

STUDENT HANDBOOK

2021-2022

RIDGEWOOD ELEMENTARY

HOME OF THE "RAVENS"



Vision: *We will create an inviting community that nurtures and prepares lifelong learners to become leaders of tomorrow.*

Mission: *We will recognize authentic achievements by providing high standards every day; by instilling a love of learning; we will empower students to be confident learners and leaders.*

PRINCIPAL: KELLIE CHRISTIANSEN

EMAIL: KELLIE.CHRISTIANSEN@KENT.K12.WA.US

ASSISTANT PRINCIPAL: LARISA SIDORCHUK

EMAIL: LARISA.SIDORCHUK@KENT.K12.WA.US

**18030 162ND PLACE SE
RENTON, WA 98058**

**PHONE: 253-373-7482
FAX: 253-373-7483**

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WELCOME TO RIDGEWOOD ELEMENTARY

September 2021

Dear Ridgewood Families and Friends,

Welcome to Ridgewood Elementary! We are honored to support your children on their educational journey and have you as a member of our school community. This handbook has been prepared in part by Kent School District and Ridgewood Elementary to help answer some of the most common questions parents and students have about our school. Additionally, you can find the complete Kent School District Handbook at <https://www.kent.k12.wa.us/Page/7382>. We hope that it helps you to prepare for the new school year and provides as a resource for you throughout the coming year as questions arise around policies and practices within our district.

At Ridgewood Elementary, we have a love for learning and a passion for teaching children. Our goal is to help each student recognize his/her individual potential and reach success. It is our mission to develop a partnership with families in the continued support of students as they grow and learn in a caring and safe environment.

Parent support at Ridgewood is key to our success. It is essential that all families feel connected to Ridgewood and feel valued as strong contributing members of our overall student success. Please consider volunteering remotely and becoming an active member of our school so that we can maintain and expand our school programs.

As we begin this school year back full day in person for the first time in 18 months, some things will look a little different. Students will be wearing masks, lunches will be in classrooms. We also continue to be a closed campus for arrival, during the day, and for dismissal in order to keep staff and students safe. Flexibility is an important quality for us all to practice this year. Everyone is doing a great job starting the year learning our regular school routines as well as our routines and procedures to keep everyone as safe and healthy as we can. We are looking forward to getting into the hard hard work of learning and growing.

I am looking forward to working with you in partnership as we help all students reach success. On behalf of the Ridgewood staff, we welcome you to a wonderful, albeit different, school year!

Kellie Christiansen
Principal

Greetings Ridgewood Families,

Welcome to 2021-2022 school year. We are excited to welcome all students to in-person learning and support their academic, social, emotional, and personal growth in the upcoming year.

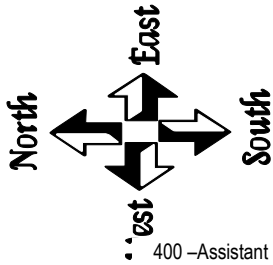
At Ridgewood Elementary, we focus on holistic growth of the whole child, and we thank you for entrusting us with your most valued possession(s)- your child(ren). Ridgewood staff works tirelessly to create an inviting community that nurtures and prepares lifelong learners to become leaders of tomorrow and we align this vision with daily learning.

Our laser focused equity lens guides every interaction and opportunity to ensure all students have a strong sense of belonging. Our growth stance allows all students to have access to high quality, rigorous instruction, learning, and connections to real world applications.

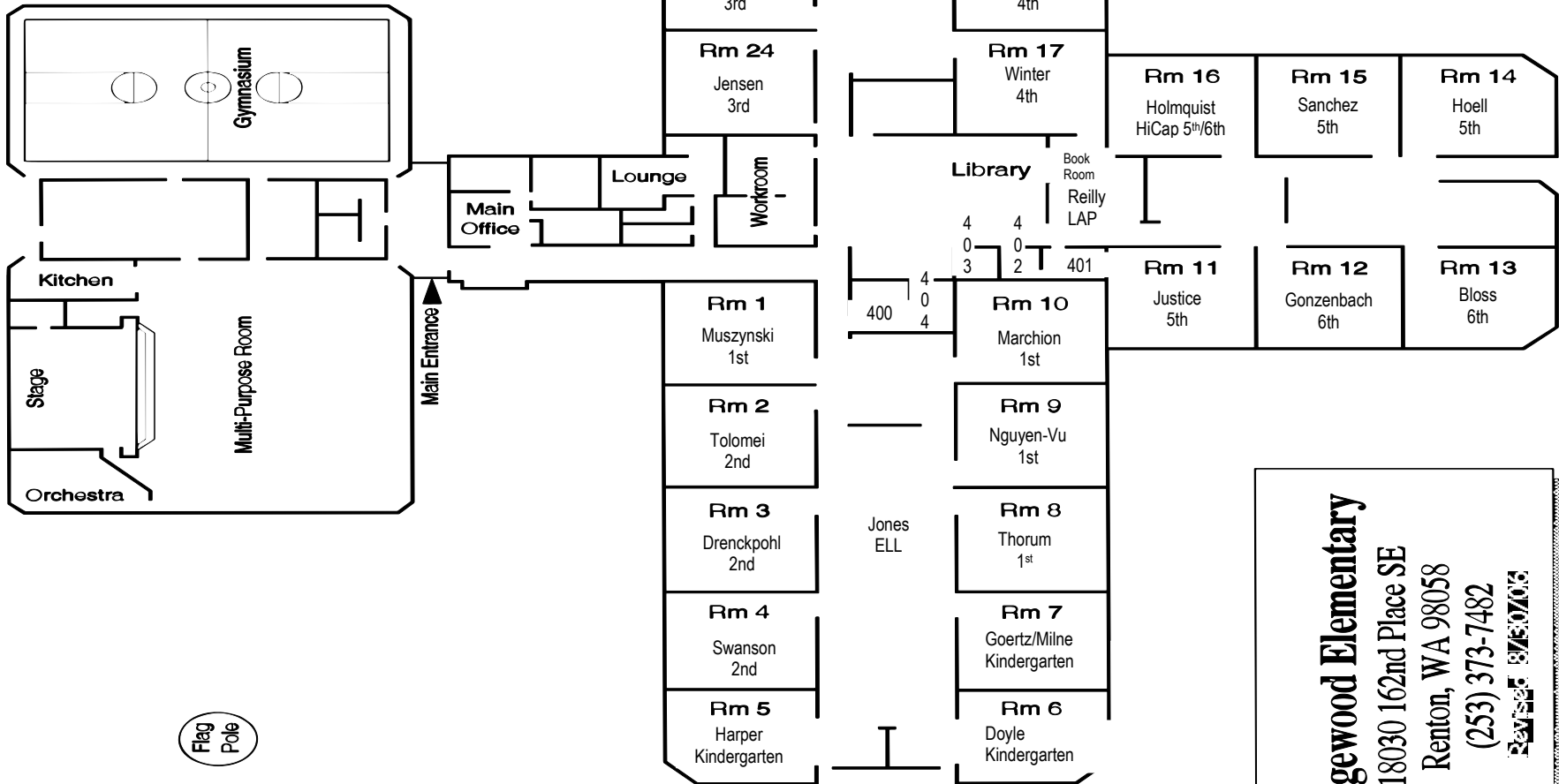
As we approach 2021-2022 school year, we don't want to return to normal; we want to return to **better!** I implore you to continue extending grace to all KSD and RW personnel; we are doing the best we can to ensure your child has a positive, rewarding, safe school experience filled with strong, positive relationships- paired with academic and social growth.

Here's to a phenomenal 2021-2022 school year. Go Ravens!

Larisa Sidorchuk
Assistant Principal



- 400 - Assistant Principal (Sidorchuk)
- 401 - Speech & OT/PT (Madden/Lum-Lung)
- 402 - Psychologist
- 403 - Instructional Coach
- 404 - Counselor (Tabolsky)



Ridgewood Elementary
 18030 162nd Place SE
 Renton, WA 98058
 (253) 373-7482
 Revised 8/20/03

RIDGEWOOD ELEMENTARY STAFF

Communication

Effective communication between school and home contributes to the quality education of students. We encourage you to contact the school by phone, voice mail, e-mail, or note should a concern arise. Please keep in mind, however, the importance of assisting your child in becoming an independent problem-solver whenever possible. Please also respectfully consider teachers' needs to balance communication and problem-solving with their need to spend time planning and preparing for effective daily lessons.

