

Cedar Trails Student Success and Family Handbook



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Cedar Trails Website <https://www.issaquah.wednet.edu/cedartrails>

Cedar Trails PTSA Website: www.cedartrailsptsa.org

Issaquah School District Website <https://www.issaquah.wednet.edu/>

Principal: Tera Coyle

Inspiring every heart and mind to positively impact our community!

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WELCOME MESSAGE

Hello Cedar Trails WOLVES!

I'm so excited for this adventure we are about to take in our gorgeous new school! I'm looking forward to creating a strong community where each and every person feels welcomed and valued. Our school team is committed to providing a safe and inclusive environment where students' strengths are celebrated and valued.

The purpose of this handbook is to help us have a smooth transition into the 21/22 school year as we begin this exciting journey together. Hopefully this handbook will also serve as a resource for families and staff throughout the school year. Please know that we will update this handbook as we get more established and learn the updated COVID protocols. For now, we have compiled this handbook using neighboring ISD elementary schools' handbooks.

Let's get this party started! I can't wait to meet all our Wolves!
Principal Coyle

SCHOOL CULTURE

VISION

Inspiring every heart and mind to positively impact our community

MISSION STATEMENT

Creating and nurturing an inclusive environment that:

- Celebrates diverse personal strengths
- Collaborates, with the common goal of progress
- Cultivates positive relationships
- Captures the excitement of possibility

in order to support flexible and resilient learners ready for the future.

CORE VALUES

TBD

Mascot: Wolves



Colors:

Navy: <https://www.pantone.com/color-finder/280-C>

Sage: <https://www.pantone.com/color-finder/4179-C>

EQUITABLE CONDUCT EXPECTATION

The Issaquah School District values equity, diversity and inclusion. The district is committed to building and sustaining a welcoming school community. Our district and community are made up of people of different backgrounds, needs and perspectives. Our learning community includes people of varying races, ethnic backgrounds, abilities/disabilities, religions, ages, languages, socioeconomic status, immigration status, sexual orientation, gender expressions or identities.

Student expectations include:

- Respect each individual, even if that person's identity is different from your own.
- Seek to understand your impact on others while seeking to understand other's intent.
- Communicate respectfully with others in person, on social media and in any other form.
- Use what you are learning to use good judgment and make ethical and informed decisions.
- Take responsibility for your words and actions.

We all have a responsibility to report behavior that interferes with having an equitable and inclusive learning environment that honors and respects people of all identities. If you become aware of any actions that violate the expectations above, we encourage you to speak up through one or more of the following ways:

- Tell a teacher, staff member or other trusted adult immediately.
- If you are comfortable and safe doing so, speak up in the moment to encourage more equitable and inclusive talk or action, and/or support those being hurt.

EXPECTATIONS AND RESPONSIBILITIES

ARRIVAL AND DISMISSAL

DROP-OFF/PICK-UP ZONE

- NO school district adult supervision prior to 9:00 AM. Please do NOT drop off your student(s) prior to 9:00 AM.
- **Be ready to exit the car INDEPENDENTLY** before arriving at the drop-off area.
 - Have materials in hand and be ready to go
 - Know how you will be picked up in the afternoon
 - If you need additional time, pull out of the drop-off lane and into a parking space so others behind you may safely and quickly unload
- **Exit only on the curb side.**
- If walking from a parking space, **use the crosswalks** and follow the directions of the paras or supervising adults
- Use the sidewalk to quietly walk to the covered basketball court to wait for the entry bell
- Students proceed directly to class at the 9:05am bell

SCOOTERS AND BIKES

- Not permitted at this time. If we get a pedestrian gate at the back of the property, we will revisit at that time.

Morning Line Up

Supervision

A para and student crossing guards will be stationed at the intersection where the buses and cars divide (at the top of the hill that enters into to Cedar Trails), at the drop off lane, bus loop, and the covered basketball court starting at 9:00am each morning to assist students.

Students are to follow the path adjacent to the bus loop and walk to the basketball court until the first bell rings at 9:05. At that time, students are to proceed to their assigned classrooms through the designated route for each grade.

Bus Riders

Students riding the bus will get off their bus at 9:05 am and will walk directly to their assigned classroom through the designated route for each grade level.

Car Drop-offs

Cars will be directed around the entrance of the school to the drop off-lane in front of the building. **Please pull all the way to the front of the drop off loop.** Once at the front

of the drop-off lane, students may get out of their cars independently and go through the commons to the covered basketball area.

Once on the basketball court, for supervision purposes, students are not to enter the building until they are directed to do so by their teacher or a para.

Students who come to school after the 9:15am tardy bell should enter by the office entrance to receive a tardy slip before they proceed to their class.

Cars should not be left unattended in the drop-off lane for any reason or for any length of time. Don't forget to pull all the way forward!

Bicycle Riders and Scooters

At this time, we will not have bicycle riders or scooters. If we get a gate at the back of the school property, we will revisit at that time.

