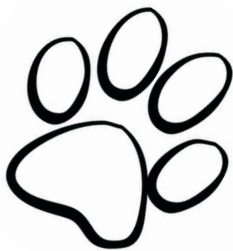


# Finley Elementary School



2018-2019  
Student Handbook



**Finley Elementary School**  
**213504 E Cougar Road**  
**Kennewick, WA 99337**  
**(509) 586-7577**

Pam Kinne, Principal

Dear Parents and Students,

Welcome to another school year here at Finley Elementary!

This handbook reflects the schools philosophies, policies, and expectations we feel are important for the learning, safety, and well-being of each person; child and adult. I encourage you to please read through this handbook with your child and discuss with them the importance and reasons that schools, as well as communities as a whole, need to set up guidelines.

If you have questions about any of the content in this handbook, please call me and I will gladly listen to your concerns and answer any questions you may have. This handbook has changes every year and some of those changes have come from parent suggestions.

Sincerely,

Pam Kinne, Principal

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# Finley Elementary Staff

2018-2019

Pam Kinne	Principal
Mickey Middleton	Kindergarten
Carolyn Ross	Kindergarten
Karli Teagle	Kindergarten
April Breedlove	First Grade
Beth Kirk	First Grade
Kathy Locker	First Grade
Cami Cleaver	Second Grade
Eric Johnson	Second Grade
Cari Greer	Third Grade
Elizabeth Jansen	Third Grade
Kelly Williamson	Third Grade
Lorianne Donovan	Fourth Grade
Leslie Parker	Fourth Grade
Robin Ward	Fourth Grade
Mike Bold	Fifth Grade
Rob Hayfield	Fifth Grade
Athena Pelly	Fifth Grade
Angel Tinnin	Developmental Preschool
Patricia Keck	Extended Resource Room
Stephanie Bradshaw	LAP/Title 1 Reading
Bill Rutz	Resource Room
Russ Kendall	Bilingual Teacher
Debbie Dohaniuk	Music/5 <sup>th</sup> grade Band
Susan Tatum	Librarian/Highly Capable Liaison
Mike Davis	Physical Education
Nicole Drescher	Kindergarten Intervention/Art
Joelle Sumner	Speech Therapist
Kim Britton	Psychologist
Sonya Bell	Counselor
Karen Davis	Day Custodian
Gary Wakefield	Night Custodian
Darnell Schoenwald	Night Custodian
TBD	Speech Para-Educator
Alison Finley	Title/LAP Para-Educator
Jessica Guzman	Title/LAP Para-Educator
Kathy Taggart	Title/LAP Para-Educator
Tabitha Smith	Title/LAP Para-Educator
TBD	Title/LAP Para-Educator
Cathie Prentice	Resource Room Para-Educator/Lunchtime Supervisor
Teena Ramirez	Resource Room Para-Educator
Hannah Kirk	Resource room Para-Educator
Karla Nunez-Herrera	Extended Resource Para-Educator
TBD	Extended Resource Para-Educator
TBD	Extended Resource Para-Educator
Julia Mendoza	Bilingual Para-Educator
April Wood	Pre-K Para-Educator
Teresa Nicholson	Lunchtime Supervisor
Sheila Losey	Lunchtime Supervisor
Heather Henderson	Lunchroom Secretary
Karin Cook	Kitchen
Lora Lancaster	Kitchen
Diona Schilling	Lunch Server
Patty Baumgartner	Lunch Server
Paula Smith	Health Room Aide
Hidalia Garcia	Secretary
Dulleya Woods	Secretary

## **Building Map**



### **OUR MISSION**

**“All Kids Achieving”.**

### **OUR VISION**

**Finley Elementary School provides a safe, positive, challenging learning environment, encouraging children to become responsible citizens.**

### **WE BELIEVE**

- ◆ **Early intervention is a significant key to success in school.**
- ◆ **Attendance is essential for successful learning.**
- ◆ **Students are accountable for their own learning and behavior.**
- ◆ **Actively involved parents and communication between home and school is essential.**
- ◆ **All children can learn.**
- ◆ **Home, community and school work together to develop successful children.**

**Finley School District provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability.**

# 2018-2019 Daily Schedule

School starts at 8:05 a.m. **Please do not bring your children to school before 7:30 a.m.** We appreciate your help. Our office is very small and we are not staffed to care for children before school or after school nor do we have supervision yet on the playground.

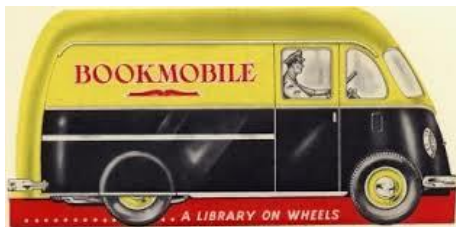
Breakfast is served each morning from 7:30 a.m – 7:55 a.m.

**School Begins: 8:05 a.m. (Monday - Friday)**

<u>GRADE</u>	<u>LUNCH &amp; RECESS</u>
Kindergarten	10:30 – 11:15
Grade 1	10:45 – 11:25
Grade 2	11:00 – 11:40
Grade 3	11:15 – 11:55
Grade 4	11:30 – 12:10
Grade 5	11:45 – 12:20

Afternoon Recess – K-5	1:30 -1:45
------------------------	------------

**School Ends: 2:35 p.m. on Monday, Tuesday, Thursday and Friday**  
**12:45 p.m. on Wednesday**



**Bookmobile** - if your child has a Mid-Columbia Library card, they may check out books when the bookmobile comes to our school.

NOTE: Please check the monthly newsletter (Cougar Paws) for the days the Bookmobile will be at the elementary.

Library card applications will also be available at the school if your child needs a library card.

# FINLEY ELEMENTARY SCHOOL CALENDAR 2018-2019

Kindergarten Orientation .....	August 28 <sup>th</sup> -30 <sup>th</sup>
First Day of School Grades 1-5 .....	August 28 <sup>th</sup>
Labor Day ( <b>No School</b> ) .....	September 3 <sup>rd</sup>
First Day of All Day Kindergarten .....	September 4 <sup>th</sup>
Open House Grades 4-5 .....	September 6 <sup>th</sup>
Individual Pictures – All Students .....	October 9 <sup>th</sup>
Mid-Trimester Progress Reports go home .....	October 15 <sup>th</sup>
Teacher In-Service Day ( <b>No School</b> ) .....	October 19 <sup>th</sup>
Picture Retake .....	November 6 <sup>th</sup>
Veteran's Day Observed ( <b>No School</b> ) .....	November 12 <sup>th</sup>
Conferences ( <b>No School</b> ) .....	November 13 <sup>th</sup> & 14 <sup>th</sup>
Thanksgiving Vacation ( <b>No School</b> ) .....	November 21 <sup>st</sup> - 23 <sup>rd</sup>
Report cards go home (week of) .....	December 3 <sup>rd</sup>
Early Release ( <b>12:45</b> ) .....	December 20 <sup>th</sup>
Winter Break ( <b>No School</b> ) .....	December 21 <sup>st</sup> – January 1 <sup>st</sup>
Martin Luther King's Birthday ( <b>No School</b> ) .....	January 21 <sup>st</sup>
Mid-Trimester Progress Reports Go Home .....	January 28 <sup>th</sup>
Kindergarten Open House .....	February 7 <sup>th</sup>
Presidents' Day ( <b>No School</b> ) .....	February 18 <sup>th</sup>
Class Pictures .....	March 5 <sup>th</sup>
Conferences ( <b>No School</b> ) .....	March 6 <sup>th</sup>
Report Cards go home .....	March 11 <sup>th</sup>
1 <sup>st</sup> Snow Make Up Day – if needed .....	March 29 <sup>th</sup>
Spring Break ( <b>No School</b> ) .....	April 1 <sup>st</sup> – 5 <sup>th</sup>
Mid-Trimester Progress Reports Go Home .....	April 29 <sup>th</sup>
2 <sup>nd</sup> Snow Make Up Day – if needed .....	May 24 <sup>th</sup>
Memorial Day ( <b>No School</b> ) .....	May 27 <sup>th</sup>
Last Day of School ( <b>12:45 release time</b> ) .....	June 7 <sup>th</sup>
3 <sup>rd</sup> Snow Make Up Day – if needed .....	June 10 <sup>th</sup>

