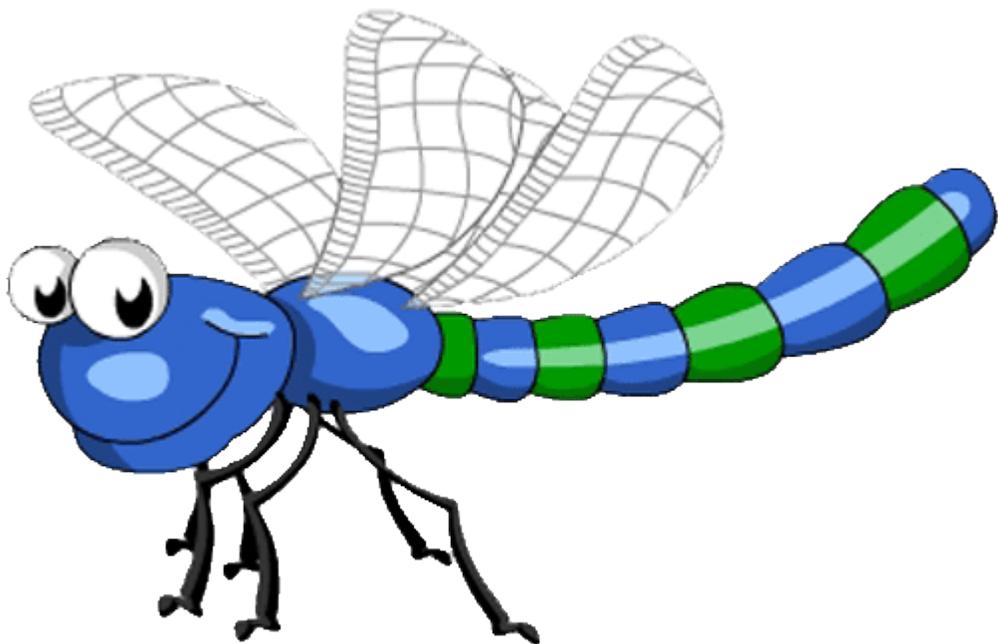


Crestwood

Elementary

Parent/Student Handbook

2022-2023



25225 180th Ave. SE

Covington, WA 98042

Phone: 253-373-7634 Fax: 253-373-7636

Website Address: www.kent.k12.wa.us/CW

Kent School District Mission:

“Successfully Prepare All Students For Their Future”



Crestwood Elementary

253-373-7634

Please review the Crestwood Parent/Student Handbook with your student(s). The electronic version can be found at <http://www.kent.k12.wa.us/cw>. After reviewing the handbook, please sign and return this page to the school.

Thank you!!

I have read the CRESTWOOD PARENT/STUDENT HANDBOOK and agree to follow school rules and procedures.

Parent's signature _____

Child's signature _____

Child's signature _____

Child's signature _____

WELCOME TO CRESTWOOD ELEMENTARY!

Hello Crestwood Families,

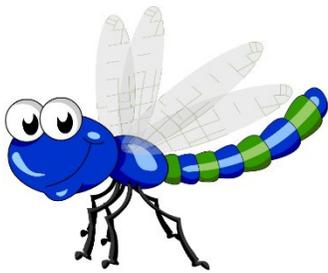
We are so glad that you will be part of our school community for 2022-20223.

At Crestwood we value student success. We strive to provide a challenging academic environment that is respectful and safe. We also foster meaningful connections with families and community members. As we begin another school year, we invite you to partner with us in our effort to support and serve you and your student(s). **To do this, please make sure your students attend school every day, encourage them to read daily for at least 20-30 minutes, monitor their classwork and homework, talk with them frequently about their learning, and stay in communication with your student's teacher about their learning progress.**

Several years ago, Crestwood implemented Positive Behavioral Interventions and Supports (PBIS). We continue to grow our PBIS systems by looking for ways to emphasize outstanding character qualities and behaviors visible in Crestwood students. We understand the strong connection between positive classroom behavior and learning. Let's partner together to emphasize those outstanding behavior and citizenship traits that make students most successful.

Over the summer the custodial staff has worked tirelessly to provide a clean and welcoming facility. Teachers have worked many hours preparing for students in anticipation of a successful year. Office staff have also worked hard to ensure that student records and information are handled efficiently and correctly for the start of year.

We are excited to have your family back for this next school year. Thank you for your continued support. Have a great school year!



Crestwood PTA

Welcome to another exciting and challenging school year! Crestwood PTA is set to make this year great for our students and families.

The PTA is involved in many aspects of our children's school life. We are focused on supporting education, but also want school to be fun. We support academic programs as well as many family events for our students. Below is a list of our activities.

Programs (some programs may be modified, stopped, or postponed for remote learning)

Student Enrichment	Community Relations	Services	Family Fun
Reflections	Clothing Bank	Scholastic Book Fair	Cocoa w/ Santa - FREE
6 th Grade Planners	Media-Newsletter,	Popcorn Days	Bingo Night
Field Trip Supplementation	Website, and Reader Board	Staff Appreciation	Dance
	Membership	School Picture Days	Movie Night
		Spirit Wear	
		Yearbook	

Passive Fundraising	Fundraising	Other
Box Tops	Food Fundraisers	
Amazon Smile	Fun Run	

Please visit our website at <http://cwpta.com/> for complete descriptions of the above.

Our children's future success depends on our involvement in and support for their education. Directly or indirectly, all students benefit from the volunteer efforts of the PTA. We can be more effective with your support and participation. We are hoping that all parents join with our PTA this year to give Crestwood students the best opportunities for learning and support the school the best way we can.

We welcome your questions, comments, and suggestions.

Sincerely,

Crestwood PTA

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CRESTWOOD ELEMENTARY STAFF

Principal..... Danielle DeJong

Assistant Principal..... Leah Burns

School Social Worker Kirsten Horton

Kindergarten..... Chris O'Brien, Kelly Reed, Liane Rizzo, Andre Silberman

Grade 1 Ashely Inoue, Catherine Molloy, Amanda Parker-Jones

Grade 2 Kristal Burke, Elizabeth Gibson, Jennifer Hepworth, Sarah Hunter

Grade 3 Heather Anderson, Julie Robertson, Benjamin Rowley

Grade 4 Danette Haisch, Miranda Inman, Angela Noon

Grade 5 Janis Heedum, Suzette Walsh, HaLee Webster

Grade 6 Nichole Hetzer, Jon Jancola, Rachel Sherrer

PE Specialist Blake Engele, Jeff Nettles

General Music Sarah Andersen, Becky Swanson

Special Education Erin Anderson, Alycia Jones-Jhanson, Jacquelyn Kozlowski, Linda Linthicum

Intervention Specialists Lynne Deskins (ML), Oksana Bobko (LAP)

Library/Technology..... Anne West

Speech Jodi Madden, Jacqueline Metz

School Psychologist..... Stephanie Hames

Cook..... Lisa Wang

Custodians Brian Reed, Anna Russell

Office Staff..... Jennifer Henry, Nathalie Sanchez Luquin, Lauren Spears,
Jennifer Spreen, Khara Swift, Lindsie Turville

Nurse Yukiko Miller, Lindsie Turville (health technician)

Para Staff..... Nancy Chandler, Laura Jensen, Kate Jorgenson, Jennifer Mattes,
Pauline Rodriguez-Long, Kimberly Smith, Holly Tiersma,
Nancy Tharp, Rebecca Tuft, Valeria Urrea Restrepo

School Success Coach.. John Simon

Crestwood Dragonfly SOAR Expectations

Crestwood Dragonflies are expected to follow these expectations at all times:

SOAR

S	Safety
O	On Task
A	Academic Attitude
R	Respect and Responsibility

Our Philosophy

Our goal is to help each child develop self-discipline to make good choices. Together the home, school, and community share the responsibility for developing good citizens. Parents, staff, and students must work together to maintain a safe learning environment.

What is Crestwood SOAR success?

Crestwood has established a "Crestwood S.O.A.R. Success" program for the entire school. The S.O.A.R. program is a researched-based, positive program to recognize students for appropriate behavior. Each student who shows respect, works together, accepts responsibility, exhibits appropriate manners, and is prompt and prepared is acknowledged with praise and celebrations.

Crestwood SOAR Success

- Expectations for student behaviors are defined by a building-based team with input from staff.
- Appropriate student behavior is taught throughout the day.
- Positive behaviors are publicly acknowledged.
- Problem behaviors have clear consequences.
- Discipline is implemented consistently by staff and administration.
- Student behavior is monitored, and staff receives regular feedback about student progress.

Crestwood Schedule

School Day

All grades (Kindergarten through 6th) 9:00 AM-3:40 PM (Students in line by 8:55) on M/T/TH/F. Every Wednesday is a 2-hour early dismissal at 1:40 PM. The exception to this is during secondary conferences; these Wednesdays elementary schools have a full day. Likewise, during elementary conferences the secondary schools have a full day. This is due to transportation issues.

Your student may bring home a “Friday Packet.” Please watch for PTA bulletins, district information, teacher letters, field trip notices, and other announcements in this packet. You will be notified of any additions and/or corrections to this handbook in the packet during the school year. A monthly calendar and the Crestwood Newsletter, the “Dragonfly Digest” will be emailed home.

Administrative Contact

If you would like to contact the Crestwood administration, please call the school office at 253-373-7634. In addition, you may also email the principal at danielle.dejong@kent.k12.wa.us. If after communicating with the Crestwood administration, you need to inquire with the district regarding matters of discipline, a decision, or other matter, please contact the Executive Director of Learning Improvement, Patty Drobny who oversees Crestwood. She may be contacted by calling 253-373-7230.

