

Fairwood Elementary School

16600 148th Ave. S.E.
Renton, WA 98058
(253) 373-7491 phone
(253) 373-7492 fax

Tricia Hoyle, Principal
Kathy Andrew, Office Manager

Kent School District Administration

12033 S.E. 256th Street
Kent, WA 98031
(253) 373-9550

Board of Directors

Leslie Hamada
Joseph Bento
Awale Farah
Tim Clark
Unfilled position

District Administration

Israel Vela, Superintendent

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 employees listed below have been designated to handle questions and complaints of alleged discrimination:

Anyone may file a complaint against the district alleging that the District has violated anti-discrimination laws. The primary purpose of this procedure is to secure an equitable solution to a justifiable complaint. To this end, specific steps will be taken. The District is prohibited by law from intimidating, threatening, coercing or discriminating against any individual for the purpose of interfering with their right to file a grievance under this policy and procedure and from retaliating against an individual for filing such a grievance.

Anyone with an allegation of discrimination may request an informal meeting with the compliance officer or designated employee to resolve their concerns. Such a meeting will be at the option of the complainant. If unable to resolve the issue at this meeting, the complainant may submit a written complaint to the compliance officer. During the course of the informal process, the District must notify complainant of their right to file a formal complaint.

The procedures for filing a formal complaint can be found in [Procedure 3210](#)

<p>Civil Rights Compliance Coordinator Section 504/ADA Coordinator</p> <p>Mr. Randy Heath Interim Chief School Operations and Academic Support Officer</p> <p>Kent School District 12033 SE 256th Street A-300 Kent, WA 98030-6503</p> <p>253-373-7235 Randy.Heath@kent.k12.wa.us</p>	<p>Title IX Officer</p> <p>Unfilled Chief Human Resources Officer</p> <p>Kent School District 12033 SE 256th Street A-100 Kent, WA 98030-6503</p> <p>253-373-7203</p>
---	---

TABLE OF CONTENTS

SCHOOL AND DISTRICT INFORMATION	1
TABLE OF CONTENTS	3
LETTER OF GREETING	5
SCHOOL HOURS & PHILOSOPHY	6
FAIRWOOD STAFF	7
ALL SCHOOL POLICIES	8
Dress Code and Appearance	8
Dress Code for Physical Education Clothing & Footwear	8
Emergency Contacts (Weather)	9
Lunches	9
Money and Personal Belongings	9
Pets at School	9
Private Wireless Communications Devices	9
Release of Students	10
Late Pick up of Students	10
Responsibility for School Property	10
Telephone	10
ATTENDANCE	11
Compulsory Attendance Law	11
Fairwood's Attendance Policy	13
CLASSROOMS	14
Common Core State Standards	14
Classroom Celebrations	14
Classroom Visits	14
Homework	15
Student Supplies	15
CODE OF CONDUCT	16
Respect, Responsibility and Safety Code of Conduct	16
Expectations for Classrooms	16
Expectations for Common Areas	17
Rules for Playground	18
Recognition	20
Supports	21
Discipline	21
Student Behavior Notification	23
Respect, Responsibility, and Safety (RRS) Slips	24
Suspension/Expulsion	24
STUDENT SERVICES AND SPECIAL SUPPORT PROGRAMS	25
Tiered Intervention	25
Counselor	25
EA	25
Early Childhood Education (ECE) and Magnet Kindergarten	25
English Language Learners (ELL)	25
Music Programs	26
Occupational Therapy/Physical Therapy (OT/PT)	26
School Staffing Team (SST)	26
Special Education Integrated Program (IP)	26
Speech Language Pathologist	26

PARENT INVOLVEMENT	26
Parent Involvement	26
School Improvement Team (SIT)	27
Parent Involvement Nights	27
Crier Newsletters	27
Parent/Teacher/Student Compact	27
Student Progress	27
Volunteer Program	28
Fairwood PTSA	28
TRANSPORTATION TO AND FROM FAIRWOOD	28
Bus Riding	28
Bike/Scooter Safety	28
Safety Patrol	29
Traffic Safety	29
Bus and Day Care Vans	29
Fairwood Parking Map	30
KENT SCHOOL DISTRICT GUIDELINES FOR SCHOOL SANCTIONS	31
HEALTH INFORMATION/HOME HOSPITAL	57
Medications at School	59
Immunization	59
Life Threatening Conditions	59
Home Hospital	59
CALENDAR	60
Kent School District Calendar	60

Dear Fairwood Families:

Welcome to the 2022-2023 school year at Fairwood Elementary! In the Kent School District, our mission is successfully preparing all students for their futures. At Fairwood, we believe in our motto of learning, caring, and sharing to support our school mission of optimal learning, personal growth and a life-long love of learning for each and every child. We know that when we complete our mission, we will realize our vision of every student, no matter what, being successful in college, career, and community. We also know that a strong partnership between the school and our families is vital for student success. Part of this partnership is establishing common understanding of our mission, vision, goals and expectations. The annual student handbook provides critical information that helps guide our common understanding and cement our home-school partnership.

In the handbook, you will find information about Fairwood policies and procedures that you and your child need to know in order to have a successful school year. Fairwood has a strong tradition of parents, staff and students working together to provide all students with every opportunity to learn and grow. Our policies and procedures support our goal to provide students with a challenging and caring learning environment, where the concepts of respect, responsibility and safety are a priority for all. Your awareness and support of Fairwood's policies and procedures enhances student achievement.

Our handbook is now available electronically on our website. If you need a paper copy, please just let our office know and we will provide you with one. Please read and discuss the school handbook with your child. Pay particular attention to the sections about respect, responsibility, safety, student discipline, attendance, and student and staff expectations. As we learn, we change and grow, so please note that there are changes in the handbook that reflect change in state law, district policy and school refinements. If you have input or any questions about any of the topics covered or about topics not included in this information, please feel free to contact our main office. After reviewing the handbook, please confirm by signing and returning this letter to your child's teacher.

On behalf of all of the staff at Fairwood, I invite you to be partners with us for the benefit of our students. Please communicate with us regularly about your child's needs and successes. We know that by working together, our students will achieve more. We greatly appreciate your involvement and support!

Sincerely,

Tricia Hoyle
Principal

I have read and reviewed the Fairwood Student Handbook with my child.

Parents' Signature

Student's Signature

Date

Homeroom Teacher

SCHOOL HOURS

Kindergarten Through 6th Grade

School Begins: 8:45 a.m.
School Ends: 3:25 p.m.
Wednesday early release: 1:25 p.m.

Preschool Hours- Monday/Tuesday/Thursday/Friday

Morning Session: 8:45-11:20 a.m.
Afternoon Session: 12:50-3:25 p.m.
Extended Day 8:45-1:45

PHILOSOPHY

Kent School District Mission

Successfully preparing all students for their futures.

Fairwood Elementary Mission

To create a positive, supportive, and respectful environment which is conducive to optimal learning and personal growth for each child. We encourage all levels of thinking skills, love of life-long learning and individual risk taking.

Fairwood Elementary Motto

Learning, Caring, Sharing

Fairwood School Pledge

WE come to school prepared and ready to learn.
WE follow the rules to keep our school safe.
WE show respect to everyone we meet.
WE work together to help each other.
WE do our best and never give up.
WE are all a special part of the Fairwood community.

GO CHARGERS!

Fairwood Code of Conduct

RESPECT

- Treat others the way you want to be treated
- Show good sportsmanship
- Use appropriate language
- Follow directions and rules
- Take turns and share

RESPONSIBILITY

- Be on time and prepared
- Take care of school and personal property
- Clean up after yourself and recycle

SAFETY

- Walk in the hall and in covered areas
- Stay in your own space
- Use Kelso' Choices for "Small Problems"
- Report "Big Problems" to an adult

FAIRWOOD STAFF 2022/23

Principal	Tricia Hoyle
Ed Assistant (EA)	Mari Davis
Office Manager	Kathy Andrew
Data Processor	Sherrie Alldredge
Attendance	Cathy Mulkey
Admin Assist	Veena Ramaswamy, Trisha Marion, Genessa Andrie
School Success Coach	Unfilled
Counselor	Hannaa' Gusti
Preschool	Anna-Marie Kramer, Catie Busser, Unfilled – guest Mel Cooley
Pre. Paras	Jacki Chase, Sharon Munoz, Kim Nguyen, Isabel Payne, Jill Hultquist, Adam Riddle, Unfilled
Kindergarten	Pam Wray, Leah Marsland, Rachel Downhour
1st grade	Nicole Bass, Jan Wilson
2nd grade	Erik Hansen, Shelbie Norcross, Rachelle Panergo
3rd grade	Michael McCauley, Susanna Taylor
4 th grade	Megan Lines, Edyte Parsons
5th grade	Tami Koch, Yiyi Liu
6th grade	Jessica Haury, Whitney Anderson
Gen Music	Claire Rehmke
Band/Orchestra	Amy Pennington, Band/Emmett Bowker, Orchestra
P.E.	Scott Seelbach, Jennifer Johnston
Library/Tech Spec.	Sheena Keiser
Library Assist.	Annie Ott
SLP	Bo Lee
LAP	Sandra Reeley
Nurse	JoAnn Beardsley
Health Tech	Jelena Calugay
ELL	Sandra Reeley
ELL Para	Angela Riddle
Integrated Prog.	Lisa Parks, Barbara Wood
IP Para	Jeremy Swenson
Preschool Psych	Renee Nash
Psychologist	Candy Amezcua
Occup Therapist	Lisa Luongo, Lynsey Nielsen
Physical Therapist	Mariah Tank
Kitchen	Akemi Gary
Custodians	Jessie Depew, An Son