Afternoon Dismissal

Dismissal

Teachers will work together to determine which teacher will walk their students out of the building to the bus loop, to Wolf Club and to the parent loop. Teachers will monitor/adjust as the year goes on. All grade levels will use designated stairwells to exit the building.

BEHAVIOR GOALS & PHILOSOPHY

Positive Behavior Social Emotional Support (PBSES)

The Issaquah School District utilizes PBSES (Positive Behavior Social Emotional Support) as a behavior management system. This involves clear expectations, positive reinforcement, and the use of logical consequences. Consequences are imposed based on the discretion of the staff member and/or the frequency or severity of the incident.

General Behavior and Discipline

The school staff and parents are jointly responsible for teaching students the importance of respectful behavior to enhance student learning. Students are taught to be responsible for their own behavior.

Discipline is the process of holding students accountable for their actions and it should always be a learning experience for the individual. Discipline protects the rights of the group, as well as the individual. It is a process where anger management and conflict resolution skills are learned and applied by the student. Most problems are minor and infrequent and can be corrected by a staff member and the student working together.

It is our hope that in maintaining high expectations at school, students will be able to generalize the acceptable standards of conduct and problem-solving skills into their larger world.

Cedar Trails students will follow the "Wolf Pack Pledge:"

We are the Wolf Pack.

We are **P**roblem Solvers
who are **A**ccountable,
Courageous,
and **K**ind.



Student Conduct Expectations can be found in ISD [Regulation 3240](#).

Our "MATRIX" will be added upon completion!

PLAYGROUND EXPECTATIONS

NOTE: We have compiled playground procedures from the other elementary schools in ISD to create these expectations. We will update once we get established at Cedar Trails and know the specific COVID procedures that will be in place for the 2021/2022 school year.

1. Stay under covered areas during heavy rain.
2. Play in a safe manner in supervised areas only and with the following precautions:
 - Play only on the blacktop, sand field, covered play area, always remaining in view of the paras
 - Walk while inside the play structure area
 - Take turns on the equipment
 - Only go down slides
 - Dig only in the designated sandbox area
 - Leave rocks, bark, sticks and other potentially dangerous objects or SNOW alone and on the ground
 - Keep hands, feet and objects to yourself
 - Use school appropriate language
3. Students may leave the playground *only* with the written permission of a staff member or after radio communication to the office has been made.
4. Students must stop what they are doing immediately when the bell rings, or when a whistle blows, and must return promptly to their class line.
5. All playground equipment must be returned to the appropriate cart after recess.
6. Pokémon cards and other toys should remain at home. If brought for a classroom reward, they should remain in the backpacks in the classroom.
7. Sporting equipment from home may be used at recess, but it is "bring at your own risk."
8. All electronics should remain in the backpacks in the classroom and should not be used at recess.

Undercover Big Toys

- Students are not allowed to stand on the top of beams or monkey bars
- No running on the big toys
- No playing tag of any kind on or around the big toys
- Feet first going down the slide
- No going UP the slide

Bars

- Line up
- Hands on bars at all times
- 4 to 5 students at a time on bars for free play
- No standing on any of the bars
- Shoes on at all times
- No jumping off bars
- When others are waiting, person who has been on the bars the longest has one more minute

Playground (does NOT include Sand Field)

- No wall ball on rainy days

- No dodge ball or “butt” ball
- No kicking balls (only kick balls on the play field)

Football

- Equal teams
- Stay in bounds
- Absolutely no pushing or tackling
- Offense and Defense positions may switch once per game
- No grade vs. grade games

Soccer

- Equal teams
- Stay in bounds
- No hands – feet only
- One goalie per team; take turns being goalie
- Only the goalie can use hands
- When out of bounds, the ball is dead, one person throws the ball in with two hands over their head
- No slide tackles
- Offense and Defense positions may switch once per game
- No headers
- No grade vs. grade games

Basketball

- Equal Teams.
- No game locks
- You can call your own fouls – take the ball out for a foul – no free throws

Kickball

- Only use soccer/kickballs
- Equal teams
- Pitcher stands on pitching mound.
- No fielder is to be in front of the pitcher
- The team waiting to bat waits either in the dugout or behind the backstop
- Players must kick the ball within 6 feet of home plate
- No stealing. Do not leave the base until the ball is kicked from home plate
- When throwing the ball at a base runner, it must be below the shoulders
- No sliding
- 7 pitches
- 3 fouls and you're out
- 3 outs per team per inning
- 5 runs per team
- If there is any interference by offensive players, the runner is out
- Positions may be switched on inning changes if there is a demand for a new position
- No grade vs. grade games

Tetherball

- One player in each (half) zone

- The server tosses the ball in the air and hits it.
- No hitting the ball with anything except hands or forearms
- No touching the pole or the rope ("roping")
- No catching or throwing the ball
- No "chances" or "babying" (to make it easier for an unskilled opponent in order to prolong the game)
- No stepping outside of circle or on centerline
- Do not hang on the ball
- No wild serves. (After you serve, you should let the ball go past you one time before you hit it back)
- Wait in line outside of the circle for your turn
- Those in line waiting to play make the calls on the rules
- The game is over when the rope wraps all the way around the pole or the other person makes one of the above mistakes
- Wining person yells "tether"
- Winner gets three games only