Crestwood Leadership Team (CLT)

In accordance with School Board Policy 2010, Crestwood has a Leadership Team comprised of dedicated staff members. This team examines our educational program and works with the staff to suggest directions and actions we can take so that we offer the best education to our students. CLT members meet every month during the school year to discuss matters with an educational impact.

Kent School District Student Calendar 2022-2023

Note: In the event of school cancellation by the district, the make-up day(s) will occur on February 6th, March 24th, April 24th and May 8th. If more days are necessary, they will be added to the end of the school year in June.

M	T	W	T	F
AUGUST				
22	23	24	#25	26
29	30	31		

#School starts 8/25
Kindergarten starts 8/30
5 school days

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

() Labor Day 9/5
21 School Days

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

@ No School - Teacher Workshop
20 School Days

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

() Veterans Day 11/11
() Thanksgiving 11/24 & 25
19 School Days

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

() Winter Vacation
12/19 - 12/30
12 School Days

JANUARY				
(2)	3	4	5	6
9	10	11	12	13
(16)	17	18	19	20
@23	24	25	26	27
30	31			

() New Year's Day Observed 1/2
() M.L. King Day 1/16
@ No School - Teacher Workshop
19 School Days

M	T	W	T	F
FEBRUARY				
			2	3
6	7	8	9	10
13	14	15	16	17
(20)	(21)	22	23	24
27	28			

Optional snow closure day
() Presidents' Break
2/20 - 2/21
17 School Days

MARCH				
			2	3
6	7	8	9	@10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

@ No School - Teacher Workshop

APRIL				
3	4	5	6	7
(10)	(11)	(12)	(13)	(14)
17	18	19	20	21
22	23	24	25	26
27	28	29	30	31

Optional snow closure day
21 School Days

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

() Spring Vacation
4/10 - 4/14
Optional snow closure day
14 School Days

JUNE				
			1	2
5	6	7	8	9
12	13	14	15	#16
19	20	21	22	23
26	27	28	29	30

Optional snow closure day
@ No School - Teacher Workshop
() Memorial Day 5/29
20 School Days

JUNE				
			1	2
5	6	7	8	9
12	13	14	15	#16
19	20	21	22	23
26	27	28	29	30

#Last Day of School 6/16
12 School Days

No School Days

School Starts: August 25
Quarter Ends: October 28
Semester Ends: January 20
Quarter Ends: April 6
Semester/School Ends: June 16

September 5: Labor Day
October 7: No School - Teacher Workshop
November 11: Veterans Day
November 24 & 25: Thanksgiving
December 19 - 30: Winter Vacation

Elementary Conferences
October 17, 18, 19, 20, 21 February 13, 14, 15, 16, 17
3-hour early dismissal (Elementary Schools Only)

January 2: New Year's Day Observed
January 16: M.L. King Day
January 23: No School - Teacher Workshop
February 6: Optional School Closure Make-up Day
February 20 - 21: Presidents' Break
March 10: No School - Teacher Workshop
March 24: Optional School Closure Make-up Day
April 10 - 14: Spring Vacation
April 24: Optional School Closure Make-up Day
May 8: Optional School Closure Make-up Day
May 26: No School - Teacher Workshop
May 29: Memorial Day
June 19: Juneteenth

Secondary Conferences
November 22
3-hour Early Dismissal (Secondary Schools Only)
2-Hour early Release (All Schools)

3-Hour early Release (All Schools)

Crestwood Arrival and Dismissal Procedures

Please note: No students are allowed on campus before 8:40 AM

Arrival Procedures

Upon arriving at school, all students eating Breakfast should go to the multi-purpose room and then go to the playground. We ask that walkers time their home departure to arrive at school no sooner than 20 minutes before school begins. Crossing guards will be at their crosswalks at 8:40 a.m. Any student arriving after the opening time of 9:00 am must report directly to the office for a tardy notice.

Morning Drop-Off

The pull-through lane closest to the building is for buses and daycare vans ONLY from 8:30-8:50 am. Parents please do not use this lane during those times to drop off students. Parents who are dropping their students off should use the next lane (see map). Please pull as far forward in this lane as possible to help prevent a traffic back-up on the main street. Also, students must be ready to be dropped off quickly in this lane; if they require assistance exiting the vehicle, please park. **Drivers must remain in their vehicles while in the drop-off lane.** No cars are to be left unattended while in this lane. If students have heavy or bulky objects that require parents to assist them, the parent should park in a parking space. If you park, use the crosswalk to escort your child to the curb. No students are allowed to walk through the parking lot unescorted.

Afternoon Pick-Up

Students who ride the bus and/or Daycare vans are dismissed at 3:40 pm at the first bell on Mondays, Tuesdays, Thursdays, and Fridays. On District early release Wednesdays, they are released at 1:40 pm.

Students who walk or are picked up by parents are released at 3:44 pm at the second bell on Mondays, Tuesdays, Thursdays, and Fridays. On District early release Wednesdays, they are released at 1:44 pm.

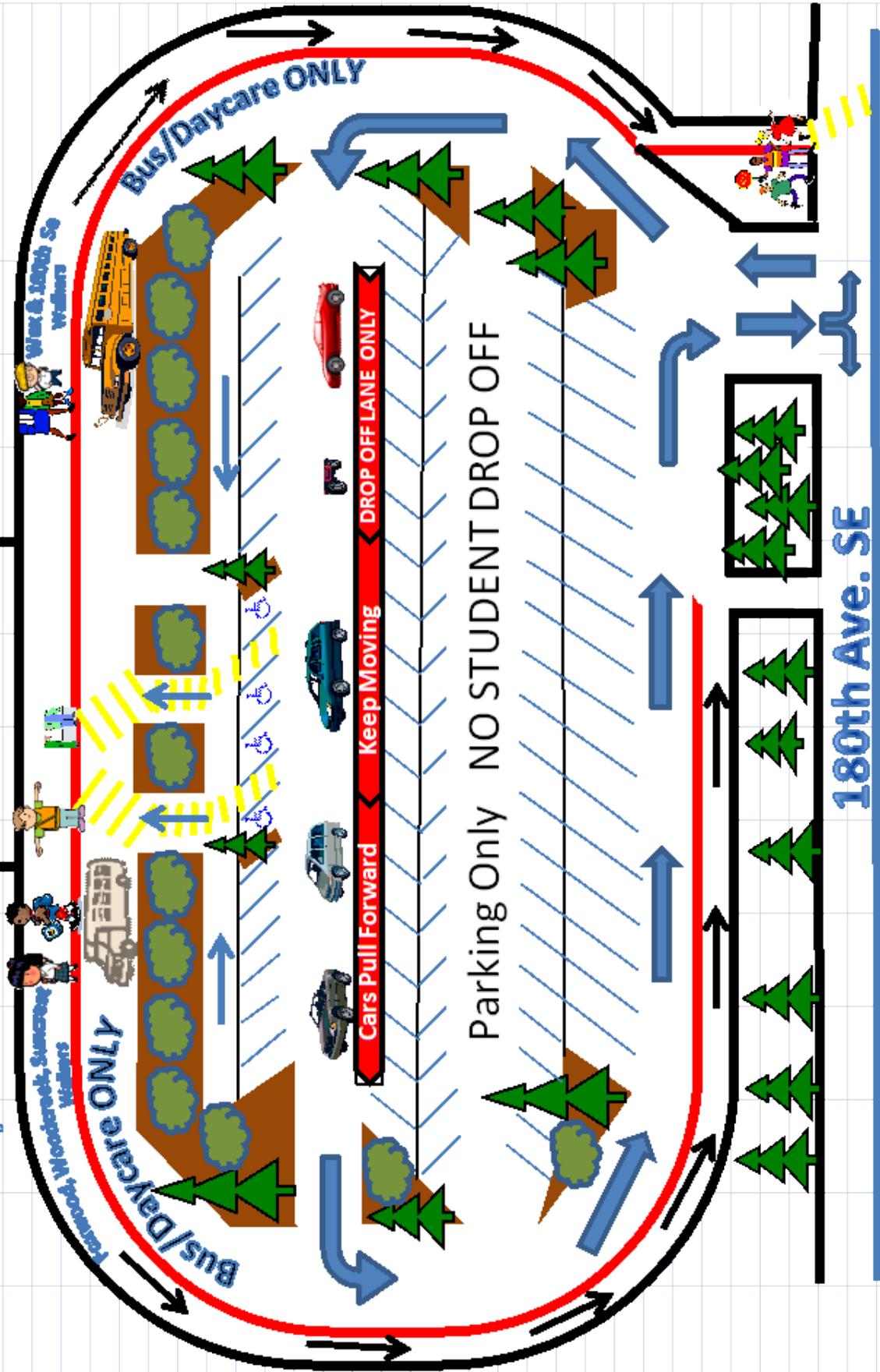
The pull-through lane closest to the building is for buses and daycare vans ONLY from 3:40-3:50 pm. Parents cannot use that lane during those times to pick up students. Parents who are picking up students should use the next lane (see map). Please pull as far forward in this lane as possible to help prevent a traffic back-up on the main street. Also, pick up quickly in this lane. **Drivers must remain in their vehicles while in the drop-off lane.** No cars are to be left unattended while in this lane. If students have heavy or bulky objects that require parents to assist them, the parent should park in a parking space. If the pick-up lane is full (i.e. the line of cars goes to the end of the lane), please consider parking in a space. If too many cars are lined up waiting to pick up, the traffic backs up onto 180th. This prevents buses from getting into the lot. If you park, use the crosswalk to come to escort your child to the car.

No students are allowed to walk through the parking lot unescorted. Parent pick-up is not dismissed until approximately 3:44 p.m.

Please DO NOT come to get your child from the classroom at the dismissal bells. They will come out to you. If at all possible, use the parking spaces at dismissal time and come to escort your students to your car after they have been dismissed.