Skyward 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 are able to 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.**

ALL SCHOOL POLICIES

Dress Code and Appearance

Fairwood Dress Code is in alignment with Kent School District Board Policy 3224 Student Dress and Appearance and OSPI guidelines for prohibiting discrimination. Student dress and appearance will be such that the safety and well-being of all students and a beneficial learning environment are maintained. Student choices in matters of dress and appearance should be made in consultation with the student's parent(s)/guardian(s). Student attire and appearance will be free of violent language or images, hate speech or images, profanity and pornography. Attire and appearance will also be free of any images or language that creates a hostile or intimidating environment based on a student's gender, gender identity, race, ethnicity, religion, ability status, sexual orientation or other protected class. Students will wear a shirt with fabric in the front, back and on the sides under the arms to cover the torso. Students will wear a "bottom" for example jeans, pants, skirt, sweatpants, leggings, shorts... longer than mid-thigh length. Shirts and bottoms must meet to cover the torso and undergarments should not show. Students will wear shoes. Students need to be able to be identified, so hoods and/or sunglasses should be removed when students enter the building. Bandanas, due to historical connection with gang activity, are not allowed. Head coverings related to religious or cultural observance (e.g., yarmulkes, hijabs, dastaars/turbans) are permitted for students. ***Please tell your child's teacher about any specific medical, cultural or religious requirements that might supersede this policy.***

Dress Code for Physical Education Clothing & Footwear

All students attending P.E. classes are required to wear appropriate footwear and clothing. Proper footwear should be tennis shoes that will not make black marks on the gym floor. For safety reasons, no flip-flops or hard sole shoes are to be worn for P.E. Necklaces, earrings, rings, and tight fitting or sagging clothes should not be worn on P.E. days. Students should wear jeans/shorts/leggings under their dresses or skirts. Students that are not properly dressed for P.E. may not be able to participate.

Emergency Contacts

Fairwood is part of Kent School District #415. When winter weather emergencies occur, parents are advised to listen to KIRO (AM 710) or KOMO (AM 1000) to hear if school is closed. You will receive an ice and snow bulletin from the district. Please refer to this bulletin for details when school is delayed or when the school is on an “emergency schedule.”

Parents may choose register on-line with Flash Alert- <http://www.flashalert.net>. This website will send you email alerts when there are school schedule changes. Weather emergencies, non-weather emergencies and natural disasters are extremely unpredictable and no amount of planning will cover all possible situations. It is imperative that your child know where to go should he/she be let out of school before the normal dismissal time. In times of emergencies, nonessential phone calls must be kept to a minimum. The school may be called if there are doubts, but be aware our phone lines must be available for emergency use.

Please make sure the school has current contact phone numbers so you can be reached in case your child has an emergency at school.

Lunches and Breakfast

All breakfast and lunches will be served and eaten in the cafeteria at Fairwood. Lunches are purchased in the lunchroom during lunch time for \$2.70. Reduced student lunch is \$.40. Breakfast is free for those students who qualify for reduced price meals, otherwise it costs \$1.75. Extra fruit, veggie, juice or milk costs \$.50. Please make checks out to Fairwood Elementary and turn in to the lunch room. You may also purchase lunches using Visa or MasterCard by calling (253) 373-7275 or go online to the KSD Website - <https://www.mealappnow.com/man001/splash.php>. Students with a negative lunch account balance of -\$6.75 or more will not be able to order full breakfast or lunch, but will be offered a cereal and milk for breakfast or a cereal, milk and side dish for lunch and will not be charged for that service. If your child will be eating breakfast at school, please make sure they arrive at school by 8:30 so they have enough time to eat and do not miss any class time.

Money and Personal Belongings

Generally, money should not be brought to school as it can get lost or stolen. Any money brought to school should be placed in an envelope and labeled with its intended use. Electronic devices like video games, phones and music players are not allowed to be **visible or used** at school, even if they are being transported by backpack to daycare, etc. **In general, student belongings not related to their academic program, such as toys, trading cards, etc., should be left at home. The school will not assume responsibility for lost or stolen items.**

Parents are requested to label all personal belongings. Should your child lose any item at school, the lost-and-found-box is located near the office. You are encouraged to look through this box from time-to-time. Unclaimed items are donated to the clothing bank at the end of the year.

Pets at School

Pets are not allowed to come to school except when special arrangements are made with your child's teacher.

Private Wireless Communication Devices

The following policy addresses all Wireless Communications Devices (e.g. Cell Phone, etc.): a student may have certain Wireless Communication Devices (WCD) at school. To maintain the school learning environment, the WCD must be turned off during the school day and remain

stored in a backpack, book bag or a place deemed appropriate by the Fairwood staff during the entire school day. These items are not allowed to be visible or used during the school day except when they are designated for use by the teacher in the classroom. Students in violation of the WCD policy could have their WCD confiscated by a staff member and held for the remainder of the day and may be subject to additional school sanctions. If a student has a phone out during class or at recess or a smart watch that is being used in class and is distracting to the students or the teacher, steps will be taken to discontinue the distraction.

The school will not assume responsibility for lost or stolen items.

Release of Students

After students arrive at school, they are not allowed to leave during school hours unless given special permission. Parents wishing to pick up their child before dismissal time must come into the office and may be asked to show their ID before students are released to them. Students will be called out of their class by the office and will meet their parents in the office area. Parents are not to collect their students from class. For safety, students will not be called to the office until the parent/guardian has arrived. Fairwood has also adopted a policy that students are not dismissed from 3:10 to dismissal at 3:25 unless there is an emergency. Students need this time to finish their day, get instructions/homework from the teachers. It helps to substantially reduce class disruptions when families can wait until dismissal to pick up their child for appointments, etc. Please let the office know if you require an exception to this policy for an emergency/appointment. Students **will not** be released to a third person without prior notice from parents and the identification check of the third person completed.

Late pickup of Students

After dismissal, if students are not picked up 10 minutes past dismissal (same time as busses have departed) by 3:35 pm, they are brought to the office for safety reasons. At that point phone calls will be made for student pick up. Parent/Guardian/Daycare who pick up the student after students are returned to the office is required to come into the office and sign the student(s) out so we are assured of their safe departure from school and also so that we can work with families to problem solve any patterns of late pick up. Students will not be allowed to leave the building without being checked out. Please ensure daycare providers are aware of this policy.

Responsibility for School Property

Students are expected to treat all school property with care and respect. Students are expected to take care of the textbooks, library books and other school property entrusted to them. Book covers, book bags and backpacks are a great aid in minimizing wear and tear on the books. Replacement costs are high and students will be subject to fines or community service for lost or damaged school property.

Telephone

The office telephones are to be used for school business. In case of an emergency or for reasons granted by the principal, office manager, or the teacher, students may use the phone. **Students are not allowed to use their personal cell phones or smart watches to make calls/texts during school hours. Cell phones must be turned off.** Students should request to use a building phone if they need to make a phone call. The phones are **not** to be used to make last minute calls to receive parental permission to go home with a friend, etc.

Compulsory Attendance Law

Did You Know?

- **Maintaining good attendance is one of the most important things a student can do to be successful.**
- Attendance is important in all grade levels, from Pre-K through 12th grade. Students who attend regularly are much more likely to be at or above grade level standards. Poor attendance at any grade increases the likelihood of falling behind academically.
- All absences (excused and unexcused) have the potential of harming students academically. Students who miss 10% (18 days) of the school year are defined as being chronically absent. Students who are chronically absent have greater risk of falling behind one or more grade levels.
- A student can be chronically absent by missing 2 or more days a month. New state laws regarding attendance now require schools to address both excused and unexcused absences.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.
- By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
- By 9th grade, regular and high attendance is a better predictor of graduation rates than 8th grade test scores.

