

2022-2023

Emerald Park Elementary School

Student Handbook
Home of the Navigators



WELCOME TO EMERALD PARK ELEMENTARY

Contact Information

Emerald Park Elementary

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Kent School District Administration

12033 SE 256th Street
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253-373-7000

Board of Directors

Leslie Hamada
Joseph Bento
Awale Farah
Tim Clark
TBD Position 2

District Administration

Israel Vela, Superintendent
Daman Hunter, Associate Superintendent of Human Resources
Ben Rarick, Associate Superintendent of Finance
Randy Heath, Associate Superintendent of Schools and Academic Support
Wade Barringer, Associate Superintendent of Strategic Initiatives and Operations
Spencer Pan, Interim Associate Superintendent of Teaching and Learning

Principal's Welcome Letter

August 2022

Dear Parents and Guardians,

Welcome to Emerald Park Elementary! This handbook was prepared to help answer some of the most common questions students and parents have about our school. We hope it achieves that goal as well as help you get acquainted with our school.

I am grateful to be leading and serving the EP community. If you talk to people, they will tell you that this is a great school. It is true because we enjoy our work and take pride in doing it well. We always **strive for excellence** and hold ourselves and our students to **high expectations** everyday. Being a Navigator and thinking about education as a journey will steer you in the right direction because we all are setting goals for student learning, growth and success.

I am pleased to announce that last year, we rewrote our mission and vision statements. They are inclusive, future focused, equity based and value social emotional learning. Like a star in the sky, our vision and mission statements are what we reach for in all we do.

We believe in community. It is important that we partner to help children learn, grow and develop a life-long love of learning. We want you to participate, become involved, and find your role in supporting our school mission and vision. Now is the time to come together and **build bridges**. We believe that **diversity is our strength** and if we learn from each other, our children will learn also. This will help them have rich lives and can contribute to a better future.

Attendance matters! More than ever before we appreciate how much **being at school** every day and receiving instruction every day is so very important for child development. You are a role model for your child. Having a morning routine that ensures arriving to school ready and on time, and valuing attending school every day, unless ill, is an essential part of the job of the parent or guardian. Each day students have an opportunity to build their skills, knowledge, and community – but they have to be here to do that. Please join us and make this a top priority for your family this school year.

Welcome to the Emerald Park Elementary community. Together we will help students navigate, learn, and grow.

Sincerely,
Valerie Orrock, Principal

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About Emerald Park Elementary:

Motto

“Totally absolutely obsessed with achievement!”

Vision Statement

At Emerald Park we equip all students to discover joy in learning, find their strengths, and collaborate with others to build an equitable and kind learning community.

Mission Statements

- ❖ Use best practices to support students in critical thinking, problem-solving, and developing 21st century skills.
- ❖ Design opportunities for students to build relationships, strengthen social emotional knowledge and develop a sense of belonging.
- ❖ Cultivate inclusive partnerships with families and regional organizations in service of our school community and students.
- ❖ Invest in educational racial equity by building practices and policies that contribute to social justice through a growth mindset.

Logo



Mascot

“Navigator”

Colors

Navy blue, green, and burgundy

THE NAVIGATOR WAY...



◆ BE RESPONSIBLE

◆ ACT SAFELY

◆ SHOW RESPECT

◆ EXHIBIT GRIT



School Governance

In accordance with School Board Policy 2010, a School Improvement Team (SIT) has been established for Emerald Park Elementary. The core mission of the Learning Improvement Team is to increase student achievement.

Building Leadership Team (BLT)

Each year the school creates a School Improvement Plan (SIP). It is a living document that is the result of a group of dedicated members of the school and community who work together to constantly improve the education program at Emerald Park. The team meets monthly to examine what works and suggest directions and actions to take so we can offer the best education to our students. If you have leadership skills, want to develop your leadership, or care passionately about education and want to be considered for the volunteer community member position on this team, please inquire with the volunteer coordinator in the front office.

Student Council

Student Council consists of four elected officers along with classroom representatives from grades one through six. The Student Council deals with such issues as playground rules and problem solving, school and community service projects, assemblies, school pride and appearance, student elections, and associated student body funds.

Student Diversity and Multicultural Education

The Kent School District and Emerald Park Elementary recognizes and respects the uniqueness of each student, staff member, and citizen within the community. This uniqueness is enriched in a school environment that recognizes the worth of all people regardless of social, ethnic, cultural or religious background, orientation, socio-economic status, or physical or mental difference.

Multicultural education is an interdisciplinary process rather than a single program or a series of activities. Objectives will be integrated into and, as a result, will permeate all aspects of our school program. Emerald Park supports multicultural goals, which include:

- Curriculum that is appropriate, flexible, unbiased, and that incorporates contributions of diverse cultural groups.
- Teaching units, instructional materials, displays, exchanges and field trips that contribute to intercultural understanding.
- The value of knowing and understanding other cultures, languages, values, beliefs, and lifestyles.
- A staffing composition including professionals, para-professionals, volunteers representative of the pluralistic nature of American society.
- Recognition of contributions of individuals and groups that characterize our society.
- School and classroom environments that help students respect and accept themselves and treat others with dignity and respect.
- Celebration of diversity

COMMUNICATION

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

Change of Parent/Guardian Address, Phone Number or Email Address

When parents change address, phone numbers, or email address they should immediately notify the school office so we may call you in case of emergencies.



Telephone Use

The school telephones are to be used only for school business. In case of an emergency or for reasons granted by the principal, secretary, or teacher, the student may use the phone. The phones are not to be used to get last minute parental permission to go home with a friend. That should be arranged before coming to school. Cell phones may be used before and after school, but not during class or on the playground. Electronic photos are not permitted to be taken without permission. Cell phones will be confiscated if used inappropriately and parents will be called to retrieve them.

Newsletters

Navigator News, a monthly electronic Emerald Park newsletter, will be found on our website as a SWAY presentation and in PeachJar. This is our primary vehicle for communication to parents, and we encourage you to go through the contents. The PTSA newsletter is also available on our website is an excellent source of school and community news. Teachers will send home periodic electronic newsletters, as well. Additional information flyers are sent home electronically periodically to provide more detailed information about upcoming events.

Ombudservices

Ever feel like no one is listening to your concerns about school? We hope not, but should this occur, the Kent School District sponsors an ombudservice for parents and community members. The assistance is provided in the form of an independently contracted ombud who assists parents, students, and patrons of the district who are unfamiliar with district policies and procedures or who are uncomfortable in addressing issues and concerns by themselves. To access the services of an ombud, you may call the Kent School District Ombudservices number: 253-373-7117. Brochures with further information are also available in our school office.

Student Directory Information

Most information about students cannot be made public without consent of parents or guardians. Directory information is only released without parental consent when the request is for a directory, listing, or group of students. Directory information is also published in yearbooks, student/school newspapers, school handbooks, school or district web pages, etc. The school district will not release directory information for commercial purposes. If you do not want some or all directory information released about your child, you may fill out a form stating your preferences.

Student Placement Procedures

The principal will meet with teachers at each grade level in May/June to form classes for the following school year. Factors such as academic abilities, behavior, social mix, and gender ratio will be considered.

A letter is sent home in late April, early May requesting parent input. This information will be helpful during the placement process.

Parents or Visitors in the Building

Your visits are welcomed and encouraged. If you desire to visit your child's classroom, please make an appointment with our office and your child's teacher at least a day ahead of time. In order to ensure the safety of the children, all parents, visitors, and volunteers are required to sign in at the office and wear a visitor's nametag. All visitors must follow all health protocols.

As a general practice, we encourage parents to spend a day visiting, observing, and assisting in their child's classroom during the month of September. This will allow parents to experience the student day and assist with the learning in the classroom.

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. **Therefore, when your child arrives late to school they must walk unaccompanied to their classroom.** Visiting school-age friends or relatives should not attend school with your children.

Student Birthday Parties/Invitations

We understand that birthdays are an important milestone in a child's life. Celebrating at school may be accommodated; however, the purpose of the school day is the education of our students. If you wish to bring treats to share in the classroom, we will deliver them to the classroom at 3:00 so they can be distributed before students go home. Please contact your child's teacher in advance, as they may have scheduling complications. Treats must be individually wrapped and ready to distribute. This may be updated pending health protocols.

For private celebrations, we ask that, unless your child is inviting the entire class, invitations be distributed outside of the school day. It can be rather distressing to the student or students who are not invited, difficult for the teacher to explain, and take valuable time from the educational day.

Parent/Guardian Meetings

In the fall, classroom teachers will conduct a Curriculum Night/Open House at which they will share expectations, goals, plans, and curriculum for the coming school year. Parents are strongly encouraged to attend this event which may be held virtually.