Four Square

- Server "A" serves to square "D" by letting the ball bounce once then hitting the ball with palms open
- Ball cannot be caught or carried for a return (holding)
- If a player is out, he/she goes to the end of the line
- You are out if:
 - The ball does not bounce before you hit it
 - You hit the ball out of bounds
 - Your ball hits another player while in their square
 - You step on inside line or into someone else's square
 - You interfere with another player's ball (steal)
 - Your knee touches the ground
 - You kick the ball
 - You have already tried to serve the ball in the proper square 3 times
- No "cherry bombs" or fisting
- "He/she played on it" does not change an "out"
- Serves must be below the receiver's head
- No team ups
- Line helps with decisions of rules
- No chanting

Hand Toys

- Use jump ropes only for jumping
- Both handles of jump ropes must be in hands (no twirling or swinging)
- Basketballs, jump ropes, colored balls and games can be used on the black top
- Soccer balls, footballs and kickball are to be used on the field
- Hula hoops should not be pulled on or stretched out, stepped on or jumped on

Personal Toys or Items

- Students are discouraged from bringing personal items from home, they are taken out at the student's own risk

- Students may bring allowable sports equipment from home to **share** with others, names should be written on all equipment in permanent marker before it comes to school
- The playground supervisor may "take and hold" any inappropriate personal toy or item and it will be returned to the student at the end of the day or into the office
- No trading of any kind

Food

- Litter should be put in outside garbage cans
- No food allowed on the playground

Inclement Weather/Rainy Days

- Students need to stay out of mud, mud/sand puddles, and off ice in winter
- Snowball throwing is not allowed
- If less than 5 minutes of recess remain, students should stay under covered areas until recess is over
- Follow the adults' directions

End of recess

- Listen for recess bell and return to designated line-up area immediately
- Return all recess equipment to their proper places. Even if you didn't take it out, if you are the last one playing with it, it is your responsibility to return it to its proper place

TECHNOLOGY EXPECTATIONS

- Use the Internet and technology in accordance with the District Responsible Use Guide ([ISD Regulation 2022P](#)) and only with adult direction and supervision. No photographs, videos or recordings can be taken or used covertly.
- Student cell phones, smart watches, and other interactive devices must remain off and in backpacks on school property, unless used during teacher directed academic activities.

If a cell phone, smart watch or other interactive device rings during school hours or is otherwise a distraction, the device will be confiscated by the teacher until a parent can make arrangements to pick up the device.

PARTY POLICY

Birthdays

Please do not bring balloons, special snacks, or other treats for students on this day.

As birthdays are important to children, they will be recognized in the classrooms on the actual birthday; however, food will not be part of the celebration. Each grade level teacher team will determine the look of that recognition and will share it with their families. This decision was based on the need to acknowledge the strict dietary guidelines of our allergy students, follow the District's Nutrition Policy of no sugary snacks, and in an effort to preserve the instructional day with minimal outside interruptions. To remain consistent and fair to all students in all classrooms, food treats and balloons cannot be accepted and will be sent back home.

Classroom Celebrations

A maximum of three curriculum related school wide celebrations will occur per year, one each in the fall, winter, and spring. The themes of the celebrations are still to be decided by the staff and further information will be forthcoming.

Snacks for these celebrations will also follow the District Nutrition Policy and must contain a balance of 1/3 sweets or less. Room parents will coordinate efforts so there is consistency between classes.

If your child will not attend these celebrations, please contact your teacher for an alternate plan.

BEFORE/AFTER SCHOOL ACTIVITIES AND FIELD TRIP EXPECTATIONS

BEFORE/AFTER SCHOOL ACTIVITIES

Parents are responsible for managing their child's and sibling's behavior during before and after hour activities at Cedar Trails. Please keep your children with you before, during, and after grade level concerts or other programs and help them observe good audience behavior prior to the show. Follow the Cedar Trails behavior matrix when visiting the school for any event.

FIELD TRIPS AND OFF-CAMPUS ACTIVITIES

- Be a positive representative of Cedar Trails Elementary, your behavior builds our reputation
- Listen to and follow instructions of the supervising adult; stay with your group
- Follow transportation rules while going to and from the event
- Give your attention to the speaker or performance and be a good listener/audience member
- Show your appreciation in positive ways
- Be respectful of property/equipment

DRESS CODE

[ISD Regulation 3224 – Student Dress](#)

The student and parent/guardian may determine the student's personal dress and grooming standards, provided that the student's dress and grooming do not lead school officials to reasonably believe that such dress or grooming will:

- Disrupt, interfere with, disturb, or detract from school activities.
- Create a health of other hazard to the student's safety or to the safety of others.
- Promote by printed word or symbol the use of illegal substances or other prohibited activities which may include but not be limited to intimidation, harassment, sexual innuendo, vulgarity, and obscenities.