Office		
Kelle Christiansen, Principal	Kelle.Christiansen@kentk12.wa.us	253-373-7482
Larisa Sidorchuk, Assistant Principal	Larisa.Sidorchuk@kent.k12.wa.us	253-373-3531
Kim Radabaugh, Office Manager	Kim.Radabaugh@kent.k12.wa.us	253-373-7482
Kari Shults, Data Processor	Kari.Shults@kent.k12.wa.us	253-373-3483
Leslie Spengler, Attendance	Leslie.Spengler@kent.k12.wa.us	253-373-3484
Evita Kier, School Assistant	Evita.Kier@kent.k12.wa.us	253-373-7482
Jayme Roberts, School Assistant	Jayme.Roberts@kenyt.k12.wa.us	253-373-7482
Health Room		
Maria Garvey Armatas, Nurse	Maria.GarveyArmatas@kent.k12.wa.us	253-373-3485
Laura Huether, Health Tech	Laura.Huether@kent.k12.wa.us	253-373-3485
Custodial		
Kelly Ehlert, Head Custodian	Kelly.Ehlert@kent.k12.wa.us	253-373-3489
Blaye Godgift, Night Custodian	Godgift.Blaye@kent.k12.wa.us	253-373-3489
Kitchen		
Lisa (Hua) Wang, Cook	Hua.Wang@kent.k12.wa.us	253-373-3487
Student Support		
Alyssa Tabolsky, Counselor	Alyssa.Tabolsky@kent.k12.wa.us	253-373-3494
Susanne Cox, School Psychologist	Susanne.Cox@kent.k12.wa.us	253-373-3523
Jodi Madden, SLP	Jodi.Madden@kent.k12.wa.us	253-373-3524
Pepper Lum-Lung, OT	Pepper.Lum-Lung@kent.k12.wa.us	253-373-3524
Connie Pesterfield, IP Teacher	Connie.Pesterfield@kent.k12.wa.us	253-373-3522
Roberta Jorgensen, IP Paraeducator	Roberta.Jorgensen@kent.k12.wa.us	253-373-3522
Michelle Jones, ELL Teacher	Michelle.Jones2@kent.k12.wa.us	
Sharon Emerson, ELL Paraeducator	Sharon.Emerson@kent.k12.wa.us	
Jenni Reilly, LAP Interventionist	Jennifer.Reilly@kent.k12.wa.us	253-373-3495
Specialists (PE, Library, Music, Band, Orchestra)		
Guyla Kennedy, PE Teacher	Guyla.Kennedy@kent.k12.wa.us	253-373-3490
Marti McHolland, Overload PE Teacher	Martina.McHolland@kent.k12.wa.us	253-373-3490
Melanie Willden, Librarian/Tech Support	Melanie.Willden@kent.k12.wa.us	253-373-3492
Julian Slane, Library Assistant	Julian.Slane@kent.k12.wa.us	253-373-3492
Charles De Monnin, Music Teacher	Charles.DeMonnin@kent.k12.wa.us	253-373-3521
Rebecca Ward, Band/Overload Music Teacher	Rebecca.Ward@kent.k12.wa.us	
Eric Taylor, Orchestra Teacher	Eric.Taylor@kent.k12.wa.us	
Kindergarten		
Danielle Doyle	Danielle.Doyle@kent.k12.wa.us	253-373-3502
Geoff Harper	Geoffrey.Harper@kent.k12.wa.us	253-373-3501
Devon Goertz	Devon.Goertz@kent.k12.wa.us	253-373-3503
Katy Milne	Katy.Milne@kent.k12.wa.us	253-373-3503
First Grade		
Annie Marchion	Annie.Marchion@kent.k12.wa.us	253-373-3506
Cari Muszynski	Cari.Muszynski@kent.k12.wa.us	253-373-3499
Anna Nguyen-Vu	Anna.Nguyen-Vu@kent.k12.wa.us	253-373-3505
Janna Thorum	Janna.Throum@kent.k12.wa.us	253-373-3504
Second Grade		
Melanie Drenckpohl	Melanie.Drenckpohl@kent.k12.wa.us	253-373-3498
Jessica Swanson	Jessica.Swanson@kent.k12.wa.us	253-373-3499
Christina Tolomei	Christina.Tolomei@kent.k12.wa.us	253-373-3497

Third Grade		
Wayne Jensen	Wayne.Jensen@kent.k12.wa.us	253-373-3520
Amber Raftery	Amber.Raftery@kent.k12.wa.us	253-373-3517
Melissa Stoops	Melissa.Stoops@kent.k12.wa.us	253-373-3518
Jeff Wollin	Jeff.Wollin@kent.k12.wa.us	253-373-3519
Fourth Grade		
Tawona Kubena	Tawona.Kubena@kent.k12.wa.us	253-373-3514
Jennifer Wilson	Jennifer.Wilson@kent.k12.wa.us	253-373-3515
Jenna Winter	Jenna.Winter@kent.k12.wa.us	253-373-3513
Fifth Grade		
Steve Hoell	Steven.Hoell@kent.k12.wa.us	253-373-3510
Jessica Justice	Jessica.Justice@kent.k12.wa.us	253-373-3539
Simone Sanchez	Simone.Sanchez@kent.k12.wa.us	253-373-3511
Sixth Grade		
Vicki Bloss	Victoria.Simmons-Bloss@kent.k12.wa.us	253-373-3509
Paul Gonzenbach	Paul.Gonzenbach@kent.k12.wa.us	253-373-3508
Zeke Moron	Esekiel.Moron@kent.k12.wa.us	253-373-3507
Odyssey Highly Capable		
Liz Long (3 rd /4 th Grade)	Elizabeth.Long@kent.k12.wa.us	253-373-3516
Kris Holmquist (5 th /6 th Grade)	Kris.Holmquist@kent.k12.wa.us	253-373-3512

Ridgewood Elementary Daily Schedule 2021-2022

8:45	Busses begin to arrive, students go to the playground
9:00	Pick up students from playground/School begins
9:10	Pledge (over the intercom) and morning announcements Attendance is taken
9:45-10:00	Recess (K, 1)
10:15-10:30	Recess (2)
10:40-11:05	Lunch (K, 1)
11:05-11:20	Recess (K, 1)
11:15-11:40	Lunch (6, Holmquist)
11:40-11:55	Recess (6, Holmquist)
11:50-12:15	Lunch (2, 3)
12:15-12:30	Recess (2, 3)
12:25-12:50	Lunch (4, 5, Long)
12:50-1:05	Recess (4, 5, Long)
2:30-2:45	Recess (5, 6, Holmquist)
2:45-3:00	Recess (3, 4, Long)
3:40	Dismissal

Band & Orchestra: Tuesday/Friday – 5th grade 9:00-9:50; 6th 9:50-10:40

Return to School Safely

KSD is Returning Strong for five days a week of in-person learning this fall!

Students benefit from in-person learning, and safely returning to in-person instruction in fall 2021 is a priority. We all play a part in returning safely to school and staying healthy all year. We are implementing layered prevention strategies to keep everyone healthy and return to in-person learning safely, especially those not yet able to receive a COVID-19 vaccine.

KSD is committed to layering safety mitigation and prevention measures aligned to Washington State Department of Health and CDC (Centers for Disease Control) guidelines, including:

- face coverings/masks
- physical distancing
- improved ventilation
- handwashing and respiratory etiquette
- cleaning and disinfecting
- communicating with families and staff, especially about staying home when sick
- seeking evaluation, testing as indicated,
- contact tracing in combination with quarantine and isolation
- and meeting the reporting requirements to public health.

The state's priority is for students to safely return to in-person learning for the 2021-2022 school year. The updated [K-12 COVID-19 Requirements for Summer 2021 and the 2021-2022 school year](#) indicate the following:

- Maximize in-person instruction and reduce exclusions due to quarantine and keep schools open and prevent temporary closures due to large outbreaks.
- Minimize transmission of COVID-19 among students and staff in K-12 schools, their families and the community by layering safety mitigation strategies.
- **Require all students, staff, volunteers and visitors to wear face coverings or masks indoors, regardless of vaccination status, when around other.** Staff verified to be fully vaccinated may be indoors without masks when students are not present or expected to be present. Face coverings/masks are not required outdoors, regardless of vaccination status.
- **Require passengers and drivers to wear a face covering/mask on school buses.** The CDC's order requiring masks on public transportation, regardless of vaccination status, applies to school buses and transportation.
- Maintain a physical distance of three feet or more between students in classroom settings to the degree possible and reasonable that allows for full-time, in-person learning for all students. A school's ability to do so will depend on students' ages, developmental and physical abilities and available space.
- Students, teachers and staff should stay home when they have signs of any infectious illness and contact their healthcare provider for testing and care.
- Close contacts with symptoms of COVID-19 should follow the steps under [What to Do if Someone Develops Symptoms of COVID-19 While at School](#).

Kent School District is looking at how to ensure access to timely diagnostic testing among students with symptoms or who is a close contact with someone with COVID-19. Timely testing of symptomatic students and staff helps reduce days of in-person instruction lost. Additionally, Kent School District staff will soon have access to a vaccination verification form and personal protective equipment is available for staff and students who cannot provide their own.

KSD will explore full-time, long-term remote learning as an option for the students in the future. This exploration for a robust, sustainable remote learning option will occur over the school year in partnership with KSD Labor Partners. Information will be provided when it is available.

Again, we are excited to see our students and welcome them to a clean and safe school environment where we have the opportunity to successfully prepare them for their futures.

[Check our Return to School Safely page often](#) for the latest information on KSD's commitment to safety, how you can help mitigate COVID-19 spread and answers to frequently asked questions.

Arrival/Dismissal Processes

In an effort to maintain a safe environment and following our district and DOH guidelines for our students and families, this letter is to let you know the processes we have put in place for arrival and dismissal times at Ridgewood Elementary. We know that these changes make for a different beginning and end of day at Ridgewood, but they are necessary in order to limit the spread of COVID-19 within the school setting.

We will have two drop off areas for arrival and dismissal. Please see the processes listed below. Please note the gate located on the sand field will remain locked at all times.

Due to Covid guidelines our campus (school building, playground, and entrance) will be closed to all visitors, families, and community members both before, during and after school.

Arrival

As you drop off, please follow these guidelines **(Families must remain in their vehicles.)**:

- **Ridgewood Parking Lot Processes**

To ensure that our process moves quickly and smoothly - all students should be ready to exit the vehicle.

- Our morning drop-off lanes will be on either side of the center planter/island. Students will remain in the vehicle and wait to exit until you are directed to pull up to the front drop off area. As your student exits the vehicle, they will walk to their exterior classroom doors and line up on the social distancing spots for their line. Students will need to wear their mask while in waiting to enter class, and while in class.
- Once students have exited the car, staff will direct cars to pull forward to exit.
- **Due to Covid guidelines - families are not allowed to walk children to their class. Families must remain in their vehicle.**
- The bus lane is designated for buses only.

