision is to cultivate empowered and compassionate students equipped with a robust social and academic foundation who actively contribute to and enrich our community.

Vision Statement

School Expectations



General Information

School Schedule

Doors Open 8:25 A.M.

School Begins 8:30 A.M.

School Ends 3:10 P.M. (Wednesdays at 1:10)

Early Arrivals: Parents should not bring students to school before 8:10 A.M.



Parent Drop-off and Pickup:

For the safety of our children, we ask that you **not enter the bus loading area at any time**. We expect parents and students to use the marked crosswalks for the safety of all.

Reporting Your Child's Progress

Parent-teacher conferences are scheduled twice yearly – once in the fall and once in the spring. Midterm reports may be issued to all students at the midpoint of the winter and spring terms only. If you feel the need to have additional conferences, please feel free to contact your child's teacher. The earlier concerns and special needs are discussed, the better the results. Your child's teacher may also request a meeting at another time to find a solution for a particular concern.



Snow Day- Early Dismissal

A very slight possibility exists that students may be dismissed early in the event of snow during the school day. Please make sure your children know where to go should they be let out before the normal dismissal time. We cannot contact parents in the event of an emergency school closure. Please listen to the local radio stations should the weather appear threatening. You may call the school office if in doubt but be aware our phones get busy.

Snow Day – Closure

If you awake in the morning and see snow on the ground, please check your local news source to see if school is closed. Sawyer Woods is part of Kent School District #415.

If school is "delayed" or on an "emergency schedule," please look for callouts, emails and texts from the school district. Buses will not run on some streets in our area, and they will often be behind schedule. Talk over special arrangements with your children, so they know what to do should the normal schedule be interrupted.



[School Year Calendar \(Click Here For Link to KSD Calendar Page\)](#)

Kent School District Student Calendar 2023-2024

Revised 1.13.23

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

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

School Starts: August 23
Quarter Ends: October 26
Semester Ends: January 19
Quarter Ends: April 1
Semester/School Ends: June 14

Elementary Conferences
October 16, 17, 18, 19, 20 & February 26, 27, 28, 29 & March 1
3-Hour Early Dismissal (Elementary Schools Only)
2-Hour Early Release (All Schools)
Secondary Conferences
November 21
3-Hour Early Dismissal (Secondary Schools Only)
3-Hour Early Release (All Schools)

No School Days

September 4: Labor Day
October 6: No School – Teacher Workshop
November 3: No School – Teacher Workshop
November 10: Veterans Day
November 23: Thanksgiving
November 24: Native American Heritage Day
December 18-29: Winter Vacation
January 1: New Year's Day
January 15: M.L. King Day
January 22: No School
February 19-21: Presidents' Break
March 8: No School – Teacher Workshop
March 25: Snow Day
April 8-12: Spring Vacation
April 19: Snow Day
May 3: Snow Day
May 24: Snow Day
May 27: Memorial Day

School Policies and Procedures

Attendance at Sawyer Woods

Attendance at school is not only required by state law but is essential for satisfactory school progress. Regular attendance is necessary for the learning of group skills and responsibilities as well as the learning of factual material.

Irregular attendance and late arrivals can create a very difficult learning situation for your child. A pattern of excessive absences (generally around 10% of the school year) will lead us to enforce the provisions of the Becca Bill. We would meet with you to set up a plan to improve the attendance of your child. A continuing pattern of arriving late at school may also result in school discipline sanctions such as missing recess time after the third unexcused tardy within a trimester.

Absences

Children should be in school unless they are ill. Regular attendance has a positive effect on student learning and achievement. Mastery of course content and achievement of objectives through participation in class activities and student/teacher interaction are very important.



Regular daily attendance is required in accordance with state law and board policy. However, there are occasions when exceptional circumstances might also constitute a valid absence. It is important that parents contact the school ahead of time if their child is going to be absent for any reason other than illness.

Punctual and regular attendance is important to your child's progress in school, but if you have reason to believe your child is becoming ill, it is best for your child to stay home.

We use a "safe arrival" system at Sawyer Woods to ensure the well-being of our students; we call home whenever children are absent. **Please call us first if your child is going to be absent, 253-373-7750 or email SWcommunications@kent.k12.wa.us** . Otherwise, we must call you to make sure everything is all right.

If your child is well enough to be in school, he/she is usually well enough to go outside at recess. However, students needing to stay indoors need a daily note to remain inside.

School district policy classifies absences as *excused* and *unexcused*.

Excused absences are those for illness or a health condition, a religious observance when requested by parents, school approved activities, and family emergencies. The building principal may also approve absences **in advance** for medical, dental, or legal appointments provided the **absence does not adversely affect** the student's educational progress. It is **very important** to schedule medical appointments, dental appointments, and family vacations *outside the school calendar*, as they do interrupt the learning process.

Unexcused absences include everything other than illness and anything not approved in advance. For example, family vacations, outings, shopping trips, hunting or fishing trips, and birthday celebrations are considered unexcused and are discouraged. Teachers are not required to provide or accept work missed during an unexcused absence.

If your child will be absent for more than one day and feels well enough to do homework, please call the school in the morning and make a request for the day's work. We will notify your child's teacher so that you may pick up the assignments and materials on the day after your call.

Students are responsible for making up any assignments missed while absent. Arrangements and due dates should be worked out with your child's teacher. Missing assignments may adversely affect a student's progress.

Work missed as a result of a family vacation taken during the school will be given to the child after the child returns to school from the vacation. We will not provide the work in advance. We find that it is the rare trip when homework is a priority.