Parent/Guardian Responsibility to Schools

For the benefit of children, the Kent School District and Emerald Park Elementary believe that parents have a responsibility to encourage their children's performance in school:

- Support the school by requiring that their children be in attendance, observe all school rules and regulations, and accept responsibility for their child's in-school behavior;
- Send children to school with proper attention given to their health, hygiene, and clothing [including following all health protocols];
- Maintain an active interest in their child's daily work and provide an appropriate place and condition for study;
- Maintain communication with the school;
- Cooperate with the school and attend conferences set up for the student;
- Exchange of information on their child's progress in school;
- Value learning and expect children to succeed;
- Avoid the disruption of student learning;
- Volunteer at least 20 hours annually on behalf of the schools

Volunteers

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

Emerald Park Elementary students benefit greatly from volunteers who are willing to help in the classroom, the media center, the library, the health room and the office. We can use as many volunteers as possible – parents, grandparents, or any other adults. In 2018-19, we celebrated over 4,639 hours of recorded volunteer time. To ensure focused learning for our students we ask you not to bring preschool children to the classrooms when volunteering. Please consider the possibility of donating an hour or two each week. We need your help! We ask that all parent volunteers follow the same dress and appearance rules that are in this handbook in order to model appropriate appearance standards.

Volunteers in Public Schools: VIPS

As a new volunteer, you are required to complete an online application, including a background check, through our Volunteers in Public Schools (VIPS) before beginning service. This needs to be done a minimum of one week in advance of the expected activity and **updated yearly**. After

your application is submitted through VIPS, a notification email of your volunteer status (approved, under review, or disapproved) will be sent to you within 24 hours of completing your online application. Please check your spam or junk folders in your email if you do not see a notification email. Returning volunteers are required to update their existing Volunteers in Public Schools (VIPS) profile and reauthorize a background check before beginning volunteer service each school year. For your convenience, we have an office staff member who is knowledgeable using VIPS and can help you if needed. The application program can be found on our website. Please call our office for further assistance.



Title I Parent Involvement Policy

Emerald Park Elementary Title I Parent Involvement Policy

We believe that parent involvement is essential to our students' academic achievement and future success. Our parent involvement policy was developed in partnership with parents and school staff to better serve the needs of our students. This policy will be evaluated annually to assure it is timely and effective.

- At our annual Open House school information, including Title 1, Part A requirements, will be explained to parents. Parents who cannot attend will be notified of meetings at other times to receive this information.
- Parents will be invited to participate in our parent policy planning, review and evaluation as part of our ongoing school improvement process and plan.
- During the school year we will keep parents informed of our Title 1, Part A program including curriculum, assessment, and achievement levels expected, through our publications, conferences, and our website.
- A parent newsletter, Navigator News, is provided by the school on monthly basis to keep parents informed of various school and district initiatives that are occurring in their child's education. This focus will allow parents to feel knowledgeable about the school. Occasional announcements may be posted on KSD App for EP alerts.
- Our School Improvement Team (SIT) meets once a month. The purpose of the SIT is to serve as a foundation for actively involving the school community in designing learning goals as well as innovative projects which enhance the educational experiences of our students. This team creates, reviews, and evaluates the school improvement plan.
- Parents may meet with staff members to give input and assist in making decisions regarding their child's education. Parents may call, email or write to the school office, teacher, or other staff to set meetings.
- Our school staff will be available and will respond to parents through meetings, in two way communication, such as phone calls, and email, and through written formats. If needed, interpreters, and/or translations will be made available.
- Student Learning Plans will be developed for all students not achieving standards in reading or math annually, and shared with parents during fall and/or winter conferences.
- We will provide translators/interpreters at fall and winter conferences to assist parents with understanding the Standards-Based Reporting System and their students' progress toward grade level standards.
- We will provide activities and events to involve parents in their child's academic growth, such as reading night, math night, curriculum nights, grade level programs, and parent education opportunities.
- Each Emerald Park Parent will **GIVE TWENTY** hours of time every school year by volunteering at school, assisting students with homework, reading to their children, attending school events, or participating in other activities promoting student learning.

For more information contact: Emerald Park Elementary School 11800 SE 216th Street Kent, WA 98030 253-373-3850

Emerald Park Elementary Title I Parent Involvement Policy: Dissemination Policy

This policy will be disseminated via the school newsletter, discussed and reviewed in annual parent involvement meetings. The policy will also be discussed with the Parent Teacher Association (PTA). The policy will be open for discussion, revision, and dissemination annually.

ASSESSMENT/RECORDS

Student Testing

Reading/Dibels8/CogAT: 2nd & 6th Grade

Student testing at Emerald Park Elementary occurs in a variety of ways. All second grade students are assessed in reading during the first two months of school and K-1 are screened for indicators of Dyslexia. Kent School District uses the IRLA Reading Assessment and Dibels8 for this testing. The CogAT (Cognitive Abilities Test) is administered to all second and sixth graders to screen for highly capable program placement.

iReady Math and Reading

Students in Kindergarten through sixth grade will take the iReady diagnostic in Math three times per year. Students in third through sixth grade will take the iReady diagnostic in reading three times per year. Diagnostic results are used to support personal learning for students.

SBA

The Smarter Balanced Assessment is given each spring to third through sixth graders in Math, and English Language Arts (reading and writing). In addition, fifth graders take the Washington Comprehensive Assessment of Science (WCAS). Parents will be notified prior to any standardized testing.

WIDA

WIDA (English Language Proficiency Assessment):

A screener is used to determine initial eligibility for English language development (ELD) support services. It is an online assessment that measures proficiency in the four language domains of reading, writing, listening, and speaking.

The WIDA summative assessment is an online assessment given to all students who qualify for English language development (ELD) services with a placement. The WIDA summative assessment measures students' English language proficiency, both knowledge and skills, in reading, listening, writing, and speaking. Results from this test determine which students are eligible to continue receiving ELD services.

Student Records

Emerald Park Elementary will maintain student records which are necessary for educational guidance and/or welfare of students, for orderly and efficient operation of our school, and as required by law. All information related to individual students will be treated in a confidential and professional manner. Student records are the property of the district but will be available in an orderly and timely manner to students and parents. Student records will be forwarded to other school agencies upon request.

Report Cards

The school year is divided into trimesters. Parent/teacher conferences will be scheduled at the first reporting period, which will occur in October, and at the second reporting period, which will occur in February. The final report card will be mailed home after the last day of school. If your child has any outstanding fines and/or fees due, the report card may be held until those fines and/or fees are paid.

CURRICULUM

Common Core State Standards (CCSS)

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

Field Trips

Students may be taken on educational field trips. They are always accompanied by one or more teachers and any parents who wish to participate. Parental permission forms are required before students are allowed to leave the school for field trips. Any parent wishing to chaperone, must have a current and approved VIPS record on file at the school.

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

- VIPS (completed and approved) application on file
- Show proof of \$100,000-\$300,000 of liability insurance
- Show the office a current driver's license
- Not have any recent moving violations



You will be notified on the field trip permission form if the children will be transported in private vehicles. If your child will not be participating in any class field trip, please contact your child's teacher and other educational arrangements will be made.

Health Program

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

A school nurse serves our building two days a week. Her primary functions are to evaluate and interpret significant health problems that might affect a student's school attendance or academic performance. She also serves as a community resource person for health needs and acts as a liaison between school and home when there are special concerns regarding a student's health. She supervises and performs various student health screenings as mandated by the state. These include vision, hearing, and scoliosis. The school nurse maintains each student's immunization and health record. Besides serving as a member of the school's Student Support Team, she also sets the standards by which students are seen and treated in the school's health room. In the absence of the nurse, the health room is supervised by office personnel and parent volunteers trained to care for ill or injured students. **ALL HEALTH PROTOCOLS MUST BE FOLLOWED AT ALL TIMES.**

In addition to assisting teachers in implementing health education in the classrooms, the nurse is available for classroom instruction. During her contact with individual students, she often teaches first aid, safety, health care, nutrition, personal hygiene, etc.

Supplies

Students are supplied with all basic textbooks and workbooks. Additional supplies are ordered annually including paper, pencils, art supplies, office supplies, etc. It is by far, the biggest part of our annual building budget. However, it does not cover all of our student supply needs. In June, students are given supply information for the following school year. Ideally, we would like to be able to provide each student with markers, personal scissors, etc., but the cost would be prohibitive. The students must supply these types of items. Basic supplies are provided by the teacher in cases where students do not have what they need. In the event that providing students with school supplies creates a hardship for the family, please contact the school office for assistance. Any item that needs to be delivered to the student in the classroom must be brought to the office so a staff member may deliver it.



Homework

An important part of a child's education is the carryover of learning into his or her activities outside of the school setting. One way this can be done is through homework.

At Emerald Park, we use a "developmental" process whereby children may start in kindergarten, in a modified way, to share their school activities at home and gradually increase this responsibility in grades 1 through 6.