- **Petrovitsky & Parkside Way**

- Students will be crossed by a crossing guard at the light.
- Families will not be able to go on to school grounds.
- Students will walk to their exterior classroom doors and line up on the social distancing spots for their line.
- Students will need to wear their mask while in waiting to enter class, and while in class.

- **Bus Arrival Processes**

- As students exit the bus, they will walk to their exterior classroom doors and line up on the social distancing spots for their line.
- Students will need to wear their mask while in waiting to enter class, and while in class.

Dismissal

We will be having staggered dismissal times to accommodate all means of student transportation in a safe and efficient manner. Students will remain in their classrooms until they are called. Students who walk or ride buses will be dismissed first. Students picked up by a parent will be dismissed after busses have departed school grounds. **Families must remain in their vehicles at all times.**

As you pick up, please follow these guidelines:

- We will be using the morning drop-off lanes as pick-up lanes for our students.
- Each family has been assigned a number. Each family will receive two numbered rear view mirror tags either picked up at the Popsicle Social or sent home with the youngest child on the first day of school. If you pick your child up by car, please make sure to have the tag hanging of staff members to see.

- Families will pull up and staff supporting dismissal will call your family number for students to be dismissed. Please ensure that your students know your family number.
- **Families must remain in their vehicles at all times.**

The playground will be closed before and after school to students and families.

Buses . . . Many Ridgewood students ride buses. To make the ride safe and pleasant, there are many safety rules and regulations. When your child receives his or her copy of the bus rules, please discuss them. If your child does not follow the bus rules, you will be informed. The privilege of riding the buses will be withdrawn if a student continues to disobey the rules.

Walkers . . . Walkers should plan to arrive at school no **earlier than 8:45 A.M.** After school is dismissed at 3:40 P.M. on Mondays, Tuesdays, Thursdays and Fridays (1:40 P.M. on Wednesdays), all students are to go directly home. Woodside, Trovitsky Park and The Parks students have the option of using the gate located on the back of the playground. Safe walking route maps are included in this handbook. The arrows indicate crosswalk locations. Walkers will leave the building at dismissal time using a designated route with patrol support.

Student Patrols . . . The Ridgewood Patrol attempts to achieve two basic goals. The first and most important goal is to provide assistance to students at Ridgewood in the proper and safe crossing of streets and driveways around our school. A second function of the patrol is to build self-esteem, leadership, and self-discipline qualities of patrol members.

Ridgewood patrols rotate duty assignments on a weekly basis. Fifth and sixth grade students are selected for the School Patrol through an application process.

Bicycle Policy . . . All students who do not ride a bus to school are eligible to ride their bikes to school. Students must wear a helmet and obey the laws. They must have a lock to secure their bicycle. **Once bikers arrive on the school grounds, they must walk their bikes for student safety.**

For safety reasons students who have been issued a bus pass for transportation to and from school may not ride their bikes.

Hoverboards & Skateboards . . . Hoverboards & skateboards are prohibited at Ridgewood.

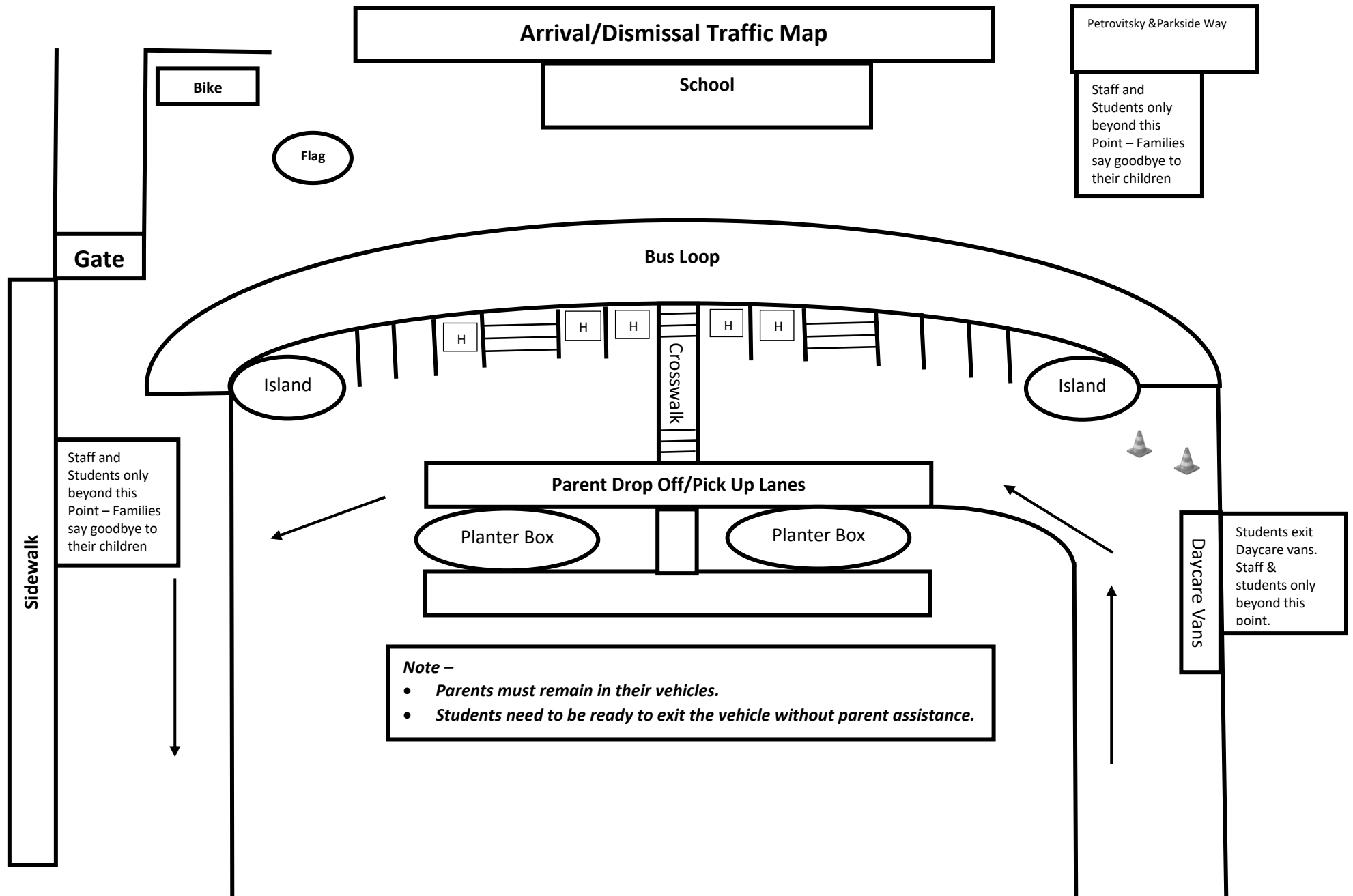
Early Dismissal/Releasing Students from Class . . . As a building procedure and safety precaution, we need to have students released from class through the office. **In the event that a child needs to be dismissed early from school, the parent must come to the front door, ring the bell and sign the child out of school. (Please bring photo ID.) The child will not be excused from class until the parent has arrive at the school.** This will help us provide better supervision of our students and monitor our early dismissals.

Unless it is absolutely necessary, please avoid picking children up 5-15 minutes before the end of the school day. Lesson closure, homework assignments, and special announcements are often reserved for the end of the day.

