

Canyon View Elementary

2022-23

STUDENT HANDBOOK



Vision Statement

The school vision is to provide a safe, nurturing, and positive atmosphere where students are empowered to achieve high academic and behavioral success. We use research-based, data-driven instructional practices to promote continual growth for all.

Mission

Canyon View will send our youth into the future ready to reach their potential as adults through a lifetime of learning.

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Dear Parents/Guardians:

On behalf of the entire Canyon View Staff, I would like to welcome you to the 2022-23 school year! We are excited to welcome our amazing students and families.

Going into my second year as principal of Canyon View, I'm looking forward to meeting our new students and families and welcoming back our current ones. Building a safe and positive culture where students, staff and parents feel a sense of belonging is my top priority. We are eager to build relationships with all our stakeholders and create an environment conducive to learning at high levels.

We will be continuing Positive Behavior Interventions and Supports (PBIS). The focus of this plan is to create and uphold a positive learning environment for all students. Students learn building behavioral expectations from the first day of school. All teachers have individual classroom behavior plans, which will be clearly explained to students. The purpose of PBIS is to focus on the positive, and redirect and reteach behaviors when needed. The classroom teachers handle most of the behavior issues. If behavior hasn't improved after a process of interventions, then the student will be referred to the Counselor and/or Behavior Interventionist. When dangerous, immoral or unethical behaviors occur, the administration will intervene. Fighting, bullying and dangerous behaviors are taken seriously. Students should always seek adult help for those issues. Our goal is to create a safe and friendly environment where all students can thrive.

Daily attendance is essential to the educational process. Understanding that situations including illness and doctor's appointments arise, please do everything you can to see that your child/children are at school on time every day, and as much as possible try to schedule appointments outside of school hours. It is also important that students stay until the end of the school day.

You are encouraged to discuss classroom concerns with your child's teachers prior to contacting administration. They appreciate the chance to clear up misunderstandings and to reveal important details that influence decisions made in the classrooms.

Please make it a point to review this handbook as well as the Kennewick School District Policies with your child/children. We will send home a Student/Parent Compact separately with each child who attends Canyon View Elementary. Please take the time to review the compact with your child and return the signed form to your child/child's teacher.

I am excited to welcome your child to school on August 31st and am confident that this is going to be a fabulous year!

Regards,

Cathy Guajardo, Principal

Our Vision

All KSD Students are Known Well, Safe and Destined to Reach their Highest Potential



STRATEGIC GOALS



Our Mission

To provide a safe environment in which all students reach their highest potential and graduate well prepared for success in post-secondary education, work and life.

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Learner Profile

DIGITAL CITIZENSHIP, SOCIAL, LIFE AND EMPLOYMENT SKILLS

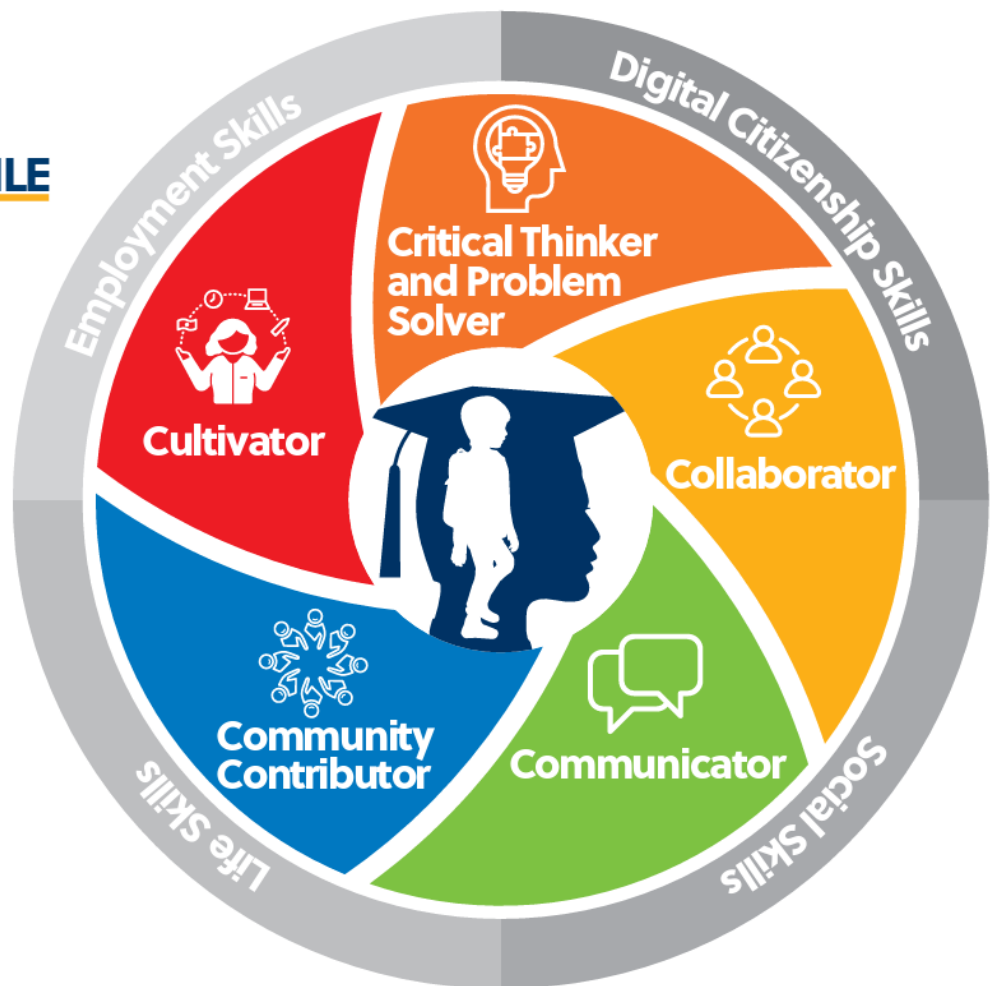
The Kennewick School District Learner Profile defines key digital citizenship, social, life and employment skills that our district wants students to have. District officials will use the profile in strategic planning and designing education experiences for students.



LEARNER PROFILE

Our Mission:

To provide a safe environment in which all students reach their highest potential and graduate well prepared for success in post-secondary education, work and life.



LEARNER PROFILE



CRITICAL THINKER AND PROBLEM SOLVER

Investigates and considers information, and uses curiosity and imagination to identify and solve problems by creating new ideas or building upon existing ideas. Demonstrates resilience and perseverance when faced with challenges, adversity, and setbacks; seeing more than one way to solve a problem

- I don't give up when learning is difficult and I embrace a growth mindset.
- I connect ideas from the past to recognize and solve existing and potential problems.
- I evaluate the accuracy, perspective, credibility and relevance of information through digital and other resources.
- I explore different methods, tools and resources and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- I use my knowledge from multiple subject areas and apply it to situations.
- I can be imaginative and take risks while problem solving.



COLLABORATOR

Uses talents, abilities and knowledge to learn from and inspire the learning of others. Can engage in discussion of opposing ideas to determine a solution and a course of action while working toward a common goal.

- I can recognize my role in building trust and working with others to complete tasks and projects.
- I learn from others and share my ideas to contribute to the learning of others.
- I can work as part of a diverse team and value my teammates' diverse perspectives and contributions discussing and debating ideas respectfully.
- I collaborate efficiently and responsibly through the use of digital tools.
- I follow through with my responsibilities and support the work of others to meet the goals of the team.



COMMUNICATOR

Actively listens and shares ideas clearly and effectively, to diverse audiences and for a variety of purposes.

- I listen to and am respectful of differing viewpoints to inform my own, speaking up for myself and advocating for others.
- I clearly present my ideas both verbally and in writing.
- I adapt my communication to the needs of the audience.
- I choose and control what I leave online for others to find.
- I evaluate the effectiveness of my communication via feedback.



COMMUNITY CONTRIBUTOR

Recognizes their role as a citizen of our community and country. Realizes the opportunities and responsibilities necessary to contribute to the community and world.

- I make safe, legal and ethical choices when working with others.
- I use digital tools responsibly.
- I understand my rights and obligations as a community member and respect the rights and obligations of others.
- I view my community and world with compassion, respect, and empathy for myself and others, locally and globally.
- I give back to my community through volunteering and charitable giving.
- I learn from other cultures and languages to enhance my knowledge and appreciation of my culture and the culture of others.



CULTIVATOR

Has the capacity to prepare for skills, aptitudes and future growth that are required for success after graduation. Promotes or improves their growth through labor and attention.

- I can apply financial and digital literacy and time management skills.
- I seek to explore interests and activities to develop balance in work and life.
- I strive to be physically and emotionally well and know how to help myself achieve both.
- I can weigh the consequences of my choices and actions.
- I am able to prioritize tasks, set personal goals, and take initiative to accomplish them.



Canyon View Elementary School

Student/Parent Compact

Primary Goal

To create and uphold a positive school climate where teachers can teach, and students can learn. In order to accomplish this, we ask that students and parents assist us in the following ways:

School Pledge

We promise to...

- Keep you informed about your child's responsibilities at school.
- Provide a safe and healthy learning environment.
- Meet the diversified needs of our students.
- Teach positive behaviors and attitudes.
- Foster academic excellence for our students' future success.
- Have a positive attitude and make learning challenging and enjoyable.

Student Pledge

I promise to...

- Attend school daily and be on time.
- Be Safe- always
- Attitude- have a good one!
- Respect- show it
- Kindness- to all
- Read no less than 20 minutes at home each day

Parent Pledge

We promise to...