Plan for Good Attendance

- Staying healthy is one of the most important things you can do to have good attendance. Get plenty of sleep, eat a balanced diet, wash your hands regularly, and make sure you are up to date on your immunizations. Don't stay home unless you are truly sick. Stomach aches and headaches can be a sign of anxiety not sickness.
- Make a plan for good attendance. Keep a copy of your school calendar accessible. Ask your parents to make appointments outside of the school day or on non-school days. Please schedule vacations and other trips on non-school days.
- Know when you need to be at the bus stop. Make a plan for if you miss the bus in the morning. Discuss with your parents what options you have (city bus, ride from a relative, Uber).
- Keep up on your school work. Students will often be anxious and be tempted to miss school if they haven't done their homework or studied for a test. Approach each day with confidence.
- If you are not attending because someone is harassing, intimidating or bullying you it has become a serious issue and it is time to enlist the assistance of an adult. Find an adult at your school (teacher, counselor, safety officer) you trust and report the suspected bullying. Please review the section on Harassment, Intimidation and Bullying for more information on how to report suspected bullying.
- Students who have parents who emphasize the importance of attending every day will take their own attendance more seriously.

WHAT WE NEED FROM YOU

We miss your student when they are absent, and we value their contributions to our school. We would like you to help ensure that your student attends regularly and is successful in school. If

your student is going to be absent, please contact your child's school. Call, email, send a note or contact the school through Skyward Family Access.

OUR PROMISE TO YOU

We know that there are a wide variety of reasons that students are absent from school, from health concerns to transportation challenges. There are many people in our building prepared to help you if you or your student face challenges in getting to school regularly or on time. Please contact the attendance office, school nurse, counselor, or your child's teacher if you need support. We promise to track attendance daily, to notice when your student is missing from class, communicate with you to understand why they were absent, and to identify barriers and supports available to overcome challenges you may face in helping your student attend school.

SCHOOL POLICIES AND STATE LAWS

It is important that you understand our school policies and procedures, as well as Washington State Law, to ensure your child is successful in school. State law for mandatory attendance, called the Becca Bill, requires children from age 8 to 17 to attend a public school, private

school, or a district-approved home school program. Children that are 6- or 7-years-old are not required to be enrolled in school. However, if parents enroll their 6- or 7-year-old, the student must attend full-time. Youth who are 16 or older may be excused from attending public school if they meet certain requirements. <http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.225>

We, the school, are required to take daily attendance and notify you when your student has an unexcused absence.

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

In elementary school after **five excused absences in any month**, or ten or more excused absences in the school year, the school district is required to contact you to schedule a conference at a mutually agreeable, reasonable time with at least one district employee, to identify the barriers and supports available to you and your student. A conference is not required if your student has provided a doctor's note, or pre-arranged the absence in writing, and the parent, student and school have made plan so your student does not fall behind academically. If your student has an Individualized Education Plan or a 504 Plan the team that created the plan needs to reconvene.

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

For more information, you can visit Policies [3121 regarding Compulsory Attendance](#) and [3122 Excused and Unexcused Absence](#)

Vacation/Extended Absence

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

Fairwood's Attendance Policy

Attendance at school is not only required by state law but is essential for satisfactory school progress. Regular attendance is critical to both academic achievement and overall school success. A student's sense of belonging and desire to learn is encouraged and enhanced when he/she is present each day.

The Kent School District policy 3122 classifies absences as either “**excused**” or “**unexcused**.” ***Excused absences defined:*** illness, religious observance, family emergencies, disciplinary actions, and school approved activities. The principal may, upon request by a parent, grant permission **in advance** for a student's absence for family vacations, trips, etc. providing such absence does not adversely affect the student's educational progress. Students will automatically be marked unexcused if prior permission has not been granted. To request prior permission for an absence send a note or email to the school office.

Unexcused absences defined: Unexcused absences fall into two categories:

- Submitting a signed excuse which does not constitute an excused absence as defined previously,
- Failing to contact the school or submit an excuse phone call, email or statement signed by the parent, guardian or adult student. This type of absence is also defined as truancy.

In accordance with the state law, students who accumulate a minimum of seven unexcused absences may be subject to penalties under the Becca Bill. In addition, Fairwood has adopted a policy that 10 excused absences are considered excessive and five tardies will also be considered excessive. Families will first receive information and reminder letters if students accumulate excessive absences or tardiness. An attendance conference and contract may also be completed.

Please call the office at (253) 373-7491 before **9:15am** if your child will be absent or tardy. You may also send an email: fwattendance@kent.k12.wa.us. with the date, student name, parent name, and reason for absence. We use the district's **safe arrival program** at Fairwood to ensure the well-being of our students. If we do not hear from you, we call home whenever students are absent, and you may also receive an attendance email. Your phone call in the morning is of great assistance to us. In addition to letting us know the status of your child, it helps to relieve the workload of our office staff and allows us to implement the program effectively. As per school board policy, **Extended vacations or trips where students will**

miss school require the prior approval of the principal. Please avoid requesting extended vacations during 3rd-6th grade state testing.

If your child will be absent for more than one day and feels well enough to do homework, please call the teacher ***in the morning*** to request the day's work. You can arrange to pick up the homework after school. Students are responsible for making up any assignments missed during an absence. Arrangements and due dates should be worked out with the teacher. Grades may be lowered for work not completed and turned in on the specified due date.

Additionally, it is our expectation that students are on time to school each day. Teachers open their doors at 8:40 AM at the first bell. Students are expected to be in the classroom when the school day begins at 8:45 AM or are considered tardy. Students who arrive to school after 8:45 AM should report to the main office and receive an admit slip **prior** to reporting to the classroom. In addition to keeping us in compliance with our safe arrival policies, it also assists the staff in keeping accurate attendance records.

Early dismissal also is considered an absence for a period of the school day. Please inform our office of the reason for the early dismissal so that attendance can be recorded correctly. Please try to schedule medical and dental appointments outside the school day, if at all possible, to avoid interruption of the learning process.

CLASSROOMS

Common Core State Standards

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The CCSS official website, www.corestandards.org, explains how these consistent standards define the knowledge and skills students should have within their K-12 education so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. Schools and teachers are expected to align their materials, instruction and assessment with the standards.

Classroom Celebrations

Throughout the school year, grade levels may hold class parties or celebrations tied to an educational theme. In order to make this possible, your teacher may send a letter letting you know that you can make a \$5 **optional** donation to the ASB fund to help fund such activities.

Classrooms Visits

Visits to the classroom are both welcomed and encouraged. If you would like to visit your child's classroom, please plan that with your child's teacher ahead of time. **All parents, visitors and volunteers must sign in at the office before entering any classroom and wear a visitor badge/sticker.** This will help ensure the safety of all students, staff and visitors.

We work hard to keep our instructional periods uninterrupted. If you need to discuss something with your child's teacher, please call and leave a message on his/her voice mail or contact them by email to schedule an appointment. You may do so by calling the main number (253) 373-7491 or through the KSD website.

Homework

An important part of a child's education is the carry-over of learning into his/her activities at home. Parents are encouraged to participate in helping their child learn at home. The greatest assistance is to provide the student with a proper atmosphere for working at home. Your child's teacher will communicate classroom homework policies during Curriculum night in September and through written communication.

Student Supplies

Each grade level will send home a detailed list of suggested supplies at the beginning and the end of the school year. Lists are also available on our website. Supply lists are voluntary. Please label supplies with your child's name as they are the personal property of the student. Fairwood will make provisions for any student who cannot afford the listed supplies. Voluntary donations of school supplies and classroom materials are accepted in the Fairwood main office

RESPECT, RESPONSIBILITY AND SAFETY **CODE OF CONDUCT**

*What a Fairwood Charger looks and sounds like who is:
"Learning, Caring and Sharing"*

Fairwood Elementary, in alignment with the KSD policy, utilizes the ***School-Wide Positive Behavioral Interventions and Supports (PBIS)*** framework to establish, teach and support student conduct that supports positive school climate and learning outcomes for all students. PBIS provides a framework for determining school expectations, teaching and support for those expectations and intervening when needed. In general, PBIS emphasizes four integrated elements: (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices. Our program focuses on the Code of Conduct which are three school wide expectations that are taught and followed by all students and staff, as well as specific expectations for common areas, and supports for reinforcing behavior. Information about PBIS is available at the PBIS website:
<http://www.pbis.org/default.aspx>

Multi-Tiered Systems of Support

The Kent School District is committed to the use of a multi-tiered system of support (MTSS) to address student needs and prevent disruptive behaviors before they occur. Each school, using the MTSS framework develops a series of tiered supports to address student needs. These supports are categorized as Tier One, Tier Two and Tier Three Supports. Tier One supports are needed by all students, while students may periodically need Tier Two and/or Tier Three supports in addition to their Tier One supports depending on their individual circumstances.