If a student's dress or grooming is objectionable under these provisions, the principal or designee will ask the student to make appropriate corrections. If the student refuses, the student is subject to disciplinary action.

Clothing accessories, personal play equipment, and inappropriate items that are disruptive to the educational process or considered to be unsafe will be held by the teacher and will be returned at the discretion of the teacher.

On P.E. days, students need to wear appropriate shoes and clothing that will allow them to run, jump, climb, and be active.

For recess purposes, students are encouraged to wear shorts under skirts or dresses.

HOMEWORK POLICY

ISD Regulation 2422- Homework Policy

The District believes that homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement but also develop self-discipline and associated good working habits. Homework, as an extension of the classroom, homework must be planned, purposeful, and clear.

Homework may be assigned for one or more of the following purposes:

1. Practice -- to help students increase competency with specific skills which have been presented in class.
2. Preparation -- to help students gain the maximum benefits from future lessons.
3. Extension -- to provide students with opportunities to transfer specific skills or concepts to new situations.
4. Creativity -- to require students to integrate many skills and concepts in order to produce original responses.

Homework may not be assigned as a disciplinary measure.

The purpose of homework assignments, and the guidelines and/or expectations should be made clear to the student at the time of the assignment.

Although the District relies on research-base practices regarding time allotment guidelines for student homework, students vary in their ability levels, learning styles, home resources, and need for additional work at home. Courses also differ in kinds of material presented, equipment requirements, and degrees of supervision needed for assignments, making it inappropriate to state specific time requirements.

Specific Cedar Trails homework policies will be created in the Fall and will be included soon.

DISCIPLINE

GOALS AND PHILOSOPHY

Cedar Trails' Student Success Plan seeks to allow each teacher, as well as the principal and the dean, a certain degree of flexibility in the handling of student misbehavior. There are often circumstances where students must be responded to differently.

Therefore, the possible corrective action taken would depend on the following criteria:

1. The intent of the act
2. The number of times the violations or similar violations have previously occurred
3. Prior corrective action which would include alternative steps to alleviate the problem
4. Prior parent involvement

CONSEQUENCES

When a student doesn't follow the Cedar Trails Expectations, the following actions and consequences may result, depending on the severity of the infraction:

1. **Think Time and Conference with Student:** Student completes a "Think it Over" Form and/or has a conversation with school staff to reflect on the choice he/she made, the impact their choice had on himself/herself and others, and a better choice for next time.
2. **Re-Teach Expectation/Practice/Social Skill Training:** School staff reteach related school expectation, have the student practice following specific expectation(s), and/or do a minilesson on a related social/emotional skill.
3. **Rearrangement of the student's school schedule** may occur when the behavior of the student is such that he/she cannot conduct himself/herself in an acceptable manner.
 - a. The student may be assigned to do a quiet reflection.
 - b. The student may be removed from the classroom.
 - c. The student may be assigned a limited recess.
 - d. Loss of privilege: A student may not be allowed to participate in certain activities because of his/her past or present behavior.
 - e. Community Service may be assigned and may include the following: cleaning the lunchroom or playground with a custodian, etc.
 - f. The student may be assigned to an in-house (in-school) or out-of-school suspension.

In addition, consistent with RCW 28A.600, student conduct expectations under District Regulations may be found at [Regulation 3240P](#). The student will respect the rights of others while in school, on school property, at all school activities, on District provided transportation, or otherwise under school authority.

SEVERE MISCONDUCT

Any student, who willfully performs any act which materially interferes with, or is detrimental to, the orderly operation of a school-sponsored activity, or any other aspect of the educational process within the Issaquah School District, will be subject to discipline, suspension, or expulsion.

The District requires that each student adhere to the rules of conduct and submit to corrective action taken as a result of conduct violations. The rules of conduct are applicable during the school day as well as during any school activity conducted on or off campus. Special rules are also applicable while riding on a school bus.

Students are expected to:

1. Conform to reasonable standards of acceptable behavior;
2. Respect the rights, person and property of others;
3. Preserve the degree of order necessary for a positive climate for learning;
and
4. Submit to the authority of staff and respond accordingly.

Student discipline, suspension, and/or expulsion will be administered in such a manner as to take into consideration the nature, severity, and circumstances of the violation, the individual circumstances of the student, and prior or other forms of corrective action or discipline which may have been imposed. A complete copy of [Regulation 3241](#) and related Regulations are available on the District's website.

Any action, which removes a student from school for longer than one day, will comprise a "disciplinary action" and will be documented.

Behaviors that are severe in nature will result in disciplinary action that involves immediate parent notification by telephone. Consequences for severe misconduct can include in-house (in school) suspension, suspension from school, or an emergency expulsion.