- Send our child to school every day well rested and only keep him/her home when necessary.
- Support the school in its efforts to maintain appropriate behavior.
- Review the Parent and Student Handbook and the Elementary Discipline Handbook with our child.
- Attend parent-teacher conferences and school-related activities.
- Encourage, support, and praise our child each day.
- Read with our child and/or let him/her read to us at least 20 minutes per day
- Schedule time for our child to complete homework each night and assist if needed.

DROP-OFF & PICK-UP PROCEDURES

Our front parking lot has two sections. One section is for buses the other is for Parent/Visitor parking and student Drop-off and Pick-up. The first entrance is for cars, the second is for buses.

All drop-offs and pick-ups will be restricted to the **Curbside Loop**, and the **KA Baseball Parking lot**. (*Refrain from parking in the parking lot in front of the school or the street as they are “No Parking” areas during Drop-off and Pick-up hours*).

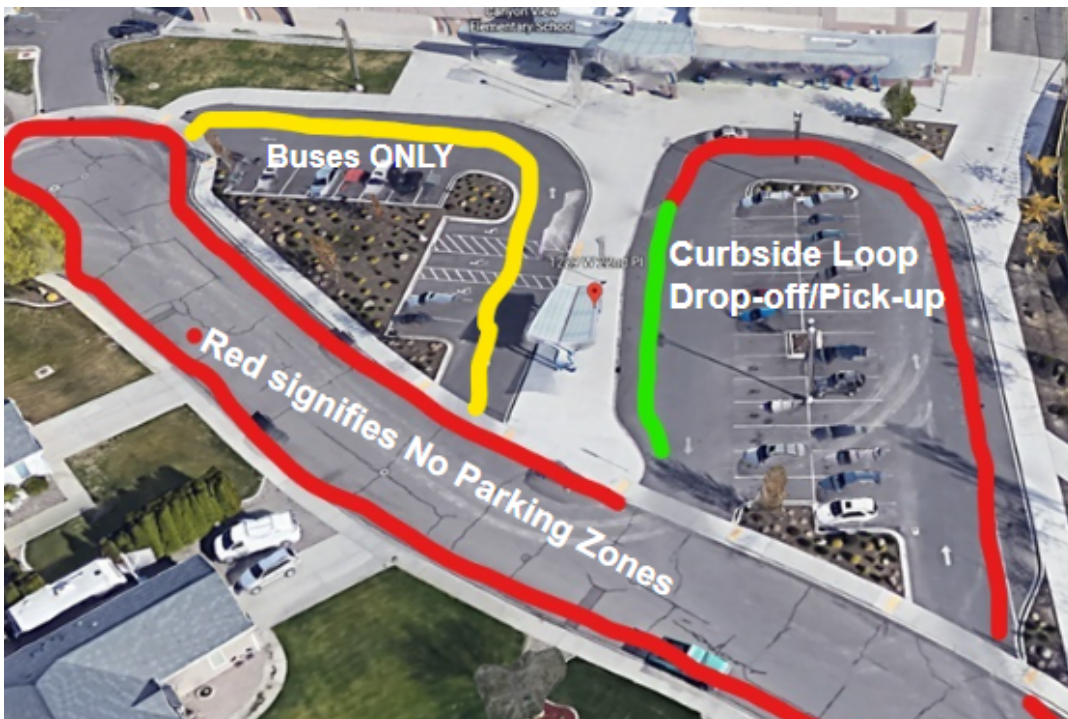
Curbside Drop-Off (8:25-8:40) **Do Not Drop-off your child before 8:25 as there is no supervision.** Please pull through the lane, remain in your car, pull forward, and Drop-off your child in the **Green Cone Zone** curbside. Students should exit from the right-side door.

Curbside Pick-Up (3:17-3:30) **Do Not Pick-up your child before 3:17 unless for an appointment or illness.** Please pull through the lane and pick-up your child from the **Green Cone Zone** pick-up line curbside. They should enter from the right-side door.

NO PARKING Signs

The City of Kennewick installed NO PARKING signs along the residential area across from Canyon View. There is also no parking along the street in front of Canyon View during Drop-off and Pick-up times. KPD will randomly visit our school. Cars parking in NO PARKING zones may face citations.

Do not park or leave your vehicle unattended in the Red Zones. If you need to park during drop-off/pick-up times, please park at the KA Baseball parking lot.



KA Baseball Parking Lot for Parents Wanting to Park



If you would like to park to drop-off or pick-up your child, please park in the KA Baseball Parking Lot using the parking spaces as intended. You can walk to the front of the building to drop-off/pick-up your child or have your child meet you in the parking lot. If having your child meet you in the parking lot, it is a good idea to meet them on the walking pathway to safely escort them to your car.

You are encouraged to take a Right Turn Only at the stop sign at **22nd and Olympia** during Drop-Off (8:25-8:40) and Pick-Up (3:17-3:30). If you need to turn left, you are encouraged to use the exit out of the **KA Baseball parking lot** during Drop-Off and Pick-Up times.

Guidelines we request you follow when you pick up or drop off your child or children:

1. Be considerate as many parents may be dropping-off or picking-up children.
2. Park only in a designated parking spot (KA Baseball field during drop-off and pick-up)
3. Children should never cross any parking lot to get to a vehicle without an adult to assist them.
4. Pull all the way forward in the loop so the flow of traffic can continue without interruption.
5. IF YOU GET TO THE GREEN CONE ZONE AND YOUR CHILD ISN'T THERE, YOU WILL BE ASKED TO PARK IN THE "WAIT ZONE" SO TRAFFIC CAN CONTINUE FLOWING.
6. Be certain to drive slowly and carefully as you enter and exit the parking lots.
7. **Do not use the left lane of the drive through as a "passing lane."**
8. Canyon View staff will do their best to communicate and keep traffic in the Drop-off and Pick-up lane moving forward while keeping your children safe.
9. Be respectful of others (no loud music, smoking, vaping, horn honking, inappropriate language, or obscene hand gestures).
- 10.

If you have any questions about bus routes, please contact Canyon View or the transportation department (222-5075).

ATTENDANCE

School starts promptly at 8:40 a.m. and is dismissed at 3:17 p.m. (Mon., Tue., Thur., Fri.). Wednesday school starts at 8:40 and is dismissed at 2:00 p.m.

Please encourage your student to be on time, ready to learn and in their class line when the bell rings. If your student does not live in our boundary and is late more than five times, you may be required to register at your home school. Three or more late arrivals will result in an unexcused absence.

Please make every attempt to schedule appointments after school. We will continue to encourage parents **not** to remove students from class during the last hour of school unless there is a family emergency. Students leaving early are a major disruption for the other students at the end of the day, so this will keep the classroom interruptions to a minimum. If you are picking up your child and want to avoid the congested parking lots, please arrange for your child to meet you after the final bell at a specific pick up location.

Students are not allowed at school prior to 8:25 a.m., and must be picked up by 3:27 p.m. (2:10 on Wednesdays). If you are dropping them off earlier than 8:25 a.m. or picking them up after 3:27 p.m., you must have your child enrolled in the YMCA before/after school program. Please call 509-947-5764 for more info. **Canyon View Elementary does not provide supervised care before 8:25 a.m. or after 3:27 p.m. (2:10 p.m. on Wednesdays.) This includes early release days when school is out at 11:27 a.m.** Public schools are Mandatory Reporters, so children repeatedly left before or after these times will be reported to DSHS Child Protection Services for neglect.

In the event you need to have your child released during the school day, it is necessary that you come into the school office and sign out the student. For the safety of our students, teachers are instructed not to release students unless the office notifies them the child has been signed out. Please do not call ahead for a child to be released by phone or written note. We will **NOT** call the student up until you arrive and your identity verified. Parents will then need to wait in the lobby for their child. Parents may not go to the classroom to remove their student without a pass from the office. If you would like to visit the classroom, please arrange with the teacher and give a 24-hour notice.

Please leave messages or other important items for your child with the secretary by 3:00 p.m. (1:00 p.m. on Wednesdays) to ensure your child receives them. Any changes to bussing and pick-up needs must be shared with your child at home. If it is outside of your child's regular routine, please send a note with them to school for the teacher.

UPDATE CONTACT INFORMATION

Change of Address, Phone/Cell Number or Employment

In order to reach parents in case of an accident or emergency, it is important that the office is notified when you move or change your home or work phone number. The more contact numbers we have, the better. Please remember to contact us if you would like to add, change or delete an emergency contact person.

CLASS VISITATION GUIDELINES

We welcome parents and visitors to Canyon View Elementary School. In the interest of keeping Canyon View Elementary a safe, healthy learning environment for everyone, the following laws, policies and procedures have been established.

Parents/visitors: when visiting classrooms at Canyon View Elementary School, please adhere to the guidelines below, which are written in accordance with the state law, which follows:

RCW 28A.605.020 Parent's access to classroom or school sponsored activities—Limitation. Every school district board of directors shall, after following established procedure, adopt a policy ensuring parents access to their child's classroom and/or school sponsored activities for purposes of observing class procedure, teaching material, and class conduct: PROVIDED, that such observation shall not disrupt the classroom procedure or learning activity. *[1979 ex .s. c 250 & 8. Formerly RCW 28A.58.053]*

In addition, as per the Kennewick School District Board Policies, 4310, 4311 & R4311, **each teacher has the right to receive a twenty-four hour notice before receiving a visitor.**

GUIDELINES: (As per the RCW's, these are intended to minimize classroom disruption when visitors/parents are present.)