- Tier 1 – Universal Supports – Supports given to all students at a school. Examples include: Developing and teaching clear school expectations, teaching routines, intentionally developing positive relationships between staff and students and students and students, instruction of Social Emotional Learning (SEL) skills to all students, using restorative practices, and intentionally fostering family engagement.

- Tier 2 – Targeted Supports – A smaller group of students at a school will need targeted supports in addition to what they are receiving in Tier One. This is usually for a defined period of time. Examples of Tier Two supports include: Participating in a support group (friendship,

anger, time management), daily check-in/check-out, adult mentorship, reteaching and practicing of social emotional skills (calm-down strategies, problem solving, conflict resolution).

- Tier 3 – Intensive Supports – An even smaller number of students at a school will need intensive supports. Often times students will need these supports in times of trauma. These supports are in addition to the Tier One and Two supports they are already receiving. Tier Three supports are highly individualized and often require a written support plan. The school will often work with our community partners in Behavioral Health (mental health and substance abuse counseling) to deliver these supports.

Fairwood Code of Conduct

Respect, Responsibility, and Safety are the three school wide expectations for all staff and students. These behaviors are expected of students at the bus stops, walking to or from school and home, on school busses, on campus at any time, or attending school sponsored functions away from campus.

RESPECT

- Treat others the way you want to be treated.
- Show good sportsmanship.
- Use appropriate language.
- Follow directions and rules.
- Take turns and share.
- Move quietly in the hallways.

RESPONSIBILITY

- Be on time and prepared.
- Take care of school and personal property.
- Clean up after yourself and recycle.

SAFETY

- Walk in the hall and in covered areas.
- Stay in your own space.
- Use Kelso' Choices for "Small Problems."
- Report "Big Problems" to an adult.

All staff uses the PBIS framework and provides instruction to students on school behaviors expected by the Fairwood Code of Conduct for Respect, Responsibility, and Safety. When students are in violation of the RRS Code of Conduct and/or Kent School District Discipline Policies, disciplinary instruction can range from additional instruction, mediation, written corrective action to suspension and expulsion. (See following pages for specifics.)

EXPECTATIONS FOR CLASSROOMS

Each classroom teacher establishes rules and expectations which are in alignment with school and district policies. Teachers will explain, teach and send home a copy of their classroom rules and expectations. Adapting to new environments through thoroughly learning the rules and expectations, is a skill students' will use the rest of their lives.

FAIRWOOD CHARGERS COMMON AREA RULES MATRIX

	Playground	Hallways/Walkways	Bathrooms	Lunchroom	Arrival	Dismissal/Buses	Assemblies	Office
R E S P E C T	<ul style="list-style-type: none"> *Share all equipment *Games open to everyone *Use appropriate language *Stop immediately when you are called or hear the whistle *Respect "No" *Be a good sport & Be kind to all *0-3 Voice 	<ul style="list-style-type: none"> *Do not disturb others or property *Give other people personal space - arm length *Wave & smile at friend w/ 0 voice *Use appropriate language & know your voice level *0-1 Voice 	<ul style="list-style-type: none"> *Give others privacy *Use appropriate language *Take care of the room: sink, waste basket, toilet, etc. *0-2 Voice 	<ul style="list-style-type: none"> *Become silent when you see an adult raise their hand- silent signal *Use please, thank you, you're welcome excuse me *Stay in your own space *Only touch your food *Raise your hand to ask for help or use the bathroom *Chew with your mouth closed *0-2 Voice 	<ul style="list-style-type: none"> *Say hello/good morning to others *Follow playground rules *At breakfast, follow same rules as lunch *Use appropriate language and conversation *0-2 voice at breakfast *0-3 voice on playground 	<ul style="list-style-type: none"> *Say goodbye to others *Give other people personal space when walking and in line *Stay calm in line and on the bus *Follow directions by adults *Use appropriate language and conversation *1-2 voice 	<ul style="list-style-type: none"> *Follow directions *Sit facing forward, eyes on the speaker *Give other people personal space, sit all the way down, stay in your own space *Become silent when you see an adult raise their hand- silent signal *Clap and laugh at appropriate times *0-2 Voice 	<ul style="list-style-type: none"> *Give others privacy *Wait to be noticed *Wait your turn *0-1 Voice
R E S P O N S I B I L I T Y	<ul style="list-style-type: none"> *Take care of equipment & return it after recess *Have name on equipment from home *Wear your coat *Natural items on the ground, stay on the ground *No food--popcorn day *Keep it clean *No electronics *Use Kelso's Choices & Report Big Problems *Line up- 0 Voice 	<ul style="list-style-type: none"> *Always have a pass or walk with an adult *Walk straight to your destination. No hanging out (loitering) in the halls *Keep belongings out of the way *Stop at signs or when teacher says 	<ul style="list-style-type: none"> *Have a pass *3rd-6th Sign-out/in *Use the bathroom the way it is intended to be used. No messing around. *Keep the bathroom clean! *Return to class quickly 	<ul style="list-style-type: none"> *Get food/milk from front table *Focus on eating *Clean up floor & table *Recycle *Table helpers wipe tables *Bring your coat for recess *Look for silent signal *Listen for directions *Leave No trace 	<ul style="list-style-type: none"> *Eat breakfast at home or school *At breakfast follow same rules as lunch *Drop off backpacks and WALK outside to the back *Line up outside playground *Line up outside classroom door when whistle blows 0- voice 	<ul style="list-style-type: none"> *Leave only when you are dismissed by a teacher *Remember your belongings and homework *Know how you are getting home *Have your bus pass *Load bus calmly and quietly 	<ul style="list-style-type: none"> *Enter and exit quietly while walking in a straight line *Pay attention and listen to understand the assembly *Stay in your own space *Sit where you are assigned 	<ul style="list-style-type: none"> *Bring a pass *Return to class when prompted *0-1 Voice
S A F E T Y	<ul style="list-style-type: none"> *Use equipment the way it was intended *Follow safety rules by recess teachers *throw to people not AT people *No actions that might hurt someone *Stay in supervised areas - stay off hillsides *Ask for a pass to go in the building *Report any injuries or unsafe behavior 	<ul style="list-style-type: none"> *Walk on the right side *Face front/forward *Hands to self & feet on the floor *Watch where you are going 	<ul style="list-style-type: none"> *Walk in the bathrooms and hallways *Stay in your own stall and keep feet on the floor- no climbing or crawling *Always wash your hands *Report any unsafe conditions: spills, water on floor, unsafe behavior 	<ul style="list-style-type: none"> *Walk *Stay in your own space *Keep your body to yourself *Stay seated until time to dismiss unless going for food or bathroom *Line up carefully and wait safely for your teacher 	<ul style="list-style-type: none"> *Arrive after 8:25 *WALK to playground or breakfast or sit in office if early *Walk bikes from the boulevard- bikes on the bike rack *Stay in supervised areas 	<ul style="list-style-type: none"> *WALK to dismissal *Use walkway, sidewalks and crosswalks - no climbing, running in trees *Follow directions by the crossing guards *Walk bikes to the boulevard *Line up for pick up where told by teachers *Stay off the gate 	<ul style="list-style-type: none"> *Walk to, from & during assemblies *Go around cones & over cords *Keep your body and objects to yourself 	<ul style="list-style-type: none"> *Stay in your own space *Sit in the correct chairs *0-1 Voice
Voice Levels: 0= Silent- No noise 1= Whisper 2= Conversation 3= Loud (Outside voice)								

Other Specific Rules throughout Playground Areas

1. Always follow the Fairwood Code of Conduct of Respect, Responsibility and Safety.
2. Games are open to all students who follow games rules.
3. Equipment is to be shared by all students. If you bring equipment from home, expect to share.
4. When the whistle blows,
 - a. 1 whistle= look at the recess supervisors to see if they are trying to get your attention.
 - b. 2 whistles = recess is over, everyone should hurry to line up. All the recess equipment should be put back into the cart.
 - c. 3 whistles= EMERGENCY everyone should go to the supervisor and listen to directions.
5. Always be polite. Profanity (bad words) is not allowed.
6. Do not throw things **AT** other people, including balls and other play equipment.
7. Natural items found on the ground – stay on the ground (pinecones, sticks, rocks).
8. Play-fighting, kicking, pushing, hitting, jumping on others, wrestling or grabbing people or clothing **is not allowed**.
9. Stay off the hillsides unless getting a ball **by permission** of the recess teacher.
10. No food on the playground, except on popcorn day.
11. ***Students must have a coat or other warm clothing to play outside during cold weather!!***

Game Rules

4-Square and Wall Ball: games are taught by our PE teacher.

1. Student can modify games if all participants agree.
2. The line serves as the referee. . . what they say goes.

Chase and Touch Tag:

1. Play chase **ONLY** if you have an agreement with the other students.
2. Touch tag only is allowed. We do not hit or grab.
3. Tags should be made between the waist and shoulders only.