At Emerald Park we believe that homework is important to:

- Develop work habits and responsibility
- Involve parents in the learning process
- Build and reinforce skills and learning
- Develop active learners
- Continue learning at home
- Study for tests
- Pursue extra and special activities
- Finish class assignments



Accountability

The following procedures are used at Emerald Park for the assignment of homework:

- Homework assignments are given in one of the following areas throughout the school year: practice, preparation, extension, and/or creativity. The teacher will give a due date.
- If a child does not have the assignment completed at the time it is due, the child should have a note from home explaining the special circumstance why it is incomplete (emergency, illness, etc.).
- If a certain number of assignments set by the teacher are not completed by the student, the teacher will contact the parents to gain assistance in helping the student complete the assignments.
- **Homework is a joint activity between home and school and to be of value will need parent involvement and support.**

- Contact your child's teacher if you have any questions regarding his/her homework assignments.
- Provide your child the opportunity to go to the library and other resource areas in your community.
- Make a commitment each school day to listen to your child talk about schoolwork and to give your child some undivided attention.
- Provide a place with proper supplies and at a regularly planned time when your child can study without the distraction of television, telephone, or other siblings.
- Encourage your child to ask questions about the assignment at the time the assignment is made or before leaving school.
- Be sure to check with your child frequently on the status or completion of long-term assignments.
- Involvement in your child's schoolwork can give you a better idea of how to relate home and school interests for your child's growth and development.

Some homework may be made available on One Note for access at home, and practice via web sites or licensed sites may be suggested. If you have questions, contact child's teacher.

What to Expect at a Grade Level

Kindergarten

Type of homework:

- Reading library books with parent
- Child talks with parent about books, experiences, and interests
- Review papers and projects brought home
- Provide free choice activities such as coloring, cutting, clay, and board games
- Complete math homework

Benefit to student:

- Increased interest in reading
- Increased receptive and expressive language
- Increased math understanding
- Increased fine motor skills



Time expectation:

- 3-4 nights a week for 10-15 minutes

First Grade

Type of homework:

- Reading library books with parent
- Studying word cards, math flash cards, and spelling words
- Complete math homework
- Occasional enrichment or extension activities
- Work to be completed as needed for each individual student

Benefit to student:

- Practice drill in reading vocabulary and math basic facts
- Increase reading fluency

Time expectation:

- 4-5 nights a week for 10-15 minutes

Second Grade**Type of homework:**

- Spelling words—review and practice with parent Math facts (+/-) review and practice with parents
- Complete math homework
- Oral reading and comprehension—appropriate level materials
- Science/social studies—special projects as assigned—some parental supervision and involvement required
- Homework in any other subject area designed to meet individual needs
- Completion of incomplete or missed class work in all subject areas

Benefit to student:

- Additional practice and mastery of weekly spelling words and math facts
- Fluent oral reading at appropriate level
- Develops stronger reading comprehension skills
- Develop research and study skills
- Enrichment

Time expectation:

Approximately 20-30 minutes per night

Short practice session 4 times per week, no more than 15 minutes per session for math and spelling

Oral reading, 4-5 nights a week for 10-15 minutes, emphasis on enjoyment and comprehension

Homework as needed to meet requirement of special assignments

Third-Fourth Grade**Type of homework:**

- Math homework will be assigned Monday through Thursday
- Memorize +, -, x, ÷ facts
- Study spelling—review and practice with parents
- Math homework
- Oral reading parent to child

- Special projects in science, language arts, social studies—some parental involvement and supervision required
- Completion of incomplete or missed work in all subject areas

Benefit to student:

- Additional practice
- Enrichment
- Develops good study habits
- Develops student responsibility for own actions
- Develops independent research skills
- Increased reading fluency, vocabulary, and comprehension
- Increased math understanding



Time expectation:

- Approximately 30-45 minutes per night
- Spelling daily
- Oral reading daily
- Special projects—large block of time when needed

Fifth Grade

Type of homework:

- Read books and prepare book reports when assigned, 15 minutes per night
- Complete math homework
- Complete long-term projects assigned
- Do makeup work from absences
- Prepare for tests
- Work that is not completed at school
- Review daily lessons

Benefit to student:

- Develops discipline and responsibility
- Develops good study habits, time management, and self-motivation
- Develops research skills
- Enrichment
- Increased academic achievement

Time expectation:

- 30-60 minutes each night Monday through Thursday
- Set aside specific time (parent-child)

Sixth Grade

Type of homework:

- Long range assignments and projects such as reports and research
- Short term assignments of 2 or 3 days in creative writing, science, reading, or language arts
- Completion of all missed class work and unfinished daily work
- Math and reading will be assigned Monday through Thursday
- Spelling and vocabulary lessons
- Prepare and study for unit tests
- Book reports to focus on elements of literature

Benefit to student:

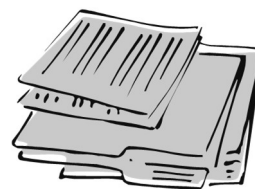
- Prepare for independence required at junior high
- Practice skills
- Develops independent study habits
- Develops and refines research skills
- Enrichment
- Develops organizational skills
- Problem solving
- Written explanation of thought process
- Increased academic achievement

Time expectation:

- 30-60 minutes, Monday through Thursday, or more depending on depth of project
- Unfinished daily work can be assigned for makeup on the weekend

Special Education

Homework for special education students may or may not adhere to these guidelines depending on his/her individualized educational program.

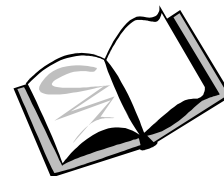


SPECIALIZED STUDENT PROGRAMS

Library Book Selection

Librarians from the greater Seattle area meet monthly to review books and make recommendations for future book selections. Our goal is to have a balanced library selection, so that many points of view, different cultures, and a wide variety of topics and genres are represented. We select books that:

- Fill a curriculum need
- Motivate students to read
- Are well written, visually attractive, accurate and up to date (especially in the case of non-fiction)
- Are age-appropriate



Library Services

Emerald Park's library provides materials to support the curriculum of the Kent School District and the course needs of individual teachers. In addition, we purchase books on a wide range of topics and interest levels to meet the recreational and learning needs of students. Our goal is for students to become life-long learners and library users.

Intermediate students are introduced to good literature through "book talks" and individual reading guidance. Students are encouraged to read a variety of different types of books (fantasy, realistic fiction, science fiction, poetry, science, history, biography, etc.).

K-3 primary students visit the library once a week to check out books. Primary teachers provide library skills instruction at their discretion. Our library assistant helps students find books and assists teachers with story times and skill instruction. Volunteers to help with check-out are appreciated.

At the end of the school year, please make sure that all school library books have been turned in. If your child has failed to turn in all of their books, a report with the books listed will be sent home and your child's report card will be held until the book is returned or a replacement fee is paid.

Media Lab

Emerald Park has a PC computer lab next to the library. The lab houses student work stations, an overhead projection system, SMART Board, and a teacher work station. One-to-one devices are issued in kindergarten through sixth grade classes. Please review the KSD policy on acceptable use of devices.

Music Options

Fifth and sixth grade students have three musical options to choose from: band, orchestra or general music. An orientation is presented during the first two weeks of school. Following the orientation students are asked to choose an option for the school year. (Music alternates with PE.) Students in grades 1-4 will have a general music class which alternates with PE.

STUDENT SUPPORT SERVICES

Emerald Park Elementary recognizes the unique needs of students with disabilities and their potential for significant educational development when receiving special education and related services. The Kent School District provides all eligible students with disabilities, ages 3-21, with a free appropriate public education, which consists of special education and related services. Emerald Park has the following specialized staff resources available to students:

Physical Education

We expose your children to a wide variety of physical activities (i.e., sport skills, fitness activities, movement skills, circus skills, and different games). The way we teach is called the “movement approach.” This approach strives to have every student actively involved in every activity we undertake. There is little, if any, waiting in lines or sitting and watching others participate. We also emphasize sportsmanship and the enjoyment of physical activity over athletic achievement. We de-emphasize the competitive aspect (winning and losing) which is a part of most games and sports. We feel that students who have fun, are feeling good about themselves and are getting some vigorous exercise are already winners.

Integrated Special Education Program

Eligibility: Students are assessed by members of the Emerald Park Guidance Team. The areas of assessment include the student’s level of functioning in academics, social and emotional behaviors, vision and hearing, health and cognitive development. Local district, state and federal governments define the guidelines for qualifications.

Goals: The Integrated Program provides specialized instruction designed to meet the individual needs of students. Special attention is given to students’ perceptions and reactions to receiving services. Individualized Educational Programs (IEP) are developed as needed. Educational goals can be identified in the areas of reading, writing, math concepts and skills, study skills, social skills, behavior management, and pre-vocational skills.

Classroom: Students in grades K-6 are served in a variety of ways: in the classroom with the teacher, in small groups and in tutorial settings.