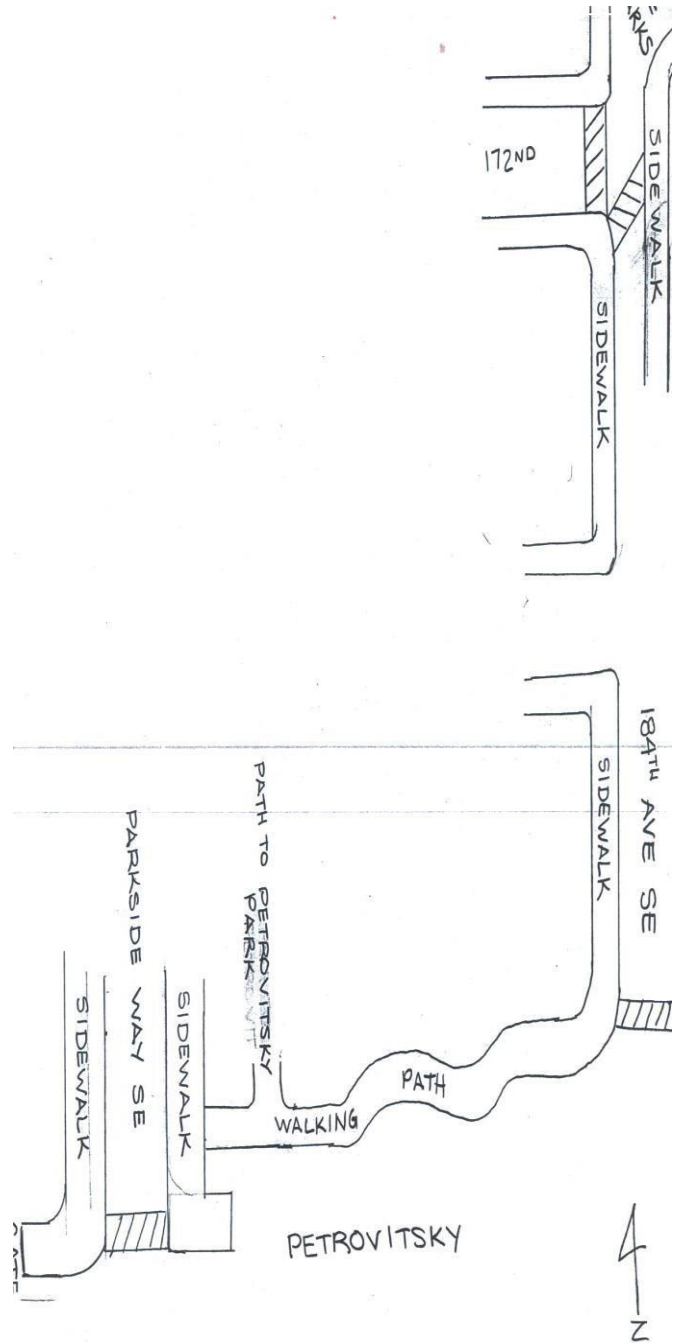
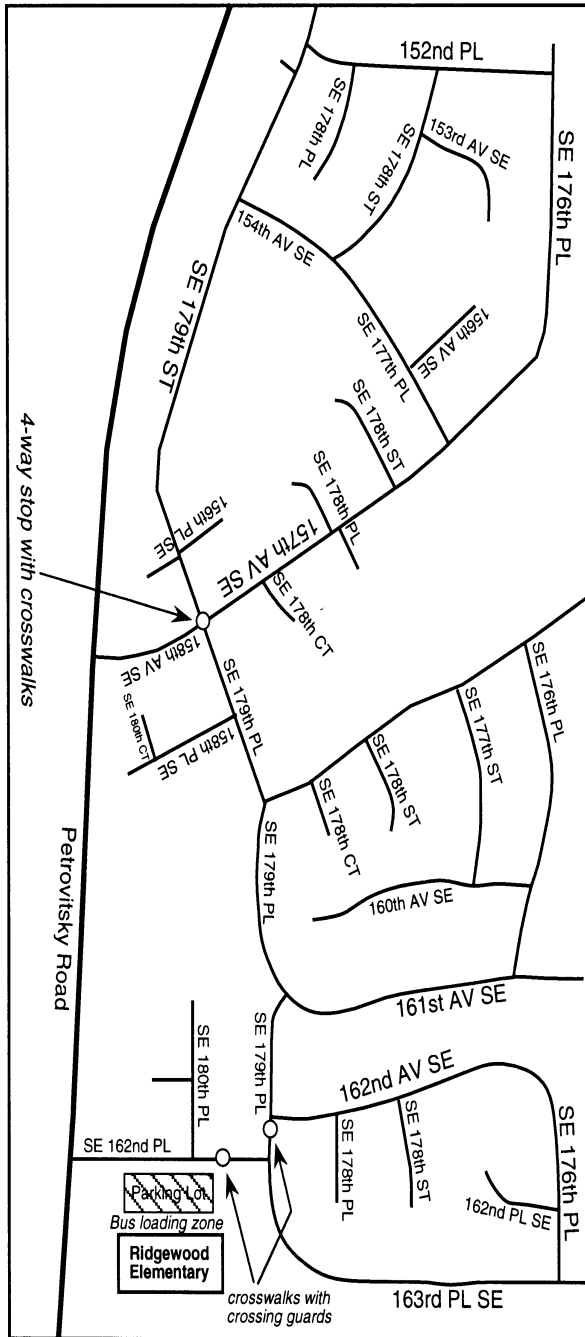
Change of Dismissal Plans . . . A written request for the change in dismissal plans (alternate bus route or walking route, parent pick-up, etc.) should be signed by the parent, and the student should bring it to the office at 9:00 A.M. to be logged in and approved. **Students without a written request or phone call will be sent home via their usual plan.** Phone calls will be approved in emergencies.

Nonparent Pickup . . . If anyone other than a parent, immediate family member or someone designated as an emergency name on the data card is picking a child up at any time, we must have a dated note signed by the parent or a phone call giving permission. The designated person must come to the office and sign the child out.

Limousine Policy . . . Limousines and other special use vehicles will not be permitted on school grounds during school hours, including arrival and dismissal times. The rationale for this policy is student safety, a top consideration for our school.



SAFE WALKING ROUTE MAPS



Attendance

Good Attendance is Important

We value every student's contributions 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.
- Three school tardies equal one absence.

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.

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 backpacks the night before.
- Develop backup plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.

Help Your Child Stay Engaged

- Find out if children feel engaged by their classes and safe from bullies and other threats.
- Ensure children are keeping up with school work 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.

We're Here to Help

Please partner with us to ensure your student attends regularly and is successful in school. We know students may be absent from school for a variety of reasons. Our attendance office, school nurse, counselor, and teachers are prepared to help if your student is unable to make it to school regularly or on time.

We will track attendance daily, document when your student is missing from class, communicate with you to understand why the absence occurred, and identify barriers and supports available to overcome challenges you may face in helping your student attend 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 attendance.

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

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

One Unexcused Absence

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

Between Two & Five Unexcused Absences

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

- Adjusting the student's program.
- Providing more individualized instruction.
- Transferring student to another school if space is available.
- 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.

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) or truancy workshops (secondary) 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 ten 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 that 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/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.

This information is accurate as of August 18, 2021. Changes to policies and procedures can change throughout the year and will be reflected on our district website - kent.k12.wa.us

Ridgewood's Attendance Policy

It is expected that students will attend class on every school day, all day. The school will keep a record of absences and tardies. Illness is the usual excuse for absence from school. However, there are occasions when exceptional circumstances might require absence from school. In order to protect every student against unexpected problems and provide complete supervision, we must know when a student is going to be absent from school.

Our policy for absences is to require a parent phone call on the morning of the absence or a dated, written note prior to absence with parent/guardian signature. Please call 253-373-7482 to inform us prior to 8:50 AM if your child is going to be absent or arriving late.

24 Hour Voice Mail Absence Line—253-373-7482 and select option 1.

When you call, please include: your child's name, teacher, date, and reason for their absence. Unexcused absences must be cleared via a phone call or written note sent to school with your child within **48 hours of returning from the absence to be excused**. **If your child is absent due to illness for 3 or more days a doctor's note will be required when they return to school.** The office staff will attempt to telephone each absent student's parent/guardian who has not called in by 8:50 (safe arrival call)

If your child is late for school, he/she must sign in at the office with a written excuse before going to class. Please try to schedule doctor and dentist appointments after school hours. However, if a child must be excused early, please send a note of explanation to the teacher and the office. When you arrive to pick up your child, please come to the office and sign him/her out. If your child returns to school the same day, he/she needs to be signed in at the office.

Students will not be allowed to walk home during school hours without adult supervision, unless provided parent permission under special circumstances.

Half-Day Absence:

Arrival after 10:30 AM or leaving before 1:00 PM

Tardy:

Arrival between 9:00-10:30 AM

Early Release:

Leaving after 1:00 PM and not returning. Acceptable reasons for early dismissal would be the same as outlined under excused absences.

Ridgewood's Excessive Tardy Policy

An excessive number of tardies affects a student's academic performance. It causes the teacher, upon arrival of the tardy students, to interrupt classroom instruction. Three tardies in a month are considered excessive and have been established as the guideline before enacting the Ridgewood plan for enforcement of this policy.

Students who accumulate excessive tardies may be required to make up this time during recess.

Ridgewood students should be dropped off between 8:45 and 9:00 to ensure that they are ready to go to class when the bell rings at 9:00

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

RIDGEWOOD RECOGNITION OF APPROPRIATE BEHAVIOR

Positive Behavioral Interventions and Supports (PBIS) is an approach to teaching and supporting positive behaviors and meeting the needs of ALL students. This school wide approach to discipline focuses on building a safe and positive environment in which all students can learn.

The foundation of PBIS at Ridgewood are the five building-wide expectations:

Raven RAVES

R – Respect Everyone

A – Act Responsibly

V – Value Learning

E – Encourage Each Other

S – Safety First

Please encourage your student to follow these guidelines in all behaviors and interactions as our goal is to promote a POSITIVE school climate. Together we can promote a healthy and safe school environment for students, staff, parents and friends. We look forward to working with you throughout the year! Go Ravens!

Ridgewood Elementary “RAVES” School-wide Expectations

Ridgewood Elementary promotes a positive learning environment. We believe that students need to be taught and have opportunities to practice appropriate social and personal behavior. Children need to respect themselves and others. Their behavior must not infringe upon a teacher’s right to teach or another student’s right to learn. Children must be given clear expectations which are fairly and consistently reinforced and given recognition for appropriate behavior. Ultimately, students need to learn self-management techniques which will help them to become a successful part of society throughout their lives.

The Ridgewood staff is committed to:

1. Teaching students appropriate behavior options
2. Providing opportunities to practice these skills.
3. Recognizing students for appropriate behaviors.
4. Assisting students in determining and utilizing appropriate behaviors.
5. Reducing behaviors that may harm or show disrespect toward themselves, staff or other students.

Throughout the school year, students will be taught how to behave according to the five expectations. Using the behavior matrix as a guide, teachers will help students learn what the expectations will “look” and “sound” like in every setting during the school day. For example, in the lunchroom it is responsible to clean your space. These lessons will be taught to every class the first week of school and reinforced throughout the school year.

Recognition of Appropriate Behavior

The Ridgewood staff is committed to recognizing and honoring students who display appropriate behavior. Students who are seen following our Raven RAVES behavior expectations will be given a “Raven RAVES” ticket. Students will place these in a designated container in their classroom. Classroom drawings will be held on a regular basis (weekly) and students will be recognized with a prize. Students will also be recognized at some point during the year by a staff member at one of our virtual student recognition assemblies.