Football:

1. Touch Football only, one hand touch and you are down. **NO TACKLE**.
2. Everyone is allowed to play – no excluding anyone.
3. Good sportsmanship is to be used by all.
4. Recess supervisors may limit the number of students playing.

Basketball:

1. Play 6-on-6 full court. Form a substitute line with others who want to play.
2. Stay within the court boundaries.
3. No double-teaming, triple teaming; may use a one-on-one defense only.
4. Sub out so everyone can play.
5. No swearing.

Tetherball:

1. No hanging or swinging on the ball.
2. You are out if you touch the pole, touch the rope, step over the line, or hit the ball twice.

3. When the ball wraps around the pole and can no longer be played, game is over.
4. Students waiting to play should form a line.
5. The line serves as the referee. . . what they say, goes.

Big-Toys:

1. Walk and climb only in areas designed for it.
2. Can slide down slide on bottom.
3. Not allowed to slide head-first.
4. Not allowed to walk up the slide.
5. No running while on the Big Toy.

Rings:

1. One student at a time on rings.
2. No chicken fights.

Bars:

1. Not allowed on top of bars
2. Dismounts without hands are not allowed. (No “cherry drops” or “pencil drops.”)
3. No balls are allowed on the bars.

Under Covered Area Games (Rainy Day Recess):

1. Extra safety precautions must be considered in all play areas.
2. Stay in covered areas only.
3. Umbrellas are not allowed.
4. Walk only, no running in the covered area.
5. No football throwing.
6. No kicking balls
7. If a student chooses to go out in the rain, he/she may not come to the office for dry clothes.

Kickball:

1. Not allowed to throw ball at each other, **MUST TAG PERSON WITH THE BALL (not a hand)**.
2. Play in staff designated area only.

Swings:

1. May not twist, hold hands, ride double, or jump from the swings.
2. Be seated and hold the chains with both hands.
3. When someone is waiting, count to 60 (one Mississippi, 2 Mississippi, etc.) then give him/her a turn. Younger students will sing the ABC's 2 times.
4. While waiting to use a swing, stay out of the Swing Area, off the mat. No saving swings.

FAIRWOOD CHARGER

RECOGNITION, SUPPORT AND DISCIPLINE

In order to encourage the above vision of what Fairwood Chargers look and sound like when they are learning, caring and sharing, and for students to meet expectations for classrooms and common areas, Fairwood provides three levels of support to students: Recognition, Support and Discipline.

Recognition

The staff at Fairwood strongly believes that students deserve positive recognition for a job well done. The staff delights in giving students the positive recognition they deserve for appropriate performance and behavior. Fairwood celebrates students with a variety of recognition programs:

- **Outstanding Student of the Season** – this award is given for academic, citizenship, leadership and behavior accomplishments. Students receiving this type of award are recognized at a special assembly with the attendance of parents/guardians and staff once Fall, Winter and Spring.
- **Blue Tickets** - are given to students observed following the Code of Conduct, using Kelso's Choices or other leadership or citizenship skills. Tickets go into a jar for a weekly prize drawing.
- **Charger Change** – “money” given for performing community service. Students can trade their Charger Change in for books, toys, and activities like extra recess.
- **Spirit Assemblies**- Whole school recognition of student awards, birthdays, and class awards.
- **Student of the Week** – provides students with the opportunity to receive recognition for demonstrating positive or improved behavior, leadership, academics and/or citizenship.
- **Classroom Incentive Plans** – individual teachers have the option to include this in their Classroom Behavior Expectations.
- **Positive Phone Calls or Notes Home** – any staff member will write a positive message or make a positive phone call home about the successes or improvements made by a student.
- **PTSA Celebration Activities** – these occur throughout the year to support the schools' recognition programs and they provide a variety of enrichment programs and supports for academic achievement such as Albert Einstein Day, Charge Into Reading, etc.
- **Positive Personal Statements** – staff will consistently give positive statements.

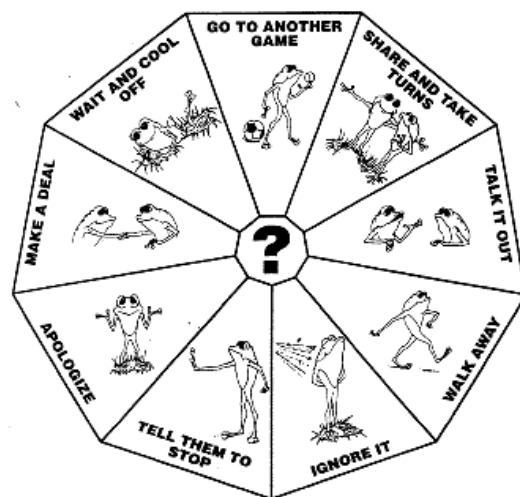
Supports

Fairwood's staff realizes that every student is unique and many students benefit from additional support for their learning. We stand ready to offer these to individuals and groups for their growth to reach the potential levels of performance in academic, social and behavioral areas.

- **"Kelso's Choices"** - a school wide conflict resolution model, taught and reinforced by the teaching staff, School Counselor, recess peer Conflict Managers, and ASB members.
- **"Second Step"** – Curriculum resources focused on self-discipline, friendship skills, and bullying prevention. Taught by the counselor and teaching staff.
- **"Growth Mindset"**: - a school wide model to broaden perspectives and approaches to problem solving in both academic and social areas; taught and supported by the teaching staff.
- **Student "Conflict Managers"** - trained student advocates who facilitate conflict resolution with other students, supported by the School Counselor.
- **Guided Conflict Resolution** - problem solving that is more directly by an adult mediator such as Recess Instructional Assistants, School Counselor or Principal, as needed.
- **Small Group Counseling** - usually topic focused for limited duration, guided and instructed by School Counselor.
- **Individual Counseling** - with the School Counselor.
- **Individualized Behavior Support Plans**- developed collaboratively by teachers, support staff and parents.

IT'S YOUR CHOICE!

**DO YOU HAVE A SMALL PROBLEM?
TRY 2 OF KELSO'S CHOICES:**



**IF YOU HAVE A BIG PROBLEM,
TELL AN ADULT YOU TRUST.**

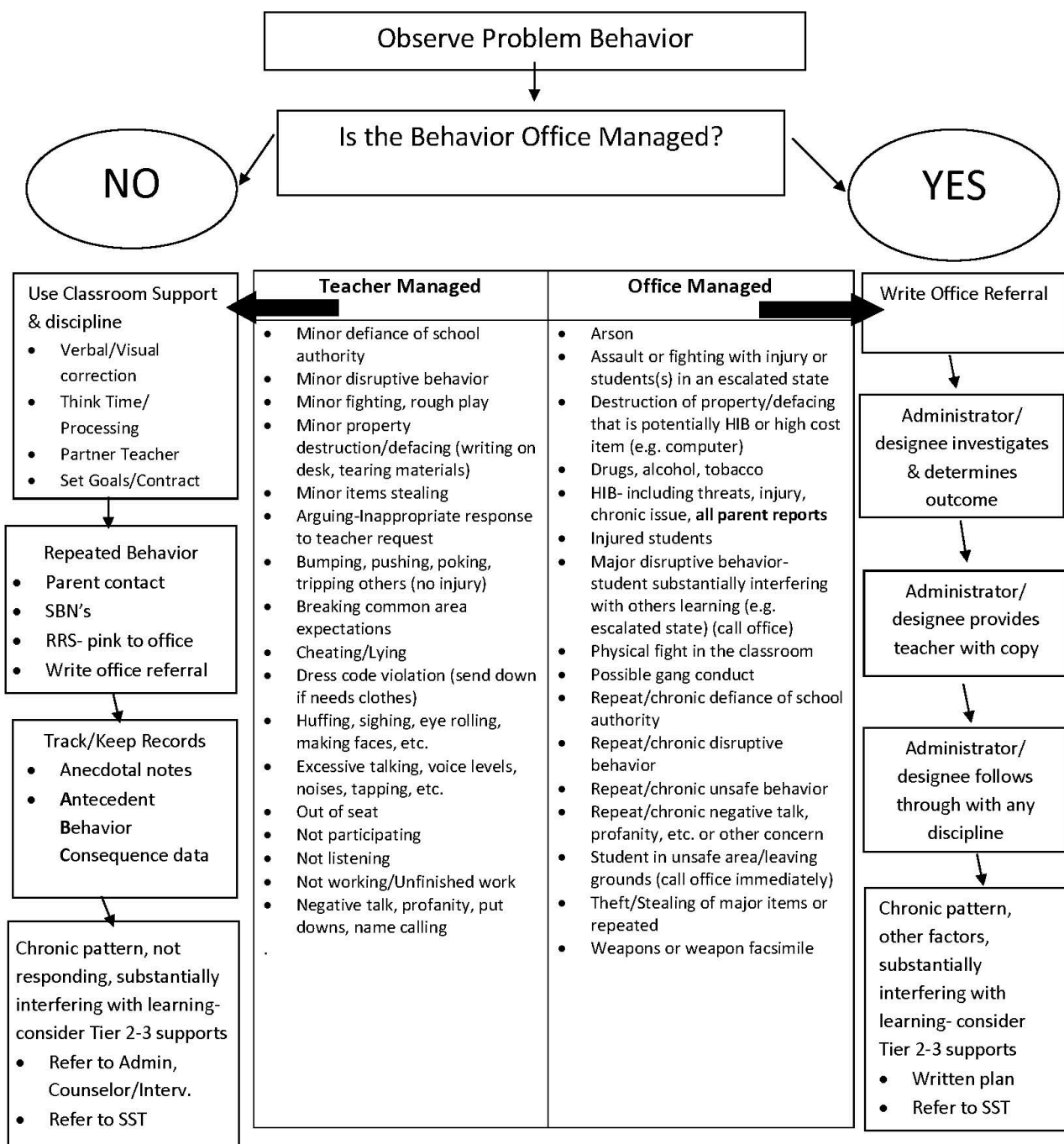
Discipline- Aligned with KSD Policy and State Laws