Psychological Assessments

The Guidance Team may recommend that a school psychologist formally assess a student’s full abilities. Our assessment program is very thorough and follows the federal and state guidelines for Special Education. In the expanding role of the school psychologist, our program also provides assistance to teachers and to our overall Student Support Team. Our school psychologist participates in the many activities concerning student assessment and placement. Parents must give their permission for the Student Support Team to conduct full assessment of a student’s abilities and academic achievements.

Speech/Language Program

The Speech/Language Pathologist works with students who exhibit a variety of communication problems: articulation difficulties, stuttering, receptive/expressive language delays, and hearing problems. The specialist's role has been expanded to include participation in the Guidance Team for diagnosing specialized student needs as well as working closely with the classroom teachers and other school personnel to improve the language development program. Our program is also responsible for special speech, language, and hearing screenings; Child Find; kindergarten screening; and special speech and language services which are offered as part of the district's summer school program.

Counseling Program

Our counseling program has several components. One of the most important is working with students. The counselor works with students individually, in small groups, and in the classrooms. The counselor is available for all students as well as those experiencing academic, personal, or social difficulties. As a member of our Student Support Team (SST), the counselor assists students, parents, and educational personnel in identifying specialized programs that are available to meet students' needs. Our counseling program also provides a connection between teachers, parents, students, and community agencies.

Student Support Team

The Guidance Team (SST) consists of the following specialized staff members:

- Administrator
- Counselor
- Psychologist
- Speech/Language Pathologist
- Nurse
- Special Education Integrated Program Teacher
- General Education Program Teachers

This team acts on the behalf of students, parents and staff members to assist in identifying individual student's needs to develop instructional strategies and techniques which can ensure student success. The team discusses students who have been identified as having school related problems. The team may review screening assessment data, identify program options, and recommend interventions. Parents or teachers can request the assistance of the Team. The Student Support Team makes recommendations based on the available information. Program intervention options may include classroom adaptations, additional testing, or monitoring progress.

Home/Hospital Instruction

Upon request from a parent or an adult student, home/hospital instruction will be provided to students who are unable to attend school for an estimated period of four weeks or more because of physical disability or illness. A written statement from a qualified medical practitioner verifying that the student will not be able to attend school for an estimated period

of four weeks or more must accompany the request. Emerald Park Elementary is not responsible for any costs incurred in securing this medical verification.

KSD POLICIES AND INFORMATION

Required Federal and State Notices List

Each year the Kent School District provides and updates a comprehensive informational guide for parents and guardians. The items address in the guide are noted below. To access this guide, please check our website or the KSD website.

Items covered in the parent notification list is as follows:

- Harassment and Discrimination-Free Environment
 - Non-Discrimination Statement
- Individuals with Disabilities Education Act (IDEA)
- School Lunch Program
- Discipline Policy
 - Guidelines for School Sanctions
 - Responsibilities, Rights and Due Process
- No Child Left Behind (NCLB)
- Limited English Proficiency (LERP) Students
- Parental Involvement Policy
- Protection of Pupil Rights Amendment (PPRA)
- Family Educational Rights and Privacy Act (FERPA)
- Annual Yearly Progress (AYP)
- National Assessment of Educational Progress (NAEP)
- Report Cards
- Religious Related Activities and Practices
- Student Achievement
- Teacher Qualifications
- School Identified for Improvement, Corrective Action, or Restructuring
- Child Identification Procedures
- Homeless Children and Youth
- Compulsory Attendance Law
- BECCA Bill
- Asbestos Management Plan Notice
- Pesticide Right to Know Act for Children
- Human Sexuality
- Emergencies
- Computer Use Agreement
- Electronic Information System Acceptable Use Guidelines
- Ombudservices

Religion and Culture

We believe our school should be a place where students with diverse values, beliefs, and non-beliefs can come together in an atmosphere of mutual respect and understanding, in accordance with Kent School District policies. Our goal is to teach and model the social skills of understanding, empathy, respect of an individual's rights, and sensitivity towards others.

Therefore, the following guidelines have been established:

- Instruction about religious matters and/or using religious materials will be conducted in an objective, neutral, non-devotional manner and will serve an educational purpose.
- A student may decline to participate in a school activity that is contrary to his/her religious convictions.
- Musical, artistic, and dramatic presentations which have a religious theme may be included in course work and programs on the basis of their particular artistic and educational value. They will be presented in a neutral, non-devotional manner, be related to the objective of the instructional program, and be accompanied by comparable artistic works of a non-religious nature.
- The school will promote the self-esteem of all children, encouraging them to share their various beliefs, diversity, and cultural heritage.

Freedom of Expression

The free expression of student opinion is an important part of education in a democratic society. Students' verbal and written expressions of opinion on school premises is to be encouraged so long as it does not substantially disrupt the operation of the school. Students are expressively prohibited from the use of vulgar and/or offensive terms.

Gang Activity

Individuals or gangs who engage in, advocate, or promote activities which intimidate or otherwise threaten the safety or wellbeing of persons on school premises (or in reasonable proximity thereto), or any school sponsored activity, are harmful to the educational process. Gang activity will not be allowed on school grounds. Students exhibiting behaviors or gestures which symbolize gang membership, or causing and participating in activities which intimidate or affect the attendance of another student will be subject to discipline.

ATTENDANCE POLICIES

Absences

Children should be in school unless they are ill. However, there are occasions when exceptional circumstances might also constitute a valid absence. It is important that parents contact the school if their child is going to be absent or tardy for any reason.

Punctual and regular attendance is important to your child's progress in school, however if you have reason to believe your child is becoming ill, it is best for your child to stay at home. If your child is well enough to be in school, he/she is usually well enough to go outside at recess.

Any absence due to illness lasting five or more days will require a written note from the attending physician.

We use a “safe arrival” system at Emerald Park to insure the wellbeing of our students; we contact a parent/guardian **every day** that children are absent. Please call or email the office first, if your child is going to be absent. Otherwise, we will call you/your spouse/emergency contacts to make sure everything is all right. Reminders will be written to you if we do not hear from you within 24 hours of the absence(s). If we have not received any communication from you within 3 days, the absence(s) will remain unexcused.

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

Excused absences are those for illness, injury, a death in the family, medical, dental, legal appointments, religious observances, or educational trips. It is important to schedule medical and dental appointments *outside the school day if at all possible*, as they do interrupt the learning process. **For extended absences of three days or more, please contact the main office to complete a Prearranged Extended Absence Form.** All other absences are considered **unexcused** unless they are cleared with the principal and meet district policy.

Unexcused absences include everything other than illness and anything not approved in advance and/or in accordance with district policy. Missing the bus, oversleeping, babysitting, parent’s medical appointments, shopping and the like are considered unexcused absences. Unexcused absences will require procedures outlined under the Becca Bill. Teachers are not required to provide or accept work missed during an unexcused absence. **The Kent School District will place an auto-dial call to you on the day of the unexcused absence and a written notification of the unexcused absence will be sent home.**

For homework during an absence... if your child will be absent for **more than one day** and feels well enough to do homework, please call the school in the morning and make a request for the day’s work. We will record the absence information, then transfer you to your child’s teacher voice mail so that you may make arrangements to pick up the assignments and materials after school on the day of your call.

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

Late Arrivals (Tardies)

Prompt arrival in the classroom is essential to the smooth beginning of the educational day. Late arrivals, or tardies as they are known, disrupt not only the learning of the late arriving student, but that of the students already seated in class. A bell sounds at 8:58 a.m. to remind students to line up at their classroom door. A second bell rings at 9:00 a.m. and students arriving in their classroom later than 9:00 a.m. will be considered tardy. They are then required to report to the school office and collect an admittance slip. To lessen the impact on classroom

learning, the student will walk unaccompanied to their class. If a student misses ninety minutes or more in the morning, it is considered a half-day absence. **A continuing pattern of arriving late at school for any reason will result in school discipline sanctions such as missing recess time. All tardies will be subject to KSD attendance policies.**

Note: School District Policy classifies Tardies as *excused and unexcused*.

Excused tardies are those for limited medical or dental *with a confirmation note from the medical or dental office*, legal appointments that are for the student, or illness. Medical and dental offices should readily provide an appointment confirmation.

Unexcused tardies are those for missing the bus, homework, oversleeping, eating breakfast, babysitting, appointments for other family members, car problems or **doctor or dentist appointments without a verification note. The Kent School District will place an auto-dial call to you on the day of the unexcused tardy.**

Absences and tardies should be printed on your child's report card. Please make note when you receive your copy. If you have any questions regarding the information provided or you would like to check the status of your child's record, please contact the school office and our attendance specialist will assist you.

Early Dismissals

Individual Student Early Dismissals

Early dismissals will only occur for **emergency** situations to ensure learning from bell to bell. For student doctor or dental appointments, a physician's excuse note is required to excuse the absence.

Just as absences and tardies are tracked in our student records system, so are early dismissals. Early dismissals are just as disruptive as tardies.

District-wide Early Dismissals

Every Wednesday, Emerald Park students will be dismissed two hours early at 1:40. This time is used for staff to collaborate with their professional learning communities and school teams.