- Please ask the teacher where he/she prefers you to sit.
- Visits will not occur when testing or other scheduled activities might be disrupted by the presence of visitors.
- Visitors will not be allowed to make audio or video recordings during the visit without the consent of the educator.
- Follow the classroom rules that the students are expected to follow. (These rules generally include no talking to others, wandering around the room, etc.)
- Please do not dialogue with the teacher(s) about your child while the class is in progress. (The appropriate time for this is a separate, scheduled conference either before or after the visit.)
- Unless specifically asked to do so by the teacher, please avoid instructing/tutoring your child or others while the class is in progress.
- Please keep in mind that reporting to the office before and after a visit is a safety requirement so that we know who is in the building for your child's protection, as well as that of all others.

- All visitors are expected to maintain appropriate conduct when visiting Kennewick schools. Inappropriate conduct by a visitor will result in exclusion and loss of visitation privileges. Disputes about limiting visits will be handled in accordance with District policy.

Recess Before Lunch

Recess Before Lunch (RBL): What is it?

Did you know that it's best practice to shift the school schedule so students play at recess first, then eat lunch? Schools that have adapted this model report that students eat more fruits and vegetables, drink more milk, waste less food, and are better behaved on the playground and classroom. Put simply, students feel like they have more time to eat lunch, and have worked up an appetite to eat all the major food groups.

Canyon View will be piloting Recess Before Lunch this year. Recess Before Lunch Before Lunch (RBL) is a change in the traditional scheduling order of lunchtime and recess. As the name implies, RBL allows students to go to recess first and then eat lunch. While the concept of flipping recess before lunch sounds simple, schools often find that this policy change requires careful planning and efficient communication, as well as a strong commitment from school administrators, educators and food service staff to make the change successful.

Overall, many schools around the nation have found the effort in making the change to be beneficial to the students and staff while creating a better eating and academic environment. Many teachers, food service staff, parents and students from throughout the nation support the change to RBL for the following reasons:

- Children are settled down and ready to learn when they return to the classroom.
- Less fights on the playground and better classroom behavior.
- Students are not rushing through lunch to get out to recess.
- Students are hungrier when it's time for lunch, so they eat better.

Recess Before Lunch

**A school wellness
strategy that works**



CANYON VIEW DAILY SCHEDULE

8:25 STUDENTS ARE NOT TO ARRIVE UNTIL THIS TIME

8:37 WARNING BELL

8:40 School Begins

8:45-9:00 Morning Meetings: Breakfast in the Classroom

9:00 Morning Announcements/Pledge



10:55-11:20 RECESS

11:20-11:40 LUNCH – KINDERGARTEN

11:00-11:25 RECESS

11:25-11:45 LUNCH - FIRST GRADE

11:20-11:45 RECESS

11:45-12:05 LUNCH - SECOND GRADE

11:25-11:50 RECESS

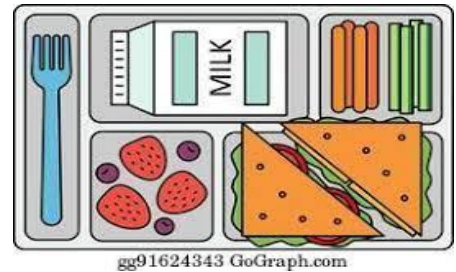
11:50-12:10 LUNCH - THIRD GRADE

11:40-12:05 RECESS

12:05-12:25 LUNCH - FIFTH GRADE

11:45-12:10 RECESS

12:10-12:30 LUNCH - FOURTH GRADE



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MTThF

9:45-10:00 RECESS (K-2)

2:00-2:15 RECESS (3-5)

3:17 Dismissal

Wednesday

9:45-10:00 Recess (K-5)

2:00 Dismissal

Orchestra (5th Grade) M W Th F 7:50-8:40 am

Marimba (4-5th Grade) M Th 3:17-3:50 pm

Choir (3-5th Grades) Tu F 3:17-3:50 pm

KENNEWICK SCHOOL DISTRICT CALENDAR 2022 - 2023



Every Wednesday is early release for K-8 students except for Highlands and Park middle schools

■ First / Last Day of School ■ Professional Day ■ Holiday ■ Early Release ■ Conferences ■ Snow Make-up

AUG 2022				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

- 26 Staff Professional Day
- 29 Staff Professional Day
- 30 Professional Day & Staff Welcome Back
- 31 First Day of School (Early Release K-8)

SEP 2022				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

- 5 No School (K-12) - Labor Day
- 14 Early Release (9-12)
- 23 No School (K-12) Staff Professional Day

OCT 2022				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

- 5 Early Release (9-12)
- 7 Mid-Trimester (K-5)
- 14 No School for Kindergarten Students
- 21 No School (K-12) Staff Professional Day

NOV 2022				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

- 2 Early Release (9-12)
- 4 End of 1st Quarter (6-12)
- 10 Early Release (K-5) Report Card Prep
- 11 No School (K-12) Veterans Day
- 18 End of 1st Trimester, Early Release (K-8) Conferences
- 21 No School (K-12) Conferences
- 22 Early Release (K-8) Conferences
- 23 Special Early Release (K-12)
- 24-25 No School (K-12) Thanksgiving

DEC 2022				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

- 7 Early Release (9-12)
- 21 Special Early Release (K-12)
- 22- Jan. 3 No School (K-12) Winter Break

JAN 2023				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

- 2-3 No School (K-12) Winter Break
- 4 First Day Back from Break (ER K-8)
- 11 Early Release (9-12)
- 16 No School (K-12) MLK Jr. Day
- 20 Mid-Trimester (K-5)
- 25-27 High School Finals
- 27 End of 1st Semester- Early Release (6-12)

FEB 2023				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

- 8 Early Release (9-12)
- 17 Early Release (K-12)
- 20 No School (K-12) Presidents' Day

MAR 2023				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

- 1 Early Release (9-12)
- 10 Early Release (K-5), End of 2nd Trimester, Report Card Prep
- 13 No School (K-12) (Snow Make-up)
- 16-17 Early Release (K-5) Conferences
- 24 No School (K-12) Professional Day
- 29 Early Release (9-12)
- 31 End of 3rd Quarter (6-12)

APR 2023				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

- 3-7 No School (K-12) Spring Break
- 28 Mid-Trimester (K-5)

MAY 2023				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

- 10 Early Release (9-12)
- 26 No School (K-12) (Snow Make-up)
- 29 No School (K-12) Memorial Day

JUN 2023				
M	T	W	T	F
		1	2	
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

- 2 Early Release (K-5) Report Card Prep
- 10 Class of 2023 Graduation
- 12-14 High School Finals
- 14 Special Early Release (K-12) Last Day of School

JUL 2023				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

March 13 and May 26 are scheduled snow make-up days.
Any other days that need to be made up will be added to the end of the school year.

CALENDAR DATES ARE SUBJECT TO CHANGE

UPDATED JULY 20, 2022

CALENDARIO DEL DISTRITO ESCOLAR DE KENNEWICK 2022 - 2023



Todos los miércoles es salida temprano para los estudiantes entre kinder y 8° grado, excepto para las escuelas secundarias Highlands y Park.

■ Primer / Último día de clases ■ Día Profesional ■ Días festivos ■ Salida temprano ■ Reuniones de padres ■ Recuperación debido a la nieve

AGOSTO 2022					
L	M	M	J	V	

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

- ▶ 26 Día Profesional para el Personal
- ▶ 29 Día Profesional para el Personal
- ▶ 30 Día Profesional para el Personal y evento de bienvenida
- ▶ 31 Primer día de clases (ER K-8)

SEPTIEMBRE 2022					
L	M	M	J	V	

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

- ▶ 5 No habrá clases (K-12) Día del trabajo
- ▶ 14 Salida temprano (9-12)
- ▶ 23 No habrá clases (K-12) Día Profesional para el Personal (Enfoque en la enseñanza)

OCTUBRE 2022					
L	M	M	J	V	

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

- ▶ 5 Salida temprano (9-12)
- ▶ 7 Mitad del trimestre (K-5)
- ▶ 14 No habrá clases para los estudiantes de kinder
- ▶ 21 No habrá clases (K-12) Día Profesional para el Personal

NOVIEMBRE 2022					
L	M	M	J	V	

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

- ▶ 2 Salida temprano (9-12)
- ▶ 4 Fin del 1er trimestre (8-12)
- ▶ 10 Salida temprano (K-5) Preparación de boletas
- ▶ 11 No habrá clases (K-12) Día de los veteranos
- ▶ 18 Fin del 1er trimestre, Salida temprano - (K-8) Reuniones de padres
- ▶ 21 No habrá clases (K-12) Reuniones de padres
- ▶ 22 Salida temprano (K-8) Reuniones de padres
- ▶ 23 Salida anticipada especial (K-12)
- ▶ 24-25 No habrá clases (K-12) Día de acción de gracias

DICIEMBRE 2022					
L	M	M	J	V	

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

- ▶ 7 Salida temprano (9-12)
- ▶ 21 Salida anticipada especial (K-12)
- ▶ 22- enero 3 No habrá clases (K-12) Descanso de invierno

ENERO 2023					
L	M	M	J	V	

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

- ▶ 2-3 No habrá clases (K-12) Descanso de invierno
- ▶ 4 Primer día de clases después del descanso de invierno (ER K-8)
- ▶ 11 Salida temprano (9-12)
- ▶ 16 No habrá clases (K-12) Día de MLK Jr.
- ▶ 20 Mitad del trimestre (K-5)
- ▶ 25-27 Exámenes finales de preparatoria
- ▶ 27 Fin del 1er trimestre, Salida temprano (8-12)

FEBRERO 2023					
L	M	M	J	V	

			1	2	3
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28				

- ▶ 8 Salida temprano (9-12)
- ▶ 17 Salida temprano (K-12)
- ▶ 20 No habrá clases (K-12) Día del presidente

MARZO 2023					
L	M	M	J	V	

			1	2	3
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30	31	

- ▶ 1 Salida temprano (9-12)
- ▶ 10 Salida temprano (K-5), Fin del 2do Trimestre, Preparación de boletas
- ▶ 13 No habrá clases (K-12) (Día de recuperación debido a la nieve)
- ▶ 16-17 Salida temprano (K-5) reuniones de padres
- ▶ 24 No habrá clases (K-12) Día Profesional para el Personal
- ▶ 29 Salida temprano (9-12)
- ▶ 31 Fin del 3er trimestre (8-12)

ABRIL 2023					
L	M	M	J	V	

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

- ▶ 3-7 No habrá clases (K-12) Descanso de primavera
- ▶ 28 Mitad del trimestre (K-5)

MAYO 2023					
L	M	M	J	V	

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

- ▶ 10 Salida temprano (9-12)
- ▶ 26 No habrá clases (K-12) (Día de recuperación debido a la nieve)
- ▶ 29 No habrá clases (K-12) Día de conmemoración

JUNIO 2023					
L	M	M	J	V	

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

- ▶ 2 Salida temprano (K-5) Preparación de boletas
- ▶ 10 Graduación - Generación 2023
- ▶ 12-14 Exámenes finales de preparatoria
- ▶ 14 Salida anticipada especial (K-12) - Último día de clases

JULIO 2023					
L	M	M	J	V	

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

El 13 de marzo y 26 de mayo han sido agendados como días de recuperación debido a la nieve.