## State Testing Windows

ELPA (English Language Proficiency Assessment) .....	January 28 <sup>th</sup> – March 22 <sup>nd</sup>
SBAC (Smarter Balanced Assessment Consortium) .....	March 4 <sup>th</sup> – June 7 <sup>th</sup>
5 <sup>th</sup> grade WCAS (Science) .....	April 15 <sup>th</sup> – June 7 <sup>th</sup>

## Music Programs-performance times are at 1:40 p.m. and 6:30 p.m.

3 <sup>rd</sup> grade Veteran's Program .....	Tuesday November 8 <sup>th</sup>
4 <sup>th</sup> grade Winter Program .....	Thursday December 13 <sup>th</sup>
5 <sup>th</sup> grade Spring Program .....	Tuesday March 26 <sup>th</sup>
Spring Band Concert (5 <sup>th</sup> grade) .....	Tuesday May 28 <sup>th</sup>

**\*\*Dates are subject to change – please refer to the monthly newsletter, school phone calls and/or flyers for changes. Notifications of date/time changes will be made as early as possible.**



## GENERAL INFORMATION

### ATTENDANCE:

At Finley Elementary School, we believe that attendance is essential for successful learning. All students are expected to be regular and punctual in attendance. Not only is it essential for learning, it also helps teach responsibility and tells children you value school. When students are absent from school due to illness or a health condition, a religious observance, family emergencies, or a school approved activity, it is considered an excused absence. Immediately following an absence, state law requires the parent or guardian write a note to the school explaining the reason why the student was absent. Also, please send a similar note if your child is tardy or will need to be released before the end of the school day.

Excessive tardiness or a pattern of unwarranted absenteeism may be cause for disciplinary action. If the parent/guardian doesn't write an excuse note immediately following an absence, or call the elementary office the day of the absence, the absence may be counted as unexcused. In accordance with the state's mandatory "Becca" attendance laws, and the district attendance policies, if a student is absent or excessively tardy without a legitimate excuse on five (5) or more occasions in a calendar month and/or 10 in a year, the school district may file a petition with the juvenile court seeking the court's jurisdiction over the student's attendance in school which may result in disciplinary action for both parents and students. (RCW28A.225-BECCA Bill).

**Attendance letters and unenrollment:** Each trimester, a letter will be sent home with students who have more than 10 absences or tardies whether they are excused or not. Any absence from school disrupts the learning process. These letters are to keep you informed of your child's attendance history. If your child is absent 20 consecutive days, they will be unenrolled. You will need to re-enroll your child upon returning.

**Absence versus tardy:** A student will be marked tardy if they miss 30 minutes or less of each attendance period. After 30 minutes, they will be marked absent. If a student is checked out during the day and returns that same day, an absence or tardy mark will depend on the length of time they are gone. To achieve perfect attendance, a student must not have any tardies or absences regardless if they are excused or unexcused.

**Absence reporting:** Please notify the **office** of any pre-arranged absences. If your child comes to school tardy, please send them with a note to give the office if you are unable to come into the building with them. If your child is absent, please call the school that day to prevent you from receiving an automated phone call about your child's attendance. If you are unable to call, please send a note with your child the day they return. **Parental/guardian contact must be made with the office through phone call or note within 24 hours of your child/children returning to school in order to be considered excused.**

### BEFORE AND AFTER SCHOOL SUPERVISION:

Our supervision schedule does not permit us to supervise children who arrive early. Please **do not** bring your child to school before **7:30**. Your help is greatly appreciated. Boys & Girls Club provides an after school program at their downtown Kennewick location. You may get further information by contacting them at 543-9980.

### CHANGE OF ADDRESS, PHONE OR MOVING:

When you change address or phone numbers, the school needs to know so that you may be reached in emergencies. Please send a note or call the school. Inform the school as soon as possible if you are moving.

## CLASS PARTIES:

Parties are scheduled by individual teachers and not held on a school-wide basis. This allows teachers more flexibility in planning their parties to meet curriculum and student needs. Students wearing costumes will be expected to follow the school dress code. Parent volunteers for helping in the classroom, field trips, classroom parties, etc. MUST have a WSP clearance. **Please check with your child's teacher to see if there are any students in their class with dietary limitations.**

## COMMUNICATING WITH YOUR SCHOOL:

Communicating is a two-way process between you and your school. It takes a little time and effort, but it is worth it to you and, most importantly, to your child.

Parents and school staff members have many things in common. We both want to help your child learn, mature and develop. We both want your child to feel good about him/herself and school. We both want to solve problems, not create them. We both want to be sure our communication with each other is effective. And, we both want to model appropriate problem-solving skills (behaviors).

If you have a question about your child's educational progress, or something that concerns you, we want to hear about it. It is important that we work with each other on your child's behalf. The simple tips that follow are offered in a effort to make that partnership more effective for both us and your child.

1. Don't wait until a small concern becomes a big concern.
2. Keep an open mind. Be willing to listen. Give the other person the benefit of the doubt. Remember that reports coming home from your child are not always accurate.
3. Whatever your concern/question, **first take it to the staff member most closely involved.**
4. If you do not resolve your concern by talking to the staff member or you are not sure how to resolve your concern, please talk to the principal.

In general, you'll be most successful taking care of the matter if you contact the person who is most directly involved with the situation.

For Questions/Concerns about:                      Contact Your Child's... (listed in order of preferred contact) :

Attendance .....	Attendance Secretary, Counselor, Principal
Classroom lessons, assignments, homework, ..... and organization	Teacher, Counselor, Principal
Student behavior .....	Teacher, Counselor, Principal
Grades or evaluations .....	Teacher
Classroom incidents .....	Teacher, Counselor, Principal
Health issues/medication .....	School Nurse
School activities .....	Teacher, Secretary, Principal
School regulations/policies .....	Principal, Superintendent
School facilities .....	Principal, Athletic Director
Discipline .....	Teacher, Counselor, Principal
School-wide curriculum .....	Principal, Curriculum Director (District Office)
Inability to communicate with ..... your child's teacher	Principal
Student behavior before school or ..... during recess	Principal, Counselor
Physical, emotional, social need ..... affecting your child	Teacher, Counselor, Principal
Transportation .....	Transportation Director (District Office)

Employees of Finley Elementary School will treat parents and guardians with respect and expect the same in return. We acknowledge that disagreements are inevitable, but when they arise, all parties will conduct themselves with commonly accepted standards of respectful social interaction, including tone of voice, language, and body movements. Inability or refusal to comply will be referred to a District administrator and may result in enforcement of RCW 28A.635.010,020,090,100, 110,120.

### **CONFERENCES AND REPORT CARDS:**

Our elementary school will report student progress through conferences. All other reporting will be done through written mid-trimester progress reports and trimester report cards. Teachers will arrange conferences with parents throughout the school year whenever they see a need.

Conferences in the interest of your child(ren) are always welcome. We suggest that you arrange for a meeting directly with the teacher. When teacher and parent discuss the child's school activities, progress can be made. Making an appointment for the conference in advance gives the teacher an opportunity to collect necessary information to make the conference more profitable. We cannot schedule conferences while a class is in session; however, parents are welcome to visit classes while in session at any time with prior communication with the teacher at least 24 hours in advance. (See Class Parties and Visitation information.)

### **COUNSELOR**

Finley Elementary School has a counselor that is shared with Finley Middle School, who is available to assist your child(ren) with personal, social, and academic problems. Students may self-refer to the counselor, and parents or school staff may alert the counselor to student needs. All students will need a signed permission slip from their parents to speak with the counselor on a regular basis. Teachers will be notified of counseling sessions. Parents are encouraged to be part of the problem-solving process involving their student and may call the counselor for updates on progress. To learn more about the counseling program, please contact Sonya Bell, the counselor at the elementary school office.

### **CROSSWALKS AND PARKING LOTS:**

Our school provides student crossing guards in our parking lot before and after school. Students have been instructed to always cross at the crosswalk and parents are requested to do the same. Please drive carefully in the parking lot whether you are dropping off, picking your child up, or visiting our school. All the curb area in front of the school entrance needs to be kept free for buses from 7:15-3:30. Remind your children to use the crosswalk to and from the parking lot. **Please also do not park or drop your student off by the dumpster area. This is a common walk area for students entering the playground and could result in a serious injury to students.**

### **DRESS AND PROPERTY REGULATIONS:**

**Hat Day:** The last school day of each month is "hat day". Students and staff are invited to wear a hat to school and keep it on all day if they wish. Hats can range from something simple like baseball hats to something a bit more goofy. Hats attached to coats, sweatshirts, or clothing of any kind are not considered a hat and students will be asked to remove them from their head while inside the building. If a hat becomes a distraction, interferes with safety, learning or well-being, that student will be asked to remove their hat for the remainder of the day.