PBIS – RIDGEWOOD RESPONSES TO INAPPROPRIATE BEHAVIOR

Behavior Communication

Even with clear expectations and positive reinforcement, sometimes children will struggle to meet those expectations. To address inappropriate behavior, they are divided into minor and major infractions.

Minor infractions (Oops slips) are behaviors that impact the learning environment, but are handled by the supervising staff member. Oops slips are considered to be a written warning and low level intervention. If a child receives five minor infractions within a few weeks, it becomes a major infraction.

Major infractions (Major Behavior Referrals) are issues that result in office time. Parent/Guardians will always be notified by the principal, educational assistant or teacher about major infractions.

When a student engages in inappropriate behavior, various steps may be taken to help students learn more acceptable behaviors. Generally, discipline is determined by the frequency and severity of the student's actions and should be appropriate to the nature of the behavior. Our student management policy is progressive and educational in nature.

Formal discipline referrals are cumulative within a year. All students will begin with a clean slate of no referrals at the beginning of each year.

Records of consequences for inappropriate behavior are kept in the school for the current academic year. Records are NOT kept in student educational records or passed on to future schools with the exception of the suspension letters or expulsions.

Parents/Guardians and PBIS

To be successful, PBIS needs to be a partnership between home and school. We invite your comments, concerns and ideas to make PBIS work at our school. Please support PBIS at Ridgewood by:

- Reviewing the Raven RAVES expectations with your child.
- Asking your child about his or her day.
- Making sure your child is ready for school everyday.
- Providing a quiet time and space for your child to do homework nightly.
- Keeping in touch with your child's teacher.
- Encouraging your child to use appropriate language and voice level.
- Practicing positive phrases such as, "thank you," "please," "excuse me," and "I'm sorry."
- Being a visible part of your child's school day.

Verbal Reminders/Private Conversations

Central to the Ridgewood Major Behavior Referral is the understanding that teachers and other supervising adults will incorporate classroom or general area management systems prior to referring a child to intervention. Actions may include a reset, think sheet, re-teaching of the expected behavior, verbal warning, a time-out, phone call home to parent and at times an intervention plan. A reset is an opportunity for a student to take a break within his/her classroom and return to learning when ready. This may be accompanied with a think sheet, which allows the student to reflect upon his/her behavior and make a different choice the next time.

Further discipline details are review within the Kent School District sanctions contained within this handbook.

Ridgewood Successful Ravens . . .

Ridgewood Expectations	Hallways	Lunchroom	Playground	Indoor/Weather Recess	Arrival	Dismissal	Recess Line-up	Bathrooms	Assemblies
Respect Everyone	<ul style="list-style-type: none"> - Voices off - Single file & stay with the group - Yield to other classes 	<ul style="list-style-type: none"> - Use table manners - Use kind words with everyone 	<ul style="list-style-type: none"> - Take turns - Listen for directions - Use empathy in words & deeds 	<ul style="list-style-type: none"> - Share games - Listen for directions - Use empathy in words & deeds 	<ul style="list-style-type: none"> - Hands, feet & objects to self 	<ul style="list-style-type: none"> - Hands, feet & objects to self 	<ul style="list-style-type: none"> -Level 0 voice 	<ul style="list-style-type: none"> - Respect the privacy of others - Use a quiet voice 	<ul style="list-style-type: none"> - Voices off during presentation - Eyes on the speaker - Give Me Five signal
Act Responsibly	<ul style="list-style-type: none"> - Walk to your destination - Hall passes required - Hands, feet & objects to self 	<ul style="list-style-type: none"> - Stay in your seat - Raise your hand if you need something - Use bathroom signal - Clean table & floor 	<ul style="list-style-type: none"> - Follow the rules of each game - Follow directions the first time - Ask for pass to enter the building - Return all equipment to the ball cart - When the whistle blows, go immediately to your class line - Keep the playground clean - Take care of our equipment 	<ul style="list-style-type: none"> - Follow directions the first time - Use an indoor voice (level 1-2) - Return all games to their appropriate place - Remain in your own classroom 	<ul style="list-style-type: none"> - Hands, feet & objects to self - Walk where you need to go - Go straight to your line when the whistle blows (AM) 	<ul style="list-style-type: none"> - Go directly to your bus line location - Hands, feet and objects to self - Walk directly where you need to go 	<ul style="list-style-type: none"> -Put equipment away - Take care of our equipment - Go directly to your line when the whistle blows 	<ul style="list-style-type: none"> - Use a hall pass - Leave the bathroom clean - Wash your hands - Use the bathroom quietly & quickly - Be responsible for your own behavior - Take care of our space 	<ul style="list-style-type: none"> - Walk to your destination - Enter & leave quietly - Be responsible for your own behavior
Value Learning	<ul style="list-style-type: none"> - Level 0 voice – others are learning 	<ul style="list-style-type: none"> - Recycle 	<ul style="list-style-type: none"> -Be respectful of other's learning - Line up quietly & quickly when the whistle blows 	<ul style="list-style-type: none"> -Be respectful of others' learning 	<ul style="list-style-type: none"> - Value "beyond the bell" learning 	<ul style="list-style-type: none"> - Value "beyond the bell" learning 	<ul style="list-style-type: none"> - Be respectful of learning taking place in classrooms - Go quickly to your line to return to learning 	<ul style="list-style-type: none"> - Enter & leave quietly 	<ul style="list-style-type: none"> -Be a good listener -Be courteous to the presenter(s)
Encourage Each Other	<ul style="list-style-type: none"> - Be courteous - Use quiet signal 	<ul style="list-style-type: none"> - Help your table neighbor - Hold each other accountable in a courteous manner - Treat others as you want to be treated 	<ul style="list-style-type: none"> - Use good sportsmanship - Include others - Use empathy in words & deeds - Treat others as you want to be treated 	<ul style="list-style-type: none"> -Take turns - Use good sportsmanship - Share supplies - Hold each other accountable in a courteous manner 	<ul style="list-style-type: none"> - Greet others with empathy & kindness - Be courteous 	<ul style="list-style-type: none"> - Be courteous 	<ul style="list-style-type: none"> -Encourage peers to act responsibly - Hold each other accountable to end games when the whistle blows -Hold each other accountable to appropriately clean up equipment 	<ul style="list-style-type: none"> -Encourage others to use a quiet voice - Hold each other accountable in a courteous manner 	<ul style="list-style-type: none"> - Use quiet signal - Be courteous to presenter(s) - Face the presenter(s)
Safety First	<ul style="list-style-type: none"> - Walk at all times - Keep hands & feet to yourself 	<ul style="list-style-type: none"> - Keep hands & feet to yourself - Walk at all times - Keep your area clean 	<ul style="list-style-type: none"> - Report bullying & other problems to an adult - Play games in designated areas - Solve conflicts using calm words, actions & body language - Follow expectations for playground equipment - Maintain personal space 	<ul style="list-style-type: none"> -Keep hands & feet to self at all times - Walk in the hallway - One at a time to the bathroom - Maintain personal space 	<ul style="list-style-type: none"> - Walk at all times - Keep hands & feet to self 	<ul style="list-style-type: none"> - Walk at all times 	<ul style="list-style-type: none"> - Keep hands, feet and objects to self 	<ul style="list-style-type: none"> - Keep the floors dry - Walk at all times 	<ul style="list-style-type: none"> - Keep hands & feet to yourself

Kent School District Discipline Policy

General Definitions

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

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

school business day concludes or terminates upon the closure of the Superintendent's office for the calendar day.

- **"School day"** means any day or partial day that students are in attendance at school for instructional purposes.
- **"Suspension"** means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency expulsions. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.
 - **In-school suspension** means a suspension in which a student is excluded from the student's regular educational setting but remains in the student's current school placement for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
 - **Short-term suspension** means a suspension in which a student is excluded from school for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
 - **Long-term suspension** means a suspension in which a student is excluded from school for more than ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.

Discipline Category Definitions

Arson

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

Assault

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

Reasonable Self-Defense:

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

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

Defacing or Destruction of Property

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

Under RCW 28A.635.060 (1), the school district may withhold the grades, diploma, and transcripts of a pupil responsible for intentional damage or loss to the property of the district, a contractor of the district,

an employee, or another student until the pupil or the pupil's parent or guardian has paid for the damages.

If a student has been suspended or expelled, the student may not be readmitted until the student, parents, or legal guardian has made payment in full, or until the superintendent directs otherwise. If the property damaged is a school bus owned and operated by the district, a student suspended for the damage may not be permitted to enter or ride any school bus until the student or parent or legal guardian has made payment in full or until directed otherwise by the superintendent.

When the pupil and parent or guardian are unable to pay for the damages, the school district will provide a program of voluntary work for the pupil in lieu of the payment of monetary damages. Upon completion of the voluntary work the grades, diploma, and transcripts of the pupil shall be released.

The parent or guardian of the pupil is liable for damages as otherwise provided by Washington state law.

Repeated Defiance of School Authority

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

Disruptive Behavior of the Education Setting

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.)

Truancy

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

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

Unsafe Behavior

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

Weapons

Possession or use of actual weapons in violation of Kent School District Policy 3245, including firearms, dangerous weapons, and other items listed within that policy. This includes when a student acts with

malice as defined under RCW 9A.04.110 and displays a device that appears to be a firearm. Objects and conduct that fall outside of Policy 3245 should be addressed under other sections, as appropriate.