Crestwood Elementary

Bus Lines



Transportation and Walkers

Bus Riding

Many Crestwood students ride buses. We want the ride to be safe and pleasant. Bus drivers and teachers review SOAR bus safety rules and expectations with students. These rules and expectations are strictly enforced for the safety of all students. Students can be suspended from the bus if they do not follow the expectations.

Glass items, balloon bouquets, and pets are not allowed on school buses for safety reasons. Students should be extremely careful at bus stops and when crossing streets. Children should understand that bus stops become dangerous when pushing and shoving occur. **Children should arrive at the bus stop no more than 5 minutes before the scheduled time.**

Changes of Transportation

If a student, for any reason, wishes to change his/her regular bus transportation, he/she must bring a note of approval from the parent or guardian. **For your child's safety we will not allow any child to change means of transportation or walk home without your written and/or verbal permission.** A written note must be stamped in the office in the morning **before school or during recess** for approval. Changes in transportation may be necessary for such things as: Camp Fire, Girl Scouts, Boy Scouts, sports, and daycare. Since it is possible a bus route may be overcrowded and no extra students can ride that bus, please check with the school before making such plans.

Student Walkers

Students walking to and from school will be crossed by adult crossing guards at the crosswalks in front of the school, on Wax Road, at 256th, and at Parke Meadows. Please speak with your child about walking in a safe and orderly manner. There is heavy traffic before and after school and safety is a top priority. Walkers need to go directly home after they are dismissed unless their parent has sent a signed note stating an alternate plan. All notes need to be brought to the office before school or at recess time. Students who walk are not allowed to play on the playground or be on school property after dismissal for safety reasons.

Kids on Wheels (Bikes, Scooters, Skateboards)

4th, 5th and 6th grade students ONLY may ride a bike, scooter, or skateboard to school. To do so, students must also be walkers (not bus riders). Students must wear helmets and must lock their bikes in the rack outside of the school. **A permission slip needs to be completed and turned in BEFORE students can ride to and from school;** these are available in the front office. Kids on wheels need to follow all of the WA state laws that govern the equipment. If a student breaks any of the rules as outlined on the permission slip, their privileges for riding to school may be taken away.

Crestwood Breakfast and Lunch

Breakfast and lunch are available in our multi-purpose room. Breakfast is served starting at 8:40 am each school day, lunch times vary by grade level. For pricing and other important information, such as qualifying for free and reduced lunch (application must be completed YEARLY), please visit our district website: [HERE](#)

General Information

Family Access

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

Accessing Skyward

Skyward Family Access: <http://family.kent.wa-k12.net/>

Skyward Family Access Mobile:

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

Students Use of School Phones

Each classroom has a telephone. There are also telephones in the office. Students may use the phones at a staff member's discretion. Students cannot use the phone to make alternate arrangements for going home or to make plans with friends after school. Those things need to be arranged in advance, and a note needs to be sent to school from a parent so we know the parent is aware of the changes.

Student Cell Phones

For students to have any device with cell phone capability, a cell phone permission form is required to be on file; these are available in the front office. The school recognizes the evolving nature of technology and the ability for multiple kinds of electronic devices to have cell phone capabilities (Ex: tablets, watches, etc.). Hand-held electronic devices with cell phone capabilities need to remain out of sight during school hours. Watches with cell phone capabilities may be worn provided the phone function is not used during school hours. In the event of a cell phone violation (phone is used, heard, or seen between 9:00-3:40), the teacher should check that a permission slip is on file and then take one of these steps:

- If a student has a form on file, the phone is confiscated and kept by the teacher for the remainder of the day.
- If the student does not have a form on file, the phone is confiscated and delivered to the main office. The teacher will call the parent and let them know that the phone is available for them to pick up in the main office.
- If there are repeated violations (with or without the permission form), the phone will be sent to the main office for an administrator to take progressive next steps.



Pets at School

As per Kent School Board Policy 2030, pets are **not** to come to school unless they are registered service animals. Please aid us in ensuring the safety of students by keeping dogs at home. Because of state regulations, animals may not be transported on school buses. Stray dogs on the playground can be dangerous. We will make every attempt to contact the owner to come and pick it up. Otherwise, we may find it necessary to call Animal Control.

Lost and Found

Our lost and found is located in the foyer. If your child has lost something, please have him/her check to see if it has been turned in. Twice yearly, articles that have not been claimed are donated to charity. Items left on buses are usually kept by the bus driver and given to the office the next school day if not claimed. It is extremely helpful if parents put the child's name on articles in order to help us return them if lost.

Personal Items

Students should not bring ANY personal items to school (toys, sports equipment, iPods, video games, radios, cameras, extra money, etc.).

Emergency Information

The school should be notified immediately of changes of address, telephone, employer and emergency numbers so we may call you in case of emergencies. Please update your child's emergency contact information with the office. We can only release a child from school to someone listed on the school's information card. This information is needed in case of a child's illness or any other emergency.

Student Money

Many of the primary children who bring money to school forget its intended purpose. It would be appreciated if parents would place all money sent to school in an envelope. Be sure to label the purpose of any money brought to school by children in the primary grades. Children should not bring large sums of money to school as it could easily get lost or stolen.

Student Placement

Our goal for the placement process is to establish a learning environment in each classroom that will enable all students to learn and grow to the best of their abilities. The process entails three steps. In the first step, current grade level teachers create class lists for the following year based upon an equitable distribution of academic achievement, special education status, Multi-lingual (ML) status, behavior, and gender. Teachers then look at students' academic, personal, and leadership strengths, and any social or emotional considerations. In the last step, the administrator assigns one of the class lists to a teacher.

Students designated as Highly Capable (HiCap) are required to be with a teacher designated as a HiCap teacher for their grade level. All of Crestwood's teachers are eligible and capable of being the HiCap teacher and frequently teachers rotate this responsibility. Crestwood's teachers are highly trained, professional, and provide rigorous instruction for all students.

Birthdays

As a school we are happy to recognize and celebrate student birthdays. Students also receive a small gift in the office and are recognized over announcements on their birthdays. We ask that you follow these guidelines for birthday celebrations:

1. Parents/ guardians may bring a small, edible treat to the school for their student. These will be distributed in the classroom, at the teacher's discretion. Please contact your child's teacher for more specifics and to schedule an appropriate time. Small, individually wrapped treats are encouraged and alternatives for potential food allergies are appreciated.
2. Birthday balloons/ bouquets, stuffed animals, etc. will not be delivered to students or accepted at the office. These items are a distraction to the educational process.

Dress Code

Students must dress appropriately and according to school rules to keep the focus on learning. Students who are dressed inappropriately will be asked to correct the problem. Students who are unable to will work together with administrators and parents to address the issue.

Dress Code Expectations

- Tops: All shirts must cover the belly button and cover private parts/undergarments. *Tank tops must be at least 3-finger width on the shoulders.
- Bottoms: All pants must cover undergarments. *Skirts, shorts and dresses must be at least to the middle finger of the child wearing them when hands are placed against their legs.
- Appropriate footwear must be worn at all times.

The following ARE NOT ALLOWED at Crestwood:

- For safety reasons, wheeled shoes, slippers and flip flops are **not** allowed.
- Anything that promotes or symbolizes hate, discrimination, illegal activity, profanity, violence and/or drugs/alcohol.
- Hats, bandannas, visors, sunglasses, hoods and other head gear (applies inside the building only).
- Clothing with excessive holes, cuts, or tears (above the middle finger when hands are placed at sides).
- Pajamas.

PE Dress Code

- When your student has P.E., they must wear rubber sole/tennis type shoes (no backless tennis shoes). No open-toe sandals, flip-flops, platform, or dress shoes.
- Students may bring shoes to change into for P.E.
- A parental note is required for all students who are unable to participate in P.E. If the time is longer than 2 days, a note from their doctor will be required.
- **Eating or chewing gum is not allowed in the gym!**

Playground Expectations

We want students to have a positive, healthy, and safe play experience at Crestwood. We have established the following expectations to keep our students safe. All students are expected to observe the following procedures:

- When the first bell rings at arrival time and during all recesses, students stop playing immediately, line up outside their classroom door, and get ready to enter their classroom.
- At arrival time, students put their backpacks and all other student items by their classroom doors before going onto the playground to play.
- Students get a pass from the playground supervisor to go into the building during recess (e.g. to go to the restroom, health room, office).
- If students are going to see a staff member during recess (counselor, classroom teacher, library aide, etc.), they need a pass from that person.
- Students walk to the playground area until they get to the red line. Once they get to that line, they can run.

We hope the information you found here was helpful in understanding the program at Crestwood. This handbook is for your child also and should be shared with them. In your role as primary teacher, here is a place to begin to prepare your child for a positive educational experience. If you have any questions, concerns or suggestions don't hesitate to contact the school.

This is a great opportunity and an important partnership we are engaged in. In fact, raising our children may be the most important work we do. Let's make the most of it for them.

Emergency School Closure

It is the policy of the Kent School District to hold school whenever possible. However, there may be days when school must be closed or start later than usual resulting from the weather or emergency conditions. Every effort will be made to give a day's notice should there be any change from the regular school and/or bus schedule. Arrangements have been made with the radio stations listed below to broadcast information regarding the operation of school during snow/ice/emergency conditions. The school closure information will also be posted on the Internet. **PLEASE DO NOT telephone the schools or the radio stations for information.**

If the Kent School District is not mentioned during the news broadcast, school will be open with buses operating on the normal schedule.

Radio stations:

KIRO	710 AM	KLSY	92.5 FM/1540 AM
KOMO	1000 AM	KING	1090 AM
KCMS	105.3 FM	KIXI	95.7 FM/880 AM
KRU	950 AM	KMPS	94.1 FM
KNBQ	97.3 FM	KRPM	107.1 FM
KVI	570 AM	KZOK	102.5 FM

ANNOUNCEMENTS START AT 5:30 A.M.