Examples of severe misconduct include but are not limited to the following:

Disruption to student learning	Possession of weapons
Vandalism/arson	Assault
Swearing/use of abusive language	Harassment
Racial or gender put downs	Intimidation and threats
Possession/use of alcohol, tobacco	Discrimination or drugs

Definitions of Terms

- **In-House Suspension** provides for students to be removed from classroom activities/peer contact for a designated period of time while still remaining on school grounds.
- **Suspension** is the exclusion from school, or individual classes for the specific period of time, after which the student has a right to return. A suspension is "short term" if it is for a period of ten consecutive school days or less. A suspension is "long term" if it exceeds ten consecutive school days.
- **Emergency Expulsion** shall mean the immediate denial of the right of school attendance for a student, prior to a hearing, without other forms of corrective action if the principal reasonably believes the student is an immediate and continuing danger to himself/herself, other students, teachers, or school

administrators, or is a substantial disruption to the educational process of the school district.

- **Expulsion** is the exclusion from school or individual classes for an indefinite period.

Any action taken against a student will comply with existing state laws and School District Regulations and shall afford the student due process.

ATTENDANCE

REPORTING ABSENCES

Please report your student's absence via phone (Main Office: 425-837-6500) or email (ctattendance@issaquah.wednet.edu) with the following information:

- Student Name
- Teacher
- Date(s) of absence
- Reason for absence

Informing the teacher in addition to the Cedar Trails Office is helpful for the teacher, but only the office can excuse the absence.

Students marked absent will receive a check-a-child phone call home at around 10 am each morning.

[Issaquah School District Regulation 3122P](#) (Excused and Unexcused Absences Procedure) describes what qualifies as an excused and unexcused absence, attendance requirements, and other scenarios.

WHEN TO KEEP YOUR CHILD HOME

Use this checklist to determine whether to keep your child home from school:

Symptom	Yes	No
Fever: Does your child have a fever over 100 degrees F. orally? Temperature should remain normal (98.6 degrees) for 24 hours without any fever reducing medication before returning to school		
Sore throat: Is it accompanied by fever, headache, stomachache or swollen glands?		
Vomiting: Has your child vomited two or more times in a 24 hour period?		
Diarrhea: Has there been more than one occurrence in a 24 hour period?		
Eyes: Are your child's eyes crusty, bright red and/or discharging yellow or green fluid?		
Nasal discharge (yellow or greenish): Is there colorful nasal mucus that is accompanied by a		

fever or other symptoms of an upper respiratory infection?		
Cough: Does your child have a persistent, productive cough?		
Appearance/Behavior: Is your child unusually tired, pale, have a lack of appetite, difficult to awaken, or confused?		
Rash: Does your child have a body rash <u>not</u> associated with heat, eczema, or an allergic reaction to a medication?		

If you answered **yes** to any of these questions, please keep your child home from school and consider seeking medical attention.

LATE ARRIVALS

Students arriving after the 9:15am bell must check in at the office for a late slip. This will count as a "tardy."

EARLY DISMISSALS

If appointments must be scheduled during the school day, please inform the office and your child's teacher.

Authorized adults need to sign the student out of the office. This will count as a "tardy."

Things to note:

- Any absence is marked unexcused if the office is not notified.
- A student arriving two or more hours after the start of the day is considered absent for the morning.
- A student who leaves two or more hours before dismissal is considered absent for the afternoon.

EXTENDED AND PRE-ARRANGED ABSENCES

Email the Cedar Trails Office (ctattendance@issaquah.wednet.edu) with student name, teacher name, and dates of absence.

- **Pre-planned absences up to 20 school days** requires completion of the [Elementary Pre-Arranged Absence Request Form](#). This form must be completed and returned to the Cedar Trails office one week prior to the first absent day. This form can be found in the office at Cedar Trails, as well as the website under Our School > Forms and Regulations > Attendance.
- **Absences of 20 or more consecutive school days** requires completion of the [20+ Days Elementary Pre-Arranged Absence Request Form](#). This form must be completed and returned to the Cedar Trails office one week prior to the first absent day. This form can be found in the office at Cedar Trails, as well as the website under Our School > Forms and Regulations > Attendance.

Please note that NO student work will be provided prior to the trip. Student work will be collected throughout the absence and can be picked up following the trip.

Absences During Testing

Family trips taken during an entire assessment window will be marked as unexcused. Data collected during these assessments informs our practice and supports your student's learning. Naturally, our preference is for families to travel during vacation periods outlined by the ISD.

If your family needs to travel outside of those windows, please be aware of two things:

- Absences during assessment windows are marked as unexcused.
- Per State law beginning 2017-18:
 - Five or more unexcused absences in a month require a letter and a petition to be filed with the courts.
 - Ten or more unexcused absences in a year require a letter and a petition to be filed with the courts.

STUDENT PLACEMENT AND REVIEW

Cedar Trails Elementary Student Assignment Process

The following assignment process is used to ensure the success of each Cedar Trails' student.

