

Fairwood Elementary School

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Kent School District Administration

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Board of Directors

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District Administration

Dr. Calvin Watts, 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. Israel Vela 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 Israel.vela@kent.k12.wa.us</p>	<p>Title IX Officer</p> <p>Ms. Moriah Martin Chief Human Resources Officer</p> <p>Kent School District 12033 SE 256th Street A-100 Kent, WA 98030-6503</p> <p>253-373-7203 Moriah.martin@kent.k12.wa.us</p>
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Dear Fairwood Families:

Welcome to the 2018-2019 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 2017/18

Principal	Tricia Hoyle
Ed Assistant (EA)	Mari Davis (half-time)
Office Manager	Kathy Andrew
Data Processor	Sherrie Alldredge
Attendance	Cathy Mulkey
Admin Assist	Jennifer Smith, Kirby Davis, Veena Ramaswamy
Counselor	Cristina Franco
Preschool	Anna-Marie Kramer, Mary "Chris" Hatstrup
Pre. Paras	Jacki Chase, Sharon Munoz, Kim Nguyen, Angela Riddle, Mahwish Ahmad, Tara Iacolucci, Debra Olson
Kindergarten	Pam Wray, Leah Marsland
1st grade	Nicole Bass, Grace Willits
2nd grade	Patricia Fey, Shelbie Frounfelter
3rd grade	Michael McCauley, Susanna Taylor
4 th grade	Doug Newby, Edyte Parsons
5th grade	Tami Koch, Jan Wilson,
6th grade	Jessica Haury, Holly Tugman, Barbara Wood
Gen Music	Claire Rehme
Band/Orchestra	Emily Suter, David Couch
P.E.	Mari Davis, Scott Seelbach
Library/Tech Spec.	Sheena Keiser
Library Assist.	Jenny Irwin
SLP	Bo Lee, Marianne Satterberg
LAP	Sandra Reeley
LAP Paras	Judy Patterson, Jenny Irwin
Nurse	Jeanie Thompson
Health Tech	Jamie Snook
ELL	Scott Seelbach
ELL Tutor	Coral Bohl
Integrated Prog.	Lisa Parks
IP Para	Judy Patterson
Preschool Psych	Renee Nash
Psychologist	
Occupational Ther	Lisa Luongo
Physical Therapist	Jana Wakasugi
Kitchen	Akemi Gary
Custodians	Jessie Depew, Amos Daigbe

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 glasses 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. Female students should wear jeans or shorts under their dresses on P.E. days. Students that are not properly dressed for P.E. will 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.

Lunches and Breakfast

All breakfast and lunches will be served and eaten in the gym 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. 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 back pack 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 once **the Wireless Communication Device Parent Permission Form** has been filled out and is on file in the school office. 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. Parents may request the permission form by contacting the school office. Students in violation of the WCD policy will 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 the following will happen.

1. The first time we will take the phone to the office and the student will get it back at the end of the day.
2. After the first warning the phone will be placed in the office safe and a parent/guardian will need to come and pick it up. Parent/guardian will be contacted.

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 student 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 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 use their personal cell phones 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 gone 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 tardies. 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 make arrangements 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 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>

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

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 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 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 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 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 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 & chairs *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, respond immediately by looking at the supervisor, and lineup quickly when recess is over.
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 5-on-5 under cover and 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.

Tetherball:

1. No hanging or swinging on the ball.
2. When the ball wraps around the pole and can no longer be played, game is over.
3. Students waiting to play should form a line.
4. 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.
4. While waiting to use a swing, stay out of the Swing Area, off the mat. No saving swings.

FAIRWOOD CHARGER
RECOGNITION, SUPPORT AND CONSEQUENCES

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 Consequences.

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:

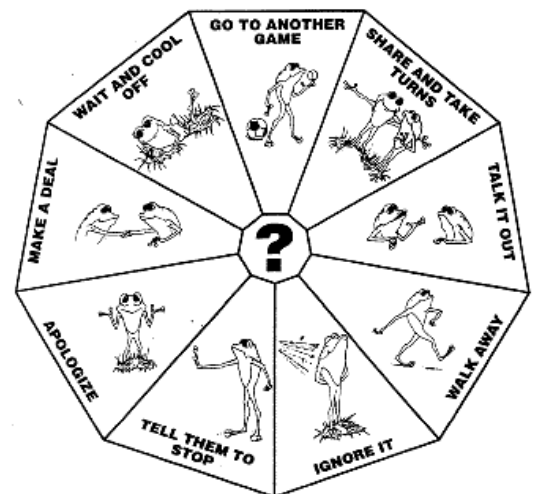
- **Outstanding Student of the Season** – this award is given for academic, citizenship, leadership and behavior accomplishments. Students receiving this type of award are recognized at a special assembly with the attendance of parents/guardians and staff once Fall, Winter and Spring.
- **Blue Tickets** - 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.
- **“Steps to Respect” and “Second Step”** – Curriculum resources focused on self-discipline, friendship skills, and bullying prevention. Taught by the counselor and teaching staff.
- **“Thinking Behaviors” AKA “Habits of Mind”**: - 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.

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.

- **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.