- **"CLOSED" OR "SCHOOLS CLOSED"** means **NO** schools in the Kent Public School District will be in session for that day.
- **"SCHOOL OPEN -- LIMITED TRANSPORTATION"** means that bus routes will be curtailed or canceled as listed on the back of the "Emergency Snow and Ice Bulletin."
- **"NO TRANSPORTATION"** means that classes will be in session, but there will be no bus service.
- **"ONE HOUR LATE"** means that classes will begin one hour later than normal. Students will be dismissed at the regular time unless otherwise announced
- **"TWO HOURS LATE"** –Buses will pick up students at their stops two hours later than the normal pick-up time. Students will be dismissed at the regular time unless otherwise announced.

*If limited transportation is announced, please dress your child for the cold or inclement weather, as they may have to wait at the bus stop a little longer than usual.

Emergency Procedures and School Safety

The Crestwood Elementary staff is committed to maintaining a safe school environment. To keep our school safe, we all need to work together. If we all respect one another, make good decisions and report unsafe behavior to staff members or administration, our school will continue to be safe.

Emergency Procedures

Emergency drills are held each month during the school year and include fire drills, earthquake drills, shelter-in-place drills, and lock down drills. These drills are held so students and staff become familiar with what to do in case of an emergency at school. In case of an actual emergency during school hours, parents should not telephone the school since this only hinders emergency relief efforts. We will make every effort to provide for the safety and comfort of the students. Parents should not attempt to enter the school building during an emergency and should report to the main office or other designated area. Even in emergency situations, students may only be released by authorized school personnel.

Fire Procedures

1. When you hear a fire alarm, line up and follow directions given by your teacher.
2. Exit quickly and quietly according to the evacuation plan posted in your classroom.
3. Walk to your classroom's designated area on the field and line up.
4. Voice Level 0: No talking.
5. Your teacher or another staff member will take attendance on the field.
6. Wait for an announcement from the office stating the emergency/drill is over before returning to the building.
7. Follow the directions of your teacher(s) at all times.

Earthquake Procedures

1. At the beginning of an earthquake, students inside the building should "duck and cover," crouching underneath desks and tables. If there are no tables or desks to crouch under, stay **away** from windows and **near** inner walls and doorways. Voice Level 0: No talking.
2. Students outside the building should immediately get as far away as possible from buildings, power poles, trees, power lines and other tall objects which might fall.
3. After an earthquake, students should stay where they are until a teacher or staff member gives them directions. Students should follow their teacher's directions at all times.
4. Under no circumstances should any student approach or re-enter the school building until instructed to do so by a person in authority.
5. Under no circumstances should a student leave the school campus during or after an earthquake without permission from a person in authority.

Intruder Procedures

Students and staff will be notified of an Intruder Alert if an unidentified person has been noticed on or near the Crestwood Elementary school campus. Staff members will lock all classroom doors, shut and cover windows, and remain in lock-down until notified. During a lock-down, students should follow their teacher's directions at all times.

Finding Your Student in an Emergency

We have special procedures in place to keep your student safe in an emergency. Please help us keep all students safe by following these procedures during emergencies:

1. Do not call your student on a cell phone during an emergency. Crestwood staff members will provide students with directions on how to keep safe. Outside calls will be disruptive and confusing for everyone.
2. If your student calls you during an emergency, tell them to hang up the phone and listen to the directions of the Crestwood staff members in charge.
3. If you want to pick up your student from school, come to the Main Office or the Student Release Center which will be marked. School officials will locate your student and release them to you.

Emergency Preparedness

As an extension of our commitment to establishing a safe and comfortable learning environment for our students, we ask your participation in implementing Crestwood's Emergency

Preparedness Plan. This includes remaining in designated areas when coming to pick up your student(s) during an emergency.

Health Information

Emotional and physical well-being are closely related to the learning process. Healthy students make better learners! Good food, proper clothing, and adequate sleep are recognized factors in the student's health. When a student's appearance, performance or health findings indicate a possible problem, parents are consulted. Students will be sent home from school when a fever of 100.0 degrees or higher is recorded. Should head lice or pink eye be suspected, students will not be able to stay at school. Parents are responsible for the care of students who become ill. The school office must be able to contact you or another adult who will assume responsibility in case of emergency. It is very important that we have accurate home, work, and emergency telephone numbers on file at school. Please notify the office of any changes in telephone numbers. Students are expected to participate in all activities scheduled during the school day. Any request for limitation of a student's physical activity should be accompanied by a statement from your physician or discussed with the school principal.

School Nurse

The school nurse is in the building two days a week. She deals with any special health/medical concerns students at school might have, as well as making sure all of our children have their immunizations up-to-date. The nurse teams with the health tech and office staff to run the health room. This health team works with our children to keep them healthy and safe, conducts health and vision screenings and notifies parents if further attention by a doctor or other health professional is warranted.

Life-Threatening Treatment Plan

Washington law requires students with life-threatening illnesses or allergies to have treatment orders and medication orders from your doctor at school before the first day of school. A life-threatening condition is a health condition that could put your child in danger of death during the school day if medication or treatment orders are not in place. Examples include: severe food allergies, severe insect bite allergies/bee sting allergies, severe asthma, diabetes, heart disorders and bleeding disorders. Students with food allergies need to have a written notice, including a physician's signature, listing foods a child should not eat. This information will be shared with school staff and the cook.

Medications at School

Washington State law permits school staff to administer oral medication to students under limited conditions. A physician or dentist and parent /legal guardian are **REQUIRED** to sign a form authorizing medication administration. All medicines, including "over the counter" drugs, must meet this requirement. The medications must be in the **original** container with the pharmacist's label stating the child's name, doctor's name, medication, and dosage. Please bring only 2 weeks supply of medication. If you do not have the paperwork, you may come to school and administer the medication yourself in the office. **Please do not send medications with your child** for self-administration, (this is a safety concern for all students). The office has forms available for the students who must take medication during school hours. You may also find the form on the district website, For Families tab, Student Services, then find School Nurses on the left.

Immunizations

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

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

The following list of common illnesses is provided as a guideline for you when you are wondering whether or not to send your child to school. This is one area where no one really wants to “share the wealth.”

- **Chickenpox** - Excluded minimum of one week from appearance of eruption and thereafter until all vesicles have been encrusted.
- **Colds** - Children with severe cold symptoms such as cough and/or drainage should not come to school. Colds spread very quickly.
- **Conjunctivitis** - Commonly known as pink eye. Exclusion of children from school and restriction to home premises until adequately treated. Very easily spread.
- **Fever** - Students should remain home for twenty-four hours after a fever is gone before returning to school. In no case should a child be sent to school with a fever.
- **Vomiting** - Students should remain home for twenty-four hours after vomiting. Any student who vomits at school will need to go home immediately.
- **Fifth's Disease** – Students experiencing a fever followed by a bright rash on the cheeks or the arms. Excluded from school during the fever or if in extreme discomfort from the rash.
- **German measles** - Excluded for three days after appearance of eruption.
- **Head Lice** – Any child with **live lice** will be excluded from school until adequately treated.
- **Impetigo** - Excluded until lesions are healed or until proper treatment has been started and is being satisfactorily continued.
- **Mumps** - Isolation for a minimum of seven days and until swelling of salivary glands has gone down.
- **Ringworm** – (Skin) Excluded unless adequately treated and covered. (Scalp) Excluded for one week of treatment. Cotton cap must be worn continuously at school.
- **Scabies** – Excluded until adequately treated.
- **Scarlet Fever** – Isolation until clinical recovery or twenty-four hours after initiation of treatment with an effective antibiotic.

Volunteers, Visitations, and Conferences

Volunteers are now welcome for the 22-23 school year! Please coordinate with your teacher to determine volunteer opportunities. Please note you must be VIPS approved. Per Governor's orders, all volunteers must be vaccinated.

VIPS: Volunteer Process (must be renewed YEARLY)



We encourage parents to volunteer at our school in the classroom, student activities, and through PTA. We appreciate all the hours that families have given us in the past and we hope to see many of you as new or returning helpers this year. Please sign-in at the office on the volunteer register as you enter the school and put on a volunteer badge each time you come. Kent School District has a new program that will make the volunteer process more efficient, streamlined, and standardized across the district. VIPS (Volunteers in Public Schools) is a new online volunteer management system which includes:

- Online application process required to be completed by all applicants
- Automatic approval and notification features

This process must be completed each school year prior to volunteering in any capacity at Crestwood. Those wishing to volunteer can select one or many schools to support.

Volunteers can make a difference in the lives of students every day, and a robust volunteer program is important to our schools, staff, and students in successfully preparing them for their futures. **To begin the application process, please visit <https://volunteer.kent.k12.wa.us> or check your school's homepage.**

We look forward to working with volunteers to help children learn and make a difference in our schools.

- ✓ **Volunteers need to notify the teacher the day prior to arriving that they will be coming. If the classroom already has a volunteer for that day, you may be asked to volunteer elsewhere in the school.**
- ✓ Confidentiality is of the utmost importance in your association with teachers and students.
- ✓ What you see and hear at school is private. Students you observe in the classroom or the school cannot be discussed with other parents, faculty or staff. You may not discuss a child even with that child's parents. You must always refer any questions regarding students at Crestwood Elementary to the child's teacher or the principal.
- ✓ When you are volunteering at Crestwood you are demonstrating your support for education. Please understand that in academic settings it is important to be able to give your full attention to the task at hand. For this reason, do not bring any children with you when you are volunteering during school hours.
- ✓ Drivers or chaperones on fieldtrips agree to abide by Kent School District Board Policy as it pertains to safety and private vehicles used as transportation. Each driver on a field trip will complete the required forms. Volunteers may not bring other children with them on field trips.
- ✓ If you are on a fieldtrip, we assume you are either driving or chaperoning. We are expecting your full attention for the children you are supervising on the field trip.
- ✓ Cell phones are to be turned off in the classrooms.
- ✓ Volunteers are not to discipline students.