Steps:	Estimated Timeline
1 Parents/Guardians may provide written input on class assignment by completing the Parent Input process in the spring.	April 15 - May 15
2 Teachers and specialists work together to create balanced classes using ten criteria: 1. The program needs of the child 2. A balanced ratio of boys to girls 3. A balance of achievement levels in reading and mathematics within each class 4. Motivation level of each student 5. Behavior factors regarding each student 6. Compatibility of students with others, i.e. separating students who haven't worked well together in the past 7. Social needs 8. Independent work habits 9. Leadership skills 10. Recommendations of teacher, principal, guidance team, specialists, and parents	June
3 Adjustments made to incorporate new and outgoing students.	End of June through August
4 Each grade level team works with specialists to check class lists for balance. Parents are then notified by Family Access of their child's classroom teacher. Creating or eliminating class after school begins in September. <ul style="list-style-type: none"> • Based on the "10 criteria for placement", the previous grade level teachers create a new balanced class(es). • Students, placed in the new class(es), are informed by written correspondence. • A welcoming event of students, parents and the new classroom teachers will take place shortly after the formation of the new class(es). 	Early September
5 Parents and staff evaluate how the classroom assignments are working for students. If there are concerns the teacher and parents will meet to problem solve.	
6 Follow-up on any earlier concerns: a. Parent and teacher continue to communicate. Facilitator available upon request. b. Teacher and principal discuss the issues. c. Principal and/or psychologist/counselor observes the child in the classroom. d. Parents and/or teacher meet with principal if a change in class assignment is desired.	After the first 10 days of school and step 5 has been completed
7 Parent and/or teacher fill out a Review of Assignment Form.	
8 Current grade level teachers, or guidance team, or both will meet with the principal to determine the next course of action. (Parents may give verbal or written input at these meetings.)	When step 6 is completed
9 Parents will be informed of the group decision by the principal.	When step 8 is completed

Every effort will be made to resolve any problems associated with assignment within 30 school days.

Student Placement Review

Date: _____

Your
Name: _____

Teacher: _____

Child's
Name: _____

Phone
Number: _____

Grade: _____

Please answer each question or statement completely:

1. What is your primary reason for requesting a review of assignment?
2. What specific event, if any, prompted your request?
3. What has your child/student expressed about his/her classroom assignment?
4. What specific behavior(s) has your child/student demonstrated to indicate his/her feelings about this assignment?
5. Please explain the problem-solving strategies you and the teacher/parent have discussed and implemented.
6. Briefly outline why the strategies described in #5 have not been successful in resolving the concern.
7. Without naming a specific teacher, what type of learning environment do you believe would be more appropriate for your child/student?

COMMUNICATION

KEEPING INFORMED

To ensure you receive the most up-to-date information, please sign up for all of the district communication tools.

E-News from the Principal

The Cedar Trails Principal sends out E-news regularly and a monthly Newsletter. This message updates families on important information and provides a calendar of upcoming school, PTSA and district events. This message is sent via email and is available on the [school website](#).

[Click here to sign up for E-News](#) (select Cedar Trails and Issaquah School District)

PTSA Newsletter

Visit the [Cedar Trails PTSA website](#) for more information on the latest PTSA news!

Emergency Closures/Updates

If an emergency closure situation arises, information can be found on a banner on the Cedar Trails website, a banner on the Issaquah School District website, via FlashAlert ([click to sign up](#)), and on ISD social media pages.

More emergency information can be found on the Issaquah School District website and their [Emergency Information](#) page.

COMMUNICATING WITH TEACHERS AND STAFF

Emails

Parents are welcome to email their child's teacher about academic, behavior or social concerns. Per contract, teachers will provide a timely response to an email or phone message within two (2) work days.

Class Newsletter

A newsletter or email update, providing a general summary of learning will be posted and made accessible on the teacher's website or emailed at minimum, every two (2) weeks, per contract. Please check the newsletter and teacher website for answers to questions before contacting the teacher!

Teacher Website

Teacher websites include contact information, a list of homework and/or ongoing projects with due dates (as applicable), classroom expectations, a schedule of upcoming events and a general summary of learning or instruction. Please check the newsletter and teacher website for answers to questions before contacting the teacher!

Phone Calls

Please be mindful that teachers cannot answer the class phone during the school day because they are teaching. If you have an urgent matter, a change in dismissal, or an emergency, please contact the main office at (425) 837-6500.

PARENT TEACHER CONFERENCES

Parent-Teacher conferences give parents and teachers the opportunity to discuss student progress and concerns. The fall conferences for grades K-5 are scheduled in December. Check the District calendar for dates. Parents/guardians may request a conference at any time during the school year as needs arise, arranged through the classroom teacher.

ISD CIVILITY REGULATION

The Issaquah School District believes that a safe, civil environment is essential to high student and staff achievement, to the free exchange of ideas central to a quality educational process, and to the development of youth as thoughtful participants in our democracy. Conversely, uncivil conduct, like other forms of disruptive behavior, interferes with a student's ability to learn and a school's ability to educate its students. For more information, please refer to [ISD Civility Regulation 5282](#).

HARASSMENT, INTIMIDATION, AND BULLYING

There will be no harassment against any student or staff member on the basis of such person's race, color, sex, creed, religion, sexual orientation, ancestry, national origin, grade level, physical/personality traits or style, physical, sensory, or mental disabilities, or for any reason prohibited by law. The District will not tolerate any such harassment of any of its employees, students, volunteers, parents, or guardians. For more information, please see [ISD Regulation 5207](#) (Prohibition Against Harassment and Intimidation).

