

# Hazelwood Elementary School Scholar Handbook 2018-2019

Developing 21<sup>st</sup> century skills while fostering the joy of discovery and innovation through STEAM education



***Hazelwood celebrates 55 years of excellence 1963 - 2018***

Hazelwood Elementary School

7100 116th Avenue SE

Newcastle, WA 98056

(425) 204-4550 Office/ (425) 204-4560 Attendance/ (425) 204-4561 Fax

[www.hazelwood@rentonschools.us](mailto:www.hazelwood@rentonschools.us)

# School Overview

## Welcome!

Welcome to Hazelwood Elementary School. We are thrilled to be working in partnership with you to support your child's academic, social and emotional growth this year. We take the commitment we have made to you and your child very seriously; we promise to provide all scholars with the foundational K-5 education necessary to graduate from college and succeed in the world beyond. Fulfilling this promise requires a meaningful collaboration between our school and you. This handbook outlines the key policies that will enable us all to best support your child. These policies have been carefully researched and implemented over the years to ensure the academic well-being and overall safety of all our scholars. We thank you in advance for believing in our school and working together with us to best support your child's growth this year.

## Vision

Hazelwood Elementary School: Influencing a rapidly changing world by empowering our scholars to seek knowledge, think creatively, and develop global perspective-achieving nothing less than excellence.

## Core Beliefs

Our mission is to deliver on the promise of equal educational opportunity for all of America's children. We will provide all of our scholars with the academic and character skills they need to graduate from top colleges, to succeed in a global society, and to serve as the next generation of leaders. We intend to create a culture with a strong sense of belonging, purpose, and ownership where all voices play a role in developing a healthy school environment where we inspire one another to pursue our dreams.

In order to achieve our goals, we believe:

- ❖ Everyone is capable of success
- ❖ Everyone has unique skills, strengths, and talents
- ❖ Everyone has a responsibility to participate in and contribute to our world
- ❖ Strong partnership with the greater community is critical

## Core Values

Hazelwood Elementary School is built around six core values (STRIVE): Self-Control, True Grit, Resilience, Integrity, Vision, and Empathy. After careful research, including reviewing Dr. Martin Seligman's work from the University of Pennsylvania and the late Dr. Chris Peterson from the University of Michigan, we identified six character strengths that will serve as the foundation of our instruction.

Why character strengths and not traits? Character strengths can change over time rather than maintaining a “fixed” disposition. For example, our scholars may act “gritty” in one circumstance and not in another. Character is fluid and there’s always an opportunity to learn.

**Self-Control-** The ability to regulate one’s own responses so they align with short and long-term goals;

**True Grit-** Perseverance and passion for long-term goals;

**Resilience-** The ability to bounce back from set-backs;

**Integrity-** Doing the right thing, even when no one is watching;

**Vision-** Being optimistic; having confidence in a future full of positive possibilities; Having zest- being enthusiastic and energetic about learning and life;

**Empathy-** Developing social intelligence- understanding the feelings of others and adapting actions accordingly

**We believe that relationships are built, sustained, and repaired by restorative practices that build empathy, restore dignity, enable healing, and strengthen the school community.**

# **Hazelwood Scholar Commitment to Excellence**

At Hazelwood, our scholars work hard to show STRIVE each day. Some days (and moments) are easier than others and we believe that character is taught and practiced just like reading, writing, and other academic areas. With practice and feedback, we get better and better each day!

## **Self-Control- School Work**

- Hazelwood scholars come to class prepared
- Hazelwood scholars remain focused on learning and resist distractions
- Hazelwood scholars remember and follow all directions
- Hazelwood scholars get to work right away

## **Self-Control- Interpersonal**

- Hazelwood scholars use shift strategies when provoked to help them maintain their “best-self”
- Hazelwood scholars take a meta-moment when needed
- Hazelwood scholars take time to listen to their peers and allow others to speak without interruption
- Hazelwood scholars are kind to adults and peers

## **True Grit**

- Hazelwood scholars finish whatever he or she begins
- Hazelwood scholars work independently with focus
- Hazelwood scholars do their best work and avoid short-cuts
- Hazelwood scholars eliminate “can’t” from their vocabulary. They remind themselves that all things are possible with diligence

## **Resilience**

- Hazelwood scholars try hard even after experiencing failure
- Hazelwood scholars believe that effort will improve his or her future
- Hazelwood scholars never give up when they do not understand something or when they do not feel like completing an assignment- they ask for help

## **Integrity**

- Hazelwood scholars show STRIVE even when the classroom teacher isn’t present (i.e. at home, in the bathroom, at specials, during recess and lunch)
- Hazelwood scholars take care of our school building, keeping it clean and welcoming at all times
- Hazelwood scholars honor their own culture and respect the culture of others

## **Vision**

- Hazelwood scholars actively participate in learning activities
- Hazelwood scholars show enthusiasm and invigorate others
- Hazelwood scholars are curious and eager to explore new things

- Hazelwood scholars ask and answer questions to deepen understanding
- Hazelwood scholars do not complain about things but rather offer constructive feedback and suggestions for improvement

### **Empathy**

- Hazelwood scholars are able to find solutions during conflicts with others
- Hazelwood scholars demonstrate respect for the feelings of others
- Hazelwood scholars know when and how to include others
- Hazelwood scholars recognize and show appreciation for others
- Hazelwood scholars show gratitude and appreciation for his or her opportunities
- Hazelwood scholars help their teammates when they need help and support them in their own journey to success

# **Hazelwood Parent Commitment to Excellence**

To build a strong partnership, it's important for families to understand that STRIVE is the foundation of creating a positive learning environment. Please encourage your child to show STRIVE in all they do.

## **Self-Control:**

- Hold your child accountable for being their “best-self;”

## **True Grit**

- Ensure daily on-time attendance;

## **Resilience**

- Remind your child that all things are possible with diligence;

## **Integrity**

- Encourage your child to make choices that are based on the question: “Is this going to be good for myself, my family, my community and my school?”

## **Vision**

- Help your child take advantage of every moment he/she has to learn something new;
- Offer constructive feedback and suggestions for improving the school;

## **Empathy**

- Encourage your child to consider the feelings and well-being of others before speaking and acting.

# Hazelwood Staff Commitment to Excellence

Hazelwood staff understand that STRIVE is the foundation of creating a positive learning environment and commit to operate with these values in mind at all times.

## Self-Control

- Hazelwood staff believe that the **end game** is about our scholars and make decisions accordingly;
- Everyone is **deeply committed** to helping develop the best prepared scholars in the world;

## True Grit

- Hazelwood staff honor the unique talents and strengths of each scholar and prepare lessons to reach them all;
- Hazelwood staff relentlessly set and reach audacious goals;
- Hazelwood staff are predisposed towards action;

## Resilience

- Hazelwood staff seek continuous improvement for themselves, their scholars, and their colleagues and will make themselves available for feedback;
- Hazelwood staff will be honest about challenges, yet dwell in solutions;
- Hazelwood staff will remind scholars that all things are possible with diligence;

## Integrity

- Hazelwood staff take pride in their role and hold themselves accountable for excellence;
- Hazelwood staff will come to school prepared every day with all lessons and materials so they can be present in both mind and body;

## Vision

- Hazelwood staff believe in possibility—in an inspiring future, the monumental potential inside all scholars and the endless possibilities that life should afford them;

## Empathy

- Hazelwood staff love their scholars, colleagues and families in both words and actions at times of agreement and disagreement;
- Hazelwood staff respect the culture of classroom by creating an open forum to discuss and appreciate all walks of life.

## **Hazelwood History**

Hazelwood School could have been Hazel Woods School. It was named for the bountiful hazel nut orchards that covered the hillsides surrounding the old site as well as the present school location and was called "Garden of Eden."

The tiny in-home school gave way to a two room school which became part of the Kennydale School District. When the number of scholars decreased, the old school was closed and the children were transported to Kennydale by a horse and wagon bus. Kennydale School District was organized on September 12, 1904. Several smaller districts consolidated to become the Renton School District #403 on January 31, 1942.

Renton School District purchased sites for future schools in the 1950's because enrollment of scholars in the district was increasing faster than new buildings could be constructed.

Hazelwood Elementary School was constructed in 1963 and was ready in the fall for scholars in the northeastern section of the school district. During the first years after Hazelwood opened, more than 900 scholars crowded into the bulging school and 9 portable buildings. Four classrooms were added to the original building. Population during the school year (2018 2019) is projected at approximately 620.

The first principal was Bob Box. The first secretary was Mary Daly, who remained in charge of the office under successive principals Bob Munson, George McPherson, and Bill Gladsjo. When Mary retired and Bill moved to the Highlands School, Vera Risdon took over as principal for six years with Pat Lamborn as her secretary. Marsha Hallett became principal in 1992, and Sandra Kendall became her secretary. In 1996, Cathie Rondeau took over as principal, and Maria Sams as secretary. In 1999 as we prepared for the new millennium, we welcomed Mary Ford as our new principal. Carolyn Thieme became secretary in August of 2001.

In the fall of 2005, we moved into our current beautiful facility, one block south of the old Hazelwood School. In June 2006, Mary Ford retired and Cindy Farnsworth took over as principal. Carolyn Thieme retired in 2011. Julie Foster is the current Office Manager. Cindy Farnsworth moved to Meadow Crest Early Childhood Center in 2014. Tracey Tymczyszyn became the principal in January of 2015.

The highlight of the 55 years at Hazelwood has been the Blue Ribbon Award earned in 1992. Vera Risdon, Marsha Hallett, Diane Rogers, and Linda DeCampie represented the school community in Washington, D.C. in May of 1993 to receive the award at a special presentation for all schools from around the United States that earned the coveted award.

Parents of the community have contributed greatly to the excellence and success of Hazelwood School. The school remains the "center of the community." Several hundred parents volunteer in the classrooms, and in PTSA activities during the year.

Principal, staff members, scholars, and parents are proud of Hazelwood School!!!!