Classroom Visitations

Because of recent events occurring in other U.S. schools, we are employing a strict visitor policy to maintain the safety of all children and staff. Crestwood enjoys having parents or guardians visit our school, however, we ask that the following guidelines be followed:

- **Visitors need to call the office to see if a visit is possible at least 24 hours prior.** Please call and let us know when you plan to come to avoid conflicts or changes of schedule.
- ALL visitors must enter the building through the main entrance, sign in, and wear a visitor's badge. This will enable all staff and students to readily recognize legitimate visitors. This is a security measure for the safety of all students, staff, and school visitors.
- Avoid visiting during the last few minutes of the day.
- Do not disrupt or interrupt the classroom activities or teacher. If you need to communicate with the class or individual students, ask the teacher before doing so.
- If you need to discuss something with your child's teacher, please call and make an appointment to meet with them before or after school. We work hard to keep our instructional periods uninterrupted.
- Due to crowded conditions and insurance liability, students are not allowed to bring friends or relatives with them to school for the day.
-

Playground Visitations

Visitors are not permitted on the playground during school hours without specific permission from the office. We are concerned for the safety of your children and we do not allow anyone other than school personnel on the playground without special permission. We also ask that preschool children or other visitors not be allowed to play on school grounds during school hours because of liability issues even if you are watching your children.

Parent-Teacher Conferences

Parent-teacher conferences are held in October and February. They are a way of mutually sharing information about a child's development as well as reporting student progress. Conference scheduling links will be sent home preceding fall and winter conferences. We encourage conferences at any time of the year, not just the scheduled fall and winter conferences. If you feel a need to have additional conferences, please contact your child's teacher. The earlier concerns and special needs are discussed, the better the results. Your child's teacher may also request a meeting to find a solution for a particular concern.

Electronic Resources

The Kent School District views the use of electronic resources as central to the delivery of its educational program, and as such maintains the expectation that all students will use electronic resources as an essential part of their learning experiences. It is the policy of the Kent School District to maintain an environment that promotes ethical and responsible conduct in all electronic resource activities by staff and students. These procedures are written to implement Kent School District Policy 2022 Electronic Resources to promote appropriate and responsible technology use in support of the mission and goals of the Kent School District and its schools. It shall be a violation of this policy for any employee, student, or other individual to engage in any activity that does not conform to the established purposes and general rules for the use of electronic resources.

User Responsibilities

- Use of the electronic resources provided by the Kent School District is an expectation and privilege. Where they are available, these resources are offered to staff, students, and other patrons. In order to maintain the privilege, users agree to learn and comply with all of the provisions of these procedures.
- All use of the electronic resources must be in support of educational and research objectives consistent with the mission and objectives of the Kent School District.

Acceptable Use

- Creation of files, projects, videos, web pages, podcasts, and other activities using electronic resources, in support of education and research and consistent with the mission of the District.
- Participation in electronic communication and collaboration activities such as blogs, wikis, podcasts, email, and other activities using electronic resources, in support of education and research and consistent with the mission of the District.
- With parent permission, posting of student-created original educational material, curriculum-related materials, and student work. Sources outside the classroom or school must be appropriately cited and all copyright laws must be followed.
- Staff use of electronic resources for incidental personal use in accordance with all District policies and guidelines.
- Connection of any personal electronic device is subject to all guidelines in this document.

- Proper codes of conduct in electronic communication must be used. Providing personal information is inappropriate; when using electronic communications, extreme caution must always be taken in revealing any information of a personal nature.
- All electronic resource accounts are to be used only by the authorized owner of the account for the authorized purpose.
- All communications and information accessible via electronic resources should be assumed to be public records and, barring a privilege, they will be disclosed.
- As a representative of your school and community, exemplary behavior while using electronic resources should be practiced.

Unacceptable Use

- Providing unauthorized personal information such as an address or phone number.
- Contributing to cyber bullying, hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors.
- Using profanity, obscenity, racist terms, or other language that may be offensive to another user.
- Any use of electronic resources for individual profit or gain; for product advertisement; for political action or political activities; or for excessive personal use.
- Playing games, accessing social networking sites, and streaming or downloading audio and video files unless specifically authorized by a teacher for instructional purposes.
- Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users, or misrepresenting other users on the electronic resources.
- Using an electronic resources account authorized for another person.
- Making use of electronic resources in a manner that serves to disrupt the use of the network by others.
- Destroying, modifying, or abusing hardware and/or software.
- Unauthorized downloading or installation of any software, including shareware and freeware, for use on Kent School District electronic resources.
- Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner. Exceptions are made when duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC).
- Using electronic resources to access or process pornographic material, inappropriate files, or files dangerous to the integrity of the network.
- Malicious use of electronic resources to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system.
- Any attempts to defeat or bypass the District's Internet filter by using or trying to use proxies, https, special ports, modification to District browser settings or any other techniques, designed to avoid being blocked from inappropriate content or to conceal Internet activity.
- Using any electronic resources for unlawful purposes.

Staff Responsibilities

- Staff members who supervise students, control electronic equipment, or otherwise have occasion to observe student use of said equipment shall make reasonable efforts to monitor the use of this equipment to assure that it conforms to electronic resources procedures as well as with the mission and goals of the Kent School District.

- Staff should make reasonable efforts to become familiar with the electronic resources and their use so that effective monitoring, instruction, and assistance may be provided. Staff should report any misuse to their supervisor.

Kent School District Rights and Responsibilities

The Kent School District recognizes its obligation to protect the well-being of students in its charge. To this end, the district retains the following rights:

- To log electronic resource use and to monitor fileserver space utilization by users and assume no responsibility or liability for files deleted due to violation of fileserver space allotments.
- To monitor the use of electronic resource activities. This may include real-time monitoring of network activity and/or maintaining a log of Internet activity for later review.
- To provide internal and external controls as appropriate including the right to determine who will have access to Kent School District-owned equipment.
- To exclude those who do not abide by the Kent School District's electronic resources policy or other policies governing the use of school facilities, equipment, and materials.
- To restrict electronic resource destinations through software or other means.
- To provide guidelines and make reasonable efforts to train staff and students in acceptable use and policies governing electronic resource communications.
- To monitor and maintain mailing list subscriptions and to delete files from the personal mail directories to avoid excessive use of fileserver hard-disk space.
- To use filtering software to block or filter access to visual depictions that are obscene and all child pornography in accordance with CIPA. Other objectionable material may be filtered. The determination of what constitutes "objectionable" material is a local decision determined by the district's educational goals.

Disclaimer

The Kent School District cannot be held accountable for the information that is retrieved via electronic resources.

- Pursuant to the Electronic Communications Privacy Act of 1986 (18 USC 2510 et seq.), notice is hereby given that there are no facilities provided by this system for sending or receiving private or confidential electronic communications. Network administrators have access to all email and will monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.
- The district reserves the right to monitor, inspect, copy, review, and store without prior notice any and all usage of: the network; user files and disk space utilization; user applications and bandwidth utilization; user document files, folders, and electronic communications; email; Internet access; and any and all information transmitted or received in connection with network and/or email use.
- All such information files shall be and remain the property of the district, and no student or staff user shall have any expectation of privacy regarding such materials. The district reserves the right to disclose any electronic message to law enforcement officials or third parties as appropriate. All documents are subject to the public records disclosure laws of the State of Washington.
- Tape backup is made of email for the purpose of public disclosure requests and disaster recovery. Barring power outage or intermittent technical issues tape backups are made of staff and student files on District servers for recovery of accidental loss of deleted files. Recovery is not guaranteed.
- Filtering software is not 100% effective. While filters make it more difficult for objectionable material to be received or accessed, filters are not a solution in

themselves. Every user must take responsibility for his or her use of the network and Internet and avoid objectionable sites.

- From time to time, the Kent School District will make determinations on whether specific uses of electronic resources are consistent with the Electronic Resources policy.
- The Kent School District will not be responsible for any damages users may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by our own negligence or user errors or omissions. Use of any information obtained is at the user's own risk.
- The Kent School District makes no warranties (expressed or implied) with respect to:
- The content of any advice or information received by a user or any costs or charges incurred as a result of seeking or accepting any information;
- Any costs, liability, or damages caused by the way the user chooses to use his or her access to the electronic resources.
- The Kent School District reserves the right to change its policies and rules at any time without notification.

Curriculum, Homework and Special Programs

Homework

An important part of a child's education is the carry-over of learning into his or her activities at home. Parents can be of great help here and are encouraged to participate in helping their children learn at home. Parents can be of greatest assistance by providing the proper atmosphere for working at home: a nice, quiet room, a well-arranged desk, a regular time to be available for help.

You can help your child learn by asking questions which help your child clarify his/her thinking, listening to him/her read, proofreading a writing or spelling assignment, or reading aloud words to be spelled. You can serve as the audience for an oral report or help your child find the necessary research materials. The important thing is not to do the homework for your child; very little learning takes place for your child that way.

We would encourage you to arrange a "family read" time each evening where reading is the activity everyone in the family participates in at that time. Children love to be read to, even when they are in sixth grade. Make reading a regular part of your evening activities; it pays off in all areas of schoolwork.

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

Requests for missed or additional homework will be accepted. Please give your child's teacher 24 hours to prepare assignments. You can make arrangements by contacting the classroom teacher or calling the school office.