Consequences

If a student demonstrates inappropriate behavior, or make wrong behavior choices, we make every effort to develop natural consequences 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” consequences, implementing “at-home” consequences when appropriate, and/or having a follow up discussion with their child, is a critical part of this process.

The following will explain the levels of school supports, behaviors and possible consequences used to support our Fairwood students to succeed. **Consequences can be progressive in nature and are based on the severity of the behavior, frequency of the behavior, the age and individual needs of the student and the preservation of the learning environment.**

SUPPORTS TO ENSURE SUCCESS

BEHAVIOR

POSSIBLE CONSEQUENCES

LEVEL 1

Classroom Management Plans & Building Expectations

<ul style="list-style-type: none"> ▪ Classroom Behavior Expectations Taught, Modeled and Rehearsed ▪ School Wide Common Area Behavior Expectations Taught, Modeled and Rehearsed ▪ Posters Up to Ensure Clear Understanding in Each Classroom and Common Area ▪ Communication With Parents/Grandparents or Guardians Regarding Expectations 	<ul style="list-style-type: none"> ❖ 1st time minor infractions of Fairwood RRS Code of Conduct. Some examples might be: <ul style="list-style-type: none"> ▪ Defiance of School Authority ▪ Disruptive Conduct to Learning Environment ▪ Dress Code Violation ▪ Electronic Devices ▪ Inappropriate Language ▪ Reckless Physical Behavior 	<ul style="list-style-type: none"> ▪ Teacher’s Classroom Plan for Corrective Actions ▪ Verbal Correction Clearly Stating Area of Opportunity for Growth by Student ▪ Problem Solving Process ▪ Writing a Letter of Apology ▪ Act of Kindness to Injured Party ▪ Performing Community Service ▪ Call Home ▪ Privilege Loss (i.e. Recess, Student Choice Time) ▪ Practicing Appropriate Behavior ▪ Time Out
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LEVEL 2
Student Behavior Notification Slip

<p>❖ All LEVEL 1 SUPPORTS <u>AND</u>:</p> <ul style="list-style-type: none"> ▪ Possible Phone Call To Parent By Staff Observer And Student ▪ Possible Student Meeting with Principal, EA or Counselor ▪ Possible Follow up Student Meeting to Review Student Work Done For Corrective Action 	<p>❖ Repeated Level 1 infractions and/or other minor infractions of the Fairwood RRS Code of Conduct. Some examples might be:</p> <ul style="list-style-type: none"> ▪ Defiance of School Authority ▪ Aggressive Behavior/Fighting ▪ Inciting others to commit acts against RRS Code of Conduct ▪ Threats (Verbal or Physical) ▪ Harassment/Intimidation/Bullying ▪ Damage/Destruction of Property ▪ Lying to Authorities ▪ Cheating or Plagiarism ▪ False Accusations ▪ Theft ▪ Vulgar or Lewd Conduct 	<p>❖ <u>STUDENT BEHAVIOR NOTIFICATION (SBN) Slip AND</u></p> <ul style="list-style-type: none"> ▪ Level 1 consequences and/or ▪ Class Removal ▪ Recess Detention ▪ Behavior Contract ▪ Conference with Parents ▪ Restitution ▪ Student Counseling Group ▪ Individualized Plan as Appropriate
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LEVEL 3
Respect, Responsibility and Safety (RRS) Slip or Suspension/Expulsion Letter

<p>❖ All LEVEL 1 and LEVEL 2 SUPPORTS <u>AND</u>:</p> <ul style="list-style-type: none"> ▪ Phone Call To Parent/Guardian ▪ Possible Conference with Parent/Guardian ▪ After receiving three (3) RRS slips a parent conference is required. 	<p>❖ Repeated Level 1 & Level 2 and/or major infractions of the Fairwood RRS Code of Conduct and/or exceptional misconduct as per District policy (see KSD policy #3240) Some examples may be:</p> <ul style="list-style-type: none"> ▪ Receiving two (2) Behavior Notifications in one (1) week ▪ Receiving three (3) Behavior Notifications in one (1) month <p>A Pattern of Behavior Over Time Some examples may be:</p> <ul style="list-style-type: none"> ▪ Defiance of School Authority ▪ Harassment, Intimidation and Bullying ▪ Fighting/Assault ▪ Illegal Substances ▪ Weapons, and Dangerous Objects 	<p>❖ <u>RESPECT, RESPONSIBILITY AND SAFETY (RRS) Slip or SUSPENSION/EXPLUSION LETTER, AND</u></p> <ul style="list-style-type: none"> ▪ Level 1 and/or Level 2 consequences and/or ▪ Detention (Before/After school, recess) ▪ In-School Suspension ▪ Short-Term Suspension ▪ Long-Term Suspension ▪ Expulsion <p>*Note: A physical fight within an intermediate grade classroom will result in immediate removal for at least the remainder of the day.</p>
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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 consequence 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.
 - 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.
 - Students who do NOT return the signed SBN will miss all recesses until we have received the slip or communicated with parent/guardian.
 - Please write any comments you wish Staff to know on the slip. We appreciate your feedback. Call if you have questions.
 - Parent may keep the yellow copy. Please call the issuing staff member with any questions/concerns.
 - The student returns the white copy to their *classroom teacher* – regardless of which staff member issued the slip.