# **School Schedule**

## **School Hours**

### **Monday-Thursday**

8:30am-3:10pm (Supervision begins at 8:15am)

*Breakfast is served from 8:15am-8:30 am*

### **Friday**

10:00am-3:10pm (Supervision begins at 9:45am)

*Breakfast is served from 9:45am -10:00am*

*Hazelwood is not responsible for scholars who are dropped off before the identified time at which supervision begins. Parent/guardians are expected to wait with their children until the doors are opened, as the children will be unsupervised at this time.*

### **Early Release Days**

November 15<sup>th</sup>- 8:30am-11:30am

November 16<sup>th</sup>- 8:30am-11:30am

November 19<sup>th</sup>- 8:30am-11:30am

November 20<sup>th</sup>- 8:30am-11:30am

November 21<sup>st</sup>- 8:30am-11:30am

June 20<sup>th</sup>- 8:30am-11:30am

*Breakfast will be available on all early release days. Hot lunch will be available on all early release days with the exception of the last day of school, June 20<sup>th</sup>.*

*Sample Schedule*

<b>Sample Schedule (Primary)</b>	<b>Sample Schedule (Intermediate)</b>
<p>8:30-9:00- Morning Meeting with RULER            9:00-9:20- Phonics/Word Study            9:20- 10:00- Reading Workshop            (Interactive Read Aloud, Guided Reading, Strategy Groups, Mini-Lesson, Shared Reading)            10:00-10:15- Recess            10:15-10:45- Number Corner/Number Talk            10:45-11:15- Math Workshop            11:15-12:00- Specialist</p> <ul style="list-style-type: none"> <li>• Music x2</li> <li>• PE x2</li> <li>• Library</li> </ul> <p>12:00-12:30- Lunch and Recess            12:30-1:00- Class Meeting with RULER            1:00-1:45- Writing Workshop            1:45-2:00- Snack            2:00-3:00- STEAM/Social Studies            3:00-3:10- Clean-up/Dismissal</p>	<p>8:30-9:00- Morning Meeting with RULER            9:00-9:55- Literature/Reading Workshop            10:00-10:55-Composition/Writing Workshop            10:55-11:10- Recess            11:10-11:30- Number Corner/Number Talk            11:30-12:00- Lunch and Recess            12:00-12:45- Specialist</p> <ul style="list-style-type: none"> <li>• Music x2</li> <li>• PE x2</li> <li>• Library</li> </ul> <p>12:45-1:30- Math Workshop            1:30-1:40- Snack Break            1:40-2:40- STEAM/Social Studies            2:40-3:10- Closing Circle with RULER</p>

# Academic Program

## Social Emotional Learning

*Emotional Intelligence- What is RULER?*

RULER is an evidence-based approach for integrating social and emotional learning into schools, developed at the Yale Center for Emotional Intelligence. RULER applies “hard science” to the teaching of what have historically been called “soft skills.” RULER teaches the skills of emotional intelligence — those associated with recognizing, understanding, labeling, expressing, and regulating emotion. Decades of research show that these skills are essential to effective teaching and learning, sound decision making, physical and mental health, and success in school and beyond.

*Second STEP Social-Emotional Learning + Bullying Prevention and Child Protection*

Evidence-based, sequenced curriculum that teaches essential skills for social and academic success, how to recognize, refuse, and report bullying, and age-appropriate lessons about touching safety.

*Kelso’s Choice*

Resources to support scholars with conflict management.

## Science/Technology/Engineering

*FOSS- Full Option Science System*

The philosophy of teaching and learning for our science program is developed from the Lawrence Hall of Science. The body of work guided the development of successful active learning science curricula for more than 40 years. Scholars engage in enduring learning experiences that deep to deeper understanding of the nature and designed worlds. We use an “active investigation” approach to teaching science and engineering.

1. **Context:** Questioning and Planning; The context of an inquiry is often established with a focus question or challenge from the teacher or the scholars themselves. Scholars then have an opportunity to plan an investigation.
2. **Activity:** Doing and Observing; Scholars engage in active investigations that build on each other, along with research that leads scholars to a comprehensive understanding of concepts;
3. **Data Management:** Recording and Organizing;
4. **Analysis: Discussing and Writing Explanation;** Scholars extract meaning from the investigation. This constructive process involves logic, discourse, and existing knowledge. Scholars share their explanations for phenomena, using evidence generated during the investigation to support their ideas. They conclude the active investigation by writing a summary of their learning in their science notebooks as well as questions raised during the activity.

## **Computer Science and Robotics**

Our Computer Science Fundamentals courses (through code.org) have between 14 & 28 lessons (varies by age) that may be implemented by unit or over the course of a semester. Scholars create computer programs that will help them learn to collaborate with others, develop problem-solving skills, and persist through difficult tasks. They will study programming concepts, computational thinking, digital citizenship, and develop interactive games or stories they can share.

## **LEGO® Education**

Using the Lego® Education WeDo 2.0 Core sets, scholars work together to learn computational thinking and engineering principles in a fun and engaging way. They work with motorized LEGO models and simple programming.

In 5<sup>th</sup> grade, our scholars learn robotics and coding using LEGO® MINDSTORMS® Education EV3 kits where they design and build programmable robots using high quality motors, sensors, gears, wheels, axles, and other technical components. By using hands-on robotics, scholars will gain a better understanding of how technology works in real applications. Scholars will understand and interpret two-dimensional drawings to create three-dimensional models; build, test, troubleshoot and revise designs to improve robot performance; and gain practical, hands on experience using mathematical concepts such as estimating and measuring distance, time and speed.

## **Word Study**

*Fountas and Pinnell Phonics and Word Study*

Scholars develop word solving skills along a phonics continuum. Teachers provide direct and indirect coaching to support growth for each scholar. Scholars learn early literacy concepts, phonemic awareness, phonological awareness, letter sound relationships, letter knowledge, spelling patterns, high-frequency words, word meaning/vocabulary, word structure and word solving action skills.

## **Reading/Writing Workshop**

*Units of Study for Teaching Reading: A Workshop Curriculum*

*Units of Study for Teaching Writing: A Workshop Curriculum*

Our literacy program is rooted in several major tenets:

*Reading*

1. Success in reading is directly related to the amount of time a person spends authentically engaged in reading. Quantity and quality of reading material matters. In a study called “Does Practice Make Perfect? Independent Reading Quantity, Quality and Scholar Achievement,” data was collected on 45,670 scholars in grades 1-12. The

results indicated that the combination of reading high-quality books in high quantity led to high academic achievement gains;

2. Learners need access to books that allow them to do a high volume of high success reading;
3. Scholars need to read increasingly complex texts appropriate for their grade level;
4. Learners need direct, explicit instruction in the strategies of proficient reading;
5. Learners need opportunities to talk and write in response to texts;
6. Learners need assessment-based instruction, including feedback that is tailored specifically to them.

### *Writing*

1. Writing should be taught like any other basic skill, with explicit instruction and ample opportunity for practice; Instruction matters- and this includes instruction in spelling and conventions as well as in the qualities and strategies of good writing;
2. Scholars deserve to write for real, to write the kinds of texts that they see in the world- nonfiction chapter books, persuasive letters, stories, lab reports, reviews, poems- and to write for an audience of readers, not just for the teacher's red pen;
3. Writers write to put meaning onto the page. Scholars will especially invest themselves in writing if they write about subjects that are important to them. The easiest way to support investment in writing is to teach our scholars to choose their own topics (most of the time);
4. Scholars deserve the opportunity and instruction necessary to cycle through the writing process as they write: rehearsing, drafting, revising, editing and publishing their writing;
5. Writers read. For children to write well, they need opportunities to read and hear texts read, and to read as insiders, studying what other authors have done and that they too could try.
6. Scholars need clear goals and frequent feedback. They need to hear ways their writing is getting better and know what the next steps might be.

In our reading and writing program, scholars are reading authentic texts and writing for an authentic audience. They receive individualized support based on the learning progressions, which allows us to support a range of learners.

## **Number Corner/Number Talk**

A skill-building program that revolves around the classroom calendar, providing daily practice as well as continual encounters with broader mathematical concepts. Number talks offer daily, short, structured ways for scholars to talk about math with their peers. Number talks are designed to build number sense, or the ability to play with numbers flexibly, perform calculations quickly, and visualize problem solving strategies. Scholars who have strong number sense solve problems in more than one way.

## **Math Workshop**

Learning is designed through content-rich tasks which draw upon everyday mathematics situations, and which are designed to have multiple entry points and solution paths. We focus on developing scholars' deep understanding of mathematical concepts, proficiency with key skills, and the ability to solve complex and novel problems. Our curriculum blends direct

instruction, structured investigation, and open exploration. Classrooms feature a combination of whole-group, small group, and independent activities that are problem centered. We develop mathematical thinking and reasoning abilities through age appropriate problems and investigations in the areas of number, operations, algebraic thinking, measurement, data, and geometry. Some of these problems and investigations grow out of ventures into everyday life—reading stories, playing games, drawing pictures, building structures, making collections, and conducting simple hands-on science experiments—while others delve more deeply into the world of mathematics itself. Scholars are encouraged to explore, develop, test, discuss, and apply ideas: to see mathematics as something that is fluid, vibrant, creative, and relevant.

## **Social Studies**

More than fifteen years ago, Washington passed a landmark school improvement act and set out to create an education system that can “provide scholars with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives.” (RCW 28A.150.210)

Social studies education contributes to developing responsible citizens in a culturally diverse, democratic society in an interdependent world. Social studies equips scholars to understand their own power and their own responsibility as citizens of the world’s most powerful democracy. It equips them to make sound judgments and to actively contribute to sustaining a democratic society, to good stewardship of the natural environment, and to the health and prosperity of their own communities.

There are five EALRS for social studies – one each for civics, economics, geography, and history, and one for social studies skills, which describes the research, reasoning, and analytical skills scholars should be able to apply to each of these disciplines.

The Hazelwood program focuses on the following areas:

1. Knowledge of history, geography, civics and economics is fundamental to scholars’ ability to understand the world we live in;
2. Inquiry, interpersonal relations, and critical reasoning skills include the ability to gather, interpret and analyze information, to engage in respectful and productive civic discourse, and to draw conclusions consistent with one’s own values and beliefs
3. Respect for the values of a diverse and democratic society motivates scholars to safeguard their own rights and the rights of others and to fulfill their responsibilities as citizens in a democracy.
4. A commitment to civic participation is the result of social studies education that includes opportunities for scholars to understand and experience their own power to make a positive difference through service to their communities and the world.

To develop these capacities in all scholars, the social studies Grade Level Expectations are based on these principles:

Focus on enduring understanding. The GLEs focus on the big ideas in civics, economics, geography, and history that will help scholars understand and analyze the world. Facts are critically important – but facts should be the building blocks for understanding trends, ideas, and principles, not stand-alone bits of memorized data.