**Hair color and face paint:** Dyed hair that is not a normal hair color, whether permanent or temporary, can cause a distraction in class. Students may be more interested in what was done with the hair and why than on the studies in the classroom. Please consider this before dying your child's hair. Face paint is not allowed at school except on special occasions. Makeup needs to be left at home. School is not the appropriate place for makeup application.

**Special Occasions:** Hair dye and face paint may be allowed on special occasions such as Halloween parties if pre-approved by the principal. This will be a case-by-case determination.

**Clothing:** District Policy #3224 and RCW 28a.320.140 stress that “preserving a beneficial learning environment and assuring the safety and well-being of all students are primary concerns of the board of directors”.

The student and parent may determine the student’s personal dress and grooming standards, provided that the student’s dress and grooming shall not:

- A. Lead school officials to reasonably believe that such dress or grooming interferes with the well-being and/or safety of themselves or others.
  - \* Shorts, skirts, skorts, dresses, or other attire that covers that bottom half of the body must have a length that reaches the end of the student’s longest finger when their arm is extended at their side.
  - \* Half shirts, spandex as an outer garment, see through covers, and pajama bottoms are not appropriate for school.
  - \* Pants, shirts and jackets should not be more than one size larger than a normal outfit
  - \* All shirts should cover the chest area completely, stomach and midriff as well as be designed to wear over the shoulder versus off the shoulder. The straps of a shirt must be 2 fingers wide of the student’s fingers. Undergarment straps need to be covered.
  - \* Open toed shoes (such as sandals and flip flops), heelies (with wheels), slippers, and high heels may not be worn. (If a student wears sandals, the student needs to wear socks to protect their toes). For safety purposes, students may be asked to sit out for recess time if inappropriate shoes are worn to school.
- B. Create an atmosphere in which a student, staff or another person’s well-being is hindered by undue pressure, behavior, intimidation or overt gesture of violence (i.e. weapons, etc.); or
- D. Imply gang membership or affiliation by written communication, marks, drawings, painting, and/or design, emblem upon any school or personal property or one’s person.
  - \* Prohibited apparel also includes the use of lewd, sexual, drug or alcohol-related messages.

**Personal Property:** The district assumes no responsibility for damage to or loss of students’ personal property. To avoid problems, students should not bring **toys, sports equipment, etc.** to school unless it is **pre-arranged between the parent and the teacher and/or principal.** Skateboards or roller skates are NOT to be brought to school as they interfere with the safety of the student and others. Radios, video games, personal music devices and other electronic items should be turned off, kept in backpack. If an item becomes a problem, it may be confiscated by school personnel **and may not be returned until June as determined by the supervising teacher or staff member.**

#### **EARLY DISMISSALS AND RE-ADMITTANCE:**

Students are not authorized to be dismissed early, or be excused for any part of the regular school day unless special arrangements are made through the school office.

If a student needs to be dismissed early from school, he or she must bring a note from home signed by the parent (a phone call from the student’s parent is also acceptable.)

When the student’s parent arrives at school, he/she must come to the office to “sign the youngster out.” To minimize disruption to the classroom, parents are asked to wait in the office or in front of the school. Even

when it's close to the end of the school day, we ask that parents **do not** go directly to the classroom to get their child(ren).

Our elementary school is a closed campus and students may not leave the school grounds unless due authorization has been given by the principal or by her designee. (Students who leave without permission will be disciplined.)

When students will be leaving school early and re-entering school the same day, the student must report directly to the school office and notify the secretary that he/she has returned. Following this notification, he/she will get a pass to return to the classroom.

#### **EMERGENCY SCHOOL EVACUATION:**

The Finley School District has potential industrial hazardous sites within its boundaries. In the case of an accident involving the atmospheric release of volatile and toxic materials, it may be necessary to evacuate one or more of the Finley Schools. In other cases, we may seal the buildings and shelter in place.

Therefore, the Finley School District wants its patrons to know about and understand the school evacuation plan. It has been designed to insure the safety of the students and staff in case of an accident requiring an evacuation.

Should an emergency or disaster situation ever arise in our schools or community, we want you to be aware that the schools have made preparations to respond effectively to such situations. Our school district has a detailed disaster plan formulated to respond to major catastrophes, including earthquakes. Should we experience an emergency or disaster during school hours, your student(s) will be cared for at their school until you pick them up, or until it is safe to transport students home by school district transportation.

Your cooperation and assistance is necessary in the following ways during any emergency.

1. Do not telephone the school. Telephone lines may be needed for emergency communications.
2. In the event of a serious earthquake or disaster, students will be kept at their school until they are picked up by a responsible adult who has been identified as such on the School Emergency Information Form. Parents are required to fill out this form at the beginning of every school year.  
Please be sure to consider the following criteria when you authorize another person on the card to pick up your child:
  - \* They are 18 years of age or older
  - \* They are usually home during the day
  - \* They could walk or drive to school, if necessary
  - \* They are known to your child
  - \* They are both aware and able to assume the responsibility
3. If students are to be kept at school, the Emergency Radio/TV system will be used to notify the public. The decision will be based upon the emergency/disaster and whether or not roads in the area are open. All efforts will be made to contact parents as well. However, please keep in mind the enormity of attempting to contact all parents/guardians.
4. Impress upon your child the need for him/her to follow the directions of any school personnel in times of an emergency.

Students will be released only to parents or persons identified on the School Emergency Information Form. During an extreme emergency, students will be released at designated areas on the school campus. Parents

should be patient and understanding with the student release process. Please instruct your student to remain at school until you or your designee arrives.

School evacuation may be triggered by notification from Benton County Emergency Management, Benton County Fire, or other emergency agencies. The Superintendent of Schools or her designee will direct the evacuation. In the case of a hazardous release or chemical spill near the school, "Shelter-in-Place" procedures will be implemented to provide protection. As per the building plan, all students and staff will report to their classrooms or designated shelter areas. All efforts will be made to keep outside air from entering the classrooms. Benton County Emergency Services will notify the district when the danger is over.

In all instances of an emergency, parents will be directed to the destination student pickup points using the Emergency Radio/TV system. We ask that parents DO NOT come to the school location during an emergency or evacuation, and please stay away from the evacuation routes.

#### **FEDERAL FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT:**

The Federal Family Educational Rights and Privacy Act per Finley School District Policy Number 3250 states the following information may be released by the district unless a student's parents/and or guardian has previously filed a written objection to the release of directory information including: Student name, address, and phone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and photographs and other similar information.

#### **Child Nutrition**

The Finley School District serves breakfast and lunch each school day. The District uses a computerized system to track meals and to ensure student meal status is not overtly identified. Each student is issued an account with an identification number to record meals served and fund balances.

Students and parents/guardians may request account balances from the cashier at any time during meal service operating hours. Account balance requests can also be made at the district office, 509-586-3217.

It is the responsibility of the parent/guardian to prepay for school meals, provide meals from home, or complete an annual application to establish eligibility for free and reduced-price meals. Meals may be paid for daily, weekly, or monthly. The District offers an online payment program, e-Funds, for families to deposit funds into their students account. Applications for free or reduced-priced meals are available at school offices, the district office and online at [www.finleysd.org/Departments/Child-Nutrition](http://www.finleysd.org/Departments/Child-Nutrition) . The district conducts monthly direct certification updates to establish eligibility.

Students that are determined to be ineligible for free or reduced-priced meals may charge:

Elementary - 3 meals

FMS/RVHS - 2 meals

Once the charge limit has been reached a student may receive up to 5 alternative meals in a month, consisting of fruit, sandwich, and milk. After receiving 5 alternative meals and the account balance remains negative, the student will need to bring a meal from home until the account is in good standing (positive balance). The District will send home written notifications of negative balances and use the auto calling system to notify the parent/guardian.

Students that qualify for free or reduced-price meals will receive one lunch and one breakfast per school day at the discounted/free rate. Extra purchases are the responsibility of the parent/guardian.

Please note: Cash cannot be given back from a check deposited at the school district.