Textbooks and Student Responsibility

Students are expected to take care of the textbooks, library books, math supplies, and other school property entrusted to them. They need to be handled with care and respect. Book-covers are a great aide in minimizing wear and tear on the books. As textbook replacement costs average twenty-five dollars per piece, students will be subject to fines for damaged or lost property.

Textbooks are adopted for all areas of instruction.

Textbooks are adopted at the district level through a long and thorough process. Generally, the learning objectives are reviewed and sometimes revised for the particular curricular area being considered. The textbooks on the market are then examined to see how well they "fit" the curriculum that has been defined. Two or three of the best books are then piloted in classrooms around the district for a year to gain some "real life" experiences with the text. Parent and

student questionnaires are sent home with the students involved in the piloting project. This data, along with teacher and administrator reviews, is all gathered together and a recommendation is made to the district Instructional Materials Committee. The IMC makes a recommendation to the Board of Directors, and a new textbook becomes adopted for use throughout the district.

Student Supplies

Students will be asked to furnish paper, pencils, erasers, and writing supplies throughout the year. Most teachers also request scissors, crayons, and notebooks or organizers of some type. Purchasing these supplies is voluntary. Crestwood will make provisions for any student who cannot afford the suggested school supplies. The school furnishes textbooks, workbooks, and most art project supplies. The school will make available a list of suggested supplies needed during the school year.

Special Programs

Several special programs are offered at Crestwood.

- **Band and Orchestra** classes are available to students in the fifth and sixth grades. The students meet with their band or orchestra teacher on Mondays, Thursdays, and alternate Wednesdays each week. Crestwood has traditionally had one of the larger programs in the district. This program requires commitment and practice.
- **Highly Capable** classes, for children whose abilities classify them as such, are available. Children are tested once each year at the request of parents or teachers to determine their qualifications for the program. Crestwood Elementary has highly capable K-6 classes.
- Our **Multi-lingual (ML)** program provides support to those students whose primary language is not English.
- **WIN/LAP** classes are for students performing below benchmark. Students receive additional support through our Response to Intervention program.

Friendship Groups

To promote strong relational skills amongst students, and to help students foster character within the school community, the school social worker leads Friendship Groups using a district approved curriculum. These groups are non-disciplinary, fluid in nature, and occur during the school day. Participation involves parental permission.

Academic Intervention

Academic Intervention (sometimes simply called intervention) is a process that provides intervention and educational support to all students at increasing levels of intensity based on their individual needs in Reading and Math. The goal is to prevent problems and intervene early so that students can be successful. The process has three tiers that build upon one other. Each tier provides more intensive levels of support:

- Tier I includes high quality instruction. The school provides **all students** access to high quality curriculum, instruction, and behavior supports in the general education classroom.
- Tier II includes additional targeted, supplemental instruction/interventions. The school provides interventions to small groups of students who need more support than they are receiving through Tier I.
- Tier III includes intensive interventions. The school develops and implements interventions to meet the individual needs of students.

Your child's progress is monitored and results are used to make decisions about additional instruction and intervention.

Special Education and Staff

The Kent School District offers an extensive program of special educational services. The Integrated Program at Crestwood is for students with specific learning disabilities. Students must meet specific state identified guidelines for this process. Typical students spend from thirty minutes to one and one-half hours a day with a specialized teacher in a small group setting. Children needing special educational services can be recommended for testing by either parents or staff. A Student Support Team first reviews the children who are recommended. This team typically meets once a week and consists of the building principal, counselor, classroom teacher, an integrated program teacher, and the school psychologist. Other staff members such as the speech language pathologist, school nurse, occupational therapist, or physical therapist attend as needed. The team reviews the information available and the alternative educational approaches that have been tried with the child. If further testing by the school psychologist appears to be warranted, permission slips will be sent home for parent signatures before any testing is started. If the child qualifies for special education services, a recommendation for placement will be made at a parent conference, and an **Individualized Educational Program** will be developed to meet the needs of that child. Children are not placed in special education programs without parent permission.

The **psychologist** assigned part-time to Crestwood is trained and qualified to assist in the identification and diagnosis of children needing special instruction or accommodations. Our **speech language pathologists** also serve part-time at Crestwood. They screen children for hearing and speech problems, as well as serving as a member of the student support team. They offer specific training to help students with communication problems. The **nurse** gathers medical information and offers her expertise. The **physical therapist** and **occupational therapist** focus on fine motor and gross motor skills. Their services enable students to participate in and benefit from their special education program in the school environment.

Release of Information

Most information about Kent School District students cannot be made public without the consent of parents or guardians. Federal law prohibits schools or the district from releasing information without permission, except for what is termed "directory information". According to the Federal Family Educational Right and Privacy Act of 1974, directory information about students may be released by the district without parental consent, provided annual notification has been given and the school does not have on file written denial to release directory information.

Directory information is defined as the student's name, address, and phone number; parent/guardian's name, address, phone number; student's photograph; student's date and place of birth; student's course of study; student's participation in recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; and the most recent previous school attended.

Directory information is only released without parental consent when the request is for a directory, listing, or group of students. Examples would be requests for address labels or student listing by non-commercial groups such as the PTA, a foundation sponsoring a scholarship, a community group sponsoring a recognition celebration, and the citizens committee (levy/bond information). Directory information, particularly photographs, is also published in yearbooks, student/school newspapers, school handbooks, school or district web pages, etc., are considered public domain and can be reproduced by the media. Directory information on a specific, individual student (not part of a group listing) will not be released without prior parental consent. The school district will not release directory information for

commercial purposes. Even if consent is given, the building administrator reserves the right to deny the release of directory information should he/she determines it would not be in the best interest of the student.

Release of Student Directory Information

Parents/Guardians or students 18 years of age or older who do not want any or all categories of directory information released without their prior consent must notify the school principal in writing no later than October 1. If no written denial to release directory information with prior consent is received by October 1, the school will assume that consent has been given.

Crestwood SOAR and Discipline Procedures

Our student behavior plan has as a foundation of four basic school rules (SOAR):

1. Safety
2. On Task
3. Academic Attitude
4. Respect and Responsibility

The Crestwood Elementary School Staff believes in fostering a nurturing, caring community where learning is respected and valued as the key to future success. In order to create that caring community where all children feel safe, capable, lovable, and an important part of society, we have established the following discipline plan. This plan is developed to assist all members of this community to learn skills on how to get along with each other in a way that produces a nurturing, safe environment of learning and gives them problem solving skills for the future. Since we believe discipline to be a positive learning experience where children learn to manage their own behavior in a responsible manner, all consequences will have a learning component. We believe for any discipline plan to be effective it must be consistent, communicated between staff, students, administration, and parents, and contain consequences. The four school rules apply to all students at Crestwood Elementary. Each classroom has a system for dealing with minor infractions of these rules. Each classroom system is explained to the student by the teacher at the beginning of the year. For serious infractions of the four school rules, the student will receive a behavior report to be taken home and signed by a parent or guardian. Example offenses include using foul language, being disrespectful to people or property, or acting in an unsafe manner.

Suicide Prevention

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

Ask for help: Don't be afraid to let your friends, family, or teachers know what you need when they ask; they want to help. You can also call the Local Crisis or National Suicide Prevention Lifeline any time — calls are confidential.

Local Crisis Hotline: 1-866-427-4747

National Lifeline: 1-800-273-TALK (8255)

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

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

ATTENDANCE TIPS & RESOURCES

- Good Attendance is Important

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

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

Assess Your Student's Attendance

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

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

Support Your Student

Learn About KSD Policies & Procedures

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

Make School Attendance a Priority

- Discuss the importance of showing up to school every day with children.

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

Set Regular Bedtime & Morning Routines

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

Help Your Child Stay Engaged

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

Communicate with Your School

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

ABSENCE REPORTING & TRACKING

- Report Every Absence to the School

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

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

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

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

Schools Track Excused & Unexcused Absences

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

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

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

One Unexcused Absence

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

Between Two & Five Unexcused Absences

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

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

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

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

Seven Unexcused Absences in a Month

Not later than the seventh unexcused absence in a month, the school is required to initiate a written agreement with the parent to improve the student's attendance. For secondary students, after the second absence and before the seventh absence, the school is required to conduct an assessment with the student to determine barriers to the students' ability to attend school.

After seven unexcused absences in a month, the school may refer the student to the community truancy board (elementary), re-engagement specialist, or truancy workshops or file a petition to juvenile court.

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

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

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

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

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

Vacation or Extended Absence

Please try to schedule extended trips during scheduled school vacation periods (summer, winter, mid-winter and spring breaks); other vacations will be marked unexcused.

19 Days or Less

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

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

20 Days or More

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

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

SCHOOL DISCIPLINE

General Definitions

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

- **“Behavioral violation”** means a student’s behavior that violates the district’s discipline policies.
- **“Classroom exclusion”** means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements of WAC 392-400-330 and 392-400-335. Classroom exclusion does not include action that results in missed instruction for a brief duration when:
 - teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
 - the student remains under the supervision of the teacher or other school personnel during such brief duration.
- **“Culturally responsive”** has the same meaning as “cultural competency” in RCW 28A.410.270, which states "cultural competency" includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.
- **“Discipline”** means any action taken by a school district in response to behavioral violations.
- **“Disruption of the educational process”** means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.
- **“Emergency expulsion”** means the removal of a student from school because the student’s statements or behavior pose an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in WAC 392-400-510 through 392-400-530
- **“Expulsion”** means a denial of admission to the student’s current school placement in response to a behavioral violation, subject to the requirements in WAC 392-400-430 through 392-400-480
- **“Length of an academic term”** means the total number of school days in a single trimester or semester, as defined by the board of directors.
- **“Other forms of discipline”** means actions used in response to problem behaviors and behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency expulsion, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.