- Promote authentic intellectual work. Scholars should have the opportunity to engage in disciplined inquiry, to construct their own knowledge through independent research and analysis, and to develop skills and understandings that have value beyond school.
- Strike the right balance between depth and breadth. It would be impossible to teach scholars about every important topic in social studies and, at the same time, to provide scholars with the in-depth learning experiences they need to become skilled researchers, analysts, and practitioners of democratic values.
- Incorporate multiple perspectives and cultural awareness. Scholars in our schools come from a wealth of cultural backgrounds. All scholars must find relevance to their own frame of reference, and respect for their group's historical perspective in the social studies curriculum. Moreover, all scholars should learn to identify and analyze the perspectives of the authors they read.
- Reference events and issues from near and far, and now and then. Best practices in social studies embed geographic, economic, historical, and civics skills and concepts within a context. Logical chronological and regional contexts are provided in the GLE examples to facilitate this. (Ref: OSPI)

## **Fine Arts**

At Hazelwood, all scholars have the opportunity to learn through quality arts instruction supported by Washington State Arts Learning Standards and National Standards. The K-5 music program develops skills in singing; playing instruments; musical literacy, provides exposure to a wide variety of music of diverse styles and cultures, provides opportunities for musical creativity, and provides experiences that will lead scholars to value music in their lives. The arts integrate all other subject areas to create learning opportunities for all learners and supports scholar preparation for lifelong learning.

## **Physical Education**

Physical education's goal is to develop physically literate scholars—scholars who acquire the knowledge and possess the skills needed to engage in meaningful and health enhancing lifetime physical activity. Using the Washington state's 2016 Physical Education K-12 learning standards, Hazelwood PE teachers will design, implement and assess scholar learning. Our elementary scholars gain the foundation of basic movement, motor skills and fitness concepts.

## **Library**

The RSD Library Information and Technology Literacy (LIT) program is designed to teach all our scholars 21<sup>st</sup> century information literacy skills that will support them while they are in school and long after they graduate. Today's scholars must be able to solve problems, collaborate on decisions, and communicate well while dealing with massive amounts of information in a variety of formats.

The LIT program takes the lead in information literacy instruction, teaching all scholars to be critical consumers and producers of information in a variety of formats. The RSD Library Information and Technology Literacy program also establishes and models a powerful, ubiquitous culture of reading for enjoyment and understanding.

LIT skills are enhanced when integrated with the classroom curriculum.

## **Highly Capable Program**

The Renton School District believes that scholars who have been identified as highly-capable should have the opportunity to develop their strengths and talents through a rigorous academic program which enriches and extends the adopted curricula; honors scholars' unique gifts, interests, and learning styles; and promotes higher-order, creative, and critical thinking.

### **The Program Goals**

- Provide an opportunity for highly-capable learners to interact with peers of like abilities in order to promote a healthy self-concept relative to their giftedness.
- Provide an environment which encourages divergent thinking, creative problem-solving, and higher-level thinking.
- Provide leadership and participatory opportunities which will enhance the community and society.
- Provide opportunities for self-directed learning.

Our work is influenced by the National Association for Gifted Children's (NAGC) programming standards. With differentiation as a focus, teachers implement the Washington State English Language Arts and Mathematics Common Core Standards as well as other content area standards. Teachers also use their knowledge of scholars and on-going assessments to provide multiple mediums in which scholars can show their knowledge and skills based on their strengths and areas for growth.

## **Special Education Program**

The district recognizes that scholars whose disabilities adversely impact their educational performance and who require specially designed instruction, have potential for improving educational performance when they receive special education and related services tailored to fit their needs.

Each eligible special education scholar in the district shall be afforded a full education opportunity. This goal shall be met, consistent with the state's goals, by ensuring the provision of a free, appropriate public education; by complying with state and local procedures; and by improving performance goal indicators. Special education programs for scholars eligible for special education shall be an integral part of the general education programs of the district and shall operate in compliance with federal and state requirements governing special education. The district provides a continuum of placement options which may include services within and outside the district depending on individual scholar needs.

Not all scholars with disabilities are eligible for special education services. The needs of each scholar shall be addressed individually and, if appropriate, the scholar shall be provided appropriate accommodations or modifications required under § 504 of the Rehabilitation Act and in accordance with district policy and procedures.



## **Learning Assistance Program (LAP)**

The Renton School District's LAP mission is to provide intensive intervention for scholars below standard in reading. The goal of the program is to accelerate learning for these scholars and bring them quickly to standard.

Scholars qualify for additional reading support based upon multiple measures including the Smarter Balance Assessment, Fountas and Pinnell Benchmark Assessment and other district assessments. Each elementary school identifies the scholars who are struggling the most to achieve standard and uses the results of district assessments to support scholars with additional reading instruction. Scholars served in LAP are taught by highly trained classified and certificated staff members in small group or one-on-one settings during the school day.

Scholars served in LAP work on reading skills and strategies tailored to their needs. Instruction may be focused on developing foundational skills and comprehension using a program called Leveled Literacy Intervention (LLI). Some scholars receive additional support in building vocabulary and oral language comprehension through shared reading and a program called "Let's Talk About It!" All intervention programs used in Renton School District are research-based and align to the core curriculum.

## **English Language Learning Program (ELL)**

Renton School District offers an English Language Learner (ELL) program to scholars who need to develop English proficiency. We offer research-based instruction from ELL teachers in collaboration with mainstream teachers to effectively teach ELL scholars listening, speaking, reading and writing skills.

- 18% of scholars in the Renton School District are enrolled in the ELL program.
- The number of ELL scholars served in the Renton School District has increased by 67% in the last 10 years.
- At least 85 home languages or dialects are spoken by Renton School District scholars.

### **Kindergarten**

Renton School District trains its teachers in the SIOP method of instruction to ensure their instruction is accessible to ELL scholars. The language-rich environment of the kindergarten classroom is the ideal place for scholars to build their language skills. Kindergarten teachers collaborate with ELL staff to meet the needs of ELL scholars.

### **Elementary**

Renton School District trains its teachers in the SIOP method of instruction to ensure their instruction is accessible to ELL scholars. Scholars in grades 1-5 participate in their regular classes with their peers. They may receive specialized ELL instruction in small groups inside or outside of the classroom based on each scholar's proficiency and grade levels.

### **NEWCOMER**

This is a year-long course that focuses on English language acquisition. This class is a total of 3 hours throughout the day. Scholars learn basic English language skills to be able to communicate and participate within their general education classes.

### **BEGINNING LANGUAGE ARTS-ELL**

This is a year-long course that focuses on English language acquisition. Scholars are enrolled concurrently in Beginning Language Arts and Beginning Support focusing on English Language instruction to develop skills to comprehend and communicate in reading, writing, listening, and speaking using the English language.

### **BEGINNING SUPPORT-ELL**

This is a year-long course that focuses on English language acquisition designed to reinforce and supports scholar's language acquisition in reading, writing, listening, and speaking.

### **INTERMEDIATE LANGUAGE ARTS-ELL**

This is a year-long course that focuses on English language acquisition. This course emphasizes and develops English language skills within the areas of reading, writing, listening, and speaking.

### **INTERMEDIATE SUPPORT-ELL**

This is a year-long course that focuses on English language acquisition designed to reinforce and supports scholar's language acquisition in reading, writing, listening, and speaking.

### **ADVANCED LANGUAGE ARTS- ELL**

This is a year-long course that focuses on English language acquisition. This course makes provision for further development of English language skills in reading, writing, listening, and speaking.

## **McKinney-Vento Homeless Education Support Program**

In an effort to strengthen education support for scholars who find themselves and their families in temporary homeless circumstances, the U.S. Federal Government has passed the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431). The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. This includes scholars living in:

- Double-up housing with other families or friends.
- Runaway/homeless youth shelters (even if parents invite the youth home).
- Hotels or motels.
- Shelters, including domestic violence shelters.
- Cars, abandoned buildings, parks, the streets or other public spaces.
- Campgrounds or inadequate trailer homes

### **Scholars in homeless situations have the right to**

Get help enrolling and succeeding in school from the district's liaison for the Education of Homeless Children and Youth or from a designated building contact.

- Stay in the school they went to before becoming homeless or whatever school they were enrolled in last, even if they move out of the district, or they can choose to go to the local school in the area where they are living.
- Get transportation to their school of origin provided or arranged by the school district, or a joint effort among school districts.
- Receive the same services and access to special programs as provided to all other scholars.

For enrollment or transportation assistance please contact us at 425-204-4550.

## **Native American Education Program (NAEP)**

The Renton School District participates in the Native American/Alaska Native Education Program, serving Native American and Alaska Native scholars at the elementary, middle and high school level. This program is funded by Federal Title VII Grant monies based on Native American scholar counts and administered through Scholar and Family Support Services.

### **Native American/Alaska Native Education Program mission is:**

- To assist our Native American/Alaska Native scholars in fulfilling their academic education.
- To preserve and enlighten an understanding of Native culture within the school and their community.
- To inspire and enable all scholars to realize their full potential and to become responsible, successful and caring adults.

For more information about the Native American/Alaska Native Program Contact:

**Tommy Segundo (Haida/Katzie)**  
Native American Education liaison  
thomas.segundo@rentonschools.us

### **Who is eligible for services?**

To be eligible for these program services, a scholar must complete a [Title VII Indian Certification form](#)

This form certifies that a scholar is enrolled in a district school. The program provides services for all scholars who meet any of the following qualifications:

- Member of a tribe, band or other organized group of Indians including those terminated since 1940
- Child or grandchild of any such member mentioned above
- An Eskimo, Aleut or other Alaska Native
- Considered by the Secretary of the Department of Interior to be a Native American or Alaska Native

### **Benefits of the Native American/Alaska Native Education Program include:**

Increased academic achievement by improving school performance K-12<sup>th</sup> grade.

- Increased knowledge of cultural identity and awareness, within an urban school setting.
- Increased school attendance with those scholars who have a high rate of absenteeism.
- In-court advocacy for Native youth and their parents regarding the BECCA Bill, No Child Left Behind and other juvenile issues.
- Advising and referrals to outside community agencies based on identified scholar and family needs.
- Assistance for scholars and families needing confidential drug and alcohol referrals.
- Facilitation for the higher education application process (college and vocational schools) for high school seniors and their families.
- Assistance for accessing scholarships and financial aid through Native American/Alaska Native agencies, organizations and corporations.
- Advocate for scholars and their families regarding Special Education and IEP's.

# **Hazelwood Elementary School**

## **Operating Procedures**

Hazelwood Elementary School strives for excellence in all areas of school operation and management. Our goal is safety first! Please support our efforts by abiding by the policies outlined below.

### **Arrival**

Upon arrival at school, kindergarten scholars will report to the cafeteria where they will be supervised and sit in a designated area with their classroom. Scholars in grades 1 - 5 will report to the undercover area on the playground where they will be supervised and line up by classroom. There is no recess before school, as we do not have enough supervision available to have all scholars playing at one time.