The District's Meal Charge Policy is available online at [www.finleysd.org/Departments/Child-Nutrition](http://www.finleysd.org/Departments/Child-Nutrition)

For more information please contact the Child Nutrition Secretary at 509-586-3217 or the cashier at each school.

	<b>Elem</b>	<b>FMS</b>	<b>RVHS</b>
<b>Breakfast</b>	\$1.40	\$1.40	\$1.40
<b>Student Lunch</b>	\$2.75	\$3.00	\$3.25
<b>Adult Lunch</b>	\$4.00	\$4.00	\$4.00
<b>Milk</b>	\$ .40	\$ .40	\$ .40

## Lunchroom Expectations

1. Enter lunchroom quietly. No talking in the hallways and use inside voices in the cafeteria.
  - a. Lunch is social time. However, please limit conversations to students that are sitting near you at your table. Do not turn around to talk to students at other tables or yell to other students.
2. Stand in line appropriately using patience, respect and politeness to all.
3. Sit in your designated grade level and table area unless advised to move to the overflow table.
4. Once you have sat down at your table you may not get up again for forgotten items. (i.e. dressing, straw, etc.) **Raise your hand if you need something.**
5. Be responsible – clean up after yourself
  - a. Wash the table where you sat
  - b. Pick up any trash that is under or on your area of the table.
  - c. Empty your tray carefully in the trash. Pick up anything that doesn't make it in the trash can.
6. Cafeteria dismissal
  - a. You must be seated in order to be dismissed.
  - b. If you need to be excused to go to the restroom, raise your hand. Someone will give you a pass.
7. Lunch time
  - a. There is 20 minutes allotted for eating and 20 minutes for recess. Please save your playing for recess so you have plenty of time to eat. If you are still eating when your grade level/table is dismissed, you may stay inside until you're done eating.
8. Food is not allowed to leave the cafeteria. If you have a home lunch and want to take home what isn't eaten, it needs to remain in your lunch box/sack when you are outside.
9. Sharing of food is not allowed due to nutrition and allergy concerns.
10. STEPS AND CONCERNS
  - a. **Step 1:** If you choose Step 1, you will be asked to turn around at your seat or be asked to sit in a different location. Anyone interfering with the student in Step 1 will be shadowing and will choose Step 1 as well.
  - b. **Step 2:** If you talk or misbehave in Step 1, you will choose Step 2 and be directed to stand in that same location or a different location in the cafeteria.
  - c. **Step 3:** If you should choose to escalate to a Step 3, you will be given the school rule and you will read or concentrate on that rule.
  - d. You will be allowed to move back down through the steps.
  - e. **Concerns:** – Raise your hand if you have a concern. Someone will come and address the concern you have.
11. All other school rules apply to the cafeteria.

Hopefully this information will help you and your students understand the expectations. Thank you in advance and if you have any questions, please ask.

## LIBRARY PROCEDURES:

### Check Out Policies:

Kindergarten: Kindergarten children check out a book during their weekly library time. They must return the book before library time the following week. Kindergarten children check out books only. They do not check out magazines, audiotapes, or book/tape combinations.

First Grade: One book check out.

Second Grade thru Fifth Grade: Three books checked out at a time. May have up to three items checked out, but 2 must be AR.

First through Fifth Grade: Books and audiotapes are normally checked out for two weeks. Magazines are checked out for one week. Exceptions to this are reference books.

### Overdue/lost book policy:

With the exception of check out of items needed for a specific classroom project or report, there are NO check outs for those with current overdue books or current fines. Fines are levied for all lost or damaged materials at the time they are lost or damaged. Report cards are held at the end of the year unless all books and materials are returned or fines paid.

**Students are not charged for normal wear and tear on materials. They are charged, however, for any water damage, animal damage, drawing and/or scribbling, and pages damaged by younger siblings.**

Once a child has reached **\$15.00 in book fines**, they will no longer be able to check out any books. Library privileges will resume when the fine begins to be paid or books are returned. A payment plan can be established to pay fines.

### Fines

**Lost Books** .....Replacement cost of book

**Lost Audiotape or Book Tape Combination** .....Cost of tape or book/tape combination. If part of a combination is lost, charge will be for the part lost, rather than the entire combination.

**Damage** .....Fine will be up to the cost of the materials. If a book is damaged severely enough to make major repair necessary, the fine will be the cost of the materials. If damage is deliberate, regardless of the severity, the fine will be the material costs.

**Missing Tape Bags** .....Fine is \$1.00 or return of the bag undamaged.

### LOST AND FOUND:

We maintain a lost and found department and parents or students are encouraged to call the office if articles of clothing, lunch boxes, etc., have been lost or misplaced. Parents are requested to place identification in clothing, lunch boxes, glasses, watches, etc., so that we may return such articles to the owners. Each year we have many articles that are never claimed and we have no way of knowing to whom they belong. **Please write your child's first name or initials somewhere on coats, gloves, mittens, hats, backpacks, etc. so we may return them to your child.**



## ***“MAKE YOUR DAY”***

### **Why “*Make Your Day*”?**

- The *Make Your Day (MYD)* program provides a uniform discipline and citizenship program for all grades, all classes.
- It teaches students to solve problems and the lowest level and encourages them to speak up for themselves.
- It promotes communication with the school and the parents.
- The system empowers all school personnel to interact with all students in a fair and consistent manner.
- Students are able to monitor, evaluate, and reflect on their behavior.
- It improves on the quality and quantity of student learning each and every day.

### **Classroom expectations:**

*Make Your Day* is our school-wide student owned and generated discipline/citizenship program. With *Make Your Day*, students understand that “No one has the right to interfere with the learning, safety and well-being of others” and that each student is to “Do what is expected and do it the best that you can”.

When a child makes their day, it means that they have been responsible for coming to school ready to learn. By doing what’s expected the best they can, students:

1. Are prepared with materials for class
  - a) Pencils, texts, notebooks, etc.
2. Behave as expected in the classroom, in the cafeteria, on the playground and on campus.
3. Are actively involved in learning;
  - a) Tuned into the lesson being presented
  - b) Keep attention directed to the task on hand
  - c) Listen
  - d) Follow through on work
  - e) Participate in appropriate activities in class
4. Put forth their maximum effort according to each individual’s learning style.
5. Choose appropriate methods for solving peer interaction problems such as:
  - a) Reporting to the teacher on the playground or in the classroom
  - b) Walking away
  - c) Talking the situation through
6. Acknowledge impact of their actions on others.
7. Accept and give constructive suggestions in a helpful way.

### **Points:**

Students earn points by not interfering with the learning, safety, or well-being of others and by doing what is expected and doing it the best they can. Students self-assess during each period and verbally award themselves points. Other students are given an opportunity to express their concerns with points. Safeguards are in place so that this cannot be abused and tattling is stopped.

So, what happens at the end of the school day if a child does not Make Their Day? A home communication paper is sent home to the parents/guardians informing them of the child’s difficulty. This communication is used to provide parents the opportunity to help their child by reflecting on the problem and ways to improve. This note is to be signed and returned the next school day. This daily communication with parents is critical for changing negative behavior and is just strength of this program.

Through the *Make Your Day* program, all students can succeed each day to make their day, be congratulated and leave school feeling good that they made their day. *Make Your Day* is positively, not negatively

motivated. It constantly puts students in positions to succeed, to be uninterrupted by others and to know that they must be the best they can be. Under *Make Your Day*, the students who are on task working and not interfering with others, are the ones who get the praise and attention of the teacher. *Make Your Day* constantly points out to students that being responsible for their learning is the key to school and lifelong success.

### **Steps:**

If students do not interfere with others rights and do what is expected the best they can, they Make Their Day. If they do interfere with the rights of others, they follow a series of “steps” that are designed not to be punitive, but to help them change that inappropriate behavior through recognition of the problem, identification of a different appropriate behavior and an understanding as to why the correction needs to take place. The time at each “step” usually ranges from 3-5 minutes. When the student is on steps, he/she is not allowed to talk, move around excessively, or make noises. “Steps” are progressive if the student fails to meet the expectations of the step they are on. Progression through steps is ENTIRELY THE STUDENT’S CHOICE.