Leaving early decreases learning for everyone. Make every effort to have an alternate plan when you are unable to pick up your child at dismissal. Regular dismissal time is 3:40. If a student is picked up for an early dismissal of ninety minutes or more, it is considered a half-day absence.

PLEASE NOTE: All late arrivals and early dismissals are shown as tardies on the student's report card.

TO AND FROM SCHOOL

Buses

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

The Transportation Department determines the number of buses necessary to transport our students to and from school. Students can request permission to ride a different bus on occasion for special circumstances. This requires a parent note, which must be brought to the office during morning announcements. The Transportation Department occasionally sets limits to accessing alternate bus transportation if the buses are in danger of becoming overcrowded.

Change Of Plans

A written request for the change in plans (alternate bus route or walking route, parent pick-up, etc.) should be signed by the parent, and the student should bring it to the office at 9:10 a.m. to be logged in and approved. Phone calls will be approved in emergencies.

Early Arrivals

Students may NOT be on the school grounds prior to 8:40 a.m. We do not have adult supervision prior to that time and cannot be responsible for your child. Please make other arrangements.

Individual Early Dismissals

Parent sign out student at the office. To lessen the impact on the classroom, the parent must wait in the office for the student to be sent from the classroom.

Late Arrivals

Student or parent signs in at the office. To lessen the impact on the student learning, the student then walks **unaccompanied** to the classroom. A staff member may walk them to class.

Going Home

All students must leave the school grounds immediately, unless they are participating in a school-sanctioned activity (Clubs, tutoring, music groups, etc.). Students may not return until after 4:20 or the designated activity time. **All students still on the school grounds after 3:55 and not participating in a school-sanctioned activity will be sent home, this includes students waiting for a sibling/friend who is participating in an after school activity. Also, if the student is within the school walking area and no one has arrived to pick up him/her up from school by 3:55, then we will have the student walk home.**

Non-Parent Pickup

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

Parking

To enable a smooth flow of traffic and safety for our students, cars are not allowed to double park [or sit idle] in the drop off/pick up loop. Parents are encouraged to use the pick up and drop off lane. Students dropped off in the loop **must** exit the vehicle directly next to the curb. For the safety of all students, please use all designated cross walks and do not run across streets or lanes. Finally, it is important that all drivers adhere to the designated traffic flow arrows painted; do not park in the yellow zone or fire zone or block entrances, exits, or traffic flow to these areas.

Releasing Students from Class

As a building procedure and safety precaution, we need to have students released from class through the office. In the event that a child needs to be dismissed early from school, the parent must come to the office and sign the child out of school. The child will not be excused from class until the parent is in the office. This will help us provide better supervision of our students and monitor our early dismissals. Unless it is absolutely necessary, please do not pick up children up 5-15 minutes before the end of the school day. Lesson closure, homework assignments, and special announcements are often reserved for the end of the day.

PLEASE NOTE: Students may not leave the school campus during the school day, unless being picked up by a responsible adult.

Student Safety Patrols

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

Walkers

Walkers should arrive at school **no earlier than 8:40 a.m. After school is dismissed at 3:40 p.m.**, all students are to go home immediately. There is no supervision after school except for the bus lines. Walkers will leave the building at dismissal time using a designated route with patrol support. Walkers, bus riders and students being picked up by their parents will exit their classroom through their outside door.

Bicycle Policy

When bikers arrive on the school grounds, they must dismount and push their bikes to the racks located in back of the school. For safety reasons, bikes must not be ridden on the school grounds during school hours, including arrival and dismissal times. All riders MUST wear a safety helmet. If a student rides his or her bicycle to school without a helmet after receiving a

warning, the parent will be called. If the student continues riding without a helmet, he/she will not be allowed to come to school on his/her bicycle.

Skateboards, Roller Blades, Wheelies and Scooters Policy

Skateboards, roller blades, “wheelies” (shoes with wheels built in) and scooters are NOT allowed at school.

**Kent Fire Department reminds you.....
“Your life is a gift. Practice safety every day!”**

WeTip...

WeTip provides an anonymous toll-free crime hotline to students, staff, and community members who have information about a crime and want to report it to authorities, without having to reveal their identity. WeTip operators immediately relay all information to the security department or to the law enforcement agency with jurisdiction where the crime was allegedly committed. The hotline is staffed 24 hours a day, 365 days a year, with at least one Spanish-speaking operator on each shift. Tips that lead to a conviction are eligible for a reward of up to \$1,000. Call WeTip at 1-800-78-CRIME.

HEALTH AND SAFETY

Health Information

ALL HEALTH PROTOCOLS MUST BE FOLLOWED AT ALL TIMES. Good emotional and physical health is closely related to the learning process. Pupils are expected to participate in all activities scheduled in the school program. Any request for limitation of a pupil’s physical activity should be accompanied by a statement from your physician or discussed with the school principal.

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

Common Illness Guideline List

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.” **ALL HEALTH PROTOCOLS MUST BE FOLLOWED AT ALL TIMES.**

Chickenpox: Excluded minimum of one week from appearance of eruption and thereafter until all vesicles have been encrusted.

Colds: Children with acute colds should not come to school. Colds spread very quickly.

COVID-19: See updated guidelines on the KSD website.

Conjunctivitis: Commonly known as pink eye. Exclusion of children from school and restriction to home premises until adequately treated. Very easily spread.

Fever: Students are to 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 or fever reducing medicine that masks the fever..

German Measles: Excluded for three days after appearance of eruption.

Impetigo: Excluded until lesions are healed or until proper treatment has been started and is being satisfactorily continued.

Lice: Excluded until all lice and nits are gone. The school staff will check child before returning to the classroom.

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 until twenty-four hours after initiation of treatment with an effective antibiotic.

Vomiting: Students are to remain home for twenty-four hours after the vomiting stops.

Communicable Diseases

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

Medication at School

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

No medication is to be in the possession of a student. The school nurse and his/her designee dispense all medication from the school health room.

No medication will be administered by injection except in a life endangering situation. The parent must submit a written and signed special treatment form (HS 37-97). Also, authorization must be supported by signed and dated written orders accompanied by supporting directions from the physician. The school nurse will then train and delegate this procedure to specific school staff.

Emergency Treatment

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

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

Student Immunization

ALL HEALTH PROTOCOLS MUST BE FOLLOWED AT ALL TIMES. Before entering school in the State of Washington, a student's parents/guardians must complete a State Certificate of Immunization Form (CIS) and comply with state immunization laws. Parents/guardians may choose to exempt a student for medical, religious, or philosophical reasons.

The school office will provide parents/guardians with specific immunization requirements. Those students not fully immunized can and will be excluded from school in the event of an outbreak of any of the designated diseases. The parents/guardians of any students out of compliance with state law will receive written communication informing them of:

- The immunization requirements;
- The denial of further attendance by the student;
- The procedural due process rights; and
- The immunization services that are available.



Asbestos Management Plan

As required by the Environmental Protection Agency (EPA) in compliance with section 763.84 of the Asbestos Hazardous Emergency Response Act (AHERA), Kent School District is providing annual notification that we have an Asbestos Management Plan established for the District per AHERA regulations. Site specific plans are available for review at each site and an overall plan for all sites is located at the Maintenance and Operations Department. Be advised that we are currently managing any asbestos in the District's buildings per AHERA regulations.

Child Custody

Emerald Park Elementary presumes that the person who enrolls the student is the residential parent of the student. The residential parent is responsible for decisions regarding the day to day care and control of the student. Parents, legal guardians or de facto parents have the two-fold right to receive information contained in the school records concerning their child and to forbid or permit the disclosure of such information to others subject to the authority granted to the residential parent or as otherwise authorized by statute. Emerald Park, unless informed otherwise, assumes that there are no restrictions regarding the non-residential parent's right to be informed of school progress and activities. If restrictions are made relative to the above rights, the residential parent will be requested to submit a certified copy of a court order which curtails these right(s). If the non-residential parent questions these rights, the issue will be

referred to police authorities for resolution. Unless there are court restrictions, the non-residential parent, upon request, will be given grade reports, notices of school activities, reports of disciplinary actions, or notices of teacher or principal conferences or summaries. Notice of the non-residential parent's request for records will be provided to the residential parent. The student is not permitted to visit or be released to anyone, including the non-residential parent, during school hours without the approval of the residential parent.

EMERGENCY INFORMATION

Emergency Dismissal Plan

If it should ever be necessary to close school for an emergency prior to normal closing time, it would not be possible to contact parents. Therefore, each student must know what to do in case parents were not home or immediately available should power outages, weather conditions, etc. necessitate an early dismissal. Please discuss and periodically review your family safety plan so each student knows whether to go home or to a neighbor, and what to do until parents arrive home. This advance planning will assure safety and peace of mind.

Ice and Snow

When ice and snow prevail, our first concern is always the safety of the students. In hazardous weather, bus schedules may vary in time of pick-up and return trips.