A written or telephoned excuse is required for each absence and should be taken care of by the parents by the time the child returns to school.

For more information, please review the Attendance Tips & Resources.

Tardiness

A child is considered tardy even if they are only one minute late. As a line must be drawn somewhere to decide what it means to be on time or to be late, we have chosen to use the school

start time as the dividing line. We also do not try to decide between lateness that is the result of the choices made by the parent as opposed to choices made by the child. A child arriving after the start time will be considered late, and the child's attendance record will reflect the tardiness. Promptness is important as we grow up, and good habits are most easily learned at a young age.



Excused tardies would include medical and dental appointments, legal appointments requiring the student's presence, and bona fide emergencies.

Unexcused tardies would include oversleeping, running late, missing the bus, doing homework, shopping, birthdays, parent/guardian appointment, and baby-sitting. In general, circumstances that are controllable will not qualify for an excused tardy.

Exceptional attendance awards will be given at the end of the year to children that have been at school full-time *and* on time every day. Children who have been marked for unexcused tardies are not eligible for the perfect attendance award.

Release of Students

Release of Students

After a student arrives at school, he or she is not allowed to leave during school hours unless given special permission. Parents wishing to pick up their child before dismissal time must go to the office and sign the student out before the child will be permitted to leave the classroom. The office will call your child out of class and have him or her meet you in the office area.

Please be aware that **we release children only to the guardians/emergency contacts listed on your child's information card**. Please send a note to school for any transportation changes in your child's normal routine. Also, send a note to school if you wish your child to go home with anyone not listed on your card. We ask for your photo identification to ensure the safety of the children.

Bus Riding

Many of our Sawyer Woods students ride a bus. We want the bus ride to be pleasant and safe. The bus drivers will review the rules and regulations for proper behavior on the bus and at the bus stop.



Please review these rules with your child. If a child repeatedly fails to follow the rules, he/she will be denied bus riding privileges.

The bus stops are unsupervised areas. We strongly suggest that the parents in each neighborhood work together to arrange some supervision of the bus stop in the morning. Feel free to contact the school if a student is misbehaving at the bus stop. Students will be subject to disciplinary action for failing to behave properly while waiting for the bus. Glass items and pets are not allowed on buses for safety reasons.

BUS PASSES ARE NO LONGER OFFERED FOR STUDENTS TO RIDE A BUS THAT IS NOT ASSIGNED TO THEM.

Students Walking To School

Kindergarten through fifth-grade students living within 1 1/3 miles from the school are considered walkers. The established routes for some of these students may require walking along 228th

Avenue SE, the road in front of the school. The paths down the sides of this road allow for safe travel. The Washington State Department of Transportation suggests that students walking short distances are safest when they cross the street with the crossing guard at the school entrance. For some of our students, this requires walking one way with the flow of traffic and one way facing traffic. Please help your child determine an appropriate time to leave home.



Walkers should not arrive at school more than 10 minutes before classes start.

Please review the following rules with your child:

1. Never ride with strangers
2. Stay on the sidewalk or path
3. Go directly to and from school
4. Cross 228th Avenue SE with the crossing guard

Teacher/Classroom Placement

Students are placed in rooms following set criteria designed to create the best learning situation possible for all students. We solicit input from families on their students strengths and needs in early May. **We do not accept requests for specific teachers.** Families will be notified of classroom placement in early August.

Discipline

We hold high expectations for student behavior and academic performance at Sawyer Woods. We strive to create an educational and working environment free from discrimination and harassment. Each grade-level team and classroom teacher will review our SOAR expectations with the students at the beginning of each year and throughout the year as necessary.



We emphasize positive and constructive behavior with our students. Discipline is aimed at changing behavior, not at the student as a person. Parents will be contacted and asked for help when necessary, but our emphasis will be on personal growth and responsibility.

Positive behavior will be rewarded through notes home, SOAR tickets, special certificates, and special free-time activities. Some of the methods we may use to help change unconstructive student behavior include:

1. Verbal Warning
2. Concrete Action: Ex: Expectation Practice, Change of Seat, Removal from Activity, loss of recess, visit to buddy room...etc.
3. Think Sheet – To be filled out with the student for learning purposes