Cualquier día adicional necesario será agregado al final del ciclo escolar.

LAS FECHAS DEL CALENDARIO ESTÁN SUJETAS A CAMBIOS

UPDATED JUL 29, 2022

Kennewick School District Highly Capable Program Descriptions

Highly Capable/Gifted students demonstrate exceptional ability beyond their age and grade level peers, exceed grade level standards in literacy and/or math, demonstrate exceptional creativity, and possess strong motivation to excel. Kennewick School District offers opportunities for highly capable students in grades K-12 through school-based programs. Grades K-1st have academic options for advanced students, grades 2nd -12th offers Hi Cap Cluster rooms and advanced placement courses, a full-time program (KOG) for Grades 3 through 5, or a **Young Scholars after school program for grades 2-5 at our Title 1 schools.**

Canyon View has the following program offered for our students:

Young Scholars Program Grades 2-5

Being a Title 1 school, we offer the **Young Scholars Program** to meet the needs of our Highly Capable students. Our school provides a universal screening of all second grade students on an assessment that measures critical reasoning and problem solving. Students who score at or above the 90th percentile on this assessment are further examined for academic abilities and behaviors of gifted learners. The Young Scholars Program is STEM related (Science, Technology, Engineering, Math) and is offered as an after school program.

Kennewick Opportunities For the Gifted (KOG) Grades 3-5

The KOG program serves students in Grades 3 through 5 and is located at Vista Elementary School. The protocol begins with the standard screening and referral process for the 2nd - 5th grade Hi Cap programs. Students meeting the screening criteria in both reading and math will be eligible for further cognitive testing for the program in early spring for placement in the program for the following school year. All of these scores will determine the rank order of selection into the KOG program. The KOG program typically serves students in the top 2% of the district academically.

Advanced Learning Options at all schools Grades 6 - 12

All students identified as Highly Capable in the elementary school years continue to qualify until graduation. At any time, a parent, guardian or teacher may refer a student who demonstrates characteristics of highly capable learners by contacting a school counselor. The school counselor will work with the district's HI Cap director to facilitate the referral. Since students can self-select advanced courses and options in the high school, pursuing identification is not necessary. However, there may be a circumstance in which an underperforming student is assessed to help the student better understand.

Kennewick School District Highly Capable Services

Kindergarten-First Grade

Scores from a variety of assessments create a profile of the student that helps identify services for their needs. A continuum of services is provided at your child's school in one or both content areas of reading and math. Student's profile must first pass the screening requirements before referral to a Hi Cap program.

Step 1: Screening requirements; go percentile on multiple tests

- Fall Kindergarten Assessment in Reading and/or Math (>90th percent)
- Primary MAP K-1 Reading and Math (grade K)
- MAP Growth K-2 Reading and Math (grade 1)
- Reading School/District Assessments (K-1)
- Math School/District Assessments (K-1)
- Early Exit scores on ELPA21
- WA KIDS

Step 2: Students who meet the screening requirements in two or more assessments per grade, will qualify for referral to the High Achiever/Highly Capable service options. The referral *may* lead to additional assessments. These include but are not limited to Scales for Rating Behavioral Characteristics of Superior Students. For qualification to the Highly Capable/High Achiever programs, scoring requirements are at or above the 90th percentile.

Students in advanced Highly Capable options in Kindergarten and First grade are not guaranteed to move into Highly Capable programs at the 2nd-5th grades and may be required to be reassessed.

Grades 2-5

Scores from assessments create a profile of the student to better identify services for their needs. A continuum of services is provided at your child's school in one or both content areas of reading and math. There are three programs in the district at different schools; Cluster Classrooms, Young Scholars and KOG (Kennewick Opportunities for the Gifted).

Step 1: Screening requirements;> 90 th percentile on multiple tests

- Fall and Spring 2-5 Growth MAP Reading and Math
- District Math Assessments
- District Reading Assessments
- Smarter Balanced Assessment ELA and Math Assessments (Level 4)

Step 2: Students who meet the screening requirements will qualify for referral to the Highly Capable Cluster Classrooms and KOG. The referral may lead to additional assessments; these include:

- The Cognitive Abilities Test (Cog AT) or the Naglieri Non verbal Achievement Test (NNAT) and Scales for Rating Behavioral Characteristics of Superior students.
- For qualification to the Highly Capable programs, scoring requirements are at or above the 90th percentile.
- Students who pass the screening requirements may not pass the referral requirements and thus, are not guaranteed placement in a Highly Capable program. However, there are Advanced Achiever options at all schools for students not in a Highly Capable program. Requirements for Young Scholars requires 90 percent on the NNAT and CLEO Rating Scales for Cultural, Linguistic and Economically Diverse learners.

Appeals

Appeals may be made in writing to the Director of Assessment and Learning no later than 10 days from notification of referral results. All appealed decisions are final.

General Information-Canyon View Elementary

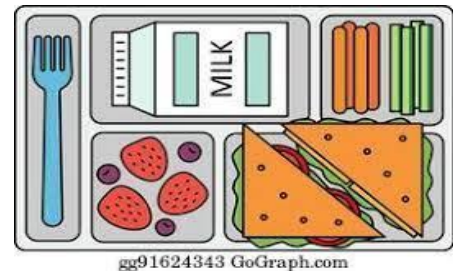
Custodial Care of Students

In cases of divorce/separation, the parent(s) shall provide, in a timely manner, information regarding the custodial care of the student and visitation rights. The parent(s) should also furnish the principal with a copy of any relevant court order to insure the safety and welfare of the student. The parent/s shall have a continuing duty to apprise the school of any changes in the custodial care of the student and any court order restricting or prohibiting parental or third party access to the child.

Elementary Lunches

Canyon View qualifies as a Community Eligibility Provision (CEP) school. This means that all Canyon View Elementary students will receive all meals at no cost. The cost for milk without a meal is .55 cents. If you would like to treat your child to lunch, feel free to sign the child out and take him/her out for lunch.

10:55-11:20	RECESS
11:20-11:40	LUNCH – KINDERGARTEN
11:00-11:25	RECESS
11:25-11:45	LUNCH - FIRST GRADE
11:20-11:45	RECESS
11:45-12:05	LUNCH - SECOND GRADE
11:25-11:50	RECESS
11:50-12:10	LUNCH - THIRD GRADE
11:40-12:05	RECESS
12:05-12:25	LUNCH - FIFTH GRADE
11:45-12:10	RECESS
12:10-12:30	LUNCH - FOURTH GRADE



Birthday and Holiday Guidelines

Deliveries of balloons, flowers, etc. are disruptive to the classroom. Please direct such deliveries to the student's home. Any food items must be individual servings. **Due to severe food, allergy concerns please *do not send homemade treats.*** Unless other arrangements have been made, please deliver treats before lunch. Suggestions for snack alternatives include pencils, erasers, stickers or a book for the class.

Classroom Visitors

We enjoy having people visit our classrooms; however, district policy requires 24-hour notice. If you are interested in visiting your child's classroom, please contact the teacher

Volunteer Guidelines

Each year ALL volunteers (including school employees) must fill out a volunteer application online. This is required even if only volunteering one time during the year.

A volunteer is anyone who helps at school events, field trips, field day and/or in classrooms, etc. on one or more occasions.

Volunteer applications are available on the district website. Go to KSD.org, Under the COMMUNITY tab click on Volunteer, Click on hyperlink to online volunteer application. [Volunteer Application](#)

You may also print out the application and return to the Canyon View office.

FORMS NEED TO BE COMPLETED AT LEAST TEN (10) DAYS PRIOR TO THE EVENT.

When volunteering, please sign in at the office and wear a volunteer lanyard.

Parent-Teacher Organization (PTO)



Canyon View Elementary PTO

@CanyonViewPTO · Nonprofit Organization

Why should involvement in Canyon View Elementary PTO (Parent-Teacher Organization) be important to your family? It is the most vital way to show support for your student and the teachers who spend their day striving for the best academic opportunities for each child. Canyon View's PTO is a great support group and works to provide field trips, educational materials, assemblies, reward programs, family fun nights and equipment needed to create a fun learning environment that the school district funds do not cover.