### **STEPS**

- |               |                                                                                                                                                                                                                                                                                                                                                                          |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Step 1</b> | When a problem occurs for a student, the student will sit in a chair facing away from the learning environment. (In certain circumstances, there will be other accommodations relevant to the situation). The student is to spend an appropriate time period quietly thinking about the problem he/she had. The student then may choose to return to the class activity. |
| <b>Step 2</b> | If the student chooses not to sit appropriately on Step 1, he/she forfeits the chair and stands facing away from the learning environment for an appropriate time period before returning to Step 1.                                                                                                                                                                     |
| <b>Step 3</b> | If the student chooses not to stand appropriately on Step 2, he/she will stand facing away from the learning environment while focusing on the school rule. The purpose of this is to assist concentration on appropriate behaviors. After an appropriate time period, the student may return to Step 2.                                                                 |

**PLEASE NOTE THAT STEPS 1-3 ALLOW THE STUDENT TO REMAIN IN THE CLASSROOM AND RECEIVE INSTRUCTION AS THEY ATTEMPT TO CORRECT BEHAVIOR.**

- |               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Step 4</b> | Inappropriate behavior on Step 3 indicates that the student has requested an immediate conference with his/her parent/guardian. The student will go to the office to phone a parent, with an adult present. Parents will be requested by the student to come in for an immediate conference to facilitate the student’s returning to class. The student will remain out of class activities until a parent, student and teacher/supervisor conference can be held. At this conference, the student states the problem honestly and takes responsibility for his/her actions. The student uses problem solving skills to verbalize positive alternatives. If the student/parent agree that student is ready to return to class for the purpose of learning, the student returns. If not, the student may go home and may return the next morning. If the parents are not able to meet on the day the child chooses to go to Step 4, the student will be kept in a “Buddy Room” for the remainder of the day. The parents will need to come to school the next day for the Step 4 conference in order for the student to return to school. |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

\*Immediate Step 4 placement will occur should the student demonstrate extreme, inappropriate behavior.

- |               |                                                                                      |
|---------------|--------------------------------------------------------------------------------------|
| <b>Step 5</b> | This step is used only when a child has exceptional misconduct or is not functioning |
|---------------|--------------------------------------------------------------------------------------|

appropriately in the school setting. At this point, the principal or designee will contact the parent and indicate that the child needs to be picked up at school immediately. The office Waiting Room may be used for the remainder of the day if a parent contact is unable to be made. The student will remain at home the following day or until they have satisfied the corrective action as determined by the administrator. The “Exceptional Misconduct” guidelines and range of corrective actions are outlined in Finley School District’s Policy 3241P . The Step 5 conference will be scheduled by the administrator. PLEASE NOTE  
**THAT STEP 5 SANCTIONS MAY INVOLVE SHORT AND LONG TERM SUSPENSION AND/OR EXPULSION.**

### **Shadowing**

When another student responds to or interacts in any manner with a student on steps, he/she has chosen to “shadow” or follow his/her fellow student through the steps. Choosing steps is only the business of the student making the choice. No other student will be allowed to interfere or become involved.

### **Automatic Step 4:**

*\*Students choosing to behave in the following manner may receive an automatic step 4.\** Professional judgment will be used in all cases in regards to student’s age, maturity level and severity of offense. Staff may choose to call a parent instead of using Step 4 if that is deemed more appropriate.

Examples of highly inappropriate behavior include but are not limited to the following:

**Abusive Language/Gestures:** Profanity, inappropriate gestures, or ethnic, racial, and sexual slurs directed at others.

**Disrespectful of Authority:** Disrespectful attitude in response to authority; refusal to follow reasonable directions of staff, etc.

**Unsafe Behavior:** Any action deemed to be dangerous by an adult, e.g. kicking, punching, throwing objects to inflict harm, etc.

**Theft:** Unlawfully taking another person’s property without his/her consent.

**Destruction of Property:** Purposefully destroying personal or school property, including graffiti.

**Threats of Violence:** Any threat of harm to others.

**Harassment/Bullying:** Any inappropriate comments, touching, gestures, drawing, or jokes that interfere with the well-being of others to include but not limited to those actions made on the basis of sex, race and/or disability.

\*STEP 4’s MAY RESULT IN A STEP 5 (SUSPENSION OR EXPULSION) – see pages 21-27

**MONEY:** Children should bring money to school ONLY for specific reasons. Money is often lost, misplaced or stolen. Money for their food account is safer when it is placed in an envelope with the student’s and teacher’s name on it. This money should be turned into the lunchroom secretary as soon as possible.

**OUT OF DISTRICT:** If you are an out of district family, you may be asked to have a conference with the principal to go over the “Out-of-District Student Contract” for out of district students.

### **PETS:**

Pets may be brought for sharing with students only after a conversation between parent, teacher and building principal. Animals are not allowed on school buses, therefore parents will need to deliver and depart with the pet on the day the sharing takes place. Pets, like valuable items, need special care and attention which cannot be given them during the normal classroom day.

### **RECESS:**

Recess is an important part of the student's day. There are many articles showing the benefits. On the site [www.movingandlearning.com](http://www.movingandlearning.com) there are 7 reasons why kids need recess:

1. Everyone benefits from a break.
2. Recess increases on-task time.
3. Children need outside light.
4. Unstructured physical play reduces stress.
5. Children need to learn to be social creatures.
6. Our children's health is at risk.
7. physical activity feeds the brain.

In general, the 17/17 rule will be applied for determining outside recess: 17 degrees air temp or 17 degrees wind chill. This will be used to separate inside versus outside recess for most recesses but not necessarily all. Please send your child to school with the most appropriate outside weather gear you have available to you as **all** kids will be expected to go outside when deemed so by the building administrator or responsible staff member.

If your child has a health issue that prevents them from participating outside, a **doctor's note** will be necessary outlining the parameters of inside versus outside recess. As there isn't staff available to provide direct supervision for children staying inside, a plan will need to be developed between the school, parent, and child.

### **SNOW DAY, EXTREME WEATHER, DISASTER POLICY:**

In the event that school is closed or buses are running on a different schedule due to extreme conditions, the local radio stations will keep you informed and a phone call will be sent out to families through the district auto-caller. If our school is on a "two hour late start", school will start at **10:05** am. There will be not be AM Pre-School on emergency late start days or breakfast served.

### **STUDENT INSURANCE:**

If you are interested in obtaining student insurance, the forms were sent home in the first day packet and are available in the office.

For information on free or low-cost health insurance for Washington's Kids contact the school secretary or call toll free 1-877-KIDS-NOW (1-877-543-7669).

### **TELEPHONE/CELL PHONES:**

As a general rule, pupils are not allowed to use the school phones except in emergency situations or to request a Step 4 conference. Likewise, we will not call children out of class to accept phone calls except in emergencies. Arrangements for children to go to another child's home after school, and similar situations, should be handled with a note before school whenever possible. We will be glad to deliver messages to pupils when parents must change plans without warning.

**Cell Phones:** During the school day, telecommunication devices will be turned off and kept in backpacks. Students are responsible for devices they bring to school. The District shall not be responsible for loss, theft or destruction of devices brought onto school property.

At Finley Elementary we require that students turn off cell phones during school hours and place the cell phones in their backpacks. Cell phones may not be kept in their clothing or be in their possession during class or on the playground. Students shall comply with any additional rules included in the student handbooks concerning the appropriate use of telecommunication or other electronic devices.

Students who violate this policy will be subject to disciplinary action, including losing the privilege of bringing the phone onto school property. In addition, the phone may be confiscated and returned only to the student's parent/guardian. **(Policy No. 3245)**

**TEXTBOOKS:** If a textbook is checked out to your child, they are responsible for that book. Lost or damaged books will be the financial responsibility of the student that checked out the book. Lost books cost will be based on the current replacement cost. Damages will be based on severity of damage up to the amount of a replacement textbook at current replacement cost.

#### **VIDEO TAPING & PHOTOGRAPHING:**

Videotaping and photographing the students at Finley Elementary takes place from time to time in conjunction with classroom projects, bulletin boards, memory book, special events, and local news media coverage. While many parents enjoy viewing a videotape of their child on the news or in a school production, other parents do not want their child videotaped or photographed.

1. If you do not want your child's picture taken or your child videotaped while at Finley Elementary School for any reason, please call Hidalia at the elementary office, 586-7577, or send a note stating your wishes.
2. If we do not hear from you, we'll assume we are free to photograph and videotape your child at any time during the school year.

If you have any questions or would like an "Opt Out" form, please contact the school.