4. Yellow Slip – To be taken home and signed

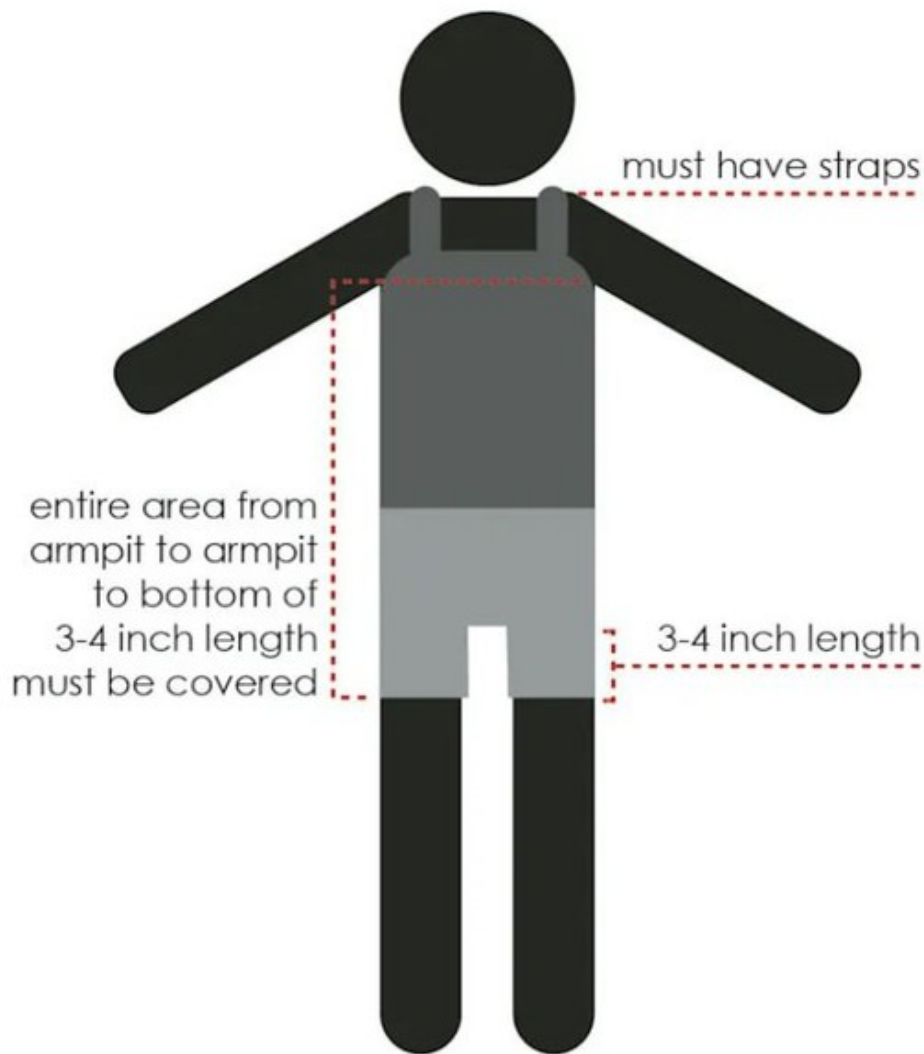
Serious or repeated misbehavior may result in an in-school or out-of-school suspension. The Kent School District takes student safety as a top priority. Appropriate action will be taken for every offense. This policy is in force for such behaviors as:

1. Fighting or physical attacks on students or staff
2. Bullying
3. Defiance of school authority
4. Disruptive or disrespectful behavior
5. Verbal abuse or harassment
6. Racial or sexual harassment
7. Theft
8. Intimidation or extortion
9. Use, possession, sale, or delivery of alcohols, tobacco, or drugs
10. Defacing, misuse, or destruction of school property including arson
11. Use or possession of weapons or firearms (knives, guns, etc.)
12. Criminal acts as defined by law

The consequence imposed will consider the age, developmental level, past history of behavior, and seriousness of the infraction. Consequences for misbehavior range from school discipline to suspension from school. Expulsion may be called for in criminal cases, possession of a firearm at school, and serious and repeated misbehavior. Corporal punishment (spanking) will not be used. Staff are instructed to report violations of the zero-tolerance policy to the principal.

We want all students to feel safe and secure when they come to our school. Parents may want to refer to the brochure "Responsibility, Rights, and Due Process in the Kent School District" which is available in the school office. The brochure contains more information about discipline, student conduct, confidentiality of records, student rights, and the grievance and appeal procedures.

Dress Code



Dress and Appearance

The school will prohibit clothing or wearing apparel that is hazardous, destructive to school property, or which disrupts the learning process.

Clean, comfortable clothing is the best guide. All students, under the guidance of their parents and the school, should learn to make rational choices when selecting wearing apparel. Footwear needs to be safe and secure.

Lightweight sandals without backs or flip-flops are not appropriate. Headgear, such as hats, may be worn only outside.

A rain proof coat and something to cover the head are good ideas in our climate. Try as we might, we have a very difficult time keeping children out of the rain and under our covered areas during recesses on rainy days. Please prepare your children to be outside on rainy days.

Our student leadership team the Eagle ambassadors sponsor special dress-up theme days at various times during the year when a wide variety of clothing related to the theme may be worn. Please make sure their clothing still adheres to the above guidelines. Information will be made available prior to special dress-up days.

Emergency Procedures

We regularly practice fire, lockdown, shelter-in-place, and earthquake drills during the year to ensure the safety of your children. Please take time to review with your children family emergency procedures should a major regional disaster occur while your child is at school.

In the event of an actual emergency, families will receive communication as soon as it is safe to send communication.



Field Trips

Students are taken on educational field trips from time to time. They are always accompanied by one or more teachers and often parents. Parental permission forms are required before students are allowed to leave the school for field trips.

Parents are occasionally asked to drive on field trips. Parents wishing to drive must:

- Have been approved through VIPS
- Show proof of appropriate insurance, and
- Show the office a current driver's license You will be notified on the field trip permission form if the children will be transported in private vehicles.



Health Information

Good emotional and physical health is closely related to your child's ability to learn.

Students are expected to participate in all activities scheduled in the school program. Any request for limitation of a student's physical activity should be accompanied by a statement from your physician or discussed with the school nurse.



Parents are responsible for the care of students who become ill. It is very important that we can contact you or another adult who will assume responsibility in case of an emergency. Please make sure we know immediately if you change your address, telephone number, employer, babysitter, day care, or emergency contact.

The following list of common illnesses is provided as a guideline for you when you are wondering whether to send your child to school. This is one area in which no one really wants to "share the wealth." Please notify the school of any conditions that may be contagious.

Chickenpox: Children are excluded a minimum of one week from appearance of eruption and thereafter until all pox or lesions are dry and crusted.