VISITING THE SCHOOL

All visitors must sign-in and sign-out in the school office. All visitors and volunteers must wear an approved school identification badge. Staff will ask any person without ID to sign in at the office.

We appreciate your interest in your child's progress and learning experiences. Parents are welcome to visit their child's classroom. However, to avoid classroom disruption, visits must be pre-arranged with the classroom teacher.

Visitors and volunteers must also have a valid Washington State Patrol background check on file. Please see the office or visit the [Cedar Trails School Website](#) to complete this.

While visiting Cedar Trails, please be mindful of these expectations:

- No children in workroom
- Please schedule a time to have a meeting/conference with teachers outside of your volunteer time

EMERGENCY PROCEDURES

UPDATING YOUR INFORMATION

It is very important that you notify the Cedar Trails office throughout the school year of any changes in your work, home, or emergency contact numbers. As we think about potential emergency situations, we ask that you review with your child what they should do, according to their Emergency Plan, in the event school is dismissed early during the day. During a snowstorm, power outage, earthquake, etc., there is always the possibility this could happen. Expecting the school to contact you by telephone or your calling the school to make plans is not a realistic expectation. Announcements are made over various radio stations in the event school is cancelled, starting late, or dismissing early. Go to the District website for the most up-to-date information:
www.issaquah.wednet.edu.

EMERGENCY PROCEDURES

1. In the event of an emergency or disaster, all students will be asked to follow their Emergency Plan. A new Student Emergency Information form is to be filled out each year. One copy of the completed form is kept in the child's classroom, and another is kept in the office.
2. If an emergency occurs, the student will be taken to a safe area of the school. A check-in/check-out point will be established and will be clearly marked. You will be notified via phone and email if an emergency occurs and given specific directions. Parents/guardians should go directly to the designated checkpoint when coming to pick up a child.
3. If you come to the school to pick up a child during an emergency, please maintain a calm and positive attitude in the presence of the children.
4. If an emergency should occur, please keep in mind that the school needs to keep phone lines clear for communication with the school District and emergency services. During power outages, the telephone lines could be unavailable.
 - To be prepared for the worst-case scenario, the school has basic emergency supplies provided through the school District and Cedar Trails PTA. Families are responsible for sending an emergency pack for their child (included in the student supply list).

SCHOOL CLOSURES

School Closures Due to Snow, Ice, etc

A general District bulletin regarding this subject will be issued early in the school year. The bulletin will instruct you to listen to your radio or television and watch the ISD website and e-news on the mornings of inclement weather. If there is no announcement about the Issaquah School District, regular school hours will be observed. Please be aware the district may opt to use Snow Routes for bus transportation. Make yourself familiar with your child's Snow Route drop-off spot. Check [the District website](http://www.issaquah.wednet.edu) for the latest information: www.issaquah.wednet.edu.

DISTRICT REGULATIONS & POLICIES

CIVILITY – PROHIBITION OF HARASSMENT, INTIMIDATION AND BULLYING

If a student feels that he or she is being harassed, intimidated or bullied for any reason including because of race, creed, color, national origin, ancestry, gender, sexual orientation or disability, the student should immediately report such incidents to a teacher, counselor or building administrator. A complete copy of Regulation 3207 may be obtained at any school or on the District website at www.issaquah.wednet.edu.

“Harassment, intimidation or bullying” is defined for purposes of this Regulation as any intentional written message or image - including those that are electronically transmitted, 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 or physical disability, or other distinguishing characteristics, when the act:

1. Physically harms a student or damages the student's property; or
2. Has the effect of substantially interfering with a student's education (for example, substantially interfering with classroom performance, attendance, or pattern of tardiness); or
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.

Conduct that may rise to the level of harassment, intimidation and bullying may take many forms, including, but not limited to:

- Urging others to a malicious action
- Ganging up on someone
- Spreading knowingly hurtful rumors, lies, pictures, drawings, or cartoons
- Slurs
- Jokes
- Innuendoes
- Repeated/ongoing demeaning comments
- Pranks
- Ostracism
- Gestures
- Verbal or physical aggression directed at a specific student
- Physical attacks or threats
- Purposeful destructive acts relating to an individual or group whether electronic, written, oral, or physically transmitted messages or images

Sexual Harassment

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

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

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

Examples of Sexual Harassment:

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

You can report sexual harassment to any school staff member or Title IX Coordinator, Sena Camarata, 425-837-7060; camaratas@issaquah.wednet.edu.

You also have the right to file a complaint.

Complaint Options

If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint.

Before filing a complaint, you can discuss your concerns with your child's principal or with the school District's Section 504 Coordinator, Title IX Officer, or Civil Rights Coordinator, who are listed above. This is often the fastest way to revolve your concerns.

Complaint to the School District

Step 1. Write Out Your Complaint: In most cases, complaints must be filed within one year from the date of the incident or conduct that is the subject of the complaint. A complaint must be in writing. Be sure to describe the conduct or incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and describe what actions you believe the District should

take to resolve the problem. Send your written complaint—by mail, fax, email, or hand delivery—to the Superintendent or civil rights compliance coordinator.