In the event of ice or snow, please do not call the school office or the radio stations. This ties up phone lines needed for emergencies. One option is to listen to your radio for closure information. The radio stations listed below will broadcast information regarding the operation of the Kent School District. Please listen to one of the following radio stations for information throughout the day: KAYO, KIXI, KZOK, KOMO, KJR, KVI or KIRO.

If the Kent School District is not mentioned during the newscast, you will know that Kent School District schools are open, with buses operating on nearly as normal a schedule as possible. If the Kent School District is mentioned during a newscast, it will refer to one of the following situations:

- "Emergency schedule" -- this means that the weather will cause changes in bus routes. Buses may also be running late.
- "All KSD schools are closed" -- this is determined on a day-to-day basis and parents should listen each morning for information.
- All Kent School District schools are open, but will be running _____ hours late. Bus schedules are adjusted by the same time. For example, if your student ordinarily catches the bus at 8:45 a.m. and school is one hour late, he/she would catch the bus at 9:45 a.m.

Another option for checking on school closures is to visit the Kent School District website www.kent.k12.wa.us, the independent website www.schoolreport.org, or downloading the KSD app on your phone. Either source will give you current information with helpful details.

When schools open late, there will be no before school activities. When schools are closed (or close early), there will be no after school, evening or athletic events.

Safety Drills

Procedures for orderly evacuation in case of fire or other emergencies are taught in each classroom. Fire (six), lockdown (two), and shelter-in-place (one) drills will be held. Earthquake drills are held at least three times per year.

STUDENT BEHAVIOR

Student's Rights and Responsibilities

Student's rights and responsibilities exist in the framework of the democratic process. It is the mission of the Kent School District and Emerald Park Elementary to provide opportunities for each student to acquire the skills, attributes and knowledge essential to achieving his or her full potential as a contributing citizen. A written statement pertaining to student rights, conduct and corrective actions and sanctions has been developed by the Kent School District and is available in the school office for review.

It is the policy of the Kent School District that all students should be able to attend and learn in a school setting that is free from all forms of discrimination including sexual harassment. No student should be subject to unsolicited or unwelcome conduct, either verbal or physical, of a sexual, religious, racial or ethnic nature. Harassment refers to behavior which is not welcome, is personally offensive and which interferes with efficacy or creates uneasiness. Further, students shall not be subjected to third party harassment, which is defined as behavior that is personally offensive to an observing party.

Electronic Devices

Walkie-talkies, electronic games, cell phones, surfaces and other electronic devices are not to be brought to school. Also, we prefer that cell phones be left at home, however, understand their use in emergency situations. **During school hours and arrival time, the cell phone needs to remain turned off and in the student's backpack.** If it is out or rings during school hours, it will be confiscated and we will require a parent/guardian to come to the office to pick it up. Cameras or other electronic recording devices are prohibited from use at all times.

Dress and Appearance

The school will prohibit clothing, shoes or jewelry that are hazardous, destructive to school property, or which disrupts the learning process. It is important to keep in mind that behavior at school may be influenced by a student's clothing, jewelry and shoes.

Clean, comfortable clothing is the best guide. All students, under the guidance of their parents and the school, should learn to make elementary school appropriate choices when selecting clothing, shoes or jewelry. Failure to comply may result in a call home for a change of clothing. **We request that adults that in the school building for any reason (e.g., chaperoning,**

volunteering, visiting, etc.) follow these guidelines to help us set the example for appropriate dress and appearance.

The Emerald Park dress code is currently being updated to be considerate and respectful of all backgrounds and cultures. We are addressing policies and practices that are rooted in institutional racism and unfairly target BIPOC students. New dress code expectations and standards will be added to this handbook in 22-23.

Rainy Day Recess

Because we have so many rainy days, **it is important that students come to school dressed appropriately for all kinds of weather.** It is our policy to send students outside for recess, if at all possible. The playground staff determines whether or not an alternate recess plan is needed, keeping in mind the safety of all students.

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

Students will be reminded to wear the appropriate clothing when going out for recess and may be asked to remain under cover if not adequately dressed.

Assembly Rules

Be Responsible

- Maintain your personal space
- Applaud when appropriate

Act Safely

- Hands, feet and objects to yourself
- Enter and exit in a straight line

Show Respect

- Sit facing forward
- Voice:
 - Level 1 – While waiting
 - Level 0 – While watching
- Respond quickly to the signal

Exhibit Grit

- Stay present
- Be involved
- Remain focused
- Actively participate
- Have a positive attitude

Student Discipline

A Responsive School Management Approach [PBIS]

Characteristics:

- The teacher/staff help students develop self-control
- Behavior Standards are high and developmentally appropriate
- Students help create the rules
- Teacher/staff teach and help the students practice the rules
- The teacher/staff use logical consequences or interventions to help students learn from their mistakes

Outcomes:

- The classroom/school is calm and civil
- Students show a high degree of responsibility, kindness, and respect
- Students learn to think and act in socially responsible ways
- Students' relationships with teachers/staff and others is strengthened
- Students feel safe in school

Kelso's Choice

All students at Emerald Park will receive annual training with **Kelso's Choice and/or Second Step**, programs which teach children to resolve conflicts. The program provides children with ways to deal with difficult situations. Students are trained to try to solve minor problems from the following menu of strategies:

- Go to another game or activity
- Share and take turns
- Respectfully talk it over and listen to each other
- Walk away from the problem
- Ignore the problem behavior
- Tell the person to stop the problem behavior
- Apologize
- Make a deal or compromise
- Wait to cool off
- If you have a BIG problem, tell an adult



When used on a school-wide basis, **Kelso's Choice** is proven to be extremely effective. We encourage you to become familiar with the above strategies and use it in your home and neighborhood. By working together, we can develop a healthy life skill for young people to use.

The Navigator Way

Be Responsible, Act Safely, Show Respect & Exhibit Grit

Be Responsible

Students make appropriate choices and are accountable for the choices they make.

We are responsible when we:

- Do what we are supposed to do
- Are someone others can depend on
- Accept responsibility and consequences
- Make a mistake, then make amends
- Keep agreements

Act Safely

Students act to keep themselves and others safe. To be safe means free from danger, injury, risk, harm or loss.

We act safely when we:

- Follow rules
- Keep hands and feet to ourselves
- Cause no harm to ourselves or others
- Use equipment and school supplies properly
- Look ahead to make sure the environment is safe for ourselves and others

Show Respect

We show respect when we:

- Have an attitude of caring about people
- Treat each other with dignity
- Use appropriate language at all times
- Value ourselves and others
- Treat others as we want to be treated
- Do no harm to the property of the school or others
- Leaving the property of others as you found it

Exhibit Grit

We exhibit grit when we:

- Have staying power
- Have perseverance
- Stick with a problem until it is resolved
- Keep working despite failure in order to show growth or get better at something

Behavior Expectations and Recognition

Students are expected to follow “The Navigator Way,” by demonstrating that they are being safe, respectful and responsible. Behavior standards are high and developmentally appropriate.

Our goal is to enable students to take responsibility for their actions and to increase their capability for making good choices. The Emerald Park problem-solving steps will be taught in all classrooms and reinforced by all adults throughout the school. We strive to keep students connected and contributing to our school community while maintaining a positive, safe, and caring environment. Students will be recognized for their contributions toward achieving these goals.

Behavior Consequences

Some of the methods we may use to help change unconstructive student behavior choices include:

- Verbal/Non-verbal
- Student/Teacher Conference
- Reflection Time and/or Time Out
- Written Problem-Solving Plan
- Office Referral
- Restricted Movement or seating change
- Modified Schedule
- Work Detail
- Parent/Teacher/Student Conference
- Loss of Field Trip
- Shortened Day
- Restorative meeting

The following consequences may be applied after misbehavior:

- Loss of recess
- Community Service
- Talk to student/verbal warning
- Use problem solving thinking map or resolution plan
- Write apology letter
- Call home
- Walk with playground supervisor during recess or “benching”.
- Time out in partner teacher’s classroom
- Repaired or replaced property/restitution
- Read playground rules or other relevant policy
- Meet/or phone conference with parents
- Suspension in-school or out of school
- Expulsion

Behavior Documentation

Behavior Warning

This is a form that is used within the school to document a minor infraction of the school rules. It is the first step in our school wide discipline system. It is used for informational purposes. A copy of the slip may be sent home by the classroom teacher, if deemed necessary. If the behavior is repeated an Office Referral Form is the next step.

Office Referral Form

The school-wide behavior communication sheet is called an Office Referral Form (ORF). The purpose of this form is to report behavior(s) that need to be changed. Parents will be contacted with information of the incident or the white portion of our three-part form will be sent home for a parent signature if unable to reach the guardians, then this slip must be returned the next

day. The purpose of this is to ensure that there is good communication. If a student receives multiple Office Referral Forms, the parents may be invited to a meeting to problem solve ways to help the student.