Our PTO mission is to:

- **Support our teachers and administrators.**
- **Support our children academically and socially.**
- **Encourage parent involvement in school (volunteer time and/or ideas).**
- **Develop better communication between the home and school for the benefit Of our children, teachers and families.**

We will be having monthly PTO meetings to organize events and to share details of new and existing programs of special interest to parents. It is our hope that you will feel free to attend these meetings and support Canyon View by being actively involved in our PTO. These meetings will be held on the 1st Tuesday of the month at 6:00 pm in the Library and via Zoom. The first meeting of the year will be held on September 13th at 6:00 pm.

Stay in touch with Canyon View PTO by sending your email address to CV.PTO@KSD.org
If you use **Facebook**, become a friend to Canyon View PTO.

Important Note: Canyon View PTO would love your involvement in all meetings, programs and/or family activities but will also be grateful with any amount of time or donations you give to support your child and his/her school. Canyon View PTO recognizes that families have very busy lives and time is precious. Remember, if you volunteer at school, a volunteer form must be completed at least 10 days prior to the event.

WHY DO SCHOOLS ASSIGN HOMEWORK?

1. Homework helps students learn better and faster. Research shows many successful teachers assign meaningful homework. This allows them to spend class time teaching students even more.
2. Homework helps families become involved with education. When students see that their parents think education is important, their performance improves. Parents can help their children achieve.
3. Homework communicates the high expectations that students hold for their students. Homework is one way of letting students develop confidence in their own abilities.
4. Homework helps students develop self-discipline and organizational skills.
5. Homework helps students manage their time, set goals and work to achieve them, and to be responsible for their own achievements. These skills help them continue to be successful throughout their lives.

HELPFUL HINTS FOR PARENTS AND HOMEWORK

- Provide a quiet study environment free from distractions like television, and a regular time for your child to do homework.
- Know what is expected at your child's level.
- Be sure your child has the proper supplies to do the homework.
- Check his/her progress on daily work and long-term assignments.
- You may wish to proofread the work upon completion.
- Provide your child with a chance to visit the public library and other community resources.
- Talk to your child about school and listen to your child about school.
- Contact the teacher or school if you have questions about homework.

Nurse News

Parent Responsibilities for Students with Life-Threatening Food Allergies or other Life Threatening Conditions

- Notify the school of the student's life-threatening food allergy before school starts as required by law.
 - **If possible, provide safe meals from home. This is the safest option for students with life-threatening food allergies.**
 - **Provide safe snacks for the student, if needed**
 - **Provide additional allergy safe food for disaster planning if requested.**
 - **Notify supervisors/coaches or after-school programs that the student has a life-threatening health condition and an IHP/Accommodation Plan on file.**
- Individual Health plan must be made and reviewed by nurse **before attending school.**
- Review school district policies and procedures.
- Keep emergency contact information current including phone numbers and addresses.
- Provide a photograph of the student if requested.
- Provide treatment, medication, and diet orders from the student's Licensed Health Care Provider (LHCP)
- Provide adequate medications including epinephrine and backup medication for students that are self-carrying epinephrine.
- Sign request forms provided by the school in order for school staff to obtain pertinent medical information, as needed.
- Contact the district nutrition services department regarding the need to review and plan for the student's school meals.
- Work with the school team to develop a plan that accommodates the student's needs throughout the school day including the classroom, cafeteria, after-care programs, school-sponsored activities, and on the school bus.
- Replace medications after use or upon expiration.
- Notify the school nurse if changes in the IHP or Accommodation Plan is needed.
- Review policies/procedures with the school staff, the student's LHCP, and the student after a reaction has occurred.
- Participate in the planning for the student's re-entry to school after an anaphylactic reaction.
- Inform the school if bullying or teasing occurs.

Educate the student in the self-management of his/her food allergy including: safe and unsafe foods, strategies for avoiding exposure to unsafe foods such as peer pressure to trade foods, personal hygiene, symptoms of allergic reactions and how to describe them, how and when to tell an adult he/she may be having an allergy related problem, how to read food labels (age appropriate), responsibilities in self-carrying medication, practice drills and role playing.

Welcome back!

A new year has begun and it seems appropriate to review some health issues.

Should your child become ill or injured, we need to be able to reach you. Please remember to update your emergency information form whenever any changes occur in your address or home or work phone numbers.

Have you alerted the school nurse of any health concerns your child may have? We can act more appropriately if we are aware of such concerns.

During the fall, the school nurses will begin vision and hearing screenings for K-3 and 5th grade students.

These screenings are required by Washington State's administrative codes. A notice will go out prior to testing dates and, following screenings, parents will be notified of any concerns.

Fourth-grade students will have hearing and vision screening upon request of the teacher or parent.

DO NOT SEND YOUR CHILD TO SCHOOL WITH:

Fever - 100° or greater - child must be fever free for 24 hours (without aid of fever-reducing medication) prior to sending him/her to school

Rash

Deep, hacking cough

Sore throat with white spots and/or fever

Vomiting - child must not vomit for 24 hours prior to sending him/her to school

Head lice is a common problem in schools. Please check your child's hair periodically during the year and **do not** send him/her to school with lice or nits (lice eggs). Please call the school nurse for any questions about head lice.

IMPORTANT!!!

Does your child need to take medications at school?

Medication forms are available in the school office and need to be completed by both the parent and health care provider. This form is also available on the ksd.org website. We CAN NOT give medication without a completed form. **This includes over-the-counter medications, such as Tylenol, allergy medications, cough syrups/drops, etc., as well as prescription drugs.**

Secretaries and health room aides will be able to give medication after the school nurse has checked the orders and medication. **THE PARENT/GUARDIAN OR A DESIGNATED ADULT MUST BRING ALL MEDICATION TO SCHOOL.**

If your child has a severe allergy to bees or nuts, please notify the school nurse as soon as possible. Parents should provide the school with medication (Epi-Pen) and completed forms for self-administration in the event of a severe reaction.

Please feel free to call if you have questions or concerns. I will be happy to answer questions regarding screenings, contagious diseases, community resources, medications or other health-related issues.

All Health [forms](http://ksd.org) are available on the KSD website www.ksd.org.

Cyndi Donley
School Nurse

MEDICATION AT SCHOOL PROCEDURE

1. There must be a valid health reason, which makes administration of the medication advisable during school hours or during such time that the student is under the supervision of school officials. Oral medications, inhalers, eye or ear drops and topical applications all need a Medication Permission Form signed by the parent and physician or dentist and must identify:
 - A. the child
 - B. the medication, dosage, the time to be administered and the purpose of the medication
 - C. any possible side effects
 - D. the termination date for administering the medication
2. Medications include prescription drugs ***as well as over-the-counter medications***, i.e. Tylenol, Ibuprofen, cough drops, etc. Medication form is required for ***any*** medications given at school.
3. The person administering the medication shall:
 - A. inform appropriate school personnel of the medication
 - B. keep a record of the administration of medication
 - C. keep medication in a locked cabinet
 - D. return unused medication to the parent, if possible
4. The parent of the child shall assume responsibility to:
 - A. bring medication to school
 - B. inform the school office of any change in the child's health
 - C. inform the school of a change in medication.
5. The district retains the right to refuse the administration of medication.
6. The parent shall sign the Medication Permission Form. If the parent refuses to provide a signed form, the district shall reject the request.
7. No request will exceed one (1) school year.

Any person, including students, parents, and school personnel, may possess topical sunscreen products to help prevent sunburn while on school property, at a school-related event or activity, or at summer camp. As stated in RCW 28A.210.260, a sunscreen product may be possessed and applied under this section without the prescription or note of a licensed healthcare professional if the product is regulated by the United States food and drug administration for over-the-counter use. For student use, a sunscreen product must be supplied by a parent or guardian.”

General School Rules

- Lock bikes and scooters at the bike rack during the day. Walk bikes and scooters on sidewalks by the school and out to Olympia Street as well as at all crosswalks.
- Be prepared and on time daily.
- Leaving school grounds without school and parental permission is unacceptable. After arriving at school, students leaving early are to be signed out by a parent or designee.
- After the second consecutive day of a child's absence, a parent may request homework. To have work ready the same day, please make this request by 8:30 a.m.
- Please make after-school transportation plans before leaving home.
- Visitors from other schools are discouraged.
- All school visitors are required to sign in and visibly wear a visitor's pass provided in the office.

The following items are not allowed at school:

- Weapons of any kind
- Tobacco, alcohol or other drugs
- Unshelled sunflower seeds
- Cameras, iPods, laser pointers, etc.
- Gum
- Toys, trading/collector cards
- Valuables
- Matches or lighters
- Glass containers
- Skateboards
- Wearing clothing or jewelry relating to alcohol, tobacco or other drugs

The following behaviors are not allowed:

- Swearing or put downs
- Throwing rocks, snowballs, pinecones or other dangerous objects.
- No spitting
- Turning on cell phones during school hours; phone MUST be off and secure in backpack
- Selling items to other students
- Fighting or play fighting

Playground Rules

- Follow BARK expectations
- One person at a time on the slides
- Stay within the playground boundaries
- Use equipment appropriately
- Run on the grass with the exception of the basketball courts
- Touchless Tag in grass areas only
- Snow, ice, rocks and bark stay on the ground

ELECTRONIC DEVICES, TOYS AND OTHER DISRUPTIVE EQUIPMENT

- Students are asked to leave cell phones and all electronic devices at home, as they pose a disruption to the educational process.
- iPods, headphones (unless for educational use) and electronic games or other personal electronic devices are not allowed at school. If a student must bring a cell phone to school, it must be turned off, left in a backpack and may not be used during school hours (including recess time).
- Consequences: If an electronic device is seen or heard during school hours (8:40-3:17)
 - First Offense: Teacher takes the electronic device and gives it back at the end of the day.
 - Second Offense: Teacher takes the electronic device and gives it to the principal. Parents will be contacted and must come to school to pick it up at their convenience. Further action could be considered.
- If a student's electronic device is brought to school and is damaged, lost or stolen, Canyon View staff is not responsible to repair or replace it.