#### **VISITORS:**

**Parent visitation:** Parents of Finley Elementary students are invited to visit the classrooms and to confer with the teachers and principal about the school program and/or the child's progress. To visit the classrooms, parents are requested to obtain pre-approval of the principal and to allow time for consultation with the teacher before or after the visitation. Out of consideration and respect for your child's teacher, please talk with their teacher at least 24 hours in advance before your classroom visit.

**Student visitors:** All visitors to Finley Elementary School must check in at the elementary office and obtain a visitor badge prior to entering the campus or classrooms. To avoid disruption of the educational process, student visitation is greatly discouraged. All requests must be previously approved by the principal and the teacher. If approved, student guests will be allowed a maximum of one day's visit to the elementary school. Visitation beyond one day will not be permitted.

#### **VOLUNTEERS:**

The parents and community have a close partnership with the Finley Elementary classroom and school. Our parents and community members support our school in a variety of ways. We have a large cadre of parent volunteers who help in the classroom or with special events and programs. Their participation is invaluable and our children and community truly reap the benefits.

To provide for the protection of all our children, Washington State is now requiring that all volunteers be checked for past history of child abuse. Anyone who interacts with students in our school, whether helping in the classroom, at parties, supervising field trips or other school activities, is required to have the WSP clearance.

As long as volunteers work with children in supervised areas, this check will not involve fingerprinting and will cost nothing. Please contact the office or your child's teacher for the volunteer application form or further information.

## **VOTER REGISTRATION AND VOTING:**

The school secretary will be able to provide you with a mail in Voter Registration. Our office hours are from 7:30AM to 3:30 PM.

To be eligible to vote, a person must be:

1. An American citizen, either by birth or by naturalization.
2. Eighteen years of age by election date.
3. Live in the state of Washington at this address for 30 days immediately before the next election you are planning to vote.
4. Not having been denied civil rights as a result of being convicted of a felony.

## **HEALTH ROOM**

### **HEAD LICE PROCEDURES AT SCHOOL:**

The OSPI Infectious Disease Control Guide for School Staff has revised its procedures as to how schools should handle head lice infestations. At Finley Elementary we periodically check students in the school for head lice. If we find live lice in a child's hair, parents will be notified. Students can remain in class and go home at the end of the school day, be treated, and return to school after the appropriate treatment has begun. Students can return to school with nits following treatment. It is very important that parents let the school know if they suspect their children have head lice. As a proactive measure, all students are asked to keep their coats behind their chairs or in their cubby. Coats may be placed in their backpack; gloves and hats should be kept inside the pockets of their coats.

### **ILLNESS AT SCHOOL:**

Your child will be sent to the health room if he/she becomes ill at school. Parents will always be notified if the situation needs further medical attention. It is very important that the office has an active emergency phone number when parents cannot be reached. It is also very important that the office be made aware of any exceptional medical conditions. **If your child has a temperature of 100° or more and/or has thrown up in the in the last 24 hours**, please keep your child at home. Your child needs time to recuperate and it will reduce the amount of contagious illnesses to other people in the building.

### **LIFE THREATENING CONDITIONS:**

A new law has been enacted in Washington State that requires children with life-threatening conditions to have a medication or treatment order on file prior to attending school.

The medication or treatment order must address the life-threatening condition and it must be on file with the school prior to the child attending school. Under the law, "life-threatening condition" means a health condition that will put the child in danger of death during the school day if a medication or treatment order and a nursing plan are not in place.

### **MEDICATIONS:**

Our school district is not required, by law, to provide for school staff to supervise students taking medication at school. We also know that in some cases a student who is under a physician's care must adhere to strict medication schedules. In order to administer medication, Prescription or Over the Counter drugs, parents must do the following: **(Policy 3416)**

- A licensed health professional with prescription authority must fill out the appropriate authorization form for a prescription or over the counter drug to be administered by a school employee and the parent portion of the form must be completed and signed.
- Medicine must be brought to school by the parents or a responsible adult.
- Medicine (prescription or nonprescription) must be brought to school in its original container.

- Prescription medicine should have the name of the student, the name of medication, dosage, mode, and time of administration and the name of physician.
- **MEDICATION FORMS ARE AVAILABLE IN THE SCHOOL OFFICE.**
- Under no circumstances will a medication be given without the proper documentation.
- Parents may come to school and administer medications without doctors' prescription or orders.

Be sure to notify the school of any specific medical problems which could require attention at school such as bee sting reactions, allergies, asthma, frequent nosebleeds, etc. If your child is too sick to go outside, please do not send them to school. Students will not be allowed to stay in their classrooms at recess times.

## STUDENT RIGHTS AND RESPONSIBILITIES

### INTRODUCTION:

This code sets forth the written rules and regulations of the Finley School District regarding student conduct, corrective action and rights, and it indicates the types of misconduct for which discipline, suspension, and expulsion may be imposed. In addition to these rules and regulations, each school in the district may provide additional rules and procedures regarding student conduct and the administering of corrective action at that school.

This handbook is promulgated and distributed pursuant to Washington Administrative Code Chapter 180-40, which prescribes substantive and procedural due process rights of students. A copy of board policies and WAC 180-40 may be obtained from the Office of the Superintendent of the District.

This handbook is also in compliance with Public Law 101-2226, the Drug-Free Schools and Communities Act Amendments. Compliance with standards of conduct is mandatory.

### STUDENT RIGHTS:

Recent court decisions have clearly indicated that young people in the United States have the right to receive a free public education, and a deprivation of that right may occur only for good and sufficient cause and in accordance with due process of law. In addition to other rights established by law, each student served by the school district possesses the following rights:

1. No student shall be unlawfully denied an equal education opportunity or be unlawfully discriminated against because of natural origin, race, religion, economic status, sex, pregnancy, marital status, previous arrest, previous incarceration, or a physical, mental or sensory handicap.
2. All students possess the constitutional right to freedom of speech and press, the constitutional right to peacefully assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have their schools free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising such right.
3. All students possess the constitutional right to be secure in their persons, papers and effects against unreasonable searches or seizures.
4. All students shall have the right to be free from unlawful interference in the pursuit of an education while in the custody of the common school district.
5. No student shall be deprived of the right to an equal educational opportunity in whole or in part by a school district without due process of law.

Administrators and teacher also have rights and responsibilities. The teacher is required by law to maintain a suitable environment for learning and administrators have the responsibility for maintaining and facilitating the educational program. With the cooperation and support of parents, school staff seeks to establish conditions within the school setting that will be conducive to learning.

Every teacher, school administrator, school bus driver, and other school employee designated by the school board shall have the authority to impose discipline on any student for misconduct in accordance with the procedures specified in this handbook; to temporarily remove a student from a class, subject, or activity as provided for herein, and to make recommendations to appropriate school authorities for the suspension or expulsion of any student. Except as otherwise provided for, only a building administrator, the superintendent or designee may initiate a suspension or expulsion.

### **HARASSMENT / BULLYING:**

The district is committed to providing an educational environment free from harassment, intimidation or bullying. Harassment, intimidation and bullying are prohibited as defined in this policy (**Policy 3207**).

“Harassment, intimidation or bullying” means any intentional written, electronic, verbal or physical act, including but not limited to one shown to be motivated by any characteristic in RCW 9A.36.080(3), (race, color, religion, ancestry, national origin, gender, sexual orientation, or mental or physical disability), or other distinguishing characteristics when the intentional written, electronic, verbal or physical 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; 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.

Harassment, intimidation or bullying can take many forms, including, but not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats, or other written, oral or physical actions, or electronically transmitted messages or images. “Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s) on the intended or unintended party.

Responses to violations are designed to remediate the impact on the victim and the school climate, and change the behavior of the perpetrator. Occurrences of harassment, intimidation and bullying may result in the following, depending upon the frequency and severity of the conduct:

1. Intervention;
2. Counseling;
3. Correction;
4. Discipline; and/or
5. Referral to law enforcement or other applicable agency.

False reports of harassment, intimidation or bullying also constitute a violation.

Retaliation or reprisal against any person who makes a complaint of harassment, intimidation, or bullying, or who testifies or participates in the investigation of such a complaint, is strictly prohibited. Retaliation, if proven, will be treated as a separate offense even if the underlying complaint is unproven. If a student is found to have committed retaliation under this policy, the student shall be subject to appropriate discipline and/or remedial measures.