If a student demonstrates inappropriate behavior, or make wrong behavior choices, we make every effort to develop disciplinary actions matched to the specific problem. Our focus is on helping students learn important skills, strategies, and attitudes that will allow them to avoid difficulties and experience success.

Parental support, by reviewing expectations for behavior, supporting "at-school" discipline, implementing "at-home" discipline when appropriate, and/or having a follow up discussion with their child, is a critical part of this process.

The following chart outlines teacher managed vs office managed behaviors. Possible tier 2 or tier 3 interventions and support may be necessary for some students.

Fairwood Elementary
"Learning, Caring, Sharing"
Classroom & Office Managed Behavior flowchart



In order to better manage data and behavior tracking, please keep records on your students who you intervene with on a regular basis for teacher managed situations. All incidents that are referred to the office must include a referral form. This allows us to collect data to determine any patterns of need and when to consider Tier 2-3 supports.

WHAT PARENTS NEED TO KNOW ABOUT *SBN* AND *RRS* Slips:

Parental support for student behavior at school is critical. If your student brings home an SBN or an RRS Slip, support to your student at home could sound like:

- Asking your child to clearly explain his perceptions of what happened.
 - Ask if they understand the rule or behavior that is in question.
 - Ask how others may have perceived what they did.
 - Discuss with them how to accept the discipline issued or how to appropriately appeal if they disagree.
 - Ask, “How will you handle this next time?”
- **Student Behavior Notification (SBN) Slip:** are considered a formal warning to the student. They are held in the student’s teacher’s classroom file for the year and then destroyed. They do not become a part of the student’s permanent file or behavior record.
 - Depending on severity and/or frequency of the behavior of concern, parents may or may not receive a phone call from the Staff Member issuing the slip.
 - Please write any comments you wish Staff to know on the slip. We appreciate your feedback. Call if you have questions.
 - Please call the issuing staff member with any questions/concerns.

FAIRWOOD ELEMENTARY STUDENT BEHAVIOR NOTIFICATION

Issued By _____ Date & Time _____

Name _____ Grade/Teacher _____

Describe Incident: _____

Location: _____ Office Code: __AA__AP__AT__AW__OP__OA__OI

Discipline: _____

White = For parent to keep

Yellow = For office to file

Pink = For teacher to keep

- **Respect, Responsibility, and Safety (RRS) Slip:** are considered a formal written correction to the student and become part of the student's discipline file.
 - Parent or Guardian will receive a phone call from the Staff Member issuing the RRS Slip.
 - The parent should SIGN the slip. Signing does not indicate that you agree with the content of the slip. It lets staff members know that you received it.
 - Parent may be required or can request to attend a conference to collaborate on what support for their student will look like in the school setting.
 - Parent may keep the white copy. Please call the issuing staff member with any questions/concerns.
 - The student returns the yellow copy to their classroom teacher or the office.

**Fairwood Elementary
Respect Responsibility Safety Slip**

Date _____ Time _____

Issued By _____ Name _____ Grade/Teacher _____

Respect	Responsibility	Safety
<input type="checkbox"/> Disruptive Behavior <input type="checkbox"/> Repeated Defiance of School Authority <input type="checkbox"/> Harassment/Intimidation/Bullying <input type="checkbox"/> Lewd/Obscene Behavior <input type="checkbox"/> Other	<input type="checkbox"/> Theft/Stealing <input type="checkbox"/> Defacing/Destruction of Property <input type="checkbox"/> Other	<input type="checkbox"/> Fighting <input type="checkbox"/> Assault <input type="checkbox"/> Fighting/Assault Involvement <input type="checkbox"/> Threats of Violence <input type="checkbox"/> Unsafe Behavior <input type="checkbox"/> Weapons <input type="checkbox"/> Other

Describe what happened: _____

Location: _____ Office Code: __AA__AP__AT__AW__OP__OA__OI

Discipline: _____

I have read this form and understand the reason my child received this RRS slip.

White = For parent to keep

Yellow = To file with signature _____

Pink = For office to file _____ (Parent, please sign & return yellow copy)

Scanned copy should be provided to teacher on the day of write-up.

- **Suspensions or Expulsions** are considered a formal disciplinary action to the student and become part of the student's discipline file and permanent electronic record.
 - Parents will receive a phone call from the Principal/designee. A formal conference may be scheduled.
 - Parents will receive a letter in the mail documenting the Suspension or Expulsion.
 - Students are entitled to due process as outlined in KSD Policy.

STUDENT SERVICES **AND** **SPECIAL SUPPORT PROGRAMS**

Tiered Intervention

Fairwood staff have received training and set-up our schedules in order to provide tiered Reading intervention and tiered Math intervention in grades K-6. Teacher teams will go through a process of identifying students who are not yet meeting standards in reading and math and design interventions for those students. Students who are not receiving intervention will participate in additional enrichment activities. Parents will receive notification of which groups your child will be placed in based on their needs.

Counselor

Fairwood has a full-time school counselor who is available to support students, staff and families. Our counselor assists in identifying and providing support and programming for to address the academic, social, emotional and behavior needs of students. Our school counselor provides classroom lessons on social skills and bullying prevention as well as small group and individual intervention. Our school counselor also leads our Positive Behavior Support and Intervention team which meets monthly to implement and monitor the school PBIS program. Our counselor is available to meet with students and families whenever there is a problem interfering with school progress.

Education Assistant (EA)

Fairwood is staffed with a full time Educational Assistant (EA). The EA performs a variety of duties with the purpose of supporting the school's climate/culture, student behavior, student and classroom programs, and assistance with building organization, management and supervision. The EA collaborates with the building leadership team under the direction of the principal to monitor and implement the school improvement plan. In support of a school wide positive climate of respect, responsibility and safety, our EA especially focuses on supporting school wide implementation of our PBIS program, student behavior and discipline and bullying prevention.

Early Childhood Education (ECSE) The Early Childhood Education program serves children aged three to five who qualify, based on comprehensive assessment results, and show significant delays in one or more areas of speech/language, fine motor, gross motor, cognitive, or social emotional skills. Individual Education Programs (IEP's) are developed to best meet the children's needs. Teachers provide the children with an academic foundation and also appropriate social skills. The Early Childhood team works closely with children's families to ensure that the first experience is positive. The ECE program also includes typically developing 4 year old students on a first-come, first-serve basis, who serve as peer models. Tuition will be charged for peer models. For more information, please contact the office.

English Language Learners (ELL)

Fairwood has a part-time certificated teacher endorsed in supporting the English language development of our students. In addition, the program is staffed by a full-time paraeducator. The ELL program identifies students for ELL based on state requirements and provides a continuum of supports depending on the individual student's level of need. In addition, program staff provide support to classroom teachers in order for instruction to be designed to meet the needs of ELL students.

Music Program

Students in grades K-6 regularly attend music classes. Children in grades fifth & sixth may elect to attend band or orchestra classes instead of general music. At the beginning of the school year, information is distributed regarding the instrumental classes. This information includes specifics on instruments, instrument rental and other pertinent details.

Occupational Therapy/Physical Therapy (OT/PT)

Occupational Therapy/Physical Therapy is provided at Fairwood for students that are eligible according to district criteria. Students who have significant delays in fine motor skills and/or gross motor skills may receive therapy to improve their ability to function in the least restrictive educational environment. Therapy is provided in a separate therapy room and/or within the regular classroom depending on each student's unique needs. Whenever possible, consultation is provided to parents and teachers so that there is carryover between school and home.