- **“Parent”** has the same meaning as in WAC 392-172A-01125, and means (a) a biological or adoptive parent of a child; (b) a foster parent; (c) a guardian generally authorized to act as the child’s parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; (d) an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student’s welfare; or a surrogate parent who has been appointed in accordance with WAC 392-172A.05130. If the biological or adoptive parent is attempting to act as the parent and more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the “parent” of a child or to make educational decision on behalf of a child, then that person or persons shall be determined to be the parent for purposes of this policy and procedure.
- **“School board”** means the governing board of directors of the local school district.
- **“School business day”** means any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the office of the Superintendent is open to the public for business. A school business day concludes or terminates upon the closure of the Superintendent’s office for the calendar day.
- **“School day”** means any day or partial day that students are in attendance at school for instructional purposes.
- **“Suspension”** means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency expulsions. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.
 - **In-school suspension** means a suspension in which a student is excluded from the student’s regular educational setting but remains in the student’s current school placement for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
 - **Short-term suspension** means a suspension in which a student is excluded from school for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
 - **Long-term suspension** means a suspension in which a student is excluded from school for more than ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.

Discipline Category Definitions

Arson

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

Assault

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

Reasonable Self-Defense:

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

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

Defacing or Destruction of Property

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

Under RCW 28A.635.060 (1), the school district may withhold the grades, diploma, and transcripts of a pupil responsible for intentional damage or loss to the property of the district, a contractor of the district, an employee, or another student until the pupil or the pupil's parent or guardian has paid for the damages.

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

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

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

Repeated Defiance of School Authority

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

Disruptive Behavior of the Education Setting

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

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

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

Disruptive Dress

For school discipline purposes this means that student dress and appearance may be regulated when, in the judgment of school administrators, there is a reasonable expectation that:

- A health or safety hazard will be presented by the student's dress or appearance.
- Damage to school property will result from the student's dress and appearance.
- A hostile environment will be established or perpetuated; or,
- A material and substantial disruption of the educational process will result from the student's dress or appearance.

Material and substantial disruption of the educational process may be found to exist when a student's conduct is inconsistent with any part of the educational mission of the school district. Prohibited conduct includes the use or promotion of obscene, lewd, racist, violent, sexual, drug, alcohol, or tobacco-related messages.

Drugs/Alcohol and Other Prohibited Chemical Substances_

The possession, consumption, use, storage, or distribution of drugs, alcohol, and other similar chemical substances on school grounds, at school activities, or on district-provided transportation is prohibited. For purposes of student conduct expectations:

- This section applies to any controlled substance, medication, stimulant, depressant, or mood-altering compound, including simulated compounds intended to produce intoxication or

euphoria, whether or not such compounds have been designated a controlled substance by state or federal law;

- This section applies to marijuana or substances containing marijuana;
- This section applies to legally-prescribed drugs which a student is nevertheless not lawfully authorized to possess on school grounds, at school activities, or on district- provided transportation;
- This section applies to students who enter school grounds, school activities, or district provided transportation following the unlawful use or consumption of drugs, alcohol, and other similar chemical substances, including students who appear to be under the influence of such substances;
- This section applies equally to the possession or use of paraphernalia or other items used to possess, consume, store, or distribute drugs, alcohol, and/or other illegal chemical substances, including marijuana or substances containing marijuana.

In all cases in which a student possesses or is distributing on school grounds, at school activities, or on district-provided transportation a substance prohibited under this section that is also a violation of the law, a report will be made by school officials to law enforcement.

Fighting

For purposes of school discipline fighting is defined as actual or attempted hitting, striking or other wrongful physical contact between two or more individuals. (Such offense is a discretionary discipline offense under RCW 28A.600.015 that cannot result in long-term suspension or expulsion.)

Fighting or Assault Involvement

For school discipline purposes means the encouraging, promoting, and/or escalating a fight or assault by words or actions.

Gang Conduct

For school discipline purposes includes:

- the creation, display, or communication of gestures, language, imagery, or symbols as defined below commonly associated with gang culture
- the promotion of gang culture and/or gang violence, and/or
- the solicitation or recruitment of gang members

Gang imagery and symbols include, but are not limited to:

- apparel (including shoelaces, bandanas, belts, or hats) which by virtue of color, . arrangement, trademark, symbol, or any other attributes indicate or imply gang membership or affiliation
- displays of gang affiliation on personal belongings including clothing, school assignments, notebooks, body

Harassment, Intimidate and/or Bullying_

For school discipline purposes, “harassment, intimidation and bullying” includes:

- intentional hurtful, threatening, or intimidating verbal and/or physical conduct in violation of Kent School District Policy 3207 and Procedure 3207P.

- unsolicited or unwelcome verbal or physical conduct that is harassing or intimidating that can be of a sexual, religious, racial or ethnic nature, or based on disability in violation of Kent School District Policy 3205 and Procedure 3205P and Kent School District Policy 3210 and Procedure 3210P

Lewd and/or Obscene Behavior

For school discipline purposes behavior of a sexual nature including but not limited to acts of a sexual nature and possession of or accessing pornographic material while on school grounds or at school activities are prohibited. Prohibited “materials” includes digital or electronic text, images, or sounds that are possessed, displayed, or transmitted while under the supervision of school authorities. Note: Non-consensual sexual misconduct please see “Assault” category. Use of profanity or obscene gestures not directed at another student please see “Disruptive Behavior”. (Lewd and/or obscene behaviors that do not constitute a “sex offense” is a discretionary discipline offense under RCW 28A.600.015 that cannot result in long-term suspension or expulsion.)

Theft/Stealing

For school discipline purposes the possession of another person's or district property, regardless of value, without the person's permission with the intent to deprive the owner of such property. As part of the sanction, restitution will usually be required.

Note: Under RCW 28A.635.060 (1), the school district may withhold the grades, diploma, and transcripts of a pupil responsible for intentional damage or loss to the property of the district, a contractor of the district, an employee, or another student until the pupil or the pupil's parent or guardian has paid for the damages. If a student has been suspended or expelled, the student may not be readmitted until the student or parents or legal guardian has made payment in full, or until the superintendent directs otherwise. If the property damaged is a school bus owned and operated by the district, a student suspended for the damage may not be permitted to enter or ride any school bus until the student or parent or legal guardian has made payment in full or until directed otherwise by the superintendent. When the pupil and parent or guardian are unable to pay for the damages, the school district will provide a program of voluntary work for the pupil in lieu of the payment of monetary damages. Upon completion of the voluntary work the grades, diploma, and transcripts of the pupil shall be released. The parent or guardian of the pupil is liable for damages as otherwise provided by Washington state law.

Threats of Violence

For school discipline purposes this means a threat to cause bodily injury, significant property damage, or to cause the physical confinement or restraint of the person threatened, or any other act causing substantial harm to the physical or mental health of the person threatened.

Tobacco/Nicotine/Vaping Products – Use or Possession

Students may not participate in smoking/vaping, use of tobacco products or products containing nicotine, or possess tobacco products on the school premises or at school-sponsored functions. (Use or possession of tobacco or nicotine products is a discretionary discipline offense under RCW 28A.600.015 that cannot result in long-term suspension or expulsion.)

Truancy

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

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

Unsafe Behavior

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

Weapons

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

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

Supporting Students with Other Forms of Discipline

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

Grievance Process for Other Forms of Discipline & Classroom Exclusion

Any parent/guardian or student who is aggrieved by the imposition of other forms of discipline and/or classroom exclusion has the right to an informal conference with the principal for resolving the grievance. If the grievance pertains to the action of an employee, the district will notify that employee of the grievance as soon as reasonably possible. At such conference, the student and parent will have the opportunity to voice issues and concerns related to the grievance and ask questions of staff members involved in the grievance matter. Staff members will have opportunity to respond to the issues and questions related to the grievance matter. Additionally, the principal will have opportunity to address issues and questions raised and to ask questions of the parent, student, and staff members. If after exhausting this remedy the grievance is not yet resolved, the parent and student will have the right, upon two (2) school business days prior notice, to present a written and/or oral

grievance to the Superintendent or designee. The Superintendent or designee will provide the parent and student with a written copy of its response to the grievance within ten (10) school business days. Use of the grievance process will not impede or postpone the disciplinary action, unless the principal or Superintendent elects to postpone the disciplinary action. Discipline that may be grieved under this section includes other forms of discipline, including after-school detention; classroom exclusion; removal or suspension from athletic activity or participation; and removal or suspension from school-provided transportation.

Suspension and Expulsion – General Conditions and Limitations

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

The district must provide the parent(s) opportunity for involvement to support the student and resolve behavioral violations before administering suspension or expulsion. Additionally, the Superintendent or designee must consider the student's individual circumstances and the nature of the violation before administering a short-term or in-school suspension.

An expulsion or suspension of a student may not be for an indefinite period and must have an end date. After suspending or expelling a student, the district will make reasonable efforts to return the student to the student's regular educational setting as soon as possible. Additionally, the district must allow the student to petition for readmission at any time. The district will not administer any form of discipline in a manner that prevents a student from completing subject, grade-level, or graduation requirements.

When administering a suspension or expulsion, the district may deny a student admission to, or entry upon, real and personal property that the district owns, leases, rents, or controls. The district must provide an opportunity for students to receive educational services during a suspension or expulsion (see below). The district will not suspend or expel a student from school for absences or tardiness. If during a suspension or expulsion the district enrolls a student in another program or course of study, the district may not preclude the student from returning to the student's regular educational setting following the end of the suspension or expulsion, unless one of the following applies: The Superintendent or designee grants a petition to extend a student's expulsion under WAC 392-400-480; the change of setting is to protect victims under WAC 392-400-810; or other law precludes the student from returning to his or her regular educational setting. In accordance with RCW 28A.600.420, a school district must expel a student for no less than one year if the district has determined that the student has carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. The Superintendent may modify the expulsion on a case-by-case basis.