Buses typically arrive between 8:15 a.m. and 8:30 a.m. Scholars who are brought to school by a parent or caregiver or walk/bike to school should arrive no earlier than 8:15 a.m. or 9:45 a.m. on Friday, unless on safety patrol. There is NO supervision on the playground prior to arrival or after dismissal. Scholars will not be able to wait in the office before and/or after school on a regular basis, only in emergency situations.

We, at Hazelwood Elementary, encourage independence. After the first week of school, scholars dropped off by their parents will enter the building by themselves through the north doors. Parents are not permitted to walk with their child to the classroom.

### **Dismissal**

School is dismissed at 3:10 p.m. Buses leave at approximately 3:17 p.m. Parents picking up scholars should be here at 3:10 p.m. No scholars are allowed on the playground after school, unless under direct supervision of a parent or guardian.

### **Early Dismissal**

If your child is to be dismissed before the regular time, please call or send a note of explanation. We will call your child out of class when you arrive in the office to sign him/her out of school. Dismissal after 2:45 p.m. is highly discouraged, as teachers are wrapping up the day with scholars and dismissal at this time can be very disruptive.

### **Transportation Changes**

Any changes, to a scholar's normal mode of transportation home, must be communicated by phone or by parent written note, to the Hazelwood office staff. You may reach us at 425-204-4550 and we will pass the information onto your child's teacher. Please do not email your wishes to the teacher, as they often do not have time to read their email during the instructional day.

If scholars need to ride a bus they usually do not ride, or if they are to get off at a different bus stop, a note of explanation signed by a parent must be brought to the office. The office will then issue a bus pass.

## **Late Pick-up Policy**

Scholar safety is the highest priority of the Renton School District. Therefore, we make every effort to ensure that all scholars are under appropriate supervision until they return to you at the end of their school day.

For that reason, we are concerned about scholars who are left after dismissal time or who are brought back to school because no one is there to meet the bus. The school is not, and cannot be, staffed to provide supervision for scholars in these situations; hiring extra personnel to supervise is beyond our financial resources. In addition, children can feel confused and apprehensive when they are not picked up on time.

When there are two occurrences of children being returned to school or not picked up within 15 minutes after dismissal, the child's parent/guardian will receive a letter. If there is a third instance, an appointment will be scheduled for the parent/guardian to meet with either Mrs. Tymczyszyn or Mr. You to help formulate a solution.

If you wish, we can provide you with day care information in the Hazelwood area. Please contact our school office at 425/204-4550 for a list of day care providers.

## **Attendance Information**

Regular and punctual attendance is extremely important to your child's success in school. We encourage you to help your child develop these good habits. However, when absences or late arrivals are necessary, please do the following:

**Call the attendance line (425-204-4560) before 9:00 a.m. to let us know of the absence or late arrival.** This line is available to take your messages 24 hours a day. Please give your child's name, the date(s) of the absence and the reason. You may also excuse the absence via e-mail. Please send your child's name, teacher, date and reason for absence to [hazelwoodattendance@rentonschools.us](mailto:hazelwoodattendance@rentonschools.us)

If you are unable to call the attendance line or send an e-mail, please send a note with your child when he/she returns to school. Be sure to include your child's name, the date(s) of the absence and the reason.

If we do not receive a morning call or e-mail, you will receive an automated call from School Messenger to verify your child's whereabouts; this verification call is for your child's protection. If a scholar is absent 50% of the day, they are absent the entire day.

## **Absences**

### **Statewide Definition of Excused and Unexcused Absences – From WSSDA**

In the 2011-13 biennial state operating budget, the Superintendent of Public Instruction was directed to establish a standard statewide definition of an “excused” absence. The budget also requires that school districts report “unexcused” absences data by school based on the new definition.

#### Statewide Definition:

**Excused Absences** – the following are valid excuses for absences, to be verified through appropriate documentation:

- A. Participation in a state, district or school approved activity or instructional program;
- B. Illness, health condition or medical appointment (including medical, dental, or optometry);
- C. Family emergency, including a death or illness in the family;
- D. Religious purpose including observance of a religious holiday or participation in religious instruction;
- E. Court, judicial proceeding or serving on a jury;
- F. College visitation or scholarship interview;
- G. Principal and parent, guardian, or emancipated youth mutually agreed upon approved activity; and
- H. Absence resulting from a disciplinary action (e.g., short-term or long-term suspension, emergency expulsion).

**Unexcused Absences** - Any absence from school for an entire scheduled school day or a majority of a scheduled school day is unexcused unless it meets one of the criteria above for excused absences.

The Renton School District policy allows up to 48 hours after a scholar has returned from an absence to excuse the absence. An absence cannot be excused after this 48 hour period and will remain on your child’s record as an unexcused absence.

## **Pre-arranged Absences**

To request approval of a leave of absence for any other reason, you must complete the Hazelwood Leave of Absence Request form available in our office, **at least 48 hours prior to the date of the absence.** *Leave of Absence requests will not be approved after the date of the absence.*

Leave of Absence requests are considered on a case by case basis and will **not be approved** if your child has missed more than 2 days in a given trimester (excused or unexcused).

## **BECCA Law**

**Truancy is prohibited by Law**

In Washington State, it is the law that all children between the ages of 6 and 18 must attend school unless they attend a private school, are home schooled, have graduated, or acquired a GED. \*

Washington's Truancy Law, often termed "the BECCA Bill," is intended to stop truancy before it becomes a problem. The law requires only one thing of scholars: Attend school. If a scholar does not attend school, the law requires the school district to take action.

RCW 28A.225 States

- **One (1) or Two (2) Unexcused Absences-** After a single unexcused absence the school must contact the parents. This is generally done by a phone call or letter. After the second absence the school is required to schedule a conference with the parent and scholar to discuss solutions to the truancy problem.
- **Five (5) Unexcused Absences-** After five (5) unexcused absences in a month, the school may take stronger steps to end the truancy problem. The school may file a petition with the King County Superior Court, enter into a written truancy agreement (Stipulated Agreement) with the family, or take other reasonable action.
- **Seven (7) and Ten (10) unexcused absences-** Court action is required when a scholar has seven (7) absences in a month or ten (10) in a year. The truancy law requires that the school district files a petition in Superior Court against the scholar, parent, or both. After a petition is filed several things may happen with a scholar's case. Depending on the circumstances of each individual case, a scholar's petition may not be immediately heard in Juvenile Court.

Parents may contact the district's Attendance Liaison, Marsha Linn at 425-204-2359 for further information.

## **Transportation**

### **Buses Riders**

Bus service is available to scholars living one mile or more from our school. Routing is set up by the district transportation department.

**Riding the bus is highly encouraged!**

*Pets, glass containers, and over-sized objects are not allowed on the bus.*

### **Driving Your Child to School**

Parents may drop off and pick up their children in the Parent & Visitors parking area in the front of our building. Please use the driveway entrance to the north, by the reader board. If you are staying for any period of time, please park in the designated stalls.

If possible, due to our limited parking and large scholar population, we encourage you to arrange for transportation with the school bus.



## **Parking Lot Expectations**

Safety is our number one priority! Please adhere to the following expectations when driving in the parking lot. Please bring patience and kindness and listen carefully to our safety patrol when arriving and departing the lot.

## **Parking Lot Speed Limit: 5 MPH ALL TIMES**

Please use your assigned bus route service if possible; there is very limited parking and the parking lot is very congested.

- Approaching the Hazelwood parking lot, there are **2 traffic lanes**. The right lane is for waiting to drop-off/pick-up. The left lane is an open lane for calls to pull through. Please do not block the left lane;
- Please be courteous to others wanting to park in the designated stalls; This may mean pulling forward or backing up;
- Please wait in line; cutting the line creates an unsafe environment for our scholars;
- Please only park in designated parking spots. Handicap parking spaces are for individuals with valid permits only.

## **DOUBLE PARKING is not allowed!**

- Children must exit and enter cars **on the curbside** when dropping off or picking up. If your child needs assistance getting into and out of the vehicle, please park your car in a designated parking space and walk.
- **Drop off and pick-up only in the designated area between the drop off signs.** Please do not drop off or pickup in front of the main office doors. If you drop off or pick up your scholar too soon, this may clog the line.
- If you are picking up your child by car after school, the line starts forming around 2:45 p.m. Please do not allow or encourage your child to walk to meet you at your car, unless you are in the designated drop-off or pick-up area.
- Please **pull all the way forward** to allow several scholars to enter/exit cars at the same time.

Kindergarten parents should park in the parking stalls and walk to the front of the building and pick up their child outside of their classroom. Children will not be allowed to get in your car by the front door.

Grade 1-5 parent pickup is at the front doors near the Commons. Scholars will need to stand behind the yellow line in front of the Commons area for safety until their ride has come to a full stop. If you wish to park you may walk up and get your scholar from this area. Scholars may not walk to your parked car unless a parent is with them.

The back parking lot is for staff and buses only during school hours. You may use this parking area for after school and evening events.

**Thank you for your help in keeping all scholars safe.**

## **Biking to School**

With parental permission, scholars in grades 4 and 5 may ride their bikes to school. Proper helmets and bike locks are required. A bike rack is located in front of our building at the south end. Bikes are the responsibility of the child and may not be ridden during the school day. Bicycle riders are to observe the rules of the road at all times. The Renton School District is not responsible for damage to or loss of personal property.

## **Communication**

### **School Messenger**

School Messenger is a tool for pro-actively contacting large numbers of parents via the telephone. The primary function of the system in the Renton School District is to keep parents informed of their child's attendance by delivering daily messages to the homes of those scholars who are marked absent from school.

As an added benefit, the system can send general announcement information to parents and scholars. School Messenger simplifies timely communication and creates a community of supportive parents, successful scholars, and empowered educators. Creating personal messages for attendance notification, parent reminders, and safety announcements are made easier with School Messenger. Your scholar's **primary phone number** on file is the number called for school messenger. It does not call long distance numbers automatically unless it is an emergency call, such as a school closure.

### **Inclement Weather/Emergency Bulletin/Notification**

When decisions are made by the Renton School District Superintendent to delay or cancel school due to bad weather or other emergencies, the district works quickly to ensure the safety of all scholars and staff and to communicate changes to school schedules.

All parents and employees should expect to receive a call from the district's School Messenger system by 6:00 AM to the family/staff member's "primary" phone number regarding the decision to delay or close schools. Information is also provided on local radio and TV stations, posted at the top of all school/district websites [www.rentonschools.us](http://www.rentonschools.us), and posted on the district's Facebook ([www.facebook.com/renton.schools](http://www.facebook.com/renton.schools)) and Twitter ([Twitter.com/Renton\\_Schools](http://Twitter.com/Renton_Schools)). Please continue to monitor local media as it may be necessary for the district to make additional announcements and possibly changes to decisions due to changing weather conditions.