**FAIRWOOD
STUDENT BEHAVIOR NOTIFICATION**

Issued By _____ Date & Time _____

Student Name _____ Grade/Teacher _____

Describe Incident: _____

Location: Hall _____ Playground _____ Other _____

Consequence: _____

Parent Please Sign and Return to Teacher _____

FW-03-01

- **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.
 - Students who do NOT return the signed RRS will miss all recesses until it is returned or we have communicated with you.
 - Parent may be required to attend a conference to collaborate on what support for their student will look like in the school setting.
 - Parent may keep the yellow copy. Please call the issuing staff member with any questions/concerns.

- The student returns the white copy to their classroom teacher or the office.

**Fairwood Elementary
Respect Responsibility Safety Slip**

Date _____

Issued By _____ Name _____ Grade/Teacher _____

Respect	Responsibility	Safety
___ Inappropriate language	___ Consistent failure to complete work.	___ Fighting
___ Refusing a reasonable request	___ Receiving two (2) Behavior Notifications in one (1) week.	___ Being in an unsupervised area outside of class
___ Extreme backtalk	___ Receiving three (3) Behavior Notifications in one (1) week	___ Endangering another person
___ Other _____	___ Other _____	___ Other _____

Describe what happened: _____

Location: Hall _____ Playground _____ Classroom _____ Other _____

Consequence _____

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

White = To teacher with signature
Yellow = For parent to keep

Pink = To principal on day of write-up
Goldenrod = For teacher to keep on day of write-up

(Parent, **Please Sign & Return** to Teacher)

- **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, EA or Counselor. 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.

Discipline Policy

The Kent School District supports efforts to bring about a positive learning climate in the school. The district strives to employ staff who are skilled in the most effective instructional techniques and who are sensitive to the unique needs of students. The need for order in the school and classroom is basic to learning. Rules are established to preserve the integrity of classroom and school in order to accomplish this need.

Students who are in violation of school rules deprive themselves of the opportunity to learn and interfere with the progress of others. All students shall submit to the rules of the district. Refusal to comply with written rules and regulations established for governing the school shall constitute sufficient cause for discipline, suspension or expulsion. Corrective action for misconduct must reflect good faith effort on the part of the staff.

All certificated teachers, school administrators, school bus drivers, and any other school employees designated by the board shall have the authority to discipline students for any disruptive or disorderly conduct while under his/her supervision on or off the campus. The sanctions will be the same whether the violation was on or off campus.

No form of discipline shall be administered in such a manner as to prevent a student from accomplishing specific academic grade, subject or graduation requirements or adversely affect a student's academic grade or credit in a subject or course because of tardiness or absences except to the extent that the student's attendance and/or participation is related to the instructional objective of the subject or course and such attendance and/or participation has been identified pursuant to school district policy as a basis for grading.

Corporal punishment is not authorized, but district staff may use reasonable force when deemed necessary to restrain a student or prevent harm to self or others.

The following information is a summary of the highlights of Policies and Procedures 3240, 3240P, 3241, and 3241P. For more detailed procedures, please reference the Kent School District Board Policies website.

The District will annually publish and make available to students, parents or guardians, staff, and the community the rules, policies, and procedures of the District that establish misconduct and the written procedures for administering corrective action. The publication will also define student rights and responsibilities relating to student behavior. The District will also, in consultation with staff, students, student's families, and the community, periodically review and update the District's rules, policies, and procedures related to student discipline.

Definitions

Discipline: All forms of corrective action other than emergency removal, suspension or expulsion. It shall include, but not be limited to, the removal of a student from a class or activity by a teacher or administrator.

Detention: Detention may be given for up to 75 minutes after regular student dismissal time, but will not extend beyond bus departure time, unless prior arrangements have been made with the student's parents or guardians.

Emergency Removal: Immediate removal of a student from class or activity because, in the opinion of the teacher or administrator, that student poses either an immediate and continuing danger to him/herself, other students, or school personnel, or poses a threat of substantial disruption to the educational process. Emergency removal shall continue only until the danger or threat ceases or the principal imposes discipline, suspension, or expulsion. The principal shall meet with the student as soon as reasonably possible following the student's removal in order to initiate corrective action and not later than the commencement of the next school day.

Suspension: The denial of the right of attendance at any single class or any full schedule of classes, or at any other activity conducted on or by the school district for a stated period of time.

In-School Suspension: A suspension which removes the student from the regular classroom environment but permits the student to maintain his/her educational progress in the school environment and under school staff supervision.

Short-Term Suspension: A suspension for all or any portion of a calendar day up to and not exceeding ten (10) consecutive school days.

Long-Term Suspension: A suspension that exceeds ten (10) consecutive school days up to length of an academic term.

Expulsion: The denial of the right of attendance at any single class or any full schedule of classes, or at any other activity conducted on or by the school district for an unstated period of time, but in no case longer than one calendar year.

Emergency Expulsion: Emergency Expulsion is immediate removal of the student from school for posing an immediate and/or continuing danger to other students or school staff or an immediate and continuing threat of substantial disruption of the education process. Emergency expulsion must be converted into some other form of discipline within 10 school days.