A school district may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW 9A.04.110) and displays an instrument that appears to be a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. These provisions do not apply to students while engaged in a district

authorized military education; a district authorized firearms convention or safety course; or district authorized rifle competition.

In-school suspension and short-term suspension

The Superintendent designates Principals, Assistant Principals, and Central Office Administrators who currently hold a valid Washington state administrative certificate with the authority to impose in-school and short-term suspension. Deans of Students/EAs/administrative interns (in consultation with an administrator) have also been granted this authority. Before administering an in-school or short-term suspension, staff members must have first attempted one or more other forms of discipline to support the student in meeting behavioral expectations and considered the student's individual circumstances. The district will not administer in-school suspension that would result in the denial or delay of the student's nutritionally adequate meal. Unless otherwise required by law, the district is not required to impose in-school or short-term suspensions and instead, strives to keep students in school, learning in a safe and appropriate environment. However, there are circumstances when the district may determine that in-school or short-term suspension is appropriate. After investigating an incident but before administering any in-school or short-term suspension, the district will attempt to notify the student's parent(s) as soon as reasonably possible regarding the behavioral violation. Additionally, the principal or designee must conduct an informal meeting (or initial hearing) with the student to hear the student's perspective. The principal or designee must provide the student an opportunity to contact his or her parent(s) regarding the informal meeting. The district must hold the informal meeting in a language the parent and student understand.

At the informal meeting, the principal or designee will provide the student:

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

Following the informal meeting, the principal or designee must inform the student of the disciplinary decision regarding the behavioral violation, including the date when any suspension or expulsion will begin and end. No later than one (1) school business day following the initial hearing with the student, the district will provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email in a language and form the student and parents will understand. The written notice must include:

- A description of the student's behavior and how the behavior violated this policy;
- The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
- The other forms of discipline that the district considered or attempted, and an explanation of the district's decision to administer the suspension or expulsion;
- The opportunity to receive educational services during the suspension or expulsion;
- The right of the student and parent(s) to an informal conference with the principal or designee; and
- The right of the student and parent(s) to appeal the in-school or short-term suspension; For students in kindergarten through fourth grade, the district will not administer in-school or short-term suspension for more than ten (10) cumulative school days during any academic term. For students in grades five through twelve, the district will not administer in-school or

short-term suspension for more than fifteen (15) cumulative school days during any single semester, or more than ten (10) cumulative school days during any single trimester. Additionally, the district will not administer a short-term or in-school suspension beyond the school year in which the behavioral violation occurred.

Long-term suspensions and expulsions

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

Behavior Agreements

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

Informal Meeting (Initial Hearing)

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

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

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

Notice

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

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

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

Emergency Expulsions

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

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

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

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

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

Notice

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

The written notice must include:

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

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

Appeals of Expulsions and Suspensions

The appeal provisions for in-school and short-term suspension differ from those for long-term suspension and expulsion. The appeal provisions for long-term suspension or expulsion and emergency expulsion have similarities but the timelines differ. A student or the parent(s) may appeal a suspension, expulsion, or emergency expulsion to the Superintendent or designee orally or in writing. Requests to appeal should be directed to the Executive Director Student and Family Support Services. For suspension or expulsion, the request to appeal must be within five (5) school business days from when the district provided the student and parent with written notice. For emergency expulsion, the request to appeal must be within three (3) school business days from when the district provided the student and parent with written notice.

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

- The suspension or expulsion is for no more than ten (10) consecutive school days from the initial hearing or until the appeal is decided, whichever is earlier;
- The district will apply any days of suspension or expulsion occurring before the appeal is decided to the term of the student's suspension or expulsion and may not extend the term of the student's suspension or expulsion; and
- If the student returns to school before the appeal is decided, the district will provide the student an opportunity to make up assignments and tests missed during the suspension or expulsion upon the student's return.

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

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

In-school and short-term suspension appeal

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

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

Long-term suspension or expulsion and emergency expulsion appeal

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

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

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

Hearings

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

- The time, date, and location of the appeal hearing;
- The name(s) of the official(s) presiding over the appeal;

- The right of the student and parent(s) to inspect the student's education records;
- The right of the student and parent(s) to inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the hearing;
- The rights of the student and parent(s) to be represented by legal counsel; question witnesses; share the student's perspective and explanation; and introduce relevant documentary, physical, or testimonial evidence; and
- Whether the district will offer a reengagement meeting before the appeal hearing. For long-term suspension or expulsion, the student, parent(s) and district may agree to hold a reengagement meeting and develop a reengagement plan before the appeal hearing. The student, parent(s), and district may mutually agree to postpone the appeal hearing while participating in the reengagement process.

A hearing to appeal a long-term suspension or expulsion or emergency expulsion is a quasijudicial process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of student(s) and others involved, the district will hold a hearing without public notice and without public access unless the student(s) and/or the parent(s) or their counsel requests an open hearing. Regardless of whether the hearing is open or closed, the district will make reasonable efforts to comply with the Family Educational Rights and Privacy Act (FERPA) concerning confidentiality of student education records. When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:

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

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

The appeal council will consist of three school administrators, not from the school involved in the appeal. One of the administrators will be designated as the presiding official and will be responsible for leading the appeal hearing and after consultation with the other members of the council of producing a written finding based on the guidelines below. All members of a discipline appeal council must be knowledgeable about the rules in Chapter 392-400 WAC and this policy and procedure.

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

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

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

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

Reconsideration of appeal

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

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

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

(5) school business days from when the district provided the student and parent(s) with the written appeal decision.

- In reviewing the district's decision, the school board or discipline appeal council, if established, must consider (i) all documentary and physical evidence from the appeal hearing related to the behavioral violation; (ii) any records from the appeal hearing; (iii) relevant state law; and (iv) this policy adopted.
- The school board (or discipline appeal council) may request to meet with the student and parent(s), the principal, witnesses, and/or school personnel to hear further arguments and gather additional information.
- The decision of the school board (or discipline appeal council) will be made only by board or discipline council members who were not involved in (i) the behavioral violation; (ii) the decision to suspend or expel the student; or (iii) the appeal decision. If the discipline appeal council presided over the appeal hearing, the school board will conduct the review and reconsideration. For long-term suspension or expulsion, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision must identify:
 - Whether the school board (or discipline appeal council) affirms, reverses, or modifies the suspension or expulsion;
 - The duration and conditions of the suspension or expulsion, including the beginning and ending dates of the suspension or expulsion; and
 - For long-term suspensions or expulsions, notice of the opportunity to participate in a reengagement meeting. For emergency expulsion, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within five (5) school business days after receiving the request for review and reconsideration. The written decision must identify:
 - Whether the school board [or discipline appeal council] affirms or reverses the school district's decision that the student's statements or behaviors posed (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process.
 - If the emergency expulsion has not yet ended or been converted, whether the district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the district converts the emergency expulsion to a suspension or expulsion, the district will provide the student and parent(s) notice and due process under WAC 392-400- 455 through 392-400-480 consistent with the disciplinary action to which the emergency expulsion was converted.

Educational Services

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Readmission application process

Application

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

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

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

Reengagement Meeting

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

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

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

Reengagement Plan

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

- The nature and circumstances of the incident that led to the student's suspension or expulsion;
- As appropriate, students' cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach;
- Shortening the length of time that the student is suspended or expelled;
- Providing academic and nonacademic supports that aid in the student's academic success and keep the student engaged and on track to graduate; and

- Supporting the student parents, or school personnel in taking action to remedy the circumstances that resulted in the suspension or expulsion and preventing similar circumstances from recurring.

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

Exceptions for Protecting Victims

The district may preclude a student from returning to the student's regular educational setting

following the end date of a suspension or expulsion to protect victims of certain offenses as follows:

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

STUDENTS WITH DISABILITIES AND DISCIPLINE

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

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

Knowledge of the disability is defined as:

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

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

SUICIDE PREVENTION

We Hear You & Help is Available

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

Ask for Help

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

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

Be a Good Friend

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

Don't Keep Suicide a Secret

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

HIB INFORMATION & RESOURCES

- **Defining Bullying**

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

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

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

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

Please note that the school will act in both cases.

Conflict/Fighting Behaviors

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

Bullying Behaviors

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

Teaching Students to End Bullying

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

[Second Step](#)

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

[Kelso's Choice](#)

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

REPORT BULLYING

• Let Your School Know

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

- In person
- Over the phone
- By email

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

SEXUAL HARASSMENT

- Sexual Harassment Policy

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

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

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

Examples of sexual harassment include:

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

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

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

DISCRIMINATION

- Non-Discrimination Statement

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

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

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

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

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

Translation Services & Bilingual Education

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

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

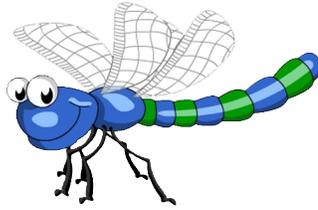
For bilingual education information, please call (253) 373-3000 to speak with the Director of Multilingual Education, Angelie Duimovic.

CIVIL RIGHTS RESOURCES

- Information on Students' Rights Available in 11 Languages

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

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



We hope the information you found here was helpful in understanding the program at Crestwood. This handbook is for your child also and should be shared with them. In your role as primary teacher, here is a place to begin to prepare your child for a positive educational experience. If you have any questions, concerns or suggestions don't hesitate to contact the school.

This is a great opportunity and an important partnership we are engaged in. In fact, raising our children may be the most important work we do. Let's make the most of it for them.

**Please be sure to sign and return the first page of this handbook
Have a great 2022-2023 school year!**