CANYON VIEW INTERNET USE

Our goal at Canyon View is to allow students to have access to a wide range of information for completing classroom assignments and to research information. The Internet is a valuable tool in this respect. The Kennewick School District has an Internet filter on the web server, which helps block inappropriate sites. Students are not allowed unsupervised access to the Internet. However, access to the Internet requires responsibility on the part of the user. Teachers need to be able to work independently with students and trust that others are only accessing appropriate information. Students are expected to comply with the following guidelines.

They will not be permitted to:

- Damage any part of the computer system or modify hardware, software or data of fellow students
- Send, receive or display offensive, inappropriate or sexually explicit material · Harass, insult or attack others
- Seek to receive or provide unauthorized access to resources
- Trespass in files or folders of others
- Violate copyright laws and/or plagiarize (copy) the material of others. · Intentionally waste resources
- Use a network for commercial purposes, personal gain or fraud
- Enter a chat room without teacher supervision.
- Use hate mail, discriminatory remarks or other antisocial behaviors

Consequences for improper usage include, but are not limited to:

- Warning
- Parent notification
- Suspension of Internet access
- Loss of Internet access
- Suspension from school
- Expulsion from school
- Legal action
- Prosecution



ATTENDANCE

(R 3122) EXCUSED ABSENCES

The following are valid excuses for absences and lateness:

- Participation in school-approved activity. To be excused, the principal must authorize the absence and the affected teacher must be notified prior to the absence unless it is clearly impossible to do so.
- Absence due to illness, health condition, or family emergency. When possible, the parent(s) or guardian(s) is expected to call the school office by 9:00 a.m. on the morning of the absence and send a signed note of explanation with the student upon his/her return to school.
- After five (5) consecutive absences for illness a doctor's note is required or each absence thereafter will be considered unexcused.
- A parent(s)/guardian(s) may request that a student be excused from attending school in observance of a religious holiday. In addition a student, upon the request of his/her parent(s)/guardian(s), may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property. A student shall be allowed one homework make-up day for each day of absence.
- Absence for parental-approved activities. This category of absence shall be counted as excused for the purposes agreed to by the principal and the parent(s)/guardian(s). An absence may not be approved if it causes a serious adverse effect on the student's educational progress, i.e., participation classes such as PE or music.
- Absence resulting from disciplinary actions or short-term suspension. As required by law, students who are removed from a class as a disciplinary measure or students who have been placed on short term suspension shall have the right to make up assignments or exams missed during the time they were denied entry to the classroom if the effect of the missed assignments shall be a substantial lowering of the course grade.
- Extended illness or health condition. If a student is confined to home or the hospital for an extended period, the school shall arrange for the accomplishment of assignments at the place of confinement whenever practical. If the student is unable to do his/her schoolwork or if there are major requirements of a particular course which cannot be accomplished outside of class, the student may be required to take an incomplete or withdraw from the class without penalty.
- Excused absence for chronic health conditions. A student with a chronic health condition which interrupts regular attendance and participation may qualify for placement in a limited attendance and participation program. Staff shall be informed of the student's needs though the confidentiality of medical information shall be respected at the request of the parent(s)/guardian(s).
- Assignments and/or activities not completed or late because of an excused absence may be made up in the manner provided by the teacher.

(R 3122) UNEXCUSED ABSENCES

Any unexcused absences will be treated as trancies and dealt with under the procedures of the Washington Administrative Code for the BECCA truancy law.

Unexcused absences fall into three (3) categories:

1. Submitting a signed excuse that does not fall into one of the above categories or is determined to be inappropriate by the building principal.
2. Failing to contact the school or submit any type of excuse statement signed by the parent(s)/guardian(s) or adult student. (This type of absence is also defined as truancy.) The student is truant when absent from school without

parent/guardian and school permission. If a student has an unexcused absence for at least half a day, it can count as truancy.

3. Exceeding the limit of fifteen (15) absences in one school year.

LATE ARRIVAL TO CLASS/EARLY DISMISSAL

A student will be considered late if he/she arrives after the start-up bell. When a student's lateness becomes frequent or disruptive, the student will be referred to the counselor or principal and may be asked to make up missed time during recess. If counseling and conference with parent(s)/ guardian(s) are ineffective in changing the student's attendance behavior, he/she may be subject to disciplinary action.

If a student leaves school early on a regular basis, he/she misses important information and creates a disruption to the classroom. If a pattern of leaving early persists, the parent(s)/guardian(s) will be referred to the counselor or principal.

(R 3122) TRUANCY PROCESS FOR CHRONIC ABSENCES

The purpose of this procedure for Kennewick Elementary Schools is to provide guidance for administrators in working with students and their families on chronic absences. The authority for this procedure can be found in Kennewick School Board Policy 3122 which states...."The principal has the authority to determine if an absence meets the criteria above for an excused absence."

For additional resources, please see: <http://www.k12.wa.us/attendance>

- After 5 or more absences in a month schools are required to conference with parents/guardian except when
 - (1) prior written notice was given or a doctor note provided
 - (2) an academic plan was put in place to keep the student on track.
- After 10 days absent in a school year for any reason, a letter is sent home explaining that any absence after 15 will be unexcused. An unexcused absence is a truancy, will be handled using the procedures in School Board policy 3122, and may eventually end up in Juvenile Court.
- After 10 absences in a school year, there will be a conference with parents/guardians. The purpose of the conference is to identify barriers to attendance, provide support and resources so that they may regularly attend school. At this conference, the parent/guardian will be informed that after 15 absences each absence may be counted as a truancy.
- After 15 days absent in a school year for any reason, letter-notifying parents of 15 days absent will be sent home to be signed and returned. The letter will notify parents that any absence without a doctor's note will be considered a truancy.
- After 2 unexcused absences, a conference will be held with the parents/guardian.
- After 5 unexcused absences in a month or 10 unexcused absences in a school year the parent/guardians will be referred to the truancy board of Juvenile Court.

Please note: Policy 3122 does give the principal authority to determine if an absence is excused. Students with a history of chronic absences may have the above timelines shortened in steps one and two.

Citizen Complaint against a School District or Other School Service Provider

A citizen complaint is a written statement that alleges a violation of a federal rule, law or regulation that applies to a federal program.

- Anyone can file a citizen complaint
- There is no special form
- There is no need to know the law that governs a federal program to file a complaint.

The Title I Citizen Complaint Procedures are available upon request in the offices of:

- Canyon View Elementary at 1229 W. 22nd Pl. Kennewick, WA 99337
- Kennewick School District office at 1000 W. 4th Ave. Kennewick, WA 99336

Report Safety Concern

Have a safety concern? Report it.

Emergency Call 9-1-1

Non-Emergency

To report a non-emergency safety concern or harassment, intimidation or bullying submit using the online form, phone, email, or text. Provide as many details as possible, including names, location and your contact information, so that we can follow-up on your request.

Tips may be reported anonymously.

Online: (KSD.org)

Email: 1025@alert1.us

Phone: (509) 792-3027

Text: (509) 792-3027

Print: (KSD.org) Harassment, Intimidation or Bullying Incident Reporting Form

Kennewick School District's Non-Discrimination Policy R 3210

The Kennewick 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 use of trained dog, guide or service animal by a person with a disability, and provide equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

Civil Rights & Equity: Douglas Christensen- (509) 222-5010 (doug.christensen@ksd.org)

Section 504, Title IX Brian Leavitt- (509) 222-5004 (brian.leavitt@ksd.org)

Kennewick School District

1000 West 4th Ave. Kennewick, WA 99336

Model Notification of Rights under FERPA for Elementary and Secondary School

The Family Educational Rights and Privacy Act (FERPA) affords parents certain rights with respect to the student's education records.

These rights are:

1.) The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.

- Parents or eligible students should submit to the School principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent of the time and place where the records may be inspected.

2.) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the School to amend a record should write to the School principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3.) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

- A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- (Optional) Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. (NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.)

4.) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA are:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202-4605

State Law Qualification: Although FERPA allows 45 days to honor a request, the state policy records law requires an appropriate response to a "public records" request within 5 business days. RCW 42.17.320

STUDENTS

(R 3200) STUDENT RIGHTS AND RESPONSIBILITIES

- All students who attend the district's schools shall comply with the written policies, rules and regulations of the schools, shall pursue the required course of studies, and shall submit to the authority of the teachers of the schools, subject to such corrective action or punishment as the school officials determine.

- The school principal and staff shall confer at least annually to develop and/or review student conduct standards and the uniform enforcement of those standards.
- Any student who willfully performs or fails to perform any act which materially interferes with, or is detrimental to, the orderly operation of a school, school-sponsored activity, or any other aspect of the educational process within the school district, shall be subject to discipline, short or long-term suspension, or expulsion by authorized school district authorities.
- The following acts or omissions by a pupil on school premises, or off school premises at any school-sponsored activity, shall constitute sufficient cause for such discipline, suspension or expulsion: disruptive conduct; disobeying the rules and regulations in the student code or the reasonable instructions of school authorities; immoral conduct; vulgarity or profanity; unauthorized or habitual absence or tardiness; destruction or defacing of school property.
- Student actions contrary to the laws of the state, county or municipality may be dealt with through law enforcement or school sanctions. These acts include, but are not limited to, the use or possession of tobacco and alcoholic beverages; use, possession, or sale of narcotics; destruction or defacing of school property; extortion or intimidation; assault of another student or staff member; stealing; possession and/or use of any dangerous weapon or object; or the commission of any other criminal act.