Student Support Team (SST)

The SST team meets once a week to discuss students who have been referred because of academic, social/emotional, and/or behavior concerns. Staff members and/or family members can make a referral to the SST. The team consists of the classroom teacher, principal and specialists staff who meet with the family to discuss the student's strengths, concerns and a plan of action. The team reviews all pertinent assessment and perceptual data about the student with the family in order to make recommendations. Once a plan is determined, follow up check-ins and additional steps can occur. If further testing is considered necessary, parents sign consent and the child receives further testing to arrive at more information. If the child qualifies for special education services, or accommodations under Section 504 of the Individuals with Disabilities Education Act, a recommendation for placement will be made and an Individualized Educational Program (IEP) will be developed to meet the needs of that child.

Special Education Integrated Program (IP)

Fairwood assists qualified students with special learning needs through the Integrated Program. The IP teacher, and instructional assistant(s), works with those students who qualify for special help due to educational disabilities. Students are helped both in the classroom and in small group settings based on their specific Individualized Education Plan (IEP).

Speech Language Pathologist

Our Speech Language Pathologist also serves part-time at Fairwood. She screens children for speech and language delays, as well as serving as a member of the SST team. She offers specialized instruction to help students with communication needs. Students can receive this support through tiered intervention or through eligibility for special education and an IEP.

PARENT INVOLVEMENT POLICY

PARENT INVOLVEMENT IS AN ESSENTIAL COMPONENT OF STUDENT SUCCESS!

Fairwood staff members believe that parent involvement is essential to student success in school and we welcome parents and guardians to be active partners in the education of our students. Parents are welcome to visit classrooms, volunteer, and engage in active planning with staff for the education of their children. Parents are valued members of our School Improvement Team and we thank them for assisting with developing and annual revision of

this Parent Involvement Policy. The following are Fairwood programs and activities for parent involvement:

The School Improvement Team (SIT)/Equity Team is a representative group of parents, community members, and staff who work together to improve the quality of education received by students at Fairwood. The purpose of the SIT is to engage parents and community members to ensure that they are an integral part of the School Improvement Team process. The SIT will help facilitate meaningful home/school relationships and monitor school systemic change. This team reviews and evaluates the School Improvement Plan and Parent Involvement Policy.

PBIS Team (Positive Behavioral Intervention and Supports) is a representative group of parents, community members, and staff who work together to improve school wide climate and discipline. The team meets once a month to discuss discipline and support for all the students. Please contact the office for the schedule of meetings.

Parent Involvement Nights are held at least twice a year by school staff with a focus on ensuring that families understand academic expectations and ways to support their children. These include a Curriculum Night in the fall when classroom teachers review the classroom policies, grade level academic expectations and materials/resources that will be utilized in the classroom during the year. Also, during curriculum night, the annual state assessment results and adequate yearly progress status for Fairwood are presented to families by the principal. An additional night focused on showcasing student work or on an academic area (e.g. STEAM night) is held in the winter. In addition to school sponsored parent involvement nights, the **Fairwood PTSA Family Nights** are held several times a year focused on bringing our families together to celebrate as a community. These have included Back-to-School Carnival, Harvest Festival, Winter Caroling, and Dance Parties.

Fairwood Crier newsletter is provided electronically monthly in order to keep families informed of various school events, building and district information, and to provide families with knowledge about how to be involved and support their children's education. If you need a paper copy, please let us know. In addition, the PTSA provides a weekly email update to families. Information for parents is also available on the Fairwood website <http://www.kent.k12.wa.us/fw> and the PTSA website <http://www.fairwoodptsa.org/>

Parent/Teacher/Student Compact is an agreement designed to support student success by indentifying specific responsibilities of parents, staff, and students in the educational process. All parents will receive a compact to review and sign during fall conferences indicating their agreement with the responsibilities. A copy will be kept in the student file.

Student Progress is monitored and reported to parents in a variety of ways. Teachers communicate through email, notes, and phone calls. Parents are always welcome to contact teachers about their child's progress. Interpreters for home-school communicated are provided when needed. Two times a year, students receive a **Standards Based Reporting System Report Card**. Parent-Teacher-Student conferences are held in October to formally establish goals for students based on their current achievement data and then in February conferences are held again to discuss student progress and the winter report card. In addition to the two Semester report cards in winter and spring, students entering 4th grade who have not met standard in reading, math or writing on the annual state assessment are provided with a specific **Student Learning Plan** that addresses their needs.

Volunteer Program: Many of Fairwood's programs and events could not happen without its wonderful volunteers. The opportunities for your involvement are nearly limitless. There are many jobs that can be done, both at school and at home. Teachers always need help in the classrooms with projects and with student support. Also, we have a **Recess Volunteer Program** where volunteers go out to recess and play with students.

Volunteer Clearance Process: Serving as a volunteer requires that you complete the online Volunteers in Public Schools (VIPS) application which includes passing a background check. The link for the VIPS is: <https://www.kent.k12.wa.us/volunteer>. For **new** volunteers, you will need to create an account and upload your ID, answer the background questions. For **returning** volunteers, you will need to agree to a background check by logging into your existing account and answering the questions. You will receive an email from the VIPS program once you are cleared to volunteer. Fingerprinting is no longer part of the process.

The Fairwood PTSA sponsors a very active, warm and collaborative volunteer program which offers many special events and programs throughout the year. Thanks to the wonderful job the PTSA does, our students experience many great enrichment opportunities including family nights, drama classes, art classes, assemblies, fields trips, and science programs. The dedication and enthusiasm of the PTSA can only be described as an impressive asset to Fairwood. Families will be introduced to PTSA members during Kindergarten Round-Up and the Back-To School Coffee on the first day of school. Please join and become part of this fantastic group and volunteer your time and talent.

TRANSPORTATION TO AND FROM FAIRWOOD

Bus Riding

Many Fairwood students ride the bus to and from school. Our desire is for the bus to be pleasant and safe. Each bus driver will review the rules and regulations for proper behavior on the bus and at the bus stop. Since the bus stops are unsupervised areas, we strongly suggest parents in each neighborhood work together to arrange supervision of the bus stops before and after school. If you or your child notices any misconduct at the bus stops, contact the school. Students misbehaving will be subject to disciplinary action. For safety reasons, **no glass items or pets are allowed on the bus.** If your child does not qualify for a bus because they are considered in the walking area, they can request a bus pass from transportation if there is space available on the bus. Go to the Transportation department on the Kent School District main webpage. Questions or concerns about bus transportation should be directed to the KSD transportation department at (253) 373-7442.

Bike/Scooter Safety

No skateboards, wheeled shoes, skates/rollerblades, or motorized scooters are allowed.

Riding a bike/scooter to school carries certain student expectations. Students must demonstrate responsible riding practices. **ALL RIDERS MUST WEAR A HELMET.** From the corner of FW Blvd and 148th Ave and on school property bikes/scooters are to be walked, not ridden. After school, bikes/scooters must be walked from campus to Fairwood Blvd. before being ridden because of walking and traffic congestion. The school has a bike rack. It is recommended that bikes be locked when placed on this rack. All bikes must be parked on the bike rack and remain there throughout the school day. If a student wishes to keep a scooter in the class prior permission must be received by the teacher. If a student fails to use safety when riding his/her bike/scooter, that student will not be allowed to ride a bike/scooter to school. Neither the school, nor the school district will assume responsibility for theft, loss or damages to bicycles ridden to school.

Safety Patrol and Crosswalk Safety

Students in grades five through six may elect to serve as safety patrols. Sign up information will be distributed at the beginning of the school year. These individuals patrol parking lot entrances/exits and all crosswalks. Students **as well as adults** are required to give these individuals their utmost consideration and courtesy.

During arrival and dismissal times all students and families who are walking to and from school must use a designated crosswalk either on Fairwood Blvd. or at the north end of the school near the bus parking lot exit driveway by the paper recycling bin. Students must follow the directions of the safety patrol offices and cross as they direct. Drivers are expected to yield to the directions of the crossing guard.

Traffic Safety

Please follow the traffic pattern as outlined on the next page. These will preserve the safety of our children and help prevent congestion and possible accidents during the hours of school arrival and dismissal.

ALL CARS use the SOUTH parking lot nearest Fairwood Blvd. for drop-off and pick-up. When dropping off or picking up your student, use the parking spaces to park your car and then exit your car and pick up your child at the curb. Please use the crosswalks and walkways. If parking is full, form a single line along the curb. **Do not**, under any circumstances, **double park** and let your child enter or exit between cars. This is extremely dangerous. Students should only step in and out of cars at the curb. Please be patient and allow plenty of time for drop-off and pick-up for the sake of our children's safety. Please allow cars to back out of parking spaces to exit. Students will wait for parent pick-up at the fence with staff supervision.