Exceptional misconduct: Is a violation of rules so serious in nature and /or so disruptive as to warrant an immediate short- or long-term suspension or expulsion. Behavior that constitutes exceptional misconduct in the Kent School District can be found in procedure 3240P.

Discipline

Short-term suspension: No student in grades kindergarten through four (4) shall receive a short-term suspension for more than a total of ten (10) school days in any semester or trimester, and no loss of grades or credit shall occur because of the suspension. No student in grades five (5) and above shall receive short-term suspensions for more than a total of fifteen (15) school days in a single semester, or ten (10) days in any trimester. Any student so suspended may make up assignments and tests if they have a substantial effect upon his/her grades or if failure to make up the work would cause him/her to fail the course.

Prior to the suspension, a conference with the student shall be held in which an oral or written notice of the alleged misconduct and violations, the evidence in support of the charge, and the corrective action to be taken shall be provided. The student shall then be given the opportunity to present his/her explanation. If the suspension exceeds one (1) calendar day, the parent shall be notified of the reasons and the right to a conference to discuss the length of the suspension and to resolve any other grievance relative to the suspension.

Grievance Procedure for all disciplinary actions except long-term suspension, emergency expulsion and expulsion (see below). This procedure includes in-school and short-term suspensions: Any student, parent, or guardian who is aggrieved by the imposition of discipline and/or short-term suspension has the right to an informal conference with the principal and staff members involved for the purpose of resolving the grievance. If, after the conference, the student, parent, or guardian is still aggrieved, he/she may, upon two (2) school business days prior notice, present a written and/or oral grievance to the superintendent or his/her designee. If the grievance is not resolved, the student, parent, or guardian, upon two (2) school business days prior notice, shall have the right to present a written and/or oral grievance to the board at its next regular meeting, or at a special meeting held within thirty (30) days, whichever is earlier. A closed meeting will be held for the purpose of considering the grievance. Notification of the decision shall be delivered, in writing, within ten (10) school business days following the meeting. The disciplinary action or short-term suspension shall continue throughout the grievance process unless the principal, superintendent, or board elects to postpone such action.

Long-Term Suspension and Expulsion: No student in grades kindergarten through four (4) shall receive a long-term suspension and no loss of grades or credit shall occur because of the suspension. No student in grades five (5) and above shall receive a long-term suspension that causes him/her to lose academic grades or credit for in excess of one semester, or equivalent, during the same school year. No long-term suspension shall be imposed until written notice has been delivered by certified mail or in person to the student and parent. The notice shall specify the violation; notify the student of his/her rights to a hearing and indicate that a request for a hearing must be received by the school authority by the end of the third day after the suspension letter was received. If a reply is not received within this three (3) day period, the right to a hearing shall have been considered waived and the suspension may be imposed. Please see hearing procedures below.

Expulsion: No student shall be expelled unless other forms of corrective action or punishment have failed unless there is a good reason to believe that other methods would fail if employed. Carrying a firearm onto school premises, school-provided transportation, or areas of facilities while being used exclusively by public or private schools shall result in expulsion. Notice procedure for expulsion shall be the same as for long-term suspension. See above.

Emergency Expulsion: This sanction may be imposed if the expelling authority has good and sufficient reason to believe that the student poses an immediate and continuing danger to other students or school staff or is a threat of substantial disruption to the educational process. The emergency expulsion may continue for up to ten (10) days unless (a) rescinded by the superintendent or his/her designee or (b) modified or reversed pursuant to a hearing or appeal. Within ten (10) days of the emergency removal from school, the emergency expulsion must either end or be converted to another form of discipline.

Notice procedure for emergency expulsion shall be the same as for long-term suspension and expulsion with the following exceptions: The written notice must be delivered or post marked within 24 hours of the expulsion and attempts to telephone the parent or guardian shall be made as soon as reasonably possible; the student or parent shall have three (3) school business days in which to submit a written request for a hearing.

Hearing Procedure for Long-Term Suspension and Expulsion: Long-term suspension or expulsion hearings will begin within three (3) school business days after the school authority receives such a request and will be conducted by either a hearing panel of district administrators randomly selected from schools other than the student's schools at which he or she is currently enrolled or an officer appointed by the superintendent.

Documentary and other physical evidence may be inspected by students, parents, and school authorities prior to the hearing. The students shall have the following rights at the hearing:

- The opportunity to be represented by counsel;
- The opportunity to express his or her explanation;
- The opportunity to present evidence and witnesses; *and*
- Examine evidence and the opportunity to question witnesses appearing for the district.

(Please see more details on 3241P, section 14.2)

Appeal Procedures to Board of Directors: Notice that the student wishes to appeal the decision from the hearing shall be provided to the superintendent's office within three (3) days of receipt of the hearing decision. If a timely notice of appeal is not provided to the district, the expulsion may be imposed as of the calendar day following expiration of the three (3) school business day period. The board of directors shall schedule and hold an informal conference to review the matter within ten (10) school business days from the receipt of the appeal. The suspension or expulsion may be imposed during the appeal period subject to the following conditions and limitations:

A long-term suspension or non-emergency expulsion may be imposed during the appeal period of no more than ten (10) consecutive school days or until the appeal is decided, whichever is the shortest period;

An emergency expulsion may be continued during the appeal period so long as the student continues to pose an immediate and continuing danger to the student, other students, or school personnel, or an immediate and continuing threat of substantial disruption of the educational process of the student's school; and

Any days that a student is temporarily suspended or expelled before the appeal is decided, shall be applied to the term of the student's suspension or expulsion and shall not limit or extend the term of the student's suspension or expulsion.