Colds: Children with acute colds ie: bad cough or in need of medication, should not come to school. Colds spread very quickly.

Conjunctivitis: This is commonly known as pink eye. Children are excluded from school until 24 hours after medically treated and no longer showing symptoms. Conjunctivitis is very contagious.

Fever: Students should remain home for twenty-four hours after a fever is gone before returning to school. In no case should a child be sent to school with a temperature greater than 100 degrees.

Flu: Symptoms include fever, cough, runny nose, and muscle pain. Student may return after symptoms have subsided. Communicability in children may be up to seven days.

Rubella or 3-day Measles: Children are excluded for five days after the rash first appears. The school must be notified of this diagnosis. A doctor's note to return to school is required.

Head Lice: Let us know if your student is treated for head lice so we can check all students. Students may return to school after lice-killing shampoo has been applied and all live lice have been removed from the hair.

Impetigo: This is a skin infection that causes sores that have a yellow crust on the skin, often seen on the face. Children are excluded until 24 hours after medical treatment has occurred.

Mumps: Isolation is required for a minimum of four days until swelling of salivary glands has gone down, and medical consultation has occurred. The school must be notified of this diagnosis. A doctor's note is required to return to school.

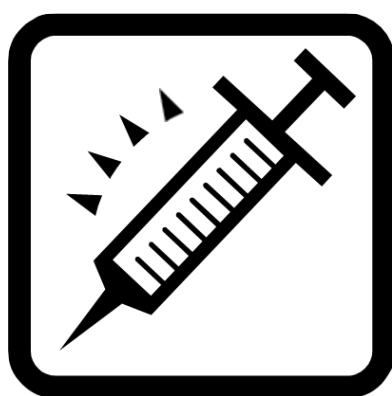
Ringworm: (skin and scalp) Children are excluded until medical treatment has been given for 24 hours.

Scabies: Children are excluded until medically treated for 24 hours.

Scarlet Fever: Exclusion is required until clinical recovery or until twenty-four hours after initiation of treatment with an effective antibiotic.

Strep Throat: Symptoms are severe sore throat and usually a fever. Student may return to school after 24 hours of prescribed medication.

Vomiting and/or Diarrhea: The student should not come to school if he/she has vomited or had diarrhea in the past 24 hours



Immunizations

Washington State Law requires all children to be immunized for a variety of diseases before being allowed to attend school. Proof of immunization status must be provided on the "Certificate of Immunization Status." Complete details are available at the school.

Students with exempt status will be excluded from school in the event of an outbreak. (One case constitutes an outbreak.) They will remain excluded for at least two weeks after the onset of the last case.

Medications At School

Students may not be given **any** medication (including creams or drops) at school without a doctor's signed authorization (including over the counter medication).

We have a form available that you should take with you to the doctor's office. Medicine must be brought to the office by an adult in the original container with complete instructions, doctor's authorization, and parental permission.

You should make certain that the school is aware of the need for any emergency treatment for allergic reactions, such as those from bee stings, wasp stings or food allergies. Please contact the school nurse.

If your child requires medication at home on a daily basis and missing it would be a health risk, we ask that you bring a three-day emergency supply to the school that would be used in the event of a major disaster requiring your child to stay at school for an extended period. This medication would also need to be in a labeled container from the pharmacy.

Life Threatening Conditions

Washington State Law, RCW 28A.210.320-Children with Life-Threatening Conditions requires a medication/treatment order and individual health plan as a prerequisite for children with life-threatening medical conditions to attend public schools. This law defines “life-threatening condition” as a health condition that will put the child in danger of death during the school day, if a medication or treatment order and a nursing care plan are not in place. Life-threatening conditions *may* include a seizure disorder, diabetes, severe allergies, severe asthma, or certain heart conditions.

If your child has a life-threatening medical condition, and you have not been in contact with your school nurse this school year, please do so immediately.

If your child has a life-threatening condition with medication and a plan of care in place, the medication/treatment order must be renewed for *each school year before school starts*. The School Nurse will send home the necessary forms.

Homework

We would encourage you to arrange a “family read” time each evening when all family members read. Children love to be read to, even when they are in fifth grade. Make reading a regular part of your evening activities; it pays off in all areas of schoolwork.

Finally, please don’t forget to provide encouragement. Foster the feeling that effort is valued and that it is important to do the best one can. Let your child know that you are proud of his or her work and effort.



Meals

All Meals Are Now Free At Sawyer Woods

Breakfast is served from 8:10 to 8:25 a.m. daily in multipurpose room 1. The meal includes cereal or a hot entrée, milk, and fruit juice

All lunches will be served and eaten in multipurpose rooms 1 and 2 at Sawyer Woods. Hot lunches and milk are available daily at school.

Milk may be purchased as an ala-carte item for 50 cents.

Parties

All grades will have scheduled room parties for fall festival, winter break, and Valentine's Day. They will be held with the assistance of parent volunteers. Parties will generally be held the last hour of the day.

Your child may celebrate a birthday by bringing a small treat for each student in his/her room. Please keep the item small if you choose to do so. No home-made items please, individual wrapped items are preferred. It is helpful to the teacher to know about treats a few days in advance.

If you plan to have a private party for your child's birthday, **please do not hand out invitations at school**. We want to minimize hurt feelings.

School Supplies

Each grade level will send home a more detailed list of suggested supplies at the end of the year. The supply lists are voluntary. Supplies should be labeled with your child's name as they are the personal property of the student. Sawyer Woods Elementary will make provisions for any student who cannot afford the listed supplies.