(R 3224) STUDENT DRESS CODE

The student and parent/guardian may determine the student's personal dress and grooming standards, if the student's dress and grooming shall not:

1. Lead school officials to reasonably believe that such dress or grooming will disrupt, interfere with, or detract from school activities.
2. Create a health or other hazard to the student's safety of others.

The principal, in connection with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity if the principal reasonably believes that the student's dress or grooming does the following:

1. Creates a hazard to the student's safety or to the safety of others.
2. Will prevent, interfere with or adversely affect the purpose, direction, or effort required for the activity to achieve its goals.

In order to maintain adherence to the student dress policy, students may not wear the following:

To maintain adherence to the student dress policy, students may not wear clothing that reveals the back, midriff, chest, buttocks, or undergarments.

Prohibited clothing includes but is not limited to the following:

- Sheer tops
- Mesh tops
- Tops with overly large openings at the neck or arms
- Halter-tops
- Tube tops
- Swim tops and bottoms
- Clothing or accessories with offensive pictures, symbols, or sayings.

(3224) Student Dress Code

Clothing or accessories with offensive pictures, symbols or sayings are not allowed.

These include, but are not limited to:

- Demeaning statements
- Violent statements
- Sexual statements
- Racial statements

Attire or accessories which identify affiliation with movements, groups, or values inconsistent with or that detract from the academic environment including, but not limited to:

- o Any gang affiliated clothing
- o Extreme gothic clothing
- o Sexually provocative clothing
- o Clothing with attached excessive chains, cords, straps, etc. (bondage c
- o Clothing that advertises or promotes tobacco (including electronic delivery devices), alcohol, marijuana or other drugs.
- o Jewelry or accessories that could be used to cause harm or injury.

A good general policy regarding the dress code is, If there is ANY QUESTION about an item being inappropriate, DO NOT WEAR IT.

If the student's dress or grooming is objectionable under these provisions, the principal/designee shall request the student to make appropriate corrections. If the student refuses, the principal/designee shall notify the parent/guardian and request assistance in guiding the student to make the necessary correction. If both the student and parent/guardian refuse, the principal/designee shall take appropriate corrective action. Students may be suspended, if circumstances warrant and students who violate provisions of the dress code relating to extracurricular activities may be removed or excluded from the extracurricular activity for such period as the principal/designee may determine. All students shall be accorded due process safeguards before any corrective action may be taken

(R 3240) STUDENT RESPONSIBILITIES AND LIMITATIONS

The school district has established rules of conduct that shall be applicable at all schools. Individual buildings may distribute written rules of conduct that cover additional areas of student behavior. Violations of a rule of conduct may result in corrective action or punishment imposed by authorized employees of the district. It is the intent of the Kennewick School District to provide a safe, productive, positive, and disruptive-free classroom and learning environment. General rules of conduct are as follows:

1. A student shall be punctual and in regular attendance unless officially excused.
2. A student must:
 - a. attend all classes assigned unless officially excused.
 - b. comply with school bus rules of conduct.
 - c. identify himself/herself on request to school district and/or public officials.
 - d. follow school rules regarding driving/parking use of vehicles during the school day.
3. A student shall not cause the substantial and material disruption of any school operation or classroom. Though not the only acts of substantial disruption, the following illustrate the kinds of offenses encompassed here:

- a. occupying a school building or school grounds in order to deprive others of its use.
 - b. blocking the entrance or exit of any school building or room in order to deprive others of passing through.
 - c. setting fire to or damaging school property.
 - d. using, or threatening to use, firearms, explosives or other weapons on the school premises.
 - e. preventing students from attending a class or school activity.
 - f. blocking normal pedestrian or vehicular traffic on a school campus.
 - g. interfering seriously with the conduct of any class or activity.
 - h. urging others to use violence, force, noise, or any other conduct to cause substantial disruption at school functions.
 - i. intentionally make false accusations about staff or student behavior.
4. Students are expected to be honest, that is, lying and cheating will not be tolerated and will result in appropriate disciplinary action.
5. Students are expected to:
- a. respect self and the rights of others
 - b. treat others as they would like to be treated, respect other people in relation to their race, gender, religion, ethnic origin, disability, and individual differences
 - d. refrain from ethnic jokes, slurs, and attire with derogatory messages
6. Dress and appearance must not present health or safety problems or cause disruptions.
7. Oral or written defamation, obscenity, profanity, and verbal and physical attacks, harassment and intimidation, are prohibited.
8. Any student, singly or in concert with others should not intimidate by threat of force or violence any administrator, teacher, classified employee, or student of any common school who is in the peaceful discharge or conduct of his or her duties.
9. The use, sale, distribution or possession of the following are prohibited on school premises or during school sponsored activities:
- a. drugs and narcotics.
 - b. alcoholic beverages and tobacco products.
 - c. fireworks.
 - d. weapons.
 - e. pornography.
 - f. stolen property.
10. Students are to respect the property of others. Entry, theft or possession (without permission) of another's property is prohibited.
11. Activities defined by federal, state or municipal law as criminal are prohibited.
12. The forging of any signature or alteration of any document is prohibited.
13. Obvious and conscious disregard of legal requests or orders given by recognized school or civil officials.

Corrective Actions and Punishments

In order to ensure that order essential to effective teaching and learning is maintained, corrective actions and punishments may be imposed by designated employees for violation of rules of student conduct. Corrective action and punishment will be imposed for good and sufficient cause in a fair and just manner, including, but not limited to, suspension and expulsion.

(R 3314) STUDENT EXCEPTIONAL MISCONDUCT

Exceptional misconduct means misconduct, which the school district has judged as follows:

- (a) To be of such frequent occurrence, notwithstanding past attempts of district personnel to control such misconduct through the use of other forms of corrective action and/or punishment, as to warrant an immediate resort to long-term suspension or expulsion, and/or
- (b) To be so serious in nature and/or serious in terms of the disruptive effect upon the operation of the school(s) as to warrant an immediate resort to short-term suspension, long-term suspension, or emergency expulsion.

Students shall refrain from exceptional misconduct while on school property during or immediately before or after school hours, at any time the school or grounds are being used for a school activity or event, or while attending a school activity or event off the school grounds. School events include, but are not limited to, athletic events and athletic team camps, co curricular events and co-curricular camps, Kennewick School District bus stops, and incidents that occur within the proximity of the campus or have a nexus to school. Acts that occur off campus and/or after school hours will be judged by its effect upon the morale and operation of the school and whether it, in fact, is detrimental to the good order and to the welfare of the pupils.

Administrators investigating incidents of exceptional misconduct shall conduct thorough investigations and carefully review the circumstances of the incident. Administrators have the discretion to take appropriate disciplinary actions and to differentiate consequences based on the involvement of various students in the exceptional misconduct. If action is taken to long-term (suspend or expel), the exclusion from school must have an end date of not more than the length of an academic term as defined by the school board (90 days) unless the offense involves a firearm.

The Kennewick School District has a zero-tolerance for weapons violations, violence, threats, or threats of violence, acts that could result in bodily harm, or any other conduct that results in a disruption of the educational process. Students engaged in such conduct are subject to corrective action or punishment including, but not limited to, suspension and expulsion. As a matter of practice, law enforcement may be called anytime a student commits any of the following acts:

1. Firearms and Explosives – Students who possess, carry, deliver, transfer, or use a firearm, explosive or explosive device on school grounds, at a school sponsored event, or event off school grounds, will be emergency expelled for no less than one calendar year.

An exploding device is one that is capable of causing substantial property damage or bodily harm or producing destructive effects on contiguous objects. This shall include, but not be limited to, fireworks, pyrotechnic devices and ammunition for firearms.

Explosives means gunpowder's, powders used for blasting, all forms of high explosives, blasting materials, fuses (other than electric circuit breakers), detonators, and other detonating agents, smokeless powders, other explosive or incendiary devices, destructive devices, any chemical compounds, mechanical mixture, or device that contains any oxidizing and combustible units, or other ingredients, in such proportions, quantities, or packing that ignition by fire, by friction, by concussion, by percussion, or by detonation of the compound, mixture, or device or any part thereof may cause an explosion.

Look-alike, unloaded and/or inoperable firearms or explosives remain a firearm or explosive for purposes of this section.

2. Weapons and Dangerous Instruments - Weapons may include, but are not limited to, air, aerosol, gas or pump-action chemical agents, air, aerosol, gas or pump-action firearms, nun-chu-ka sticks, throwing stars, clubs, knives of all kinds, silencers and objects similar in form or use to those listed above. Any item used with the intent, or perceived intent to threaten, intimidate, or harm another person would be considered a weapon. Blunt or heavy objects used or displayed during a fight may be considered weapons for purposes of enforcing this policy.

Weapon use, transmission or possession shall result in emergency expulsion by building administrators. Such expulsion shall continue until appropriate investigation has been made by school and law enforcement authorities.

- a. A student who brings a handgun or explosive to school or school sponsored events will be expelled for one calendar year.
 - b. School officials shall notify the student's parents or guardians and the appropriate law enforcement agency of known or suspected violations of this policy.
 - c. Students who violate this policy shall be subject to discipline, including a one-year expulsion for a violation involving a firearm.
 - d. The superintendent or designee may modify the one-year expulsion on a case-by-case basis.
- Administrators shall use discretion and may select alternative disciplinary measures when investigating incidents involving small pocket knives not used or displayed as a weapon.