The board shall render a decision within ten (10) school business days or schedule a second meeting to hear further arguments and render its decision within fifteen (15) school business days, or schedule and hold a meeting within ten (10) school business days after the date of the informal conference to hear the case anew. Any further appeal shall be made to the Superior Court within thirty (30) days of the board's decision.

Readmission: Any student who has been suspended or expelled may apply for readmission at any time by written application to the superintendent. The letter shall include the reasons for readmission, evidence which supports the request, and a statement assuring that the problems will not reoccur. The superintendent shall reply in writing.

Reengagement: School and district administrators will make reasonable efforts to assist students and parents in returning to the educational setting prior to and no later than the end date of the corrective action or sanction. The school and/or district will convene a meeting to discuss a plan to reengage the student in a school program, with the student, and the student's parents or guardians, within twenty (20) days of the student's long-term suspension or expulsion and no later than five (5) days before the student's return to school. The school and/or district must create an individualized reengagement plan tailored to the student's individual circumstances, including consideration of the incident that led to the student's long-term suspension or expulsion. Additionally, the district will take reasonable steps to develop the plan with the participation and input of the student and their parent(s)/guardian(s) to ensure that it is culturally sensitive and culturally responsive. In developing the reengagement plan, the school should consider:

- shortening the length of time that the student is suspended or expelled;
- other forms of corrective action; and
- supportive interventions that aid in the student's academic success and keep the student engaged and on track to graduate.

Any reengagement meetings conducted by the school or district involving the suspended or expelled student and his or her parent/guardian are not intended to replace the student's right to petition for readmission at any time following long-term suspension or expulsion as stated in section 17.1 above.

For more information, you can visit Policy [3240 Student Conduct Expectations and 3241 Classroom Management, Corrective Actions or Sanctions](#)

Students With Disabilities

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.

Kent School District Guidelines for School Sanctions

School administrators will sanction a student for the following offenses within each listed standard range, beginning at the standard sanction and determining whether mitigating or aggravating factors warrant a sanction higher or lower within the standard range. A full description of those factors are listed in the full text of Procedure 3240P. School administrators are expected to use their professional judgment and experience when assigning students sanctions and will, to the best of their abilities, attempt to apply these sanctions to all similarly-situated students in a fair and equitable manner. The administrator’s judgment and discretion will carefully balance the duty to maintain order and discipline in a safe school environment, the appropriate corrective action needed to address the student’s misconduct, and the student’s long-term educational success.

The sanctions below do not prohibit administrators from considering approved alternatives to out-of-school suspension or expulsion, including in-school suspension. The standard range for each offense does not prohibit a school administrator from exceeding the range, up to and including expulsion, if sufficient factors warrant such corrective action or if the threat of danger or substantial disruption supports an emergency expulsion under WAC 392-400-295.

In addition to school sanctions, administrators should determine whether restitution for damage or injury should be considered.

Please note that this is not a total list but instead is the most common seen state defined discipline categories. Additionally, each school has the authority to develop their own list of rules and regulations in which discipline can be administered.

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.

ALLOWED RANGE OF SUSPENSION: 0-20 Day Suspension

STANDARD CORRECTIVE ACTION:

Elementary: 0-1 Days

Secondary: 0-5 Days

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.

ALLOWED RANGE OF SUSPENSION: 0-10 Day Suspension

STANDARD CORRECTIVE ACTION:

Elementary: 0 Days

Secondary: 0-5 Days

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).

ALLOWED RANGE OF SUSPENSION: 0-10 Day Suspension

STANDARD CORRECTIVE ACTION:

Elementary: Discipline other than Suspension

Secondary: Discipline other than Suspension

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, 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

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. (*Defiance of school authority is a discretionary discipline offense under RCW 28A.600.015 that cannot result in long-term suspension or expulsion.*)

ALLOWED RANGE OF SUSPENSION: 0-10 Day Suspension

STANDARD CORRECTIVE ACTION:

Elementary: Discipline other than Suspension

Secondary: Discipline other than Suspension

DISRUPTIVE BEHAVIOR OF THE EDUCATIONAL SETTING

An intentional gesture, communication, act or statement at school or impacting the educational setting 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
- Creating an intimidating, threatening, hostile or abusive educational environment for a student, staff or group of students through severe, persistent or pervasive behavior.

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

ALLOWED RANGE OF SUSPENSION: 0-10 Day Suspension

STANDARD CORRECTIVE ACTION:

Elementary: Discipline other than Suspension

Secondary: Discipline other than Suspension

DISRUPTIVE DRESS

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.*)

ALLOWED CORRECTIVE ACTION: 0 Days of Suspension

STANDARD CORRECTIVE ACTION:

Elementary: Discipline other than Suspension

Secondary: Discipline other than Suspension

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; and
- 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.