At Finley Elementary School all students are expected to deal with all persons in ways that convey respect and consideration for individuals regardless of race, religion, gender, sexual orientation, age or disability. Students who choose to harass/bully others with unwanted and unwelcome behavior will be choosing an Automatic Step 4 or 5 (see *Make Your Day* Discipline Program).



## **EXCEPTIONAL MISCONDUCT:**

Any conduct that materially and substantially interferes with the educational process is prohibited. The following list of offenses (some of which are also listed on p. 15 of this handbook) generally describes such conduct, but is not intended to be exclusive. Each is specifically prohibited on school grounds, on school-sponsored transportation, and at school events off school grounds and each will lead to corrective action. Conduct that has been judged to be (a) of such frequent occurrence, notwithstanding past attempts to control such misconduct with other forms of corrective actions, or (b) so serious in nature and/or so serious in terms of the disruptive effect upon the operation of the school, that students may be subject to suspension for a first-time offense, and to expulsion if there is good reason to believe other forms of corrective action would fail if employed. Administrative discretion is allowed on each individual case, and law enforcement may be informed in appropriate cases.

**Alcohol** – The use, attempted use, possession, distribution or sale of alcoholic substances.

**Arson** – Intentional burning of property

**Defiance** – Refusal to comply with reasonable requests of school personnel

**Destruction or Defacement of Property** – Destroying or mutilating objects and materials belonging to the school, school personnel, or other persons. The school will bill students for the total cost including labor for repair of damage.

**Disorderly Conduct** – Conduct and/or behavior that is disruptive to the orderly educational procedure of the school (including profanity and obscene behavior).

**Drugs** – The use, attempted use, possession, distribution or sale of any illegal substance, narcotic or hallucinogenic drug, noxious inhalant, drug paraphernalia, prescription drug prescribed to another, or any item purported to be such.

**Explosive Devices** – The use, possession, or sale of explosive devices, such as firecrackers.

**Extortion** – The solicitation of money, or something of value, from another person in return for protection or in connection with a threat or implied threat to inflict harm.

**Fighting** – Engaging in or threatening physical contact for the purpose of inflicting harm on another person.

**Physical Assault** – Physical attack of one person or a group of persons, upon another person, who does not wish to engage in the conflict and who has not provoked the attack.

**Smoking/Tobacco** – The use, attempted use, possession, distribution or sale of tobacco or tobacco products of any kind on school property. Non-tobacco chew or snuff will be treated the same as tobacco for sanitation reasons.

**Theft** – Taking property that doesn't belong to you.

**Weapons** – The possession, use, transmission, or transporting of any object that could reasonably be considered a firearm, air gun, nunchuks stick, throwing star, club, dagger, spring blade knife, or any knife the blade of which opens, or falls, or is ejected into position by gravity, or by an outward, downward or centrifugal thrust or movement or any other dangerous weapon; and the possession of any exploding item or device that would be capable of producing bodily harm, damage to property or disruption of the educational process. Educational House Bill 1581 (Firearms) mandates a one-year expulsion for students who possess firearms on school grounds or at school events. Required is notification to parents and local law enforcement. This bill also allows districts to suspend students for one full year “if a student acts with malice” and displays an instrument that appears to be a firearm on public school property, transportation, or other facilities when being used exclusively by public schools.

In addition, at Finley Elementary School we help students understand that a pocketknife is considered a weapon and will immediately result in a minimum of a one day suspension. Toys representing weapons or other items used in a threatening way may bring about the same disciplinary actions.

## SEARCHES OF STUDENTS AND PERSONAL PROPERTY:

Personal privacy is a fundamental aspect of individual liberty. All students possess the constitutional right to be secure in their persons, papers, and effects against unreasonable searches and seizures.

School officials are required to maintain order and discipline in the schools and to protect students from exposure to illegal drugs, weapons, and contraband. The superintendent, the principal, and other staff designated by the superintendent shall have the authority to conduct reasonable searches on school property as provided by district policy.

A search is required when there are reasonable grounds to suspect a student has a firearm on school grounds, transportation or at school events. No student shall be subject to a strip search or body cavity search by school staff.

Lockers, desks, and storage areas are the property of the school district. No right or expectation of privacy exists for any student as to the use of any space issued or assigned to a student by the school and such spaces are subject to search in accordance with district policy.

No student may use a locker, desk, or storage area as a depository for any substance or object which is prohibited by law or school rules or which poses a threat to the health, safety or welfare of the occupants of the school building or the building itself.

Any student's locker, desk or other storage area shall be subject to search if reasonable grounds exist to suspect that the search will yield evidence of the student's violation of the law or school rules.

## STEP 5 / SUSPENSIONS:

The definitions and limitations are defined by the State WAC codes 392-400.

**Suspension (Step 5)** shall mean a denial of attendance at any single subject or class, or at any full schedule of subjects or classes for a stated period of time. A suspension also may include a denial of admission to or entry upon real and personal property that is owned, leased, rented, or controlled by the school district.

**Short-term suspension** shall mean a suspension for any portion of a calendar day up to and not exceeding ten (10) consecutive school days.

\*Kindergarten through grade four – no student in grades kindergarten through four shall be subject to short-term suspension for more than a total of total of ten (10) school days during any single semester or trimester as the case may be and no loss of academic grades or credit shall be imposed by reason of the suspension of such a student.

\*Grade five and above – no student in the grade five and above program shall be subjected to short-term suspensions for more than a total of fifteen school days during any single semester or ten school days during any single trimester as the case may be.

**Long-term suspension** shall mean a suspension which exceeds a “short-term suspension” as defined above.

No student in grades kindergarten through four shall be subject to long-term suspension during any single semester or trimester, as the case may be, and no loss of academic grades or credit shall be imposed by reason of the suspension of such a student.

No student, grade 5 and above, shall have a long-term suspension exceeding the length of an academic term as defined by the school board, from the time of the disciplinary action.

## EXPULSIONS:

**Emergency Expulsion** A student may be excluded from school 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, staff, or administrators or is a substantial disruption to the educational process of the district. Such emergency expulsion shall continue until the student is reinstated by the principal or until a fair hearing is held and a final determination reached. The hearing officer may continue the emergency expulsion if he/she finds that the student continues to present an immediate and continuing

danger to himself / herself, other students, staff, or administrators or continues to cause a substantial disruption to the educational process of the district.

**Expulsion** shall mean a denial of attendance of any single subject or class or at any full schedule of subjects or classes for a length of time not to exceed the length of an academic term as defined by the school board from the time of the disciplinary action.

An expulsion also may include a denial of admission to or entry upon real and personal property that is owned, leased, rented, or controlled by the school district.

### **LIMITATIONS**

School districts must not use long-term suspension or expulsion as a form of discretionary discipline.

“discretionary discipline” is a disciplinary action taken by a district for student behavior that violates the rules of student conduct, except for actions taken in response to:

1. A violation of the prohibition against firearms on school premises, transportation, or facilities;
2. Certain violent offenses, sex offenses, offenses related to liquor, controlled substances, and toxic inhalants, and certain crimes related to firearms, assault, kidnapping, harassment, and arson;
3. Two or more violations within a three-year period of criminal gang intimidation or other gang activity on school grounds, possessing dangerous weapons on school facilities, willfully disobeying school administrators or refusing to leave public property, or defacing or injuring school property; or
4. Behavior that adversely impacts the health or safety of other students or educational staff.

### **STUDENT DUE PROCESS PROCEDURES GRIEVANCE, HEARING AND APPEAL PROCEDURES:**

The administrators and teaching staffs of the Finley Schools desire to treat each student fairly and firmly in instances of misbehavior. Parent understanding, support and cooperation are absolutely essential to their efforts.

District Policy #3241 and the State of Washington, its laws and codes, support this mutual understanding, support and cooperation of the school and the home. To this end, grievance procedures are provided for discipline situations and short-term suspensions. Similarly, hearing and appeal procedures at the building level and at the District level are provided for more serious offenses which result in long-term suspension, emergency expulsion and expulsion.

Prior to the imposition of a corrective action or punishment upon a special education student, the school principal and special education staff who have knowledge of the student’s disability will determine if there is a causal relationship between the disability and the misconduct giving rise to the corrective action or punishment. When a relationship is found to exist, special education programming procedures shall be employed.

The essential features of legal student grievance procedures for discipline and short term suspension are listed below for your information. If you would like a copy of the entire District Policy 3241, please contact the Elementary School Office.