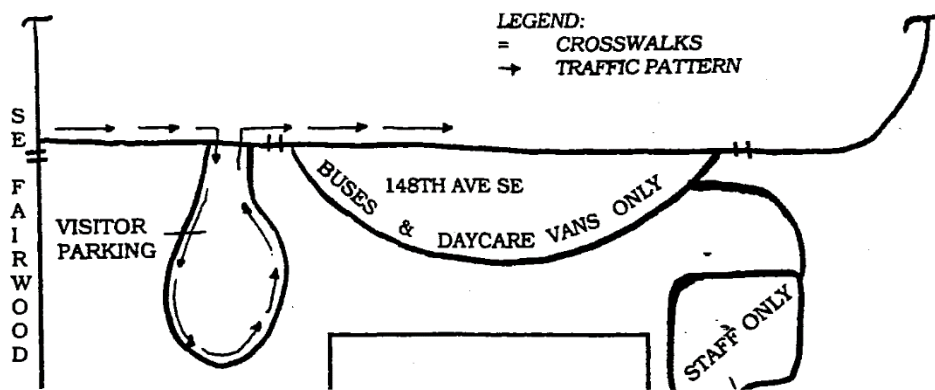
Parking along the curb is a **waiting zone only**, so please do not park and leave your car. If you leave your car, use a designated parking space. **AT NO TIME** during the workday may visitors use the North (lower) parking lot except for disabled parking permits. This busy lot is for staff, district deliveries and buses for special programs. It is not to be used for drop-off/pick-up of students except preschool program students. **It is an unsupervised area.**

When exiting, turn **RIGHT only onto 148th Ave. SE**. There is no left turn allowed. Please do not turn left onto 148th Ave. S.E. during hours of arrival and dismissal. The extra minute it may take to circle back to Fairwood Blvd., for the safety of our children, is appreciated.

BUSES AND DAY CARE VANS will use the semi-circular drive directly in front of the school. Buses and vehicles using this lot will make right turns only at the exit. This is also a staff parking lot. At no time should any vehicle be parked in the areas marked BUS LOADING ZONE.

All children riding together should be instructed to wait in one place.

Remind children to use crosswalks and NEVER run from behind parked cars to reach you.



KENT SCHOOL DISTRICT GUIDELINES

ATTENDANCE TIPS & RESOURCES

• Good Attendance is Important

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

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

Assess Your Student's Attendance

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

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

Support Your Student

Learn About KSD Policies & Procedures

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

Make School Attendance a Priority

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

Set Regular Bedtime & Morning Routines

- Help your child maintain daily routines, such as finishing homework and going to bed on time.
- Lay out clothes and pack 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 schoolwork so they are not tempted to miss school if they haven't done their homework or studied for a test.
- Stay on top of academic progress and seek help from teachers or tutors if necessary. Make sure teachers know how to contact you.

- Stay on top of your child's social contacts. Peer pressure can lead to skipping school, while students without many friends can feel isolated.
- Encourage meaningful after-school activities, including sports and clubs.

Communicate with Your School

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

ABSENCE REPORTING & TRACKING

• Report Every Absence to the School

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

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

Your 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:

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

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

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

Seven Unexcused Absences in a Month

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

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

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

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

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

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

Vacation or Extended Absence

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

19 Days or Less

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

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

20 Days or More

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

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

SCHOOL DISCIPLINE

General Definitions

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

- **“Behavioral violation”** means a student’s behavior that violates the district’s discipline policies.
- **“Classroom exclusion”** means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements of WAC 392-400-330 and 392-400-335. Classroom exclusion does not include action that results in missed instruction for a brief duration when:
 - teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
 - the student remains under the supervision of the teacher or other school personnel during such brief duration.
- **“Culturally responsive”** has the same meaning as “cultural competency” in RCW 28A.410.270, which states “cultural competency” includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students’ experiences and identifying cultural contexts for individual 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 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.

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.

STUDENTS WITH DISABILITIES AND 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.

Kelso's Choice

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

REPORT BULLYING

• Let Your School Know

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

- In person
- Over the phone
- By email

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

SEXUAL HARASSMENT

• Sexual Harassment Policy

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

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

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

Examples of sexual harassment include:

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

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

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

DISCRIMINATION

• Non-Discrimination Statement

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

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

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

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

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

Translation Services & Bilingual Education

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

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

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

CIVIL RIGHTS RESOURCES

- Information on Students' Rights Available in 11 Languages

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

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

Important Health Information/Home Hospital

You can learn about Health Services on the district website.

Illness and Attendance

Students learn better when they feel well. Nurses and health room assistants are at schools to help you when you need to make decisions about your child's health care needs.

What Schools Need

- To have emergency telephone numbers for you, and someone else who can help, if you are not available.
- To know about any health problems your child now has or has had in the past.
- To be called when you are keeping your child home.
- To know if your child has a condition which could be spread to others.

When to Keep my Child Home:

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

- Fever of 100° F or greater fever within last 24 hours
- Bad cold
- Chicken Pox
- Conjunctivitis (Pink Eye)
- Drainage from ears or eyes

- Fever of 100 degrees Fahrenheit or greater within the last 24 hours
- Frequent, hard coughing
- Head lice
- Loose, watery bowel movements
- Vomiting

When to Return my Child to School:

Your school nurse recommends that you return your child to school when the following occurs:

- temperature is normal for the past 24 hours without fever reducing medications
- child feels well enough to be in school for the full day
- no vomiting/loose stools for at least a day

Please send a note with your child when they return to school explaining their absence.

Recommended Wellness Visits

For good health and wellness, your child should see a doctor or health care provider for an exam at these times:

Wellness Visits

- Ages 3,4 and 5 years
- Every other year ages 7 through 17

Dental Visits

- Every 6 months for routine cleaning
- Chipped or broken teeth
- Injury to the teeth or mouth
- Pain or swelling in the mouth that lasts more than a day or recurs

Recommended Health Care Visits

- Fever (Temperature above 101.0°F for more than 2 days)
- Fever with trouble breathing
- Fever with pain somewhere in the body, unusually sleepy, or irritable with fever
- Sore Throat

- 1) with a fever for more than 2 days
 - 2) unable to drink fluids
 - 3) pain increasing
- Ear/Eye pain and/or drainage
 - Cough that lasts longer than 2 weeks

- 1) with complaints of chest pain or difficulty breathing
 - 2) that causes choking or vomiting
 - 3) if it keeps the child awake at night
 - 4) made worse with or caused by exercise
- Diarrhea

- 1) sudden unexplained onset with a fever
 - 2) with abdominal pain lasting more than 2 hours
 - 3) with inability to keep fluids down
- Pain
- 1) Lasts more than 24 hours

Medications at School

If your child needs to receive medication at school, written authorization from a parent/guardian and medical provider is required. Medication includes all over-the-counter medications such as cough drops and Tylenol. When possible, parents and medical care providers are urged to schedule giving medication outside school hours. If medication is necessary for your child during school hours, the following is required:

Submit a completed medication authorization form to your school. The form is available online or from your school's main office. (see below)

Submit written authorization from the doctor stating: name of medication, dose, time and reason it must be given during school hours, (detailed info on form must be provided if medication is to be given for over 4 weeks) and written authorization from the parent/guardian giving permission for your child to receive the prescribed medicine at school. Parents need to bring the authorizations and the medication in its original container to school. If the parent/guardian cannot come to school, he/she needs to call the school nurse before sending the medication to school. Faxed authorization from a health care provider is accepted. Please contact your school for the fax number.

We want all kids to be safe at school. Many students need to take medication at school, if this pertains to your child please visit the [Medication at School](#) page of the district website to download the forms needed.

Parents may provide topical sunscreen for their child to apply while at school. A healthcare provider note is not required.

Immunizations:

Washington state law requires students to be immunized before starting or entry to school. Current immunization requirements kindergarten through 12th grade are available at each school office.

Life Threatening Conditions

The law RCW 28A.210.320 – Children with Life Threatening Conditions requires a medication/treatment order and individual health plan as a prerequisite for children with life-threatening conditions to attend public schools. This law defines “life-threatening condition” as a health condition that will put the child in danger of death during the school day, if medication or treatment order and a nursing care plan are not in place. Life-threatening conditions include students with:

- Seizure disorders
- Diabetes
- Severe allergies
- Certain heart conditions
- Other types of critical medical complications

If your child falls into the above category due to a life-threatening condition, and you have not been in contact with your school nurse this school year, please do so immediately.

Home Hospital:

If a student is confined to home or hospital for a minimum of four weeks and able to do school work, the arrangement for home/hospital services may be made by contacting the school nurse/counselor at your school.