ALLOWED RANGE OF SUSPENSION (Grades K-4): 0-10 Day Suspension

ALLOWED RANGE (Grades 5-12): 0-20 Day Suspension

STANDARD CORRECTIVE ACTION FOR POSSESSION OR USE:

Elementary: Short-Term Suspension of 0-1 Day

Secondary: Short-Term Suspension of 0-10 Days

STANDARD CORRECTIVE ACTION FOR DISTRIBUTION:

Elementary: Short-Term Suspension of 0-5 Days

Secondary: Long-Term Suspension of 0-20 Days

Generally, a suspension for possession, use, or consumption should not exceed ten (10) days, and a suspension for distribution should not exceed twenty (20) days.

An expulsion may be imposed for such conduct when sufficient aggravating circumstances are present and in consultation with the superintendent or the superintendent's designee. Emergency expulsion may be imposed when the student's conduct meets the requirements of WAC 392-400-295.

An administrator may draw up a contract with a student serving a suspension, and a maximum of fifty percent (50%) of the suspension may be held in abeyance when the student successfully complies with the terms and conditions of the contract.

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 OR FIGHTING INVOLVEMENT

Includes encouraging, promoting (including being a spectator and/or recording the fight/posting or sharing fight on social media), escalating a fight, as well as the failure to leave the scene of a fight. *(Where assault is not alleged and the school simply imposes discipline under fighting or fighting involvement, such offense is a discretionary discipline offense under RCW 28A.600.015 that cannot result in long-term suspension or expulsion.)*

CORRECTIVE ACTION: See Assault description above

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, etc.

ALLOWED RANGE OF SUSPENSION: 0-10 Day Suspension

STANDARD CORRECTIVE ACTION:

Elementary: Discipline other than Suspension

Secondary: Discipline other than Suspension

Expulsion or Long-term suspension for gang conduct alone, absent any other misconduct, may only occur under extraordinary circumstances following consultation with the Superintendent or Superintendent's designee.

See sanctions for Repeated Defiance of School Authorities

Secondary Students:

First Offense: Complete Tobacco Intervention Packet. [Refusal or failure to complete Tobacco Intervention Packet shall be considered to be a tobacco related offense for which students may receive school discipline sanctions as set forth in Defiance of School Authorities]

Second Offense: Complete Tobacco Intervention Packet and attend extended after school detention. [Refusal to complete Tobacco intervention Packet shall be considered to be a tobacco related offense for which students may receive school discipline that includes short-term suspension with days that may be held in held in abeyance for community service].

Third Offense: Complete Tobacco Intervention Packet and attend extended after school detention. [Refusal to complete Tobacco Intervention Packet shall be considered to be a tobacco related offense for which students may receive school discipline that includes short-term suspension with days that may be held in held in abeyance for community service].

TRUANCY

ALLOWED RANGE OF SUSPENSION: 0 Days of Suspension

STANDARD CORRECTIVE ACTION:

Elementary: Discipline other than Suspension

Secondary: Discipline other than Suspension

See Policy and Procedures 3122.

Harassment, Intimidation and Bullying (HIB)

Prohibition of Harassment, Intimidation and/or Bullying

The district is committed to a safe and civil educational environment for all students, employees, parent/legal guardians, volunteers, and patrons that is free from harassment, intimidation or bullying. "Harassment, intimidation or bullying" means any intentional written message or image--including those that are electronically transmitted--a verbal or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, or mental or physical disability, or other distinguishing characteristics, when the intentional written, verbal, or physical act:

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

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation, or bullying.

Harassment, intimidation or bullying can take many forms including: slurs, rumors, jokes, innuendo, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats, or other written, oral or physical actions, or electronically transmitted messages or images.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment.

Many inappropriate behaviors that do not rise to the level of harassment, intimidation or bullying may still be prohibited by other district policies or building, classroom, or program rules. The description above also describes students who are involved in a fight or a conflict. Both situations will be addressed by school staff, however problem solving steps may differ. The following table helps make this determination.

Other Conflict/Fighting	Bullying
Between friends/equals/peers	Not friends/imbalance of power
Spontaneous/occasional	Repeated over time
No serious or lasting harm	Physical or emotional harm
Accidental/not planned	Intentional
Equal emotional reaction by both students	Unequal emotional reaction
Not for domination or control	Seeking control/possession
Often a sense of remorse by aggressor	No remorse by aggressor, blames targeted student
Desire to solve the conflict	No effort to solve the problem

How to report Bullying

Suspected bullying can be reported to any adult at the school. Common individuals that student's often report bullying to include: counselors, safety officers, and principals/assistant principals. They will often have you complete a [Report It form](#). You may download this form to fill out and turn it in to your school's main office. Your report will initiate an investigation which in most cases will be completed within a week. You and/or your parents will be informed of the outcome of the investigation. The school will work with you to decide next steps to help address the issue. If you and/or your parents disagree with the decision of the investigation you can appeal the decision.

The Kent School District HIB Compliance Officer is Mr. Randy Heath, Executive Director of Student and Family Support Services and can be reached by calling 253-373-7235.

Sexual Harassment

This District is committed to a positive and productive education free from discrimination, including sexual harassment. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation or at a class or school training held elsewhere.