### **APPEAL PROCESS FOR DISCIPLINARY ACTION:**

Any parent or student who is aggrieved by the imposition of discipline shall have the right to an informal conference with the principal for the purpose of resolving the grievance. At such conference the student and

parent shall be subject to questioning by the principal and shall be entitled to question staff involved in the matter being grieved.

The parent and student after exhausting this remedy, shall have the right, upon 2 school business days' prior notice, to present a written and/or oral grievance to the superintendent. If the grievance is not resolved, the parent and student, upon 2 school business days' prior notice, shall have the right to present a written grievance to the disciplinary appeal council during its next regular meeting, or at a meeting held within 30 days, whichever is earlier. A closed meeting may be held for the purpose of considering the grievance. The council shall notify the parent and student of its response to the grievance within 10 school business days after the date when the grievance was presented. The disciplinary action shall continue notwithstanding implementation of the grievance procedure unless the principal, superintendent or board elects to postpone such action.

#### **REENGAGEMENT PLAN:**

School districts must convene a reengagement plan meeting with the student and family when a long term suspension or expulsion is imposed. Families must have access to, provide meaningful input on, and have the opportunity to participate in a culturally sensitive and culturally responsive reengagement plan.

#### **EMERGENCY EXPULSION:**

The provisions governing notice and hearing of regular long-term suspensions or expulsions shall apply except:

- a. Written notice of the emergency expulsion shall be sent by certified letter deposited in the U. S. mail within twenty-four hours of the expulsion or by hand delivery to the student's parent(s) or guardian(s) within twenty-four hours of the expulsion and documenting delivery by obtaining his or her signature acknowledging receipt or the written certification of the person making the delivery;
- b. The parent and student shall have ten school business days after receipt of the notice during which to request a hearing. A schedule of "school business days" potentially applicable to the exercise of such hearing right should be included with the notice; and
- c. The hearing officer shall render the decision within 1 school business day after the conclusion of the hearing.
- d. If the emergency expulsion is based on a failure to comply with the state immunization law, WAC 180-38, the notice must be received by the student's parent/guardian prior to the emergency expulsion regardless of the method of delivery.

#### **Such written or oral notice shall:**

- a. Be in the primary language of the student and parent/guardian to the extent feasible.
- b. Specify the alleged reason(s) for the emergency expulsion.
- c. Set forth the corrective action taken and proposed.
- d. Set forth the right of the student and parent/guardian to a hearing for the purpose of contesting the allegations as soon as reasonably possible.
- e. Set forth the fact that a request for a hearing must be received by the district on or before the tenth school business day after receipt of the notice; and
- f. State that if such a timely request is not received, the right to a hearing may be considered waived and the emergency expulsion may be continued as deemed necessary without any further opportunity for the student or parent/guardian to contest the matter.

A schedule of school business days potentially applicable to the exercise of such hearing right should be included with the notice.

### **Emergency Expulsion Hearing Process**

If a timely request for a hearing is received, the school district shall immediately schedule and give notice of a hearing to commence as soon as reasonably possible, but not later than the third school business day after the District's receipt of the request for the hearing.

At this hearing the student and parent/guardian shall have the right to inspect in advance of the hearing any documentary or other physical evidence the school district intends to introduce at the hearing, to be represented by legal counsel, to question and confront witnesses, to present an explanation of the alleged misconduct, and to make such relevant showings by way of witnesses and the introduction of evidence as desired.

The school district representative assigned to present the district's case shall have the right to inspect in advance of the hearing any documentary or other physical evidence that the student or parent/guardian intend to introduce at the hearing.

The hearing officer assigned to hear the case shall not be a witness and the truth of the allegations shall be determined solely on the basis of the evidence presented at the hearing. The hearing officer shall schedule the hearing and give written notice of the date, time and place of the hearing to the principal and the parent/guardian and student. Either a tape recorded or verbatim record of the hearing shall be made. During the hearing, the hearing officer may answer any questions that the parent/guardian and student or counsel may have about the nature and conduct of the hearing. The hearing officer shall conduct the hearing with full authority to control the conduct of all persons present and to limit questioning that is unproductive and irrelevant. The hearing officer may not provide testimony.

## **TRANSPORTATION 586-3217**

### **TRANSPORTATION AND SAFETY CONCERNS:**

It is the intent of the Finley School District to provide a safe and efficient means of transport for all students to and from school. (*Finley Elementary students are not permitted to walk or ride bicycles to school.*) Our driver's train annually and review industry standards to achieve this goal, however, it is largely dependent on good student behavior for this to succeed. Students must understand and comply with rules set forth in this manual and by their driver. There are several times throughout the year the students will be updated on the driver's expectations, we would also encourage you to discuss the rules and the reasons for bus rules with your child.

It is imperative that the students understand the school bus and all stops associated with such are extensions of the school. All classroom rules shall be honored as well as additional rules the driver has specific to that route. No bullying in any form of any student will be tolerated; such behavior may result in immediate discipline for the student.

Good behavior at the bus stops is especially important. Please discuss with your children the importance of good behavior while waiting for the bus to come.

- You should plan to be at the bus stop five (5) minutes prior to your buses arrival time
- No horseplay shall be permitted at the bus stops
- Students must not stand or play in the roadway while waiting for the bus
- Students shall board the bus in an orderly manner utilizing all steps and the handrail; no cutting, pushing or shoving

Our drivers must be vigilant to their surroundings at all times; this includes all traffic conditions, pedestrians and railroad, as well as emergency vehicles. This is a delicate balance when students are added on the bus. To ensure that students are not distracting the driver from the duties of driving, students must exhibit good behavior on the bus. Good behavior on the bus includes:

- Remember the driver is in charge
- Students must limit the conversation with the driver to safety concerns
- If seats are assigned the students must sit in them
- No combustible material permitted on or near the bus
- No sharp objects shall be allowed on the bus
- No eating on the bus
- The aisle and emergency exits shall be clear of loose belongings
- Students must remain seated at all times the bus is in motion, with their bottom on seat bottom and backs against the seat back with feet on the floor in front of them
- Students must only exit the bus at their scheduled destination (school or primary address)
- Students must exit the bus in an orderly manner utilizing all steps and the handrail
- Students crossing in front of the bus shall not do so until eye contact with the driver is made and the driver signals ok to cross.

Our drivers must constantly be aware of conditions surrounding them, and still have full control of the students who are loading and unloading at their bus stops. In order to assure safety of children riding the school buses, the Finley School District Transportation Department has placed a video camera surveillance system in each bus. In the event of a situation the transportation manager will review the video and if needed, provide a copy to the school principal for continued student management.

Any changes in the students regular plan of transport may result in delaying other students from arriving home, If you request your child to ride a different bus than his/her usual one, the student must provide a note from the parent or guardian stating the needed change . The note must be reviewed by the school staff prior to the student boarding the bus.

Due to the limited seating for students on buses, we will not be able to transport extra students for club meetings or birthday parties.

## TIPS FOR PARENTS

The staff believes that an involved and concerned family is the greatest asset a child can have. A parent is a child's first and most important teacher. We encourage families to participate in some of the following activities with their children.



**READ WITH YOUR CHILD DAILY.** Have your child read to you. Remember that there are many ways to reinforce reading skills, for example; reading maps, grocery lists, recipes, directions for models, patterns, games, informational brochures, etc.

**ENCOURAGE YOUR CHILD TO WRITE AT HOME.** Letters to friends and relatives, grocery lists, new endings for T.V. shows watched, stories about trips taken and places visited, and parent/child authored stories with illustrations, are all excellent ways to encourage your child to write.

**TALK WITH YOUR CHILD.** The greater a child's speaking vocabulary, the easier learning to read will be.

**SHARE PLACES AND EVENTS WITH YOUR CHILD.** There are many interesting places to go in southeast Washington, such as: Fort Walla Walla, the airport, colleges, the public library, Mary Hill Museum, the post office, historical museums, the fire station, the dairies, the Children's Museum and local farms. Have your child talk and write about these experiences.

**PLAY GAMES WITH YOUR CHILD.** There are many excellent educational and inexpensive games for children that reinforce reading, thinking, and math skills. Some of them include: Boggle, Spill and Spell, Master Mind, Scrabble, Yahtzee, Concentration, etc.

Above all, give your child the gift of time — your time. There is no substitute.