NOTE: For Kent School District (KSD) Discipline Policies, please refer to the KSD Handbook or the KSD website at: www.kent.k12.wa.us.

RECESS

Recess Rules and Expectations

At recess, student health and safety is our primary concern.

The buildings are off limits during recess except for restroom use. However, to use the restroom, the student must obtain a pass from the playground supervisor and return it when done. Students must avoid creating any distractions to the surrounding classes and/or office.

Students have access to all visible areas of the grass and sand fields. Students are to remain within the marked and designated areas within the fenced playground.

Students should speak to one another in a kind and respectful manner. A courteous noise level should be used near the buildings.

Students are never to leave the playground without permission from a playground supervisor. Students must have a pass to go to the health room, office, or the rest rooms.

Soccer or playground balls may only be kicked while on the grass or sand fields.

Dangerous, expensive and/or distracting toys/objects must be left at home, i.e., bats (wood or metal), hard balls, sharp objects, lighters, matches, radios, remote control toys, fidget spinners, etc.

All games and activities are open to anyone who wishes to participate, including those involving playground balls brought from home. Game participation restrictions by grade level may be approved by the playground supervisor.

Only playground balls that are 6" in diameter or larger are allowed for play during recess. We do not allow superballs (small balls with extreme bouncing capability), tennis balls, golf balls, baseballs, softballs or bats for play during recess. If an appropriate ball is brought from home, we request that it be labeled plainly with the student's name.

Throwing or kicking of rocks, sticks, pine cones, snowballs, etc. is a danger to other students and is not allowed.

Dangerous games and weapons are not allowed. These include tackling, kicking, piggy-back, tripping, wrestling, pushing, games involving a ball being thrown at someone, and any other activity designated as dangerous by the playground supervisors. No play or pretend fighting is allowed. The participation in recess activities is a privilege, therefore, any inappropriate play will result in the loss of these privileges.

Good Sportsmanship

Good sportsmanship is an important trait of every Emerald Park Elementary student. Sportsmanship is defined as ethical, appropriate, polite, and fair behavior while participating in a game or athletic event. Sportsmanship at Emerald Park is always guided by the characteristics: act safely, be respectful and kind, cooperate, demonstrate responsibility, and expect the best. The core values of sportsmanship at Emerald Park is:

- Play fair
- Cooperate
- Graciously accept when you lose
- Encourage others (be honorable)
- Share credit for the win

The rules of good sportsmanship should be observed at all times. They are as follows:

- Know and obey the school rules.
- Be respectful of all playground supervisors.
- Play the game to the best of your ability and treat each participant the same.
- A good team player is able to be a good follower as well as a good leader.
- Keep your pride under control in victory and be courteous and gracious in defeat.
- **You may not switch teams during any game, unless directed to do so by a playground supervisor.**

Play It Safe

- Watch where you are moving. There are others on the playground.
- Bumps, bangs, trips, tackles, shoves, slugs, pokes, pinches, pushes and play wrestling or play fighting are not allowed
- Grabbing or pulling of clothing is not allowed.
- Stay within the boundaries established by the playground supervisors and/or your teachers.
- Eating is not allowed on the playground.
- Gum chewing is not allowed on the playground.
- Spitting is not allowed on the playground.
- Cellphones and other electronics are not allowed on the playground.

Play It Smart

- All coats are to be worn or put by the student's classroom door.
- Share the equipment – take your turn.
- Playground equipment brought from home, while discouraged, needs to be plainly labeled with the student's name. The school is not responsible for lost items.
- Choose your words wisely - **No teasing, put downs or inappropriate language.**
- The playground supervisors are in charge on the playground - no arguing or back talk.
- Football, when permitted, is for 5th and 6th grade students ONLY.
- No throwing of pine cones, rocks, sticks, wood chips, snowballs, etc.

- No spit wads, or blowing items at people with straws, etc.
- Once a game begins you may not remove the ball to change games.

Game Rules

Basketball

1. Players not following the rules will be removed from the game
2. Basketball is a **NO CONTACT** sport
3. Games **WILL BE** half court
4. Pick equal teams. If this becomes a problem, wristbands will be used.
5. *Maximum of 6 players for half-court
6. If there are more than 6 players, new players will rotate in every 3 baskets.
7. NO grabbing or pulling on the other students or their clothing
8. NO tripping, shoving or pushing other players
9. NO wrestling for the ball
10. Games begin with 1-time rock/paper/scissors to determine which team has the ball first.
No jump ball.
11. Outside the white lines is out-of-bounds, if the ball goes out-of-bounds, possession goes to the other team
12. Additional games (Around the World, BUMP, Horse) will be played in non-covered areas.
PE rules apply.

Four Square

1. Players not following the rules will be removed from the game.
2. There are four players. The squares are numbered 1, 2, 3, and 4. A service line is drawn diagonally across the far corner of square #1. The serve always starts from the #1 square.
3. The ball is served by dropping it and serving it underhand from the bounce. If the serve hits the line, the serve is in. The server can hit the ball to any of the other three courts.
4. The player receiving the ball must keep it in play by striking the ball after it has bounced once in his/her square.
5. He/she directs it to any other square with an underhand hit. A player may step out of the square to hit the ball.
6. Play continues until one player fails to return the ball or commits a fault.
 - a. A ball that hits the outside lines of the court is in.
 - b. If the ball hits a line between squares, the player who hit the ball is out.

The following are also outs:

- Teaming or “killing”
- Hitting the ball sidearm
- Catching or carrying the ball. The ball must be hit or struck.
- Double touching the ball
- Allowing the ball to bounce 2 times
- Returning the ball without it hitting the ground with a bounce first.

- No 'cherry bombs'
- No made up rules
- Allowing the ball to touch any part of the body except the hands

When a player misses or commits a foul, he/she is out and goes to the end of the waiting line and all players move up. The player at the head of the waiting line moves up to square #4.

Variation:

1. Doubles Four-Square
2. Two students are in one square. Same rules apply.

Soccer

1. Players not following the rules will be removed from the game.
2. Team selection is made by students receiving arm bands from the recess supervisor.
3. Since random kicking is involved, play carefully!
4. NO switching teams.
5. NO rugby-style play.
6. NO tackling, tripping, slide-tackling, or grabbing of other students or their clothing.
7. NO shoving, pushing or purposefully kicking other students.
8. If a ball leaves the field, it is out-of-bounds and the ball is thrown in by the other team.
9. Do not continue to play a ball that is out of bounds.
10. The ball must be thrown in from out-of-bounds at the point of exit by the closest person from the opposing team.
11. If hands are used, the opposite team gets the ball at the spot of the foul.
12. Each team MUST have a goalie or goalies (maximum of two). Only one goalie from each team may use their hands on the ball.
13. Drop kicking or throwing is ONLY allowed by the goalie within the goalie box area.
14. Corner kicks are allowed IF the players understand when they can be used. Otherwise throw-in only.
15. When a goal is made, the other team will kick off from mid-field.

Tag

1. Grass field ONLY.
 - a. No Tag around or including Big Toy
 - b. No Tag by front of building or in front of classroom doors
 - c. No Tag on asphalt/blacktop/concrete play areas
2. Tag is 1-Finger-Touch ONLY
 - a. Arm or shoulder. No torso.
3. Students not following the rules of the game will be removed.
4. Students engaging in unsafe play will be removed.

Tetherball

Play

1. Players not following the rules will be removed from the game.
2. The player who serves first is the student who arrives at the tetherball court first.
3. After the first game, the winner serves first.
4. One player stands in each court.
5. The server starts the game with the ball in his/her hand or uses his/her fist to send the ball in the direction he/she chooses.
6. As the ball travels, each player tries to hit it in an effort to wind the rope completely around the pole.
7. The player who first winds the rope completely around and in the direction of his/her play, wins the game.
8. During the game each player must remain in his/her own playing zone.