Responsibility for School Property

Students are expected to take good care of the textbooks, library books, calculators, and other school property entrusted to them. These items need to be handled with care and respect.

Cell Phones and Other Electronic Devices

Cell phones and other electronic devices are not to be seen, heard or used at school as they create a disruption in the classroom and on the playground. If brought to school, the device(s) must be off and kept out of sight (for example, kept in a pocket or zipped in a backpack).



- First Instance: Staff will ask the student to put the device away
- Second Instance: The device will be held in the main office. A warning will be given to the student who may pick up the device at the end of the school day.
- Third Instance: The item will be confiscated and held for pick-up by a parent/guardian. The student will receive a Yellow Slip to be signed by the parent. Any further violations will result in progressive discipline.

Students needing to use a phone during the school day must get permission from his or her teacher to go to the office to do so.

Smart watches should not be used for communication and games during the school day. All communication should come and go through the office.

Pets

No pets are allowed at school. Some classrooms may have approved classroom pets that are contained.

Money and Personal Belongings

Generally, money should not be brought to school. Primary children often forget its intended purpose; intermediate children sometimes choose to spend it for something other than its intended purpose. It would be appreciated if parents would label the purpose of any money brought to school by primary children. In any case, children should not bring large sums of money to school as it can and does easily get lost or stolen. We do require checks instead of cash for book orders.

Personal belongings and clothing should be labeled if they are brought to school. Each year many personal items are found at Sawyer Woods with no apparent owner. Parents are requested to label such things as coats, hats, boots, backpacks, lunch boxes, and all other items which could be lost by your child.

We keep a lost and found coat rack in our commons area. You are welcome to look through it at any time. Many coats have been donated to a charitable agency because the owners did not claim them. Small items are kept in the office. We donate unclaimed items to charity at the end of each trimester.

Sawyer Woods is not responsible for any lost or stolen money or personal belongings.

Toys

We allow students to bring their own balls to school i.e. soccer balls, football, "I-ball".

We do not allow toys outside and we kindly ask that they stay home. This includes items such as Pokémon cards, slime and more.



Telephone, Voicemail, Email

The school telephones are to be used only for school business. In case of an emergency or for reasons granted by the principal, secretary, or teacher, the student may use the phone. **The phones are not to be used to get last minute parental permission to go home with a friend.** That should be arranged before coming to school.

Each staff member has a voicemail box. We encourage you to use this system to leave information that can *wait* until after school. Please talk to our office staff for information needing more immediate attention.

School staff can also be contacted via email. The Kent School District home page at www.kent.k12.wa.us contains a wealth of useful information including email addresses.

Communication

If you need to discuss something with your child's teacher, please email or call and make an appointment to meet with them before or after school. We work hard to keep our instructional periods uninterrupted.

Visiting school-age friends or relatives should not attend school with your children.

Playground

The school expectations are be **Safe**, **Act** with kindness, be **On**-task and be **Respectful** (SOAR). They are also the basic playground rules. In addition, students are expected to follow the established rules for games and equipment use. The playground teachers are available at all recesses to help students understand the guidelines for recess play. Students or parents having questions or concerns are encouraged to check with the playground teachers.

Visitors are not permitted on the playground during school hours without specific permission from the principal. We are concerned for the safety of your children and so do not allow anyone other than school personnel on the playground without special permission. Approved playground visitors must wear a name tag when outside with the children. Also, preschool children, even those accompanied by a parent, are not allowed to play on school grounds during school days because of liability issues.

Curriculum

The State of Washington has adopted Common Core State Standards for all children in the state. These define what all children need to learn while in school. Children are tested on their progress towards these goals in grades 3, 4, 5, 6, 7, 8 and 10.

Math curriculum- Ready Math <https://www.curriculumassociates.com/programs/i-ready-learning/ready/mathematics>

ELA curriculum- CKLA Core Knowledge Language Arts <https://amplify.com/caregiver-hub/amplify-ckla/>

Science- District developed resources

Social Studies- Savvas MyWorld Social Studies and Since Time Immemorial

KSD- Sexual Health Grades 4-12 and HIV AIDS Prevention

<https://www.kent.k12.wa.us/Page/12511>

Special Programs

Textbooks are adopted for many areas of instruction. We hope you take the time to look at your child's texts to become familiar with the things your child is learning.

Textbooks are adopted at the district level through a long and thorough process. Generally, the learning objectives are reviewed and sometimes revised for the curricular area being considered. The textbooks on the market are examined to see how well they "fit" the curriculum that has been defined. Two or three of the best books are then piloted in classrooms around the district for a year to gain some "real life" experiences with the text. Parent and student questionnaires are sent home with the students involved in the piloting project. This data, along with teacher and administrator reviews, is all gathered, and a recommendation is made to the district Instructional Materials Committee (IMC). The IMC makes a recommendation to the Board of Directors, and a new textbook becomes adopted for use throughout the district.

Specialized Staff

Several staff members enrich our program through the special services they offer.

Our **school nurse** is assigned to Sawyer Woods on a part-time basis. She works with students and parents concerning various health-related issues. This includes health screenings, referrals to health care, health classes, immunizations, communicable diseases, medications, first aid, and specific health care plans for students. She also works with and trains staff and volunteers concerning health room procedures, CPR, First Aid, and specific health care needs of students.

Our **educational assistant (EA)** serves as an assistant to the principal and staff in support of school operations.

Our **behavior interventionist (BI)** serves as a social emotional support for students using a tiered model of support for all students and targeted data driven support for students.