During an emergency that requires school closure or delay, please refer to the phone call or local media for changes to school schedules.

### **WHEN BAD WEATHER CAUSES A LATE START, ALL SCHOOLS WILL START 2 HOURS LATE**

Buses will run on "LIMITED TRANSPORTATION" routes, which can be viewed online at [www.rentonschools.us/Departments/Transportation/EmergencyInformation](http://www.rentonschools.us/Departments/Transportation/EmergencyInformation).

When schools are closed for the day, all school, after-school and community activities held in school buildings will be cancelled, including all scheduled home and away athletic events.

## **Keep Us Up to Date**

If your work, home, or emergency phone numbers change, please call or send a note to the office and your child's teacher right away. We need to be able to reach you in case of illness or emergency.

## **School Phones and Scholar Cell Phones**

Scholar use of school phones will be limited to emergencies. Arrangements for after-school activities should be made before coming to school. Scholars should also be encouraged to develop a system for remembering to bring library books, musical instruments, lunches, and other needed school materials. Scholars are not allowed to use personal cell phones during school hours. Scholar cell phones should remain off and in their backpack throughout the day.

## **Emergency Contact**

Scholars are only authorized to be released to those listed as a primary caregiver or an emergency contact.

## **Field Lessons**

Field lessons are one of the many ways we give our scholars a well-rounded education, as well as reward scholars for making good choices.

No child will be permitted to leave the school for a field lesson if the permission slip has not been completed by the deadline. Please complete all permission slips in a timely manner. Teachers will leave your child, under adult supervision, at the school if the permission slip was not received or if the child has not satisfied the below criteria.

To participate in the field trip, scholar must

- NOT be suspended for violence, classroom disruption or destruction of property within the month prior to the field trip
- NOT be in in-school suspension three (3) or more times prior to the month of the field trip

## **Parent/Community Involvement**

### **Visiting the School/Classroom**

We appreciate your interest in your child's progress and learning experiences. Parents are always welcome to visit our school and their child's classroom. However, to avoid classroom disruption, **please call the teacher 24 hours in advance**, to schedule a specific visitation time. (See district Policy #4200 on pages 30-31) Individual conferences with a teacher must be prearranged with the teacher to ensure that the teacher can have a quality conversation with you. Conferences must be scheduled before or after the school day.

**All visitors/volunteers must sign in at the school office, wear a visitor badge, and remain in the area where visiting. All visitors must sign out in the office before leaving.**

Always stop by the main office before proceeding to your child's classroom. For safety reasons, anyone who is NOT wearing a district identification badge or a visitor badge will be immediately escorted to the front office by district personnel.

## **Volunteers**

Yes, you are needed and very much appreciated! At Hazelwood we have many parents and community members who contribute to the educational programs we offer. Contact your child's teacher, the PTSA coordinator, or the office to let us know you can help.

All volunteers (including field trip volunteers) must submit to a Washington State Patrol background check. If you plan to volunteer (attend field trips, volunteer in classrooms, etc.) please request that a *Washington State Patrol background check* form be sent home to you. Complete the form and return it to school. Background checks require approximately two weeks to process. If you think there is any chance you may volunteer at school, please submit this form. Very often parents want to go on a field trip at the last minute and cannot because we have not had time to process this form. Play it safe... submit the form early! We also cannot use clearance from employers or other school districts. You must submit a form directly to our school.

## **Volunteer Expectations**

- Sign in **and out** at the office and wear a nametag;
- Be prompt, dependable, and regular in attendance;
- Remain in the area where volunteering is needed;
- Honor the confidentiality of information, especially as it relates to scholar privacy;
- Share information only on a "need to know basis." Communicate any concern directly with the teacher or principal;
- Know the emergency procedures and school or classroom rules;
- Be committed to modeling our STRIVE expectations;
- Love to help children learn and have fun.

The principal (or designee) has the right to revoke any volunteer privileges if these expectations are not met.



## Powered by PTSA

# Hazelwood Elementary PTSA

A PTSA- or PTA-unit is a local, self-governing membership association, which seeks to bring together the home, school and community on behalf of all children and youth.

## WHY JOIN PTSA?

**The number one reason to join is to benefit your child.** In doing so, you also help your school, but there are many more advantages.

- **Get Connected.** There's no better way to know what's happening in your school.
- **Discover Great Resources.** PTSA offers a variety of programs designed for adults as well as children.
- **Tap into a Network.** PTSA events provide opportunities to meet other families and teachers, build rapport, and discuss parenting issues that are on your mind.
- **Watch Yourself Grow.** By volunteering with PTSA, you gain valuable experiences and personal confidence. It's an opportunity to put your skills and hobbies to good use for a good cause.
- **Speak Up.** Because PTSA is a forum for exchanging ideas, you are encouraged to make suggestions and more effectively suggest change at your child's school.
- **Help Your Child Succeed.** PTSA fosters family involvement. Family involvement has been proven by three decades of research to be the greatest predictor of scholar success.
- **Witness Improvement.** By getting involved at your child's school you'll be part of the solution, helping to make positive changes. PTAs play an important role in fundraising to provide building improvements, curriculum-based programs, and social events—all vital to a school's success.
- **Be a Role Model.** By becoming a PTSA member, you'll be demonstrating to your child the importance you place on education.

**It's easy to join Hazelwood Elementary PTSA!** Join the nearly 500 million other people nationwide who share your interest in issues affecting children. Everyone is invited to join our non-profit organization—parents, family members, community supporters. All Mustang scholars are honorary members. Email [membership@hazelwoodptsa.org](mailto:membership@hazelwoodptsa.org) to learn more.

## **HAZELWOOD PTSA GENERAL INFORMATION**

### **Meetings**

- Be informed about PTSA events, share your ideas, and voice your opinions!
- Meetings dates and times will be announced on the website, social media and digital communications and are generally held in the school library.
- Free, fun childcare is provided for the children of those attending the meetings.

### **Communications**

- **eBulletin:** Be in the know with the weekly eBulletin sent directly to your inbox. Stay on top of PTSA events and news. Send your email address to [ebulletin@hazelwoodptsa.org](mailto:ebulletin@hazelwoodptsa.org) to be included.
- **Facebook:** Get timely reminders and updates about upcoming events. Add us to your newsfeed by liking Hazelwood Elementary PTSA on Facebook.
- **Kidmail:** Order forms and info sheets get sent home through the classroom in the communication folders. Don't forget to check backpacks frequently!
- **Newsletter:** Plan for upcoming PTSA events and hear PTSA news with our monthly *Hoofbeats* print newsletter. Comes home via Kidmail at the beginning of the month.
- **Website:** Our website [hazelwoodptsa.org](http://hazelwoodptsa.org) is a good place to start when you need more information on PTSA events and programs.

### **PTSA Volunteers**

Whether you have a little time or a lot of time, **there's a place for you in Hazelwood PTSA.** We welcome all those who are interested in supporting our Mustangs in whatever capacity they are able to contribute. Volunteer opportunities are publicized regularly in our communications or email [info@hazelwoodptsa.org](mailto:info@hazelwoodptsa.org) to learn more.

Our fundraisers, events, and programs are listed in the following pages. All of these require many hands to plan and implement each year. We also coordinate volunteer support as requested by the school for events like School Photo Day and fall/spring School Garden work parties.

Not able to commit to particular events because your schedule is always changing? Still want to help when you can? Join our "Help As Needed" email list at [hazelwoodptsa.org](http://hazelwoodptsa.org).

## **PTSA Fundraising:**

Hazelwood PTSA is a non-profit, 501(3)c organization. All monetary donations are tax deductible. In addition to organizing events and programs for the school community, **Hazelwood PTSA provided more than \$50,000 directly to the school during the 2017-18 school year** to support and enhance our children's education. Fundraising is accomplished through the following avenues:

- **ANNUAL FALL FUN RUN** This pledge-based event kicks off the school year and is one of two major fundraising events. On the big day, every scholar receives a Hazelwood t-shirt to wear as they run/walk as many laps as they are able. Prizes are awarded for top runners and fundraisers. It's a high-energy event for the entire school community.
- **BIENNIAL SPRING AUCTION** This major fundraising event takes place every other year. The 2018-19 school year **is not** auction year. It's an adults-only evening that includes dinner, games, and live and silent auction. We showcase original artwork from our scholars as well as valuable and exciting community experiences.
- **BUSINESS SPONSORSHIP** PTSA works with the community to raise money for our school while supporting local businesses. There are different levels of business sponsorship with varying benefits based on monetary contribution. All sponsors are featured in PTSA digital and print communications.
- **CORPORATE MATCHING and EMPLOYEE GIVING PROGRAMS** Individuals with Employee Giving programs (where funds are withheld through payroll deduction) can donate funds to PTSA. Boeing, Microsoft, and United Way are some of the companies who participate. Arrange through your employer to designate Hazelwood Elementary PTSA as your recipient. A special thanks to all the families who use also use corporate matching when making cash donations to PTSA. Ask your employer about opportunities available in your workplace.
- **FREEBIE FUNDRAISING** Amazon Smile, Box Tops, and community partners are all programs that require little or no effort by our families. They provide an important source of income for PTSA. To encourage freebie fundraising, PTSA runs an annual Box Tops challenge each winter.
- **MUSTANG MONEY** Volunteers coordinate fun, community-building events such as Skate Night, Hazelwood at the Mariners, and Hazelwood at the Storm. New ideas are always welcomed.

## **PTSA Events**

- **BOOK FAIR** PTSA holds an annual themed Scholastic Book Fair every winter. Check out the latest titles while also helping to fulfill classroom library wishes. Keep your cameras ready for your favorite literary characters. The Book Fair is held with the Pancake Breakfast.
- **HARVEST CARNIVAL** Join us for this annual family event held at the end of October with a Harvest Festival theme. PTSA and area high school scholar volunteers coordinate games for all ages and harvest treats. Come in costume and play games for prizes or enjoy the DJ!
- **MULTICULTURAL FESTIVAL** This spring event celebrates the rich diversity of our school community with food tastings from around the world and live entertainment performed by Hazelwood scholars. Hazelwood families come together with various booths designed to share interesting and fun facts about their culture or cultures near and dear to their hearts.
- **PANCAKE BREAKFAST** Teachers and parents flip pancakes and serve a terrific breakfast to the community. Scholars and volunteers help with set-up and clean up. The Pancake Breakfast is held in conjunction with the Book Fair.
- **REFLECTIONS** National PTA encourages all scholars to pursue artistic expression through participation in its annual Reflections Program. The program offers scholars the opportunity to create works of art for fun and recognition. Art work will be displayed during the STEM Fair.
- **STEM FAIR** An evening winter event celebrating Science, Technology, Engineering, and Math. Hazelwood scholars showcase individual or group exhibits and experiments. Parents and community members are invited to participate with demonstrations on their STEM interests or careers.