Outs

- NO "ROPIES" – The rope cannot be grabbed, touched or used to throw the ball
- NO "TAPPIES"
- No interference from other players
- No more than one player per side
- No "throwing" the ball
- No "ballet" or "spin" serve

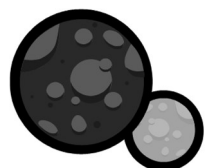


Disputes

In case of an argument, the students in line who were watching are the judge and the majority rules

Twirling Bars

1. Only two students per bar at a time
2. There are two bars, one line of students waiting per bar
3. Students should form the lines off the mat
4. For K-4, a maximum of 10 twirls per turn, for 5-6, a maximum of 20 twirls per turn. In all cases, the line will count
5. Students may use a coat for padding
6. Students must hold their leg or the bar at all times
7. Students may twirl on their stomachs or with the knees
8. No student may assist another student to get on the bar or to twirl
9. If a skirt or dress is worn, the student must wear shorts underneath
10. No standing on the bar or weird flips (No matrix)



Wall Ball and Hand Ball

1. Players not following the rules will be removed from the game.

2. Two players, one is server (except for 5th and 6th grade who may play up to six players in at a time).
3. You can ask for a decent serve.
4. Ball striking a side line is in.
5. If the ball is out-of-bounds, the player that hit it is out.
6. Ball striking roof or the upper section (dark blue) of the wall in play is an out.
7. All persons in line are judges to decide whether the player is out, majority rules.
8. The first person making a mistake is out. It does not matter if it was played on. They are still out.
9. If you kick the ball you are out.
10. NO special hits of any kind.
11. NO saving courts, first player arriving with a ball at court gets the court

Big Toy and Spider Web Climber

1. Students not following the rules will be removed from the equipment.
2. Students may not run on any of the black safety matting.
3. For safety reasons, student access to the Big Toy or Web Climber may be limited in number at the discretion of the playground supervisors.
4. ALL STUDENTS MUST GO ON THEIR SEATS, FEET-FIRST AND DOWN ONLY ON ALL SLIDES.
5. Students may not climb on the outside of tubes (slide or tunnel) on the Big Toy.
6. No standing on the Web Climber.
7. No jumping or bouncing on the suspension bridge section.
8. No sliding down stair railing.
9. While playing, students may not use articles of clothing to hang from the equipment and must have at least one hand on the device at all times.
10. For safety reasons, there is limited swinging or twisting.
11. No other equipment may be used on the Big Toy or Web Climber (jump ropes, hula hoops or playground balls).

Kickball (played like softball)

1. Played in PE only.
2. All PE rules apply.

Volleyball

1. Played in PE only.
2. All PE rules apply.

BREAKFAST AND LUNCH

Ordering Meals and Making Payments

It is a goal for students to practice responsible behavior in remembering to bring their lunch or money. Printed lunch menus are *not* sent home. Parents will need to look up the choices online: <http://www.kent.k12.wa.us/KSD/ck/printablemenus.html>.

We do not allow students to “charge” lunches. If you notice a lunch sitting on the counter at home after your child has left, bring it to school! We will make sure it gets to your son or daughter. Also, if your child has left their lunch money at home, please bring it to the office.

The lunchroom supervisor is not expected to monitor a student’s choice only to ensure that the selection is adequate as an interim measure so that the child does not go hungry.

You may pre-pay for lunches. Students with lunch money may bring it to the kitchen manager before school begins. Please watch the balance in your child’s lunch account at:

<https://www.lunchmoneynow.com/lmn001/Main.htm?2261105516364690Nav=|&NodeID=481>

Pre-paying is more cost effective than buying daily. Low Balance reports are sent home with students on a weekly basis, watch for them. Please discuss with your child/children the importance of bringing these forms home to ensure that your child may order a lunch. When paying by check or money order, please make them out to "Emerald Park." Also, write your child's first name, last name and teacher's name on the bottom of the check. To pay online, go to www.kent.k12.wa.us/parents, then in the "On-line Tools for Parents" section, click on "Lunch Money Now." To order online or by phone you need to use a credit card.

Free and Reduced Breakfast and Lunch applications are now completed online at:

<https://www.applyforlunch.com/>. If you do not have a computer or need help, there is a computer in the office and office staff will assist you. You will be notified if your child qualifies for the program. Student’s confidentiality is respected.

Students should pay for the hot lunch and milk in the multipurpose room as soon as they arrive at school. Please help your child to develop responsibility for bringing his or her lunch or milk money.

At the end of the school year all accounts will be reviewed and students with outstanding balances will have their report cards held until the balance is paid.

Breakfast

Breakfast is served by our kitchen manager in the multi-purpose room at 8:40 a.m. Ordering can be done on a daily or pre-paid basis, similar to the lunch program.

Meal and Milk Prices

NOTE: The prices that are listed *are subject to* change, please check the Kent School District website or the school newsletter for any updates or changes.

LUNCH

- Paying students-\$TBD for 22-23
- Reduced-rate paying students-K-3 – \$TBD for 22-23
- Reduced-rate paying students-4th-6th - \$TBD for 22-23

BREAKFAST

- Regular paying students-\$TBD for 22-23
- Reduced paying students-\$TBD for 22-23

MILK

- \$TBD

ADULT

- Breakfast -- \$TBD for 22-23
- Lunch -- \$ TBD for 22-23



Lunchroom Behavior Guidelines

- Enter the lunchroom orderly and quietly. Line up to make your lunch/milk selections.
- Sit at the assigned table and seat.
- Use indoor voices for conversation. Follow the instructions of lunch staff for voice levels and expectations.
- Use polite manners while eating (e.g., say “please, thank you and excuse me”, chew with your mouth closed, appropriate language and conversation).
- Keep our hands, feet and objects to yourself.
- Raise your hand to get permission to leave your seat or ask a question.
- Limit food waste.
- Recycle aluminum, some plastic and milk cartons.
- Clean up after any spills or ask for help.
- Leave lunch area clean before departing. Pick up all garbage on the table/bench/floor and wipe down the table.
- Wait for your table to be dismissed by the lunchroom supervisor.

Fine Dining Award

In an effort to encourage good manners in the lunchroom, during each lunch period students may be recognized for excellent or improved behavior. The student being recognized receives a small treat and has his/her name placed on the “Fine Dining” bulletin board.

ADDITIONAL SCHOOL INFORMATION

Video Policy

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

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

Internet-Use Policy

We have excellent access to the internet. Students are subject to discipline and removal of privileges for misuse of the internet. Students are not to use school software or technology to engage in private chats, video calls, or other unstructured and non-academic socialization.

Fines

All students are expected to give the best care to books and equipment entrusted to their keeping. These materials are their responsibility, which means they should handle them with care. Fines will be levied by the teacher, school library assistant, or principal upon any misuse of school property.

Lost and Found

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

Money

A child should only bring money to school for specific reasons. Money may be lost, misplaced, or stolen, and this causes the child to be upset. Small children should check money with their teacher for safekeeping. We do require checks instead of cash for book orders. Please make sure that any cash payments are the exact amount. **We cannot make change.**

Privately-Owned Property

We discourage students from bringing personal property, including toys, stuffed animals, etc. because they can create distractions. The only exception to this policy is specially designated days (e.g., Student Council Stuffed Animal Day). Emerald Park Elementary will not assume responsibility for the maintenance, repair, or replacement of any privately-owned property brought to school or to a school function unless our school staff or administration has specifically requested the use or presence of such property. Electronic devices such as, MP3 Players (IPOD's), walkie-talkies, DS's are not to be brought to school. ***Also, we prefer that cell phones be left at home, however, understand their use in emergency situations. While on the school grounds, the cell phone needs to remain turned off and in the student's backpack. If it is out in class or out on the school grounds, it will be confiscated and we will require a parent/guardian to come to the office to pick it up. Camera and recording features are not to be used at school.***

Class and Individual Pictures

Individual pictures will be taken in the fall and will be available before the winter break. Class pictures are taken in the spring. Information concerning the individual and class pictures will be sent home with the children. Parents are not obligated to buy the pictures. All pictures need to be paid with exact change, **the office cannot make change.**

Yearbooks

Yearbooks are produced each year and are available for purchase by parents in the spring. Parents are not obligated to buy the yearbook.

Parties

All grades will have scheduled room parties for Fall Festival, Winter Break, and Valentine's Day. They will be held with the assistance of parent volunteers. Parties will generally be held the last hour of the day. A small donation may be asked of each child to help defray party expenses.

ALL HEALTH PROTOCOLS MUST BE FOLLOWED.

Classroom Snacks

Good nutrition is an important part of student learning. We hope that you will help us set that example, when providing classroom snacks or treats. Healthy snacks could include: popcorn, carrot/celery sticks or pretzels. We ask that you avoid sugary foods like: cookies, candy, or cake. Please keep in mind that many students have life-threatening allergies. Make sure you confirm with the classroom teacher if any exist so that we can keep all of our students safe. **ALL HEALTH PROTOCOLS MUST BE FOLLOWED.**

CLOSING REMARKS

Dear Emerald Park Family,

Emerald Park Elementary is a special place for your child to get their elementary education. We work hard to provide the best education possible for all our children. Please visit or call the school or your student's teacher to ask questions. A few reminders and tips:

- Attendance matters
- Join our PTSA (Parent, Teacher, Student Association)
- Limit student screen time
- Play learning games with your children

Your partnership is essential and your involvement in our school's growth is welcome. The home and school team needs to be a very positive force in your child's life. We believe in children and work hard for their welfare. We have dedicated ourselves to doing our best for your child so they may be productive, inspired citizens who thrive in the world they inherit. Please keep us informed of your student's successes, as well as the challenges they face. Together, we will have a successful year.

Sincerely,

Valerie Orrock

Principal

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Kent School District Student/Parent Handbook

2022-2023 School Year

NOTE:
CONDENSED VERSION

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

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).

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](#)