Our **success coach (SC)** serves as a support for schoolwide instruction and curriculum.

The school **psychologist** assigned part-time to Sawyer Woods may conduct special testing after receiving parent permission to identify the needs of children requiring special instruction or program accommodations.

Our **speech pathologist** also serves part-time at Sawyer Woods. She screens children for language, articulation, voice and fluency problems. She offers direct instruction to help eligible students improve communication skills.

We have specialists for **library, music, physical education, band,** and orchestra.

Volunteer Program

We are very proud of the many adults who volunteer at Sawyer Woods. They enhance our program by working with individuals or small groups of children, assisting the teachers, preparing art projects, performing clerical duties, and a wide variety of other activities.

VIPS – Volunteers in Public Schools. Those wishing to volunteer within KSD must complete the VIPS online application at:

www.kent.k12.wa.us/KSD/CR

The VIPS Application is located on the Sawyer Woods Elementary Home Page and on the Kent School District homepage; click on departments, Community Connections, then VIPS to apply. After the application has been completed you will receive an email when your application has been approved. Please bring your email and photo ID to Sawyer Woods to receive your SW Volunteer Badge. A new badge is required each year. We ask that you schedule volunteer times with your child's teacher.

PTA

The PTA may be described at the end of this handbook, but that is only because we have saved the best for last! The Sawyer Woods PTA is an essential part of our school. It sponsors a variety of special events and programs through the year. The students at Sawyer Woods would miss a great many wonderful opportunities if it were not for the dedication of our PTA members. Please join this worthwhile group! Your children and your school really do need you!

KSD Portion- Required Federal and State Notices List

- Items covered in the parent notification list is as follows: Harassment and Discrimination-Free Environment Non-Discrimination Statement
- Individuals with Disabilities Education Act (IDEA) School Lunch Program
- Discipline Policy
- Guidelines for School Sanctions Responsibilities, Rights and Due Process
- No Child Left Behind (NCLB)
- Limited English Proficiency (LERP) Students Parental Involvement Policy
- Protection of Pupil Rights Amendment (PPRA) Family Educational Rights and Privacy Act (FERPA) Annual Yearly Progress (AYP)
- National Assessment of Educational Progress (NAEP) Report Cards
- Religious Related Activities and Practices Student Achievement
- Teacher Qualifications
- School Identified for Improvement, Corrective Action, or Restructuring Child Identification Procedures
- Homeless Children and Youth Compulsory Attendance Law BECCA Bill

- Asbestos Management Plan Notice Pesticide Right to Know Act for Children Human Sexuality
- Emergencies
- Computer Use Agreement
- Electronic Information System Acceptable Use Guidelines Ombudservices

Attendance

ATTENDANCE TIPS & RESOURCES

- Good Attendance is Important.

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

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

Missing three or more days of school per month can set a student back up to two full years of learning.

Assess Your Student's Attendance

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

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

Support Your Student

Learn About KSD Policies & Procedures

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

Make School Attendance a Priority

- Discuss the importance of showing up to school every day with children.
- Schedule appointments outside the school day or on non-school days.

- Help children stay healthy by ensuring they get plenty of sleep, eat a balanced diet, wash their hands regularly, and are up to date on immunizations.
- Keep children home only if they are truly sick. Complaints of headaches or stomachaches may be signs of anxiety.

Set Regular Bedtime & Morning Routines

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

Help Your Child Stay Engaged

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

Communicate with Your School

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

ABSENCE REPORTING & TRACKING

- Report Every Absence to the School

If a student is going to be absent, the parent/guardian should notify the [school](#) office on the morning of the absence by phone, email, or written note and provide an excuse for the absence.

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

Our schools follow Kent School District (KSD) policies and procedures Washington State Law to ensure every student is successful.

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

Schools Track Excused & Unexcused Absences

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

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

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

One Unexcused Absence

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

Between Two & Five Unexcused Absences

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

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

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

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

Seven Unexcused Absences in a Month

Not later than the seventh unexcused absence in a month, the school is required to initiate a written agreement with the parent to improve the student's attendance. For secondary students, after the second absence and before the seventh absence, the school is required to conduct an assessment with the student to determine barriers to the students' ability to attend school. After seven unexcused absences in a month, the school may refer the student to the community truancy board (elementary), re-engagement specialist, or truancy workshops or file a petition to juvenile court.

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

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

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

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

Court intervention and supervision are necessary to assist the school district to reduce the student's absences from school.

Vacation or Extended Absence

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

19 Days or Less

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

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

20 Days or More

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

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

Discipline

SCHOOL DISCIPLINE

General Definitions

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

- **"Behavioral violation"** means a student's behavior that violates the district's discipline policies.
- **"Classroom exclusion"** means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements of WAC 392-400-330 and 392- 400-335. Classroom exclusion does not include action that results in missed instruction for a brief duration when:
 - Teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and

- the student remains under the supervision of the teacher or other school personnel during such 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 student
- **"Discipline"** means any action taken by a school district in response to behavioral violations.
- **"Disruption of the educational process"** means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students
- **"Emergency expulsion"** means the removal of a student from school because the student's statements or behavior pose an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in WAC 392-400-510 through 392-400-530
- **"Expulsion"** means a denial of admission to the student's current school placement in response to a behavioral violation, subject to the requirements in WAC 392-400-430 through 392-400-480
- **"Length of an academic term"** means the total number of school days in a single trimester or semester, as defined by the board of directors.
- **"Other forms of discipline"** means actions used in response to problem behaviors and behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency expulsion, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.
- **"Parent"** has the same meaning as in WAC 392-172A-01125, and means (a) a biological or adoptive parent of a child; (b) a foster parent; (c) a guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; (d) an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student's welfare; or a surrogate parent who has been appointed in accordance with WAC 392-172A.05130. If the biological or adoptive parent is attempting to act as the parent and more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the "parent" of a child or to make educational decision on behalf of a child, then that person or persons shall be determined to be the parent for purposes of this policy and procedure.
- **"School board"** means the governing board of directors of the local school district.
- **"School business day"** means any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the office of the Superintendent is open to the public for business. A school business day concludes or terminates upon the closure of the Superintendent's office for the calendar day
- **"School day"** means any day or partial day that students are in attendance at school for instructional purposes.
- **"Suspension"** means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency expulsions. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.