## PTSA Programs

- **AWARDS AND SCHOLARSHIIPS** PTSA awards two scholarships each spring to former Hazelwood scholars pursuing a university degree. PTSA also recognizes outstanding service with the Golden Acorn, Outstanding Advocate, and Outstanding Educator awards.
- **COMMUNITY SERVICE** PTSA works with school leadership and staff to identify needs within the school and community and implements appropriate programs.
- **FIFTH GRADE** PTSA celebrates the accomplishments of our oldest scholars with an end-of-year pool party. The PTSA provides a thank you brunch for all the staff at Hazelwood that have contributed to our scholars' successes. At the end of the school year, the PTSA works with Hazelwood to provide a fun celebration of the scholars' promotion to middle school.
- **STAFF APPRECIATION** Volunteers organize tokens of appreciation for Hazelwood's teachers and staff to let them know how much their hard work is valued. Typically, PTSA coordinates activities for Curriculum Night in September, Conference Week in November, and Staff Appreciation Week in May.



- **YEARBOOK** PTSA records all of the fun events and precious moments of our children's school year. We need volunteer photographers for classroom and school event photos. This committee works together to gather all of the material and uses a simple online program to put the book together in time for the end of the year!

These programs are in place to benefit every child at Hazelwood Elementary. They are powered by PTSA but can't happen without the support of parents and families like you! Please email [info@hazelwoodptsa.org](mailto:info@hazelwoodptsa.org) to learn more or to let us know how you'd like to help support our organization.

## **Health Information**

### **School Nurse**

A registered nurse is available at Hazelwood two days per week. The nurse is responsible for conducting health screenings, assisting with individual medical concerns, and helping coordinate services between home and other health agencies. In an emergency, staff will call 911.

### **Illnesses**

In general, your child should stay home from school when these symptoms are present: vomiting, diarrhea, elevated temperature, ear ache, sore throat (especially associated with fever), head lice, inflamed or draining eyes, sores or rash (not associated with an allergic reaction).

If your child's temperature is 100 degrees or higher OR they are vomiting, they may not remain at school.

Before sending your scholar to school, be sure your child is feeling well enough to participate in the full school program, including recess and physical education (unless we have a physician's note stating otherwise). When returning after an illness they should be free of a fever, without the use of fever reducing medication for at least 24 hours before returning.

### **Common Communicable Diseases**

Please notify the school nurse/office if your child contracts any communicable disease (e.g. chicken pox, scabies, lice, ringworm, impetigo, hepatitis, measles, etc.). Confidentiality will be respected and we appreciate the opportunity to be able to control any further spread of the disease in the classroom.

### **Immunizations**

Washington State law requires that all scholars, kindergarten through grade twelve, must be fully immunized before they can attend school. Current requirements can be found on the Renton School District website under **Immunization Information**. For a complete list of vaccine requirements and recommended immunization schedules, please visit the [Washington Department of Health](#). The law states that parents must complete and sign a Certificate of Immunization Status giving the month, day and year of each dose of vaccine. When a scholar lacks full immunization, we require evidence of initiation of the immunization schedule or a properly completed Certificate of Exemption. Failure to provide this documentation could result in exclusion from school.

### **Medicine at School**

Prescription and over-the-counter drugs are allowed at school only when they are in the original container in which they were purchased. All medication, even over the counter such as Tylenol and cough drops, must be registered with the school nurse and kept in the clinic. There must be a written and signed request from the parent/guardian and instructions from the physician or dentist for **any** medication to be taken at school.

## **Headlice Management in the Renton School District**

Head lice are an occasional annoyance for children in schools. Please check your child's head every few weeks for signs of lice. It is easier to tackle the issue when lice are found early.

Inspect your child's head and hair, particularly around the ears and at the nape of the neck. Look for:

- Intense itching, red marks on the scalp
- Tiny oval whitish eggs (nits). Nits are tightly attached to the hair and will not flake off like dandruff or hair product.

To prevent lice, instruct your children not to use anyone else's combs, brushes, or clothing. Lice do not jump from one person to another and are transmitted only by close contact with persons or articles such as hats, brushes, combs, pillows, coats, etc. which contain the lice or nits on them.

If you find nits or lice on your child's head, several steps need to be taken to get rid of them including special hair treatment and washing all articles in hot water.

Please inform the office staff at school and request further instructions from the school or your health care provider. It is required that you bring your child to the school office to be checked prior to returning to the classroom. It is also helpful to inform the adults in charge of other children with whom your child has close contact, such as close friends, daycare, and sports teams or youth groups.

For more information, visit:

<http://www.kingcounty.gov/healthservices/health/communicable/diseases/headlice/facts.aspx>

<http://www.doh.wa.gov/CommunityandEnvironment/Pests/Lice.aspx>

## **Hearing, Vision, and Dental Screening**

Hearing screening, vision screening for distance viewing problems and dental screening are done annually. If your child is in need of a medical referral, the school nurse will contact you and provided assistance if needed.

## **Dress Code**

We would like to remind our scholars that clothing should be appropriate for school wear. We ask that the following conditions be honored:

**Hats-** Hats should be taken off when entering the building.

**Shorts** – They should be clean and neat in appearance, no cutoffs. Since our furniture is made of plastic, the shorts should be knee-length to prevent skin from “sticking” to the chair on hot days.

**Shirts** – No halter tops, crop tops, or spaghetti straps. Tee shirts should be clean and neat with no inappropriate words, pictures, or sayings. We do not allow shirts with alcohol, drug, or tobacco product

advertisements. We have appropriate (donated) shirts to wear if a scholar must be asked to change clothing.

**Skate Shoes** – Skate shoes popularly known as “Heeley’s” are not allowed at Hazelwood for safety reasons. If a scholar comes to school wearing these shoes (athletic shoes with rollerblade-like retractable wheels in the soles), they will be asked to take the wheels out and can pick them up at the end of the school day.

**Makeup**- Scholars should refrain from wearing makeup to school. Colorless lip balm or gloss is okay.

**PE classes** – Scholars should wear tennis shoes/sneakers on PE days.

## **Cold Weather Dress**

We have a covered play area for scholars so they may be outside even if it is raining. Be sure your child has warm outer clothing for recess time when the weather begins to cool. If at all possible, we like the children to be outside in the fresh air for recess. Please ensure that your child has an appropriate rain coat and outdoor shoes.

## **Unsafe Clothing**

As per School District Policy #3224 Prohibited apparel includes that which features drug, tobacco, or alcohol-related messages, gang-related messages, or lewd, sexual messages.

## **Please Label Belongings**

Please take time to label coats, hats, lunch boxes and other belongings. Many costly items are left and cause unnecessary expenses for your family. A "Lost and Found" area is maintained in the building in the event your child has misplaced an item.

## **Nutrition Services**

### **Meal Payment**

When scholars enroll at Hazelwood, they are assigned a personal meal "account number". Each scholar is provided an id card which is kept at school and scanned when they purchase items in the cafeteria.

Classroom teachers collect lunch money each day and send it to the office. Parents, please send money to school in a sealed envelope labeled with your child's name and the amount enclosed. Meal money may be paid in any increment, however please keep in mind that we are unable to make change. The entire amount you send for your child will be entered into his/her account and remain there until it is completely used up. If children do not have enough money in their account for lunch, or if they forget or lose their money, they will be given milk, cereal, and fruit.

Prices for Meals for 2018-19 School Year:

Hot lunch with milk            \$3.00

Milk only                      \$ .50

Breakfast                      \$1.50

Please make checks payable to RENTON SCHOOL DISTRICT #403. Parents may also pay online and check your balances at <https://payments.rentonschools.us/>

User name is your child's ID number and password is your child's last name in ALL CAPS. For questions about online payments, please call Nutrition Services at 425-204-3545.

## **Free and Reduced Meals**

Free and reduced meals are available to qualifying scholars. Applications for Free and Reduced Price Meals are sent home in the first week of school envelope and must be filled out each year. ONE completed application is needed, per household, listing all Renton District scholars. Call (425) 204-3545 with questions regarding your application.

## **Lunches from home**

Scholars may also bring a lunch from home. **Please do not send soda pop or breakable containers** to school. Microwaves **are not** available to warm lunches. It is helpful to send items in packages/containers that scholars are able to open easily.

## **Homework**

The staff at Hazelwood believes that homework increases responsibility by developing organization and study skills. Homework encourages independent learning while appropriately involving parents. Homework promotes and supports the classroom curriculum while encouraging positive attitudes about school and learning.

## **Homework Guidelines**

### Time:

- Kindergarten: 10 minutes, 2-4 times/week (optional)
- Grades 1, 2 & 3: 15-20 minutes, 2-4 times/week
- Grades 4 & 5: 30-45 minutes, 2-4 times/week

### Type:

Preview and/or review a topic or study by:

- writing
- drawing/creating
- reading
- exploring across disciplines

Extend a topic or study with:

- long-term project
- research on a topic of interest
- independent reading

Supplemental homework can be generated by parents, scholars, or the community by:

- taking family field trips (museums, library, theatre)
- participating in community service (food drive participation, community clean-ups)
- promoting hobbies
- working with scholars to strengthen specific skills
- visiting or volunteering at places of employment
- discussing current events

## **Return/Evaluation Policy**

- Scholars are expected to return all homework.
- The focus on evaluation of daily/weekly homework is to aide teachers in locating problems in scholar progress and in making instructional decisions.
- Homework projects will provide for specific criteria and evaluation.

## **Independence**

Homework is to be completed independently with support only when needed. If a homework assignment cannot be completed independently within the time frame, please communicate this to the teacher.

## **Homework and Families**

Children are expected to do homework on their own. A family's role is to encourage the scholar's learning by providing a time and place where the scholar can concentrate, making supplies available, and working with the teacher if problems arise.

## **Safety Concerns**

### **Emergency Notification Information**

It is essential that emergency notification be on file at the school and that it be kept current. Be sure to designate other individuals who can be contacted in case of emergencies. Although staff are trained to provide first aid, 911 will be called and parents will be notified in case of serious injury or medical emergency. **Please note: Scholars will NOT be released to anyone other than individuals listed as primary caregivers or emergency contacts.** Any temporary change in transportation should be confirmed with the main office.