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

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

Suspension and Expulsion – General Conditions and Limitations

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

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

Long-term suspensions and expulsions

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

Behavior Agreements

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

Informal Meeting (Initial Hearing)

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

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

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

Notice

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

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

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

Emergency Expulsions

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

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

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

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

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

Notice

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

The written notice must include:

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

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

Appeals of Expulsions and Suspensions

The appeal provisions for in-school and short-term suspension differ from those for long-term suspension and expulsion. The appeal provisions for long-term suspension or expulsion and emergency expulsion have similarities but the timelines differ. A student or the parent(s) may appeal a suspension, expulsion, or emergency expulsion to the Superintendent or designee orally or in writing. Requests to appeal should be directed to the 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 decided to the term of the student's suspension or expulsion and may not extend the term of the student's suspension or expulsion; and

- If the student returns to school before the appeal is decided, the district will provide the student an opportunity to make up assignments and tests missed during the suspension or expulsion upon the student's return.

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

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

In-school and short-term suspension appeal

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

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

Long-term suspension or expulsion and emergency expulsion appeal

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

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

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

Hearings

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.

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 district's decision that the student's statements or behaviors posed (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process.
 - If the emergency expulsion has not yet ended or been converted, whether the district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the district converts the emergency expulsion to a suspension or expulsion, the district will provide the student and parent(s) notice and due process under WAC 392-400- 455 through 392-400-480 consistent with the disciplinary action to which the emergency expulsion was converted.

Educational Services

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

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

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

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

After considering the factors and input described above, the district will determine a student's educational services on a case-by-case basis. Any educational services in an alternative setting should be

comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of exclusionary discipline.

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

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

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

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

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

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

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

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

Readmission application process

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.

Student with Disabilities & Discipline

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

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

Knowledge of the disability is defined as:

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

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

Suicide Prevention

We Hear You & Help is Available

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

Ask for Help

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

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

Be a Good Friend

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

Don't Keep Suicide a Secret

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

HIB INFORMATION & RESOURCES

Defining Bullying

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

Conflict/Fighting Behaviors

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

Bullying Behaviors

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

Teaching Students to End Bullying

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

Second Step

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

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 during a school-sponsored activity.

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

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

Examples of sexual harassment include:

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

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

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

This information is accurate as of August 18, 2021. Changes to policies and procedures can change throughout the year and will be reflected on our district website - kent.k12.wa.us

Non-Discrimination Policy

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

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

- **Civil Rights Compliance Coordinator Randy Heath** Randy.Heath@kent.k12.wa.us | (253) 373-7134
- **Title IX Coordinator Dr. Wade Barringer** Wade.Barringer@kent.k12.wa.us | (253) 373-7203
- **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) 373-7513

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

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

Translation Services & Bilingual Education

Kent School District 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) 373-7010 to speak with Executive Director of Student and Family Support Services Randy Heath.

For bilingual education information, please call (253) 373-7269 to speak with the Director of Multilingual Education.

This information is accurate as of August 18, 2021. Changes to policies and procedures can change throughout the year and will be reflected on our district website - kent.k12.wa.us

Family Access

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

Accessing Skyward

[Skyward Family Access](#)

[Skyward Family Access Mobile](#)

Parents or guardians with an email address on file can use the "Forgot your Login/Password" link on the Family Access login page or parents can contact the student's school for log-in information.

Parents/guardians of seventh grade students receive a letter from the child's school in the fall, or upon enrollment, containing the log-in ID and password. **Please DO NOT give your child access to your parent login.**

Secondary students receive their Student Access log-in ID and password at school. If there are questions regarding the log-in ID and password, student grades, or other student or school information, please contact the student's school.

Homeless Student Supports

The McKinney-Vento definition of homeless is individuals who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals
- Children and youth whose primary nighttime residence is not ordinarily used as a regular sleeping accommodation (e.g. park benches, etc.)
- Children and youth living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations
- Migratory children and youth living in any of the above situations

Rights & Services

- Immediate school enrollment and full participation in all school activities for eligible children, even when records normally required for enrollment are not available
- The right of children and youth experiencing homelessness to remain in their school of origin (the school the student attended when permanently housed or the school in which the student was last enrolled, when feasible and in the child's or youth's best interest to do so.
- Transportation to and from the school origin.
- Access to programs and services, including special education services, preschool services, free school meals, Title I services, services for English language learners, vocational/technical education, gifted and talented services, and before and after-school care.

- Rights and protections specifically for unaccompanied youth (youth who are not in the physical custody of a parent or guardian who are experiencing homelessness, including allowing them to be immediately enrolled without proof of guardianship.
- The right to dispute an enrollment decision and for a child or youth to be admitted to the school in which enrollment is sought, pending the resolution of the dispute.

How to Qualify

Each school has a staff member designated to help qualify students for these supports. You can also reach out to Student and Family Support Services at 253-373-7235 and ask to speak to the district McKinney-Vento Coordinator.

CHILD CUSTODY

Ridgewood Elementary presumes that the person who enrolls the student is the residential parent of the student. The residential parent is responsible for decisions regarding the day to day care and control of the student. Parents, legal guardians or defacto parents have the two-fold right to receive information contained in the school records concerning their child and to forbid or permit the disclosure of such information to others subject to the authority granted to the residential parent or as otherwise authorized by statute. Ridgewood Elementary, unless informed otherwise, assumes that there are no restrictions regarding the non-residential parent's right to be kept informed of school progress and activities. If restrictions are made relative to the above rights, the residential parent will be requested to submit a certified copy of a court order, which curtails this right(s). If these rights are questioned by the non-residential parent, the issue will be referred to police authorities for resolution. Unless there are court restrictions, the non-residential parent, upon request, will be given grade reports, notices of school activities, reports of disciplinary actions, or notices of teacher or principal conferences or summaries. Notice of the non-residential parent's request for records will be provided to the residential parent. The student is not permitted to visit or be released to anyone, including the non-residential parent, during school hours without the approval of the residential parent.

PARENT RESPONSIBILITY TO SCHOOL

If you need to discuss something with your child's teacher, please 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.

Kent School District Electronic Resources - Policy 2022P (Acceptable Use)

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

The following are some of the student requirements of the Acceptable Use Policy 2022. In order to view the entire [document 2022P](#) on Board Documents on the Kent School District website.

Keys to Acceptable Use in KSD

1. Use only your own account. Using someone else's identity online is not allowed.
2. Keep your information private. Sharing too much personal information online puts you, your account and all your schoolwork at risk.
3. Use your computer for instructional activities only. Playing online games, accessing non-district social networking sites, streaming or downloading materials that are not associated to classroom activities are all prohibited.
4. Be a good digital citizen. Don't contribute to cyberbullying, harassments or intimidation. (More info on Digital Citizenship.)
5. Take care of your KSD device. The device that you were given at school is your opportunity to engage in the lessons, coursework and your classmates. Please do your best to keep it safe and functioning.
6. If you use a personal device to access any KSD resources (Office 365, Teams, Canvas, etc...) everything above and in Kent School District Board Procedure 2022P still applies.
7. Thank you for taking the time to review and apply this information on the acceptable use of KSD technology.

Cell Phone Policy

Students are strongly discouraged from bringing cell phones and other electronic devices to school.

Ridgewood Elementary recognizes the importance of technology, communication and collaboration and Ridgewood provides devices for students in the classroom to enable them to be competent and productive 21st century learners. While on the school campus, students are strongly discouraged from bringing cell phones and other electronic devices to school so as to:

- Avoid disruptions to their learning environment
- Enhance focus and engagement in learning
- Protect and ensure the safety of student property
- Inhibit the risk of negative social interactions through social media during school hours

However, we also recognize that when used properly devices can be a tool for safety during non-school hours. If you feel that it is necessary for your student to bring a cell phone or electronic device to school, please review the following policy and expectations:

- Parent permission for bringing a cell phone/electronic device to the school established via the **Cell Phone/Electronic Communication Device Permission Form** being turned into the office
- Cell phones and mobile devices must be turned off during the school day and stored in an area designated by their teacher.
- Cell phones are not be utilized during transitions, lunches, recess or in common areas.
- Cell phones and mobile devices can be accessed by students at the end of the day after the bell rings.
- In the event of an urgent matter or emergency, family communication to students should go through the main office so the student can be immediately located and message delivered promptly
- If a student needs to make an urgent call, they are directed to make the call in the main office.

Ridgewood Elementary is not responsible for items that are lost or stolen. Permission forms are available in the Ridgewood office.

MONEY

A child should only bring money to school for specific reasons. Money may be lost, misplaced, or stolen, and this causes the child to be upset. It is prohibited to sell items at school.

STUDENT GUIDELINES FOR APPROPRIATE DRESS

Clean, comfortable clothing is the best guide. Girls and boys under the guidance of their parents and the school should learn to make rational choices when selecting their clothing. Children should wear clean, comfortable clothing. We do not permit baggy pants, loose-fitting sleeveless t-shirts, tank tops, halter-tops, bare midriffs, or t-shirts with offensive or inappropriate slogans. Shirts with slim straps must have another shirt or jacket worn over it at all times. This includes during recess on the playground. Shorts, skirts and dresses need to be fingertip length. Footwear needs to keep the foot safe and secure. Lightweight sandals or flip-flops are not appropriate. Headgear, such as hats, may be worn only outside.

LOST AND FOUND

Every day, we have several coats, sweaters, and other items brought to the office. Parents are requested to put the child's name on any item that could be lost or misplaced by the child. Identified items will be returned directly to the student. Periodically, all unclaimed items are given to welfare agencies.

CELEBRATIONS/BIRTHDAYS

Recognizing that we have many students with life threatening allergies and the diverse cultures of our students only non-food items are acceptable for any celebrations and/or birthdays.