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

Discipline Category Definitions

Arson

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

Assault

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

Reasonable Self-Defense:

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

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

Defacing or Destruction of Property

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

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,

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

An act at school or at a school related activity that a student should know will have the effect of:

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

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

Disruptive Dress

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.)

Tuancy

A student is truant for disciplinary purposes when one or both conditions below are met:

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

Unsafe Behavior

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

Weapons

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

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

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

Supporting Students with Other Forms of Discipline

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

Grievance Process for Other Forms of Discipline & Classroom Exclusion

Any parent/guardian or student who is aggrieved by the imposition of other forms of discipline and/or classroom exclusion has the right to an informal conference with the principal for resolving the grievance. If the grievance pertains to the action of an employee, the district will notify that employee of the grievance as soon as reasonably possible. At such conference, the student and parent will have the opportunity to voice issues and concerns related to the grievance and ask questions of staff members involved in the grievance matter. Staff members will have opportunity

will have opportunity to address issues and questions raised and to ask questions of the parent, student, and staff members. If after exhausting this remedy the grievance is not yet resolved, the parent and student will have the right, upon two (2) school business days prior notice, to present a written and/or oral grievance to the Superintendent or designee. The Superintendent or designee will provide the parent and student with a written copy of its response to the grievance within ten (10) school business days. Use of the grievance process will not impede or postpone the disciplinary action, unless the principal or Superintendent elects to postpone the disciplinary action. Discipline that may be grieved under this section includes other forms of discipline, including after-school detention; classroom exclusion; removal or suspension from athletic activity or participation; and removal or suspension from school- provided transportation.

Suspension and Expulsion – General Conditions and Limitations

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

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.

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 opportunity to receive educational services during the suspension or expulsion;
- The right of the student and parent(s) to an informal conference with the principal or designee; and
- The right of the student and parent(s) to appeal the in-school or short-term suspension; For students in kindergarten through fourth grade, the district will not administer in-school or short-term suspension for more than ten (10) cumulative school days during any academic term. For students in grades five through twelve, the district will not administer in-school or short-term suspension for more than fifteen (15) cumulative school days during any single semester, or more than ten (10) cumulative school days during any single trimester.

Additionally, the district will not administer a short-term or in-school suspension beyond the school year in which the behavioral violation occurred.

Long-term suspensions and expulsions

Before administering a long-term suspension or an expulsion, district personnel must consider other forms of discipline to support the student in meeting behavioral expectations. The district must

also consider the other general conditions and limitations listed above. Unless otherwise required by law, the district is not required to impose long-term suspension or expulsion and may impose long-term suspension or expulsion only for specify misconduct. In general, the district strives to keep students in school, learning in a safe and appropriate environment.

Behavior Agreements

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

Informal Meeting (Initial Hearing)

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

- Notice of the student's violation of this policy;
- An explanation of the evidence regarding the behavioral violation;
- An explanation of the discipline that may be administered; and

- An opportunity for the student to share his or her perspective and provide explanation regarding the behavioral violation.

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

Notice

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

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

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

Emergency Expulsions

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

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

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

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

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

Notice

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

The written notice must include:

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

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

Appeals of Expulsions and Suspensions

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

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

- The suspension or expulsion is for no more than ten (10) consecutive school days from the initial hearing or until the appeal is decided, whichever is earlier;
- The district will apply any days of suspension or expulsion occurring before the appeal is

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:

- The behavior for which the discipline was given did not occur as stated by the school.
- The discipline given was not appropriate for the behavior.
- There were extenuating circumstances that were not considered by the administrator when deciding on the discipline.
- Administration did not follow district policy and/or procedure during the discipline process.
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In-school and short-term suspension appeal

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

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

Long-term suspension or expulsion and emergency expulsion appeal

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

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

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

Hearings

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

- The time, date, and location of the appeal hearing;
- The name(s) of the official(s) presiding over the appeal
- The right of the student and parent(s) to inspect the student's education records;
- The right of the student and parent(s) to inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the hearing;
- The rights of the student and parent(s) to be represented by legal counsel; question witnesses; share the student's perspective and explanation; and introduce relevant documentary, physical, or testimonial evidence; and
- Whether the district will offer a reengagement meeting before the appeal hearing. For long-term suspension or expulsion, the student, parent(s) and district may agree to hold a reengagement meeting and develop a reengagement plan before the appeal hearing. The student, parent(s), and district may mutually agree to postpone the appeal hearing while participating in the reengagement process.
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A hearing to appeal a long-term suspension or expulsion or emergency expulsion 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 a hearing without public notice and without public access unless the student(s) and/or the parent(s) or their counsel requests an open hearing. Regardless of whether the hearing is open or closed, the district will make reasonable efforts to comply with the Family Educational Rights and Privacy Act (FERPA) concerning confidentiality of student education records. When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:

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

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

The appeal council will consist of three school administrators, not from the school involved in the appeal. One of the administrators will be designated as the presiding official and will be responsible for leading the appeal hearing and after consultation with the other members of the council of producing a written finding based on the guidelines below. All members of a discipline

appeal council must be knowledgeable about the rules in Chapter 392-400 WAC and this policy and procedure.