Definitions

Sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur adult to student, student to student or can be carried out by a group of students or adults and will be investigated by

the District even if the alleged harasser is not a part of the school staff or student body. The District prohibits sexual harassment of students by other students, employees or third parties involved in school district activities.

Under federal and state law, the term “sexual harassment” may include:

- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communication that interferes with an individual’s educational performance or creates an intimidating, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;
- sexual demands when submission is a stated or implied condition of obtaining an educational benefit;
- sexual demands where submission or rejection is a factor in an academic, or other school-related decision affecting an individual.

A “hostile environment” has been created for a student when sexual harassment is sufficiently serious to interfere with or limit the student’s ability to participate in or benefit from the school’s program. The more severe the conduct, the less need there is to demonstrate a repetitive series of incidents. In fact, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent, or egregious. A complaint of Sexual Harassment can be made to any adult at the school. Common individuals that student’s often report bullying to include: counselors, safety officers, and principals/assistant principals. After a complaint is made the administrator who is investigating the complaint will outline the different options for making a formal or an informal complaint.

If you have any questions and/or concerns regarding the investigation or the outcome of the investigation you can contact the Kent School District Title IX Compliance Officer, Ms. Moriah Martin, Chief Human Resources Officer at 253-373-7203.

HEALTH INFORMATION

Good emotional and physical health is closely related to the learning process. Please help your child get adequate rest and nutrition daily so they will be able to perform at his best at school. If you need assistance in finding medical care for your child(ren), contact the school nurse.

Please notify the school nurse if your child has any special health problems, or whenever a new concern develops. Special arrangements can be made to help meet your child's needs. You should make certain the school is aware of the need for any emergency treatment for any condition such as severe allergic reactions, asthma, diabetes, bleeding difficulties or seizure disorders. **As per state law, Health plans are required for attendance for any student with a life-threatening illness such as allergies, diabetes, asthma, etc.**

School Nurse

The school nurse is in the building two full days a week and we have a trained health technician daily during lunch times. The nurse dispenses first aid and medications as well as making sure all of our children have up-to-date immunizations. She also works with children whose health-related problems interfere with their school work. The nurse conducts and coordinates various health screening throughout the year and notifies parents if further attention by a doctor or health care professional is warranted.

Immunizations

Washington state law **requires** all children to be immunized for a variety of diseases before being allowed to attend school. Complete details are available at the school.

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

Illness and Injury

Parents are responsible for the care of pupils who are ill. Should your child become ill or injured at school, we will try to contact you, as the parent or guardian, first. If we are unable to reach you, we will then call the emergency contact you supply to us. These emergency contacts should be people in the area close enough, and available to be able to pick up your child if you are available.

It is imperative we know immediately should you change your address, phone number, employer or emergency contact. Please keep the school updated to these changes.

Excuse From Recess

If your child is well enough to be in school, he/she is usually well enough to go outside at recess. However, if the student has a legitimate reason to stay indoors, he/she will need to bring a signed note for each day he/she needs to remain inside.

Medications at School

Please make every effort to have medications taken outside of school hours. In the event that medication is necessary at school, you **MUST** have:

- 1) Written Authorization form signed by the health care provider and parent.
Authorization forms are available at each school office.

- 2) Medication in its original container.
- 3) **All of the above steps must be followed.**
- 4) **Absolutely NO medications are allowed in classrooms.**

Washington State code states only oral medication (including over the counter preparations) can be given at school, and ONLY if this procedure is followed. Eye and ear drops cannot be given. Special arrangements can be made for injectables (such as “Epi-pen”) when there is an emergency need as in the case of a possible severe allergic reaction.

Healthy Youth Survey

All Kent School District schools will participate in the 2016 Healthy Youth Survey during the weeks of October 10th to 21st.

What is the Healthy Youth Survey?

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

Who will be asked to take the survey?

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

What questions are on the survey?

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

Question topics include:

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



Is the survey voluntary?

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

How are the survey results used?

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

How is student identity protected?

Students will not write their names on the survey. There are no codes or other information to match a survey to a student. No one from the school will look at the survey answers. Students

will put completed surveys into an envelope that is sealed before it leaves the classroom. Survey reports of results will not identify any student.

Need More Information?

If you have any questions about the purpose of the survey or survey procedures, please contact Department of Health, Kevin Beck: Call toll-free 1-877-HYS-7111 or Email healthy.youth@doh.wa.gov

Support for the survey is provided by Looking Glass Analytics. Additional information about the Healthy Youth Survey 2016 can be found at: <http://www.AskHYS.net>

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

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

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 written 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)

Beginning in 2016-17, Fairwood will also be staffed with a half-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 (ECE) 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 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) 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.

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. Math 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 also 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. Students must be 10 years of age. 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 officers 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 walk ways. 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.