### **Earthquake, Lockdown, and Fire Drills**

Drills for earthquake, fire, and lockdown are held periodically in order to assure a continued state of readiness. We have a strong partnership with local law enforcement personnel along with a well-supported Renton School District security team. In the event of severe disaster, we have a plan to ensure that all scholars are released to an authorized adult. Scholars will not be allowed to walk home due to the unknown impact on the surroundings. **An adult listed on the emergency sheet will need to pick up your child.** The emergency information sheet you fill out at the beginning of the year will be used to release your child. Please make sure this information is kept up to date and contact the main office with any changes.

In the event of an emergency, there will be a designated checkout center through which **scholars must be released**. Please follow all directions outlined by staff or safety personnel. It is imperative that we have the cooperation of the community to ensure that we know the whereabouts of all our scholars.

### **Strangers**

Please review with your child the importance of not talking to strangers or accepting rides with anyone other than a person approved by you.

### **Help Us Protect Our School**

If you see or suspect vandalism or any potential threat to the school, please call the Renton School District TIP Line: Renton School District Security **(425) 204-2468**

### **Renton School District Safety and Security Team**

Jamie Sidell

#### **Director of Safety & Security**

425.204.3725

Scholar safety and school security is always forefront on the minds of school principals, teachers, administrators and other support staff. We have a deep commitment and resolve to keep scholars and staff safe at school. We continue to refine proactive measures to help support the safety and security of all scholars and staff. Here are some of the highlights of our work:

- In Renton Schools, we have a Safety and Security Department, led by Jamie Sidell, a former Auburn Police Commander, and staffed by specialists in campus security, law enforcement, and emergency management. District and school security and safety officers continue training on scholar relationship building, de-escalation training, and other professional development. (District and school safety officers attended Right Response training in December to be better prepared to work with children and teens in possibly volatile situations.) School and districtwide security and safety coverage has been revised to provide ample coverage from 7 a.m. to midnight each day.
- Our school staff take a multi-pronged approach to scholar safety by conducting regular safety drills (including lockdown drills). Our school and district safety and security team help train staff in how to keep our scholars safe during emergencies. We work with staff to provide communication channels for teachers and scholars to report anything that appears unusual or threatening.
- We have highly-trained Renton Police Officers in our high schools as part of our School Resource Officer program. These professionals work closely with our district and School Safety Officers to also provide safety and security to middle and high schools, and to quickly identify and investigate any potential threat.
- We continue to refine our practices along with police agencies to review all safety and security measures. Under the guidance of Director Sidell, we are taking a holistic approach to school safety; and considering many security-related measures (e.g., school design/layout; before school; lunch; passing time; after school; etc.).
- Our Facilities Director is reviewing current building designs and systems already in place and determining immediate and future school building needs. We are conducting a

comprehensive study on school camera systems; anticipating the need to update and install some cameras and server equipment at schools.

- A districtwide assessment of school safety and security systems is conducted over the next few weeks as the district moves to establish the Citizens Facilities Advisory Committee to create the long-range facilities plan for school building renovations, upgrades and improvements. Part of that work will include review of video surveillance equipment, door locking devices, card access, glazing, and building interior and exterior design.

### **Connecting with Scholars on Social, Emotion Level**

Beyond safety and security procedures, we work to support scholars' social, emotional, and mental health needs. Making meaningful connections and relationships with scholars is the most impactful way we can work to keep all scholars safe. Working with our community partner organizations, we surround scholars with support by:

- co-locating community health and mental health services in schools;
- identifying scholars with higher anti-social risk factors or who are distanced or alienated from school;
- developing restorative justice practices and alternatives to suspension and expulsion;
- emphasizing connections and fostering trusting and positive relationships between staff and scholars;
- offering an array of extracurricular activities that ensure the involvement of all scholars;
- and teaching conflict resolution, citizenship and social competency with a focus on respect, dignity, sensitivity to others, and inclusion.

Scholars who feel connected and engaged with their school and community more often launch into young adulthood with a sense of direction and hope and are less likely to break the social contract of respect and safety for others. Our work to keep scholars and staff safe at school is on-going, steadfast, meaningful and evidenced-based. This work doesn't just spring into action in times of an incident or crisis; we're committed to this work, daily. It is our promise to parents, families, scholars, staff and our communities.

### **Security Report Card**

Renton School District hired an independent consultant in 2014 to perform an in-depth safety and security audit. The audit included; on-site walk-throughs of every school; interviews of principals and school staff members; online survey results from a sampling of more than 1,000 parents and community members; reviews of current safety and security plans; and information gathered from meetings with district staff, citizens and local law enforcement leaders. The consultant returned fourteen recommendations for improvement across four key areas: safety and security, school safety, emergency preparedness, and communications and partnerships, noting actions the district could take to make our schools better prepared to respond to emergencies and natural disasters. Renton School District board members reviewed and approved these recommendations and voted to begin implementation of Phase I of the plan which included restoring the position of a Safety and Security Manager, charged with organizing and supervising the department.



Table lists the actions to be taken and phases of progress

2014 RECOMMENDATIONS:	PHASE	FINISHED	STARTED	PENDING
<b>SAFETY &amp; SECURITY</b>				
Organize the division under a dedicated Manager.	I	*		
Provide school-specific safety & security training.	I & II	*		
Provide identifiable attire for School Safety Officers	I	*		
Provide identifiable school-related vehicle markings	I	*		
.				
<b>SCHOOL SAFETY</b>				
Improve access control for schools & portables	I		*	
Implement keycard system at schools	I & II		*	
Evaluate crisis response needs	II & III	*		
Pilot office space for SRO	III	*		
<b>EMERGENCY PREPAREDNESS</b>				
Standardize drill & supplies procedures	II		*	
Standardize supplies purchase, storage & refresh	III		*	
Proficiently train schools with measurable outcome	III		*	
Develop Emergency Transportation Plan	II			*
<b>COMMUNICATION &amp; PARTNERSHIP</b>				
Develop parent/school communications plan	II		*	
Develop crisis response plan with first responders	III		*	

### Works accomplished:

- Contracted IP upgrade for all Analog Surveillance Cameras in secondary schools to be completed May 2016.

### Works in progress:

- Contracted a new Emergency Radio Communications System to be completed August 2016.
- Contracted upgrades for Photo ID and Keycard Access Control to be completed August 2016.

### Works pending:

- Finalizing contract for new IP Video Camera Surveillance Systems in all primary schools and KEC building.

## General Information

### Directory Information

Federal law and school district regulations allow schools to release directory-type information (scholar name, address, phone, date/place of birth, dates of attendance, awards received and previous schools) to such agencies as schools or PTSA unless parents notify the school of their wishes to the contrary. Information other than Directory Information is considered confidential.

## **District information**

Kohlwes Education Center

300 S.W. 7<sup>th</sup> Street, Renton 98055

Dr. Damien Pattenaude, Superintendent

(425) 204-4455

Renton School District

Transportation Department

(425) 204-4455

District Policies and Procedures

Renton School District Policies and Procedures can be located on the district's website

<http://www.rentonschools.us/Page/129>

## **School Board Meetings**

Meetings are usually held the second and fourth Wednesdays of each month at 7:00 p.m.

These meetings are usually held in the Board Room at the Renton School District

Administration Building, 300 SW 7<sup>th</sup> Street, Renton. Visit the RSD website at

<http://www.rentonschools.us/> for more details.

## **Norms of Communication**

In the interest of maintaining a professional and collaborative environment while also balancing the number of demands on our staff and families, Hazelwood has several important communication norms that both teachers and families must adhere to:

1. **Prompt Reply:** Hazelwood will return all calls within 24-48 hours after receiving initial contact. Similarly, we ask that all families respond to us within 24-48 hours. It is the family's responsibility to ensure that we have the most up-to-date phone numbers for communication as well as safety reasons.
2. **Equal Time at School Events:** The school hosts a number of events during the school year such as Meet and Greet and Curriculum Night that allow families to meet and speak with teachers about the work that is being done at Hazelwood. However, it is important that both teachers and families be aware of when they are engaging in protracted personal discussions that are at the detriment of other scholars and their families' time. For longer, more in-depth discussions about scholar performance or behavior, we encourage families to set up a meeting.

3. **Last Minute Changes:** Last minute changes to transportation happen- we understand. Please, however, make every effort to secure and confirm your child's transportation method (bus, pick-up, childcare) prior to 2:00pm. Additionally, every minute matters! Please avoid early dismissal from school unless you have a scheduled appointment.

### **Problem Solving Procedure**

There may be occasions when families or scholars have a concern. In such cases, please use the information below to direct your inquiry such that we can respond in ways that are helpful and show our mutual interest in your child.

If you have concerns about your child's academic progress or learning in the classroom, please contact the teacher. The teacher will partner with you to ensure a reasonable solution and/or next step is in place to support your child. You can also connect with Kimberlie Nelson, our instructional facilitator. She can work with you to design a learning plan to meet your child's needs.

If you have any questions or concerns regarding academic programs, including our special education, ELL, and highly capable programs, please contact Kimberlie Nelson, instructional facilitator.

If you have concerns about discipline, playground, or other non-academic matters, please direct your concern to the assistant principal.

If your child needs social or emotional support, including help resolving peer conflicts, please contact the school counselor.

If you have concerns regarding school lunch, please contact nutrition services.

For transportation concerns, please contact the transportation department.

You are welcome to contact the principal for any unresolved matters. Above all, it is important to contact the school whenever there is a problem or a concern. Difficulties can often be resolved quickly when staff is notified and made aware of the concern. Do not hesitate to ask for assistance.

### **Important Contact Information:**

Tracey Tymczyszyn- Principal

[Tracey.tymczyszyn@rentonschools.us](mailto:Tracey.tymczyszyn@rentonschools.us)

425-204-4550

Baron You- Assistant Principal

[Baron.You@rentonschools.us](mailto:Baron.You@rentonschools.us)

425-204-4555

Scott Jones- School Counselor

[Scott.jones@rentonschools.us](mailto:Scott.jones@rentonschools.us)

425-204-4564

Kimberlie Nelson- Instructional Facilitator

[Kimberlie.nelson@rentonschools.us](mailto:Kimberlie.nelson@rentonschools.us)

425-204-4562

Tracie Twitchell- Assistant Director of Transportation

[Tracie.twitchell@rentonschools.us](mailto:Tracie.twitchell@rentonschools.us)

425-204-4455

Rene Brensdal- Nutrition Services

[Rene.Brensdal@rentonschools.us](mailto:Rene.Brensdal@rentonschools.us)

425-204-4553

## **Partnership Code**

The school works very hard to create an environment where the school's values permeate all interactions. Therefore, the school requires that all communication with parents be mutually respectful. The school will retain the right to end any meeting or phone conversation in which the volume, tone, or substance of the communication is disrespectful (name-calling or frequent interruptions), profane (cursing or profane language), or threatening. Moreover, when conversations have clearly gone past the point where productive problem-solving is an option, the school reserves the right to end the conversation and schedule additional time at a later date. At the same time, families have the right to end conversations if staff members are not displaying mutual respect and should reschedule for a later date. Families have the option of addressing the actions of a staff member during a meeting via the problem solving process outlined above.