VIDEO POLICY

The following guidelines and procedures have been established for the use of videos at Ridgewood Elementary.

Entertainment Video

- Classroom teachers may show a maximum of two (2) videos for entertainment purposes during the academic year.
- All entertainment videos must be rated "G".
- Prior notification of the parents is not required.
- Entertainment videos will only be shown during non-instructional time.

Educational Video

- Videos with a "G" rating may be used freely for educational purposes when such use supports classroom instruction.
- Unrated works or works rated other than "G" that will be shown in their entirety, or a substantial part thereof, will require prior notification and consent of the parent, using the video consent form. Parents may, after discussion with the classroom teacher, request an alternative activity for their child.
- Short subjects or excerpts of non-rated materials may be shown when the content shown conforms to the standard of a "G" rating or has been edited to conform to a "G" rating.
- Parents shall have the option of being notified prior to the showing of any non-rated material. Parents may also elect to leave the choice and use of such materials to the classroom teacher.
- It shall be the responsibility of the classroom teacher to ensure that any video materials used in the classroom shall be rated "G" or edited to conform to the "G" rating standard.

VOLUNTEERS

We believe that the volunteer program enhances the overall educational program in our school by: providing more adult - student interaction; releasing teachers from some of the clerical tasks in order to spend more quality time on each child's educational program; informing parents about our educational programs and practices as well as school policies and procedures; and establishing a positive relationship with the community at large, as our volunteers become school ambassadors communicating our goodwill.

Ridgewood students benefit greatly from volunteers who are willing to help in the classroom, the library, Watch DOGS program, field day, robotics, chaperoning field trips, etc. We can use as many volunteers as possible - - parents, grandparents, or any other adults. Please consider the possibility of donating an hour or two each week. Volunteers must complete an on-line District Volunteer application (VIPS), pass a Washington State Patrol WATCH report and receive notification they are cleared, receive a short orientation on school safety protocols and procedures prior to volunteering. Volunteers will receive e- mail notification from VIPS once they have been cleared to volunteer. Volunteer schedules will be set up with the office and classroom teachers. We need your help!

When we return back to school we may have new procedures in place that we will need to follow for the health and safety of all. Please stay tuned!

COMMUNICABLE DISEASES

A student may be excluded from school if he/she is suspected of having a communicable disease, in accordance with the regulations within the "Infectious Disease Control Guide" (SPI-1991). A school principal and/or his/her designate has the authority to send an ill child home without the concurrence of the local health office. If the disease is reportable, the public health officer must be notified.

MEDICATION AT SCHOOL

Oral medication (prescription and over the counter) may be given at school to students only if a current (school year) District Health Services form HS 18-94, Authorization For Administration of Oral Medication At School, has been completed by the physician and parents/guardians.

No medication is to be in the possession of a student, including cough drops or throat lozenges. All medication is dispensed from the school health room by the school nurse and his/her designee.

No medication will be administered by injection except when a student is diabetic or susceptible to a predetermined, life-endangering situation. In such an instance, the parent will submit a written and signed permission statement. Such an authorization will be supported by signed and dated written orders accompanied by supporting directions from the physician. An employee will be trained prior to injecting a medication.

EMERGENCY TREATMENT

Schools are responsible for providing first aid or emergency treatment in case of sudden illness or injury to a student. The principal or designated employee should immediately contact the parent so that the parent can arrange for care or treatment of the injured.

In the event that the parent or emergency contact cannot be reached and in the judgment of the principal or person in charge when immediate medical attention is required, the injured student may be taken directly to the hospital and treated by the physician on call. When the parent is located, he/she may then choose to continue the treatment or make other arrangements.

HEALTH PROGRAM

The Kent School District provides K - 12 age appropriate prevention programs designed to increase the knowledge and skill of employees and students regarding critical health issues. These programs include Child Abuse Prevention, HIV/Aids Prevention, Substance Abuse Programs, Human Sexuality, and Personal Safety.

A school nurse and a health tech serve our building throughout the week. The school nurse's primary function is to evaluate and interpret significant health problems that might affect a student's school attendance or academic performance. She also serves as a community resource person for health needs and acts as a liaison between school and home when there are special concerns regarding a student's health. She supervises and performs various student health screenings as mandated by the state. These include vision and hearing. The school nurse maintains each students' immunization and health record. Besides serving as a member of the school's Student Study Team, she also sets the standards by which students are seen and treated in the school's health room. In the absence of the nurse or health tech, the health room will be staffed by office personnel and supervised parent volunteers trained to care for ill or injured students.

In addition to assisting with implementing health education in the classrooms, the nurse is available for classroom instruction. She often teaches first aid, safety, health care, nutrition, personal hygiene, etc.

Healthy Youth Survey

All Kent School District schools participated in the 2018 Healthy Youth Survey last October.

What is the Healthy Youth Survey?

The survey asks questions about risk for injury, health outcomes, and alcohol and drug use. Schools, communities and state and local health departments use survey results to support our youth and reduce their risks. The Healthy Youth Survey is voluntary and anonymous.

Who will be asked to take the survey?

Students in Grades 6, 8, 10, and 12 across Washington State.

What questions are on the survey?

Survey questions come from surveys that have taken place across the nation and in Washington. Parents or guardians can see a copy of survey questions in the school office. Question topics include:

- Background information, such as age, gender, and race or ethnicity.
- Feelings about school and community.
- Relationships with parents, friends, and neighbors.
- Eating habits, physical activity.
- Health education.
- Attitudes about and the use of tobacco, alcohol and other drugs.
- Behaviors related to safety and feelings about safety
- Behaviors related to violence

Is the survey voluntary?

Yes! Students taking the survey can skip questions and stop taking the survey at any time. If you do not want your student to participate in the survey, you can excuse your student from participating by calling the school. Students can also excuse themselves by telling their teacher that they do not want to take the survey. Students not taking the survey will participate in a different activity, such as studying or reading in the library. There is no penalty for not taking part in the survey. Your student's grades will not be affected

How are the survey results used?

Schools, school districts, counties and state agencies use the results to better understand our students and to provide them with the services they need. Results are used for planning, evaluating and improving programs and obtaining money to support them. Data sets are also shared with local health departments and legitimate researchers

How is student identity protected?

Students will not write their names on the survey. There are no codes or other information to match a survey to a student. No one from the school will look at the survey answers. Students will put completed surveys into an envelope that is sealed before it leaves the classroom. Survey reports of results will not identify any student.

Need More Information?

If you have any questions about the purpose of the survey or survey procedures, please contact Department of Health, Kevin Beck: Call toll-free 1-877-HYS-7111 or Email healthy.youth@doh.wa.gov. Support for the survey is provided by Looking Glass Analytics. Additional information about the Healthy Youth Survey 2016 can be found at: <http://www.AskHYS.net>

The Washington State Institutional Review Board has approved the procedures for conducting the Healthy Youth Survey that are described in this brochure. If you believe these procedures have not been followed, please call 1-800-583-8488. You do not have to leave your name. All messages will be returned.

The Healthy Youth Survey is sponsored by the following state agencies: Department of Health, Office of the Superintendent of Public Instruction, DSHS Division of Behavioral Health and Recovery, Department of Commerce, and Liquor and Cannabis Board

RIDGEWOOD GENERAL RECESS RULES

During recess students must stay on the playground side of the yellow line and we are mindful and respectful of students working inside classrooms that are on outside at recess.

Use good sportsmanship. Good sportsmanship is an important trait of every student. They are as follows:

- **Play the game to the best of your ability and treat each participant the same.**
A good team player is able to be a good follower as well as a good leader.
 - **Keep your pride under control in victory and be courteous and gracious in defeat.**
1. For all students to have equal access to playground equipment, only school equipment will be allowed on the playground. No equipment from home.
 2. Students should bring all appropriate items with them to recess (jackets/coats, balls, etc.)
 3. **Play it Safe** – Eating, gum chewing or spitting is not allowed on the playground. The only exception is popcorn Friday.
 4. **Play it Smart** – Choose your words wisely – no teasing, put downs or inappropriate language. Remember to be kind.
 5. **Safety tips for the playground**
 - No cops and robbers, pro-wrestling, karate, tackling, chasing, sliding on wet or icy surfaces, pretend fighting of any kind, tripping, foot stomping, pretend weapons or piggy backs. Please keep nature in its place – no throwing or kicking of rocks, sticks, pine cones, snowballs, etc. Activities designated unsafe by the playground supervisors will not be allowed.
 - No jumping off of the bars, swings or climbing apparatus. Swings and monkey bars go one way only.
 - Sand field – there is no digging, kicking or thrown of sand; do not interfere with the games being played on the field; if a ball goes over the fence, notify a playground supervisor.
 - Students are not allowed to play on the hills/banks around the playground and sand field or behind or between the portables.
 6. Everyone is allowed to play. You must take turns using all equipment. Use equipment safely and the way it is intended to be used. (Explain how equipment should be used.)
 7. All equipment (balls, jump ropes, etc.) must be returned at the end of recess and students should go directly to their class line or specialist. Equipment that is not returned properly may be taken away at the next recess.
 8. Students are not allowed to bring the following items out to recess: cell phones, cameras, toys from home, electronic equipment, Kindles or trading cards of any kind.
 9. Recess is time to play and have fun. If a student is not following the good sportsmanship guidelines, they may be removed from an activity.
 10. Solve disagreements with Rock, Paper Scissors.