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

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

The district will record the appeal hearing by manual, electronic, or other type of recording device and upon request of the student or parent(s) provide them a copy of the recording. For long-term suspension or expulsion, the presiding official(s) must base the decision solely on the evidence presented at the hearing. The presiding official(s) will provide a written decision to the student and parent(s) in person, by mail, or by email within three (3) school business days after the appeal hearing. The written decision must include:

- The findings of fact;
- A determination whether (i) the student's behavior violated this policy; (ii) the behavioral violation reasonably warrants the suspension or expulsion and the length of the suspension or expulsion; and (iii) the suspension or expulsion is affirmed, reversed, or modified;
- The duration and conditions of suspension or expulsion, including the beginning and ending dates;
- Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request; and
- Notice of the opportunity for a reengagement meeting and contact information for the person who will schedule it. For emergency expulsion, the district will provide a written decision to the student and parent(s) in person, by mail, or by email within one (1) school business day after the appeal hearing. The written decision must include:
 - The findings of fact;
 - A determination whether the student's statements or behaviors continue to pose (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process;
 - Whether the district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the district converts the emergency expulsion to a suspension or expulsion, the district will provide the student and parent(s) notice and due process consistent with the disciplinary action to which the emergency expulsion was converted; and
 - Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request.

Reconsideration of appeal

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

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

For long-term suspension or expulsion, the student or parent(s) may request a review within ten (10) school business days from when the district provided the student and parent(s) with the written appeal decision. For emergency expulsion, the student or parent(s) may request a review within five (5) school business days from when the district provided the student and parent(s) with the written appeal decision.

- In reviewing the district's decision, the school board or discipline appeal council, if established, must consider (i) all documentary and physical evidence from the appeal hearing related to the behavioral violation; (ii) any records from the appeal hearing; (iii) relevant state law; and (iv) this policy adopted.
- The school board (or discipline appeal council) may request to meet with the student and parent(s), the principal, witnesses, and/or school personnel to hear further arguments and gather additional information.
- The decision of the school board (or discipline appeal council) will be made only by board or discipline council members who were not involved in (i) the behavioral violation; (ii) the decision to suspend or expel the student; or (iii) the appeal decision. If the discipline appeal council presided over the appeal hearing, the school board will conduct the review and reconsideration. For long-term suspension or expulsion, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision must identify:
 - Whether the school board (or discipline appeal council) affirms, reverses, or modifies the suspension or expulsion;
 - The duration and conditions of the suspension or expulsion, including the beginning and ending dates of the suspension or expulsion; and
 - For long-term suspensions or expulsions, notice of the opportunity to participate in a reengagement meeting. For emergency expulsion, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within five (5) school business days after receiving the request for review and reconsideration. The written decision must identify:
 - Whether the school board [or discipline appeal council] affirms or reverses the school

continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process.

- If the emergency expulsion has not yet ended or been converted, whether the district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the district converts the emergency expulsion to a suspension or expulsion, the district will provide the student and parent(s) notice and due process under WAC 392-400- 455 through 392-400-480 consistent with the disciplinary action to which the emergency expulsion was converted.
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Educational Services

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

- Continue to participate in the general education curriculum;
- Meet the educational standards established within the district; and
- Complete subject, grade-level, and graduation requirements.
- When providing a student, the opportunity to receive educational services during exclusionary discipline, the school must consider:

Meaningful input from the student, parents, and the student's teachers;

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

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

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

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

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

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

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

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

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

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

Readmission application process

Application

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

- The reasons the student wants to return and why the request should be considered;
- Any evidence that supports the request; and
- A supporting statement from the parent or others who may have assisted the student.

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

Reengagement Meeting

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

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

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

Reengagement Plan

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

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

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

Exceptions for Protecting Victims

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

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

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

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

Knowledge of the disability is defined as:

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

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

Suicide Prevention & Harassment Intimidation Bullying

SUICIDE PREVENTION

We Hear You & Help is Available

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

Ask for Help

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

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

Be a Good Friend

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

Don't Keep Suicide a Secret

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

HIB INFORMATION & RESOURCES

HIB INFORMATION & RESOURCES

- Defining Bullying

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

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

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

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

Please note that the school will act in both cases.

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

Bullying Behaviors

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

Teaching Students to End Bullying

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

Second Step

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

Kelso's Choice

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

REPORT BULLYING

- **Let Your School Know**

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

- In person
- Over the phone
- By email

You may also complete the official [HIB Report Form](#) and submit it to the school's main office.

SEXUAL HARASSMENT

- Sexual Harassment Policy
 - Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus

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

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

Examples of sexual harassment include:

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

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

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

DISCRIMINATION

- Non-Discrimination Statement

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

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

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

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

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

Kent School District will also take steps to assure that national origin persons who lack English language skills can participate in all education programs, services, and activities.

For information regarding translation services, please call (253) 373-7467 to speak with Interim Director of Communications and Public Affairs, Faith Sisley.

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

CIVIL RIGHTS RESOURCES

- Information on Students' Rights Available in 11 Languages

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

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



Andre Koch

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