*The school reserves the right to bar an individual from the school site if there are repeated violations in order to ensure the safety of all scholars and staff and to ensure that there is a calm, productive, positive learning environment for all scholars.*

## **Snacks in Class**

Most teachers provide scholars a snack time during the day. Snacks should be healthy and provide a little nourishment for scholars. Some good choices include: fruit, granola bars, carrots/celery, cheese sticks, etc. We have several scholars with severe food allergies, and some classes are designated as "nut free" or "egg free." You will receive a letter from our

school nurse if your child is in one of these classrooms. Your cooperation is greatly appreciated and essential in ensuring the safety of our scholars!

## **Birthday Parties**

Each teacher will provide information on how birthdays are celebrated within the classroom. Party invitations should not be brought to school **unless the entire class is invited**. If you wish to bring treats, please bring **healthy options** such as fruit, cheese, and vegetables. Ideally, due to the large number of health allergies along with a commitment to health and fitness, we recommend celebrating birthdays with **non-food items**. Always check with your child's teacher first to see what he/she finds acceptable for their classroom and be sure to provide advanced notice to make sure they can fit the birthday plans into their schedule.

Non-food birthday celebration ideas may include:

1. Read your child's favorite book to the class and have each scholar sign it;
2. Decorate a box and send it into the classroom. Also send index cards or smaller pieces of paper. Have the teacher ask each child to use one sentence to write something nice about the birthday kid and put it into the box. The birthday kid gets to take the box home at the end of the day. You could also do the same thing using an autograph book.
3. Buy something for the classroom (books, games, music, etc);
4. Send in supplies and directions for a craft for the kids to do instead of eating a snack. It is a bonus if the parent comes in to help with the craft;
5. Arrange for the kids to play a game instead of eating a snack. If you don't have any ideas, talk to your child's teacher. They are likely to know what the kids will enjoy and what will work well in the classroom setting. Again, it is a bonus if the parent comes in to play games with the kids;
6. Ask the teacher for extra recess in honor of your kid's birthday. If they are willing to take the time to eat a snack, they may be willing to use that time to let the kids play;
7. Bring in something that all the kids can sign as a birthday treat for the birthday kid (shirt/sweatshirt, tote bag, autograph stuffed animal, pillow case, etc.);
8. Arrange a treasure hunt around the classroom for the kids. There can be a special treat (see #1 or #3 for ideas) at the end. You can even use a theme that ties into what they are learning in class;
9. Ask the teacher if you can have a show and tell time for your child on their birthday. They can make a poster, bring in some of their favorite things, bring pictures, tell the kids about their favorite things or life at their house, etc;
10. Have the kids work on a quick community service project together. There are many websites with great ideas (examples: <http://www.kidactivities.net/post/Community-Service-Ideas-for-Kids.aspx>). One idea would be having each kid write a letter to someone in the military serving overseas. You could also provide supplies for the kids to make things to donate to a charity;
11. Ask the teacher if you can send in a dance song, and have the whole class do the hokey pokey, the chicken dance, or the booty slide, whatever is your child's favorite! Invite the nurse or principal!
12. Party favors (bouncy balls, matchbox cars, erasers, tops, magnifying glasses, notepads, balloons, whistles, bubbles, etc.). You can get these at a party supply store, dollar store,

dollar shelves at stores like Target and Michaels and catalogs like Oriental Trading Company;

13. Send in a bucket of sidewalk chalk and ask your child's classmates to write a birthday message on the blacktop;
14. Replace recess toys that are starting to wear and tear;
15. Donate a book in your child's name to the school library;
16. Donate a board game that can be used for indoor recess;
17. Scholar's choice of activity for the last few minutes of the day;
18. Five-minute show/tell where scholar shares favorite baby pictures;
19. Scholar's choice of guest reader;
20. Create a "celebrate me" book. Have scholars write stories or poems or pictures about the birthday child.

**Please make arrangements with your child's teacher in advance of bringing treats. This is especially important due to the number of serious food allergies within our scholar population.**

### **Recess Policy**

Our policy is that a scholar well enough to attend school, is also well enough to go to recess. If parents are concerned about their child's level of activity during recess, this is a reminder that we have benches for scholars to use during recess, if limited activity is necessary.

We have two recesses so that scholars can go outside to help burn off that extra energy; even when there is a slight drizzle, they are allowed to go out. If there is a downpour, scholars remain inside for indoor recess.

Every now and then, we have someone who falls into a puddle or mud. We certainly allow scholars to call a parent for a change of clothing if needed. We do have a very limited supply of clothing to loan scholars; we ask that you return the loaned school items washed and ready for another scholar to use.

### **Harassment, Intimidation, Bullying**

Our school is committed to providing a safe and civil educational environment for all scholars, employees, volunteers, and patrons- one that is free from harassment, intimidation and bullying. "Harassment, intimidation and bullying" means any intentional written message or image, including those that are electronically transmitted, a verbal or physical act including, but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation or mental, sensory, or physical disability – or any other distinguishing characteristic when the intentional written, verbal or physical act:

1. Physically harms a person or damages their property
2. Has the effect of substantially interfering with a scholar's education.
3. Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment or
4. Has the effect of substantially disrupting the orderly operation of the school.

## **Harassment, intimidation and bullying are NOT tolerated at school.**

If your child feels he/she has been harassed or bullied, the incident(s) should be reported immediately to a **teacher, counselor, or principal**. See Board Policy No. 3207 on pages 27 - 29.

## **Classroom Rules**

Classroom rules and disciplinary procedures will be developed in each classroom and shared with parents at the beginning of the year.

## **Consequences for Infractions**

In general, consequences are designed to help teach the child the expected behaviors. However, depending upon the severity of the infraction and other factors, different consequences may occur.

The rule in question will be reviewed with the scholar, making sure the scholar understands the rule and the reasons for it.

The incident may be written on a Referral Form. The principal or designee will determine the appropriate action. Possibilities include having the scholar write a plan to resolve the problem situation, loss of recess privileges, a parent signature on the referral, a call home to parents, in-school intervention, or home suspension.

## **Weapons Prohibited on School Property**

State law RCW 9.41.280 states that it is unlawful for any person to carry or possess a dangerous weapon or firearm on public school premises. Firearms/weapons are not allowed in school; at school sponsored activities; on school grounds or facilities; or on school-provided transportation. If a scholar brings a firearm/weapon to school, it will result in an immediate expulsion for no less than one calendar year, and notification of law enforcement and parents. Expulsions may be modified on a case-by-case basis pursuant to hearing provisions of Ch. 392-400 WAC. The confidential Renton School District weapons hotline is 425-204-2468.

Renton School District policy also prohibits laser pens and objects that look like weapons, such as toy guns and toy knives. Scholars or staff who are aware of weapons on campus are asked to report the information to school authorities.

## **Scholar Personal Property**

Toys, trinkets, candy, gum, hand-held games, iPods, digital cameras, sports equipment, card collections, and other personal items that might be disruptive to the learning process should remain at home, unless requested by the classroom teacher. Such items will be taken from scholars and may be picked up by parents. The school will not be responsible for lost valuables or money.

## **Lost and Found**

The school maintains a "Lost and Found" closet. Parents may come in any day between 8:00am and 4:00 pm to search the Lost and Found. If a scholar believes he/she has lost something,

he/she should visit the lost and found before or after school. In addition, the lost and found closet will be brought to lunch times periodically for scholars to find lost goods. Every **two months**, items left in the box may be donated to a local charity.

## **Technology Agreement**

Board Policy/Procedure: 2022 Electronic Resources and Internet Safety

**Scholars and Families: PLEASE READ THIS TOGETHER**

### **Statement of Purpose**

Renton School District teachers and scholars use technology and internet-based tools in their classrooms on a regular basis to support scholar learning and prepare scholars to engage in the rapidly changing world. These technologies improve scholar communication and collaboration skills, provide an authentic audience, and extend learning beyond the classroom walls while building digital citizenship skills. Scholar access to technology requires responsible, courteous, efficient, and legal use. Our goal in providing access to these resources is to enhance learning experiences and to educate scholars in responsible and appropriate use. It is important that scholars and parents recognize that information posted on the internet is public, permanent, and needs to be appropriate.

### **Terms of Agreement:**

1. I agree to follow teachers'/building/district instructions when using technology.
2. I agree to be polite, considerate, and to use appropriate language.
3. I agree to report and/or help prevent any bullying, abuse, or harm of others.
4. I agree to tell an adult if I read, see, or access something inappropriate, or if I witness inappropriate use of technology.
5. I agree to follow all filters and security measures.
6. I agree to use technology carefully and to conserve district resources.
7. I agree not to share my passwords, except with my teacher or parent/guardian ([Family Educational Rights and Privacy Act or FERPA](#)).
8. I agree to use only my own files and folders. I will not access another individual's files and folders without his/her permission.
9. I agree not to reveal or post personal information belonging to myself or another person (i.e., passwords, addresses, or telephone numbers).
10. I agree to follow copyright laws.
11. I agree to follow the technology check-out process.

**Following Federal, State and, local laws, Renton School District will protect scholar and employee data. However, I understand that my use of any district technology (computer, network, internet, resources, etc.) will be monitored and is neither private nor confidential to district/authorized personnel. I understand that if I violate this agreement, the district's policies and procedures, or my scholar handbook, I may not be allowed to continue to use technology or I may receive other appropriate consequences.**



## **District Policies and Procedures**

Renton School District Policies and Procedures can be located on the district's website  
<http://www.rentonschools.us/Page/129>

**Please note that we provide annual notice regarding the policies and procedures listed below to all scholars and families. This document constitutes our annual notice, such that if you have additional concerns or need more information, you may access the most up-to-date information using the link above.**

Policy and Procedure 3205 – Sexual Harassment of Scholars Prohibited

Policy and Procedure 3207 – Harassment, Intimidation, and Bullying

Policy and Procedure 3210 – Nondiscrimination and Harassment-Free Environment

Policy and Procedure 3240 – Scholar Conduct Expectations and Reasonable Sanctions

Policy and Procedure 3241 – Classroom Management, Discipline and Corrective Action

Policy and Procedure 4200 – Safe and Orderly Learning Environment

Policy 4210 – Regulation of Dangerous Weapons on School Premises

Policy 4215 – Use of Tobacco and Nicotine Substances