Consequences for unsafe or inappropriate behavior during recess: **Warning** – student will be warned of unsafe or inappropriate behavior. **Wall** – student will be placed on the wall during recess (or if recess has ended, the following recess). **Oops Slip** – student will be given a communication report for minor incidents. The EA/Principal will be notified of the behavior. If the behavior continues and the student chooses not to follow the Playground Guidelines, that student will lose the privilege of participating in the activity. **Major Behavior Referral** – (major incident) is given when a student continues to violate playground rules. The referral is an immediate call to parents/guardians and may result in further disciplinary action.

BIG TOY & BLACK/RED SPINNER TOY CLIMBER RULES

1. For the safety of all students the following activities are not allowed:
 - No tag, chase or running on the toy or mat surrounding the big toy
 - No climbing up or running on the slide.
 - No climbing on the outside of the toy
 - No jumping off of the toy
 - No balls or other playground equipment (jump ropes, hula hoops, etc.)
2. Slide on your bottom sitting face forward. Move away from the bottom of the slide at the end of your turn.
3. One person at a time on the slide or spinner (Black & Red Big Toy).
4. You are responsible for yourself on the spinner.
5. Only two students at a time on the net and ramp (Black & Red Big Toy)
6. Count to 25 Mississippi's on the spinner (Black & Red Big Toy)

BARS

1. When crossing the bars everyone goes the same direction.
2. For the safety of all students the following is **not** allowed:
 - No gymnastics or trick flips. ("Cherry drops" or any movement without hands are not allowed.)
 - No pushing or pulling another student.
 - No standing or jumping off of the bars
 - No chicken or monkey fighting
 - No flips on the side by side bars.
3. Keep two hands on the bars at all times.
4. One student at a time on the single bars.
5. All students must be able to reach the bars by themselves.
6. Students should form lines off the mat and count 25 Mississippi's while waiting for their turn.

SWINGS

1. Swing facing the school and sitting on your bottom only.
2. While waiting for your turn – stand off the mat and count to 25 each time you see the bottom of the swinger's feet.
3. Swing forward and backward only.
4. For the safety of all students the following is **not** allowed:
 - Standing, kneeling, or lay on your stomach or back
 - Flipping or twirling
 - Twisting the swings to a higher position
 - Grabbing other swings
 - Jumping off of the swings
 - Underdog pushing

Wall Ball

School Rules

1. The wall by the gym is used for playing wall ball.
2. The first player arriving with a ball gets the court.
3. If you kick the ball any time during the game, you must get the ball and bring it back to the game. You are then out for the rest of recess.
4. No blocking other players.
5. **Outs are:** hitting the roof, hitting the ball out of bounds, failing to return the serve, hitting the ball with a part of your body other than your hands.
6. Limo (elimination) – goes from the front end only (line order).
7. Do-overs are only allowed ~~are~~ when a student walks into your court.
8. The ball must hit the ground first before bouncing against the wall.
9. If unsure if a person is out or not, a line vote must be taken.
10. The following are not allowed for the safety and enjoyment of all players: holdies, double hit, stoppies, ghosties, babies, roofies, rockets, double bouncers, round-the-worldies, froggies or hardies.

Student Created Rules

1. All players must agree on the rules at the beginning of the game. The rules will be for the entire recess. **Rules cannot be changed during the game.**
2. If an adult has to help problem solve, students will be required to play by the school rules.

SOCCER

1. When picking teams, each recess there must be new team captains.
2. Soccer is played on the sand field only.
3. No tackling or throwing people to the ground.
4. You can **only** pick up the ball if it is in the goalie box or out of bounds.
5. Players must commit to the game and stay on their team for the entire recess.

JUMP ROPES

1. Use the jump ropes only for jumping.
2. For safety reasons the following are **not** allowed
 - No helicopter.
 - Wrapping the jump rope around anything or anyone.
 - No tug of war
3. Jump ropes belong on the blacktop only.

BASKETBALL

1. Basketball games will be half court so that more people can play.
2. No more than 6 players on each team. Extra players should be rotated in.
3. When picking teams, each recess there must be new team captains.
4. For the safety of all students the following is **not** allowed:
 - No grabbing or pulling on other students or their clothing.
 - No tripping, shoving or pushing other players.
5. Any foul (double dribble, traveling, etc.) will result in a throw-in by the other team.
6. Any foul ball goes to the other team.
7. Any disagreement over the possession goes to the team that last had possession of the ball.

KICKBALL

1. When picking teams, each recess there must be new team captains. Each team will have one pitcher.
2. Players must commit to the game and stay on their team for the entire recess.
3. Maintain batting order, start where last inning left off.
4. Teams switch at five runs or three outs.
5. Pitching – the pitcher rolls the ball across home plate.
6. The following is **not** allowed: base stealing, lead-offs, bunting, no sliding.
7. The following is allowed: free backs on a foul ball.
8. The following are outs: four foul balls; the ball is caught before it hits the ground, the runner is tagged with the ball or the base is tagged before the runner gets to it.
9. Return to the last base you were on if you are not halfway to the next base when the pitcher receives the ball.
10. Only a soft playground ball may be used.
11. No strikes.
12. A player can only advance one base on an overthrow.
13. Tie goes to the runner.

FLAG FOOTBALL & FLYERS

Flag Football

1. When picking teams, each recess there must be new team captains.
2. Players must commit to the game and stay on their team for the entire recess.
3. Only players with school flag belts will be allowed to play. Belts must be used properly. Keep red flags with red belts and yellow flags with yellow belts.
4. The game is started with a kickoff from the goal line. All players on the kicking team must be onside.
5. There are four downs given to score a touchdown.
6. You may use screen blocking, but may not touch, tackle or push others. Blocking is done with the arms close to the body and must be done from the front or side.
7. A player is down and play stops if one of the flags are pulled.
8. At the end of recess—leave the flags on the belts, roll the belts into a ball, place the rolled up belt into the appropriate color bag and return the bags to the playground cart.

Flyers

Flyers is considered a form of football.

1. One person is the flyer (thrower) and throws the ball.
2. The person that catches the ball will take over as the flyer (thrower)
3. No tackling or pushing others.

STATE TAG

1. The last person to get to the game is “it”.
2. New players that join the game after playing has started will be “it”.
3. If you don’t want to play and you are “it”, you must wait until you are not “it” to quit.
4. The compass is the **ONLY** base.
5. Majority rules in any playing dispute.
6. The person that is “it” calls out a state and the players must run to that state and back to base without being tagged. If they are tagged they are then “it”.

FOUR SQUARE

1. The first player arriving with a ball gets the court.
2. If you kick the ball any time during the game, you must get the ball and bring it back to the game. You are then out for the rest of recess.
3. The ball is served by dropping it and hitting it underhanded from the bounce into another player’s square. The server must stand in the triangle to serve.
4. The player receiving the ball keeps it in play by striking the ball after it has bounced once. Play continues until one of the following occurs:
 - The server steps over the line while serving.
 - The server hits the line while serving.
 - A player hits the ball out of bounds.
 - A player hits the line with the ball.
 - A player hits the ball twice in a square.
 - A player fails to return a hit made to their square.
5. Each hit counts.

BASEBALL

1. When picking teams, each recess there must be new team captains. All who want to play must be included on a team.
2. Players must commit to the game and stay on their team for the entire recess.
3. One pitcher and catcher per team; the pitcher rolls the ball across home plate. Keep the same batting order; whoever makes the last out is at the end of the line.
4. **THE ONLY BALLS THAT YOU CAN USE ARE A WIFFLE or TENNIS BALL! YOU MAY ONLY USE THE SCHOOL BATS!!!!**
5. You must play on the sand field. Place the bases about five feet from the walking path.
6. The runner is out if tagged, the base is tagged before the runner gets to it or the ball is caught.
 - The following are **not** allowed: No sliding or stealing bases; No lead-offs
7. The following is allowed: free backs on a foul ball; A player can only advance one base on an overthrow.

TETHER BALL

1. No more than two players. Only one player per side
2. The first player arriving gets the court.
3. The server is the first in line for the first game, and the winner for following games. You may have three wins in a row before going to the end of the line. No pulling on or sitting on ball – it will break off rope.
4. Only the ball should be hit with a hand or fist.
5. If the ball tethers (hits the pole after the rope is fully wrapped around the pole going in the direction the student initially started), the person who tethered the ball wins.
6. The opponent does not need to touch the ball before it tethers.
7. The following fouls end the game and the next players can begin a new game.
 - Touching the pole during play.
 - Hitting the ball with any part of the body other than hands or forearm.
 - Stopping play by holding or catching the ball.
 - Hitting the rope with hands or forearms. The rope cannot be grabbed, touched or used to throw the ball.
 - Throwing the ball.
 - Playing the ball while outside your court. You must stay on your side of the court. (You can step on the line but not over the line.)

FRISBEE

1. The field: Sandfield only, half-field or less depending on amount of sandfield use.
2. Movement of disc: The disc may be advanced in any directions by completing a pass to a teammate. Players may not run with the disc. The person with the disc ("thrower") has ten seconds to throw the disc.
3. Non-contact: No physical contact is allowed between players. A foul occurs when contact is made.
4. Spirit of the Game: Ultimate stresses sportsmanship and fair play. Competitive play is encouraged, but never at the expense of respect between players, adherence to the rules and the basic joy of play

RIDGEWOOD ELEMENTARY SCHOOL HANDBOOK

RIDGEWOOD ELEMENTARY SCHOOL

Kellie Christiansen,
Principal
18030 162nd Place SE
Renton, WA 98058
Phone - (253) 373-7482
Fax - (253) 373-7483
Kellie.Christiansen@kent.k12.wa.us

KENT SCHOOL DISTRICT ADMINISTRATION

12033 SE 256th Street
Kent, WA 98030
(253) 373-7000

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