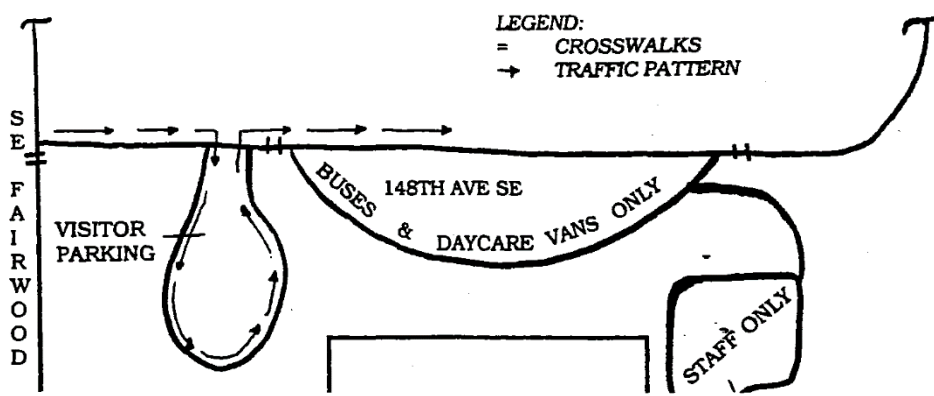
Parking along the curb is a **waiting zone only**, so please do not park and leave your car. If you leave your car, use a designated parking space. **AT NO TIME** during the work day may visitors use the North (lower) parking lot except for disabled parking permits. This busy lot is for staff, district 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.



The District calendar is located at the following site and will be updated if there are changes. Please note that late starts are not included in this format, but will be updated online as they become available.

https://www.kent.k12.wa.us/cms/lib/WA01001454/Centricity/Domain/1/2017-18_StudentCalendar.pdf

Kent School District Student Calendar **2018-2019**

Note: In the event of school cancellation by the district, the make-up day(s) shall occur on March 29 and April 29. If more days are necessary, they will be added to the end of the school year in June.

M	T	W	T	F
AUGUST				
27	28	29	#30	31

SEPTEMBER				
(3)	4	*5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

OCTOBER				
1	2	3	4	5
8	9	10	11	@12
15	16	17	18	19
^22	^23	^24	^25	^26
29	30	31		

NOVEMBER				
			1	@2
5	6	7	8	9
(12)	13	14	15	16
19	^20	^21	(22)	(23)
26	27	28	29	30

DECEMBER				
3	4	5	6	7
10	11	12	13	14
17	18	(19)	(20)	(21)
(24)	(25)	(26)	(27)	(28)
(31)				

JANUARY				
(1)	2	3	4	
7	8	9	10	11
14	15	16	17	18
(21)	22	23	24	25
@28	29	30	31	

#School Starts 8/30
2 School Days

() Labor Day 9/3
*Kindergarten Starts 9/5
19 School Days
2-Hour Early Release

@ No School – Teacher Workshop
22 School Days
2-Hour Early Release
10/24 Not An Early Release
^ Elementary Only - Conferences
3-Hour Early Dismissal

@ No School – Teacher Workshop
() Veterans Day Observed 11/12
() Thanksgiving 11/22 & 23
18 School Days
2-Hour Early Release
11/21 Not An Early Release
^ Secondary Only - Conferences
3-Hour Early Dismissal

() Winter Vacation
12/19 – 12/31
12 School Days
2-Hour Early Release

() New Year's Day 1/1
() M.L. King Day 1/21
@ No School – Teacher Workshop
20 School Days
2-Hour Early Release

M	T	W	T	F
FEBRUARY				
				1
4	5	6	7	8
^11	^12	^13	^14	^15
(18)	(19)	(20)	(21)	(22)
25	26	27	28	

MARCH				
				1
4	5	6	7	@8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	*29

APRIL				
1	2	3	4	5
(8)	(9)	(10)	(11)	(12)
15	16	17	18	19
22	23	24	25	26
*29	30			

MAY				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
(27)	28	29	30	31

JUNE				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	#21
24	25	26	27	28

() Presidents' Break
2/18 – 2/22
15 School Days
2-Hour Early Release
2/13 Not An Early Release
^ Elementary Only - Conferences
3-Hour Early Dismissal

@ No School – Teacher Workshop
* Optional School Closure
Make-Up Day 3/29
19 School Days
2-Hour Early Release

() Spring Vacation
4/8 – 4/12
* Optional School Closure
Make-Up Day 4/29
16 School Days
2-Hour Early Release

() Memorial Day 5/27
22 School Days
2-Hour Early Release

Last Day of School 6/21
3-Hour Early Dismissal
15 School Days
2-Hour Early Release
Additional school closure
make-up days (if needed) will
be added to the end of the
school year

School Starts: August 30 September 3: Labor Day

Quarter Ends: November 5 October 12: No School – Teacher Workshop

Semester Ends: January 25 November 2: No School – Teacher Workshop

Quarter Ends: April 17 November 12: Veterans Day Observed

Semester/School Ends: June 21 November 22 & 23: Thanksgiving

No School Days:

Dec. 19 – 31: Winter Vacation

January 1: New Year's Day

January 21: M.L. King Day

January 28: No School – Teacher Workshop

February 18 – 22: Presidents' Break

March 8: No School – Teacher Workshop

April 8 – 12: Spring Vacation

May 27: Memorial Day

Elementary Conferences

October 22, 23, 24, 25, 26

February 11, 12, 13, 14, 15

*March 29: Optional School Closure Make-Up Day

Secondary Conferences

November 20 & 21 *April 29: Optional School Closure Make-Up Day