Step 2: School District Investigates Your Complaint: Once the District receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The superintendent or designee will respond to you in writing within 30 calendar days—unless you agree on a different time period. If your complaint involves exceptional circumstances that demand a lengthier investigation, the District will notify you in writing to explain why staff need a time extension and the new date for their written response.

Step 3: School District Responds to Your Complaint: In its written response, the District will include a summary of the results of the investigation, a determination of whether or not the District failed to comply with civil rights laws, notification that you can appeal this

determination, and any measures necessary to bring the District into compliance with civil rights laws. Corrective measures will be put into effect within 30 calendar days after this written response—unless you agree to a different time period.

Appeal to the School District. If you disagree with the District's decision, you may appeal to the District's Board of Directors. You must file a notice of appeal in writing to the secretary of the Board within 10 calendar days after you received the District's response to your complaint. The Board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. The Board will send you a written decision within 30 calendar days after the District received your notice of appeal. The Board's decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

Complaint to OSPI

If you do not agree with the District's appeal decision, state law provides the option to file a formal complaint with the Office of Superintendent of Public Instruction (OSPI). This is a separate complaint process that can take place if one of these two conditions has occurred: (1) you have completed the District's complaint and appeal process, or (2) the District has not followed the complaint and appeal process correctly.

You have 20 calendar days to file a complaint to OSPI from the day you received the decision on your appeal. You can send your written complaint to the Equity and Civil Rights Office at OSPI:

Email: Equity@k12.wa.us | Fax: 360-664-2967

Mail or hand deliver: PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200

For more information, visit www.k12.wa.us/Equity/Complaints.aspx, or contact OSPI's Equity and Civil Rights Office at 360-725-6162/TTY: 360-664-3631 or by e-mail at equity@k12.wa.us.

Other Discrimination Complaint Options

Office for Civil Rights, U.S. Department of Education 206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | www.ed.gov/ocr Washington State Human Rights Commission 1-800-233-3247 | TTY: 1-800-300-7525 | www.hum.wa.gov

Nondiscrimination

Issaquah School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) has been designated to handle questions and complaints of alleged discrimination:

<p>Title IX Coordinator Amanda Dorey Director of Human Resources 5150 220th Ave SE Issaquah, WA 98027 425 837-7056 Doreya@issaquah.wednet.edu</p>	<p>District HIB Coordinator Stacey Zachau Assistant Director of Student Interventions – Compliance 5150 220th Ave SE Issaquah, WA 98027 425 837-7109 Zachaus@issaquah.wednet.edu</p>
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<p style="text-align: center;">Civil Rights Amanda Dorey Director of Human Resources 5150 220th Ave SE Issaquah, WA 98027 425 837-7056 Doreya@issaquah.wednet.edu</p>	<p style="text-align: center;">Public Records Officer Tricia Romo 5150 220th Ave. SE Issaquah, WA 98027 425-837-7178 romot@issaquah.wednet.edu</p>
<p style="text-align: center;">Transportation Director Coleen Xaudaro 805 2nd Avenue SE Issaquah, WA 98027 425-837-6324 xaudaroc@issaquah.wednet.edu</p>	

You can report discrimination and discriminatory harassment to any school staff member or to the District's Civil Rights Coordinator, listed above. You also have the right to file a complaint under District Regulation 3210 (also summarized above).

WEAPONS

Possession, transmission or use of any object that is or reasonably appears to be a dangerous weapon or related device is prohibited. Such objects include, but are not limited to: firearms, ammunition, incendiary or explosive devices, clubs, knives with blades of at least three (3) inches in length or other cutting or stabbing instruments brought or possessed with the intent to cause bodily harm, or to instill fear and/or intimidate by their mere presence on school property or at school sponsored events, chemical inhalants

Pursuant to RCW 9.91.160, persons over eighteen (18) years of age, and persons between fourteen

(14) and eighteen (18) years of age who have written parental permission, may possess personal protection spray devices (i.e., mace or pepper spray) on school property.

No one may deliver such a spray device to anyone under fourteen (14), or to anyone between fourteen (14) and eighteen (18) who does not have written parental permission. Personal protection spray devices may only be used in self-defense as defined by state law. Possession, transmission, or use of a spray device under any other circumstances will be treated as a violation of the District's rule prohibiting weapons.

Pursuant to RCW 9.41.280, students who possess a dangerous weapon on school premises, school provided transportation, or areas of facilities while being used exclusively by public schools may be immediately expelled. Law enforcement and parents will be notified. Pursuant to RCW 28A.600.420, students who possess a firearm must be expelled without an opportunity for readmission for at least one

(1) year. This minimum one-year expulsion will also apply to students who act with malice and display an instrument that appears to be a firearm on public school property, transportation, or other facilities being used exclusively by public schools. The superintendent of the School District or educational service District may modify the expulsion of a student on a case-by-case basis.