3. Intimidation by threat of force or violence. A student shall not singly or in concert with others intimidate by threat of force or violence any administrator, teacher, classified employee, or student of any common school, or other person legitimately on school grounds, who is in the peaceful discharge or conduct of his or her duties or studies. Double penalties will be imposed whenever "group" or "gang" fighting is involved. "Group" or "gang" fighting as used herein, shall mean two (2) or more individuals who are involved in one side of a fight. Double penalties will be imposed on all high school students who are involved as provokers of fights with middle and elementary school students, and on middle school students who are involved as provokers of fights with elementary students.

4. Harassment – Harassment is prohibited and may be in the form of:

- a) slurs or
- b) other harassment based on sex, race, religion, ethnic origin, sexual orientation, or disability (physical, mental or sensory).

5. Bullying – Bullying is prohibited and is defined as any intentional written, verbal, or physical act, including but not limited to one shown to be motivated by any characteristic in RCW 9A.35.080(3), which includes race, color, religion, ancestry, national origin, gender, sexual orientation, mental physical disability, physical appearance, clothing and other apparel, socioeconomic status, gender identity, marital status, or other distinguishing characteristics, when the intentional written, verbal, or physical act:

- a. Physically harms a student or damages the student's property; or
- b. Has the effect of substantially interfering with a student's education; or

6. Extortion, Assault or Causing Physical Injury - A student shall not extort anything of value, threaten injury or attempt to cause physical injury or intentionally behave in such a way as could reasonably be expected to cause physical injury to any person.

7. Substantial Disruption of School - A student shall not intentionally cause the substantial and material disruption of any school operation. This may include but is not limited to the following:

- a. Copycat acts and
 - b. Contributing to or knowing involvement in a potentially dangerous activity and failing to report the misconduct; this shall include passive resistance and any overt act toward the commission of a crime.
8. Damage or Theft of Property - A student shall not recklessly, negligently, intentionally, or with gross carelessness, damage school or private property. Additionally they shall not be involved in the theft of any school property or private property on school grounds. Where school property is damaged or stolen, the Superintendent may seek restitution from the student or his/her parents as permitted by law. A student shall not knowingly damage or vandalize the home or property of any Kennewick School District employee.
9. Narcotics, Alcoholic Beverages and Stimulant Drugs - A student shall not knowingly possess, use, transmit, be under the influence of, or show evidence of having used any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage or intoxicant of any kind or look-alikes on campus or at any school sponsored event. Appropriate and prescribed use of a drug by a student that has been authorized by a medical prescription from a registered physician shall not be considered a violation of this rule.
10. Repeated Misconduct - A student shall not repeatedly fail to comply with the district policies or school rules or with the directions of school personnel during any period of time when he/she is properly under the authority of school personnel.
11. Forgery - A student shall not make any false entry or alter any school document used or intended to be used in connection with the operation of the school.
12. Lewd Conduct - A student shall not use or exhibit obscene or vulgar behavior through language, writing, pictures, signs, or acts.
13. Gambling - A student shall not engage in gambling of any form. This includes accepting, recording and registering bets, or any form of lottery for money.
14. Cheating - A student shall not intentionally obtain test questions and/or answers through fraudulent means and shall not plagiarize written material.
15. False Accusations - A student shall not intentionally make false accusations against staff or students.
16. Cigarettes, Cigars, Tobacco - A student shall not possess or use cigarettes (including electronic delivery devices), cigars, chewing tobacco, or tobacco of any kind on school property. Kennewick School District bus stop, Kennewick School District transportation vehicle or at any school sponsored event.
17. Computer Misuse – Students will NOT be permitted to:
- a. Damage any part of the computer system by attempting to harm, modify, or destroy computer hardware, software, or the data of fellow students.
 - b. Send, receive, or display offensive, inappropriate, or sexually explicit material,
 - c. Use obscene language,
 - d. Use other people's passwords,
 - e. Harass, insult, or attack others,
 - f. Seek to receive or provide unauthorized access to resources,
 - g. Trespass in files and/or folders of others,
 - h. Violate copyright laws and/or plagiarize the material of others,
 - i. Steal equipment or software,
 - j. Intentionally waste resources, and
 - k. Use a network computer for commercial purposes, personal gain, and fraud.
18. Exceptional misconduct will not include absenteeism.

(R 3420.2) BUS TRANSPORTATION

RULES FOR STUDENTS RIDING SCHOOL BUSES

"Don't lose your riding privilege!"

1. Observe the same conduct as in the classroom.
2. Be courteous; use no profane language.
3. No eating or drinking on the bus.
4. No littering; keep the bus clean.
5. Cooperate with the driver at all times.
6. Stay out of the driver's seat.
7. Stay in your seat and face forward.
8. Keep head, hands and feet inside the bus.
9. Bus drivers are authorized to assign seats.
10. Don't be destructive. Parents will be responsible to reimburse the district for damage.
11. Discipline procedures for repeat bus problems eventually result in loss of riding privileges.

(R 3421) CHILD ABUSE AND NEGLECT

- Because child abuse and neglect are both a violation of children's human rights and an obstacle to their educational development, all district personnel shall be alert for any evidence of such abuse or neglect.
- Staff members are legally responsible for reporting all suspected cases of child abuse and neglect within 48 hours. For that reason, under state law, school personnel are free from liability for reporting instances of abuse or neglect and are criminally liable for failure to do so.
- Personnel need not verify that a child has, in fact, been abused or neglected. Any conditions or information that may reasonably be related to abuse or neglect should be reported. Legal authorities have the responsibility for investigating each case and taking such action as is appropriate under the circumstances.
- Staff members receiving information regarding the outcome of reports of suspected cases of child abuse shall not disseminate or release it except as authorized by state and federal statute.
- Sexual harassment by others is a growing concern and will be reported.



Canyon View Elementary

B.A.R.K

Be Safe - Best Attitude – Be Responsible - Be Kind

Positive Behavior Interventions
and Supports Program

Discipline is teaching, not punishment. - T. Berry Brazelton

Updated August 14, 2022

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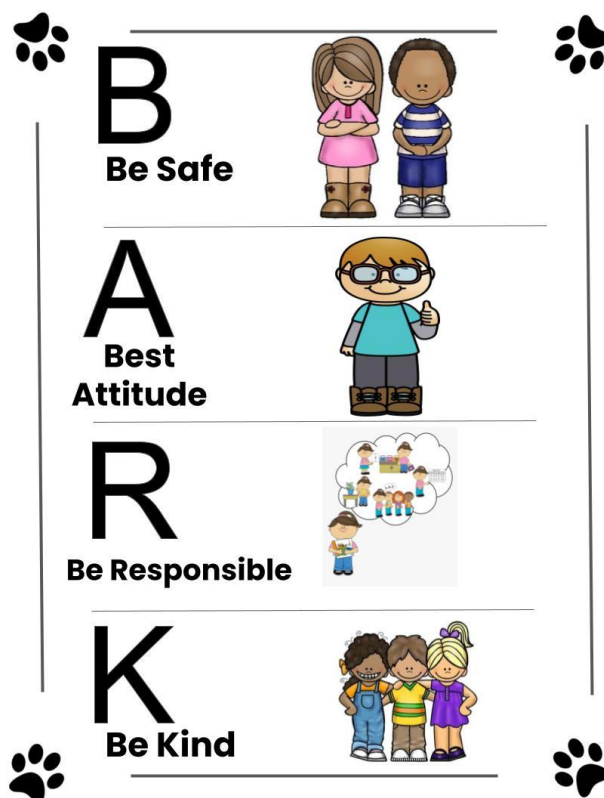
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Positive Behavior Interventions and Supports (PBIS)

Introduction

Canyon View Elementary Student Behavior Philosophy

The staff at Canyon View Elementary School believes that a positive learning environment requires the work, involvement, and cooperation of the total staff. It becomes even more effective when the parents and school personnel work together. No one person can effectively manage the behavior of all students in a school. It is the cooperation, communication, trust, confidence, and work effort of the total staff that enable us to have a positive learning environment for our student population.



Our expectations of student behavior are very high but we have found that students will live up to our expectations if treated fairly and consistently. Most students want and need structure in their lives and perform much better when they know behavior expectations and how to function within the classroom.

Canyon View Elementary School began school-wide implementation of PBIS in 2015. PBIS focuses on creating and sustaining school-wide, classroom, interventions and individual systems of support that improve the educational environment for all children. We aim to teach behavioral expectations explicitly and then recognize the positive behaviors

shown by students

Consequences Systems: Responding to Problem Behavior

"Only after teaching, reinforcing & providing opportunities to practice the expected behavior do we earn the right to use negative consequences. Consequences for negative behavior cannot be the only behavior management plan a school or teachers have. If a "hammer" or consequence is your only tool, every problem becomes a nail!"

Behavior Expectations are taught directly and reinforced using the common language. By teaching school wide behavior expectations a culture is developed and the desired behavior is encouraged. Expectations are posted and a system of reinforcement and rewards maximizes their effectiveness.

PBIS Tiered System

Tier 1: All students— School—Wide

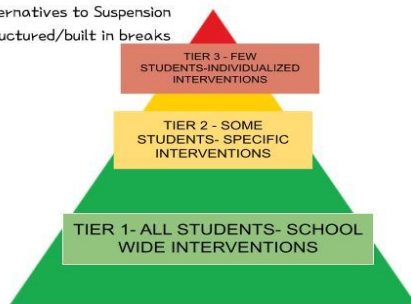
- reward system
- 5:1 praise ratio
- reflection sheet

Tier 2: Some Students— Specific interventions

- structured breaks
- Check In Check Out (CICO)
- Daily behavior form

Tier 3: Few Students— Individualized Interventions

- Behavior Plan/Contract
- Alternatives to Suspension
- Structured/built in breaks



What is Positive Behavior Interventions and Support (PBIS)?

PBIS is a proactive and interactive approach to establish social culture in a school that supports academic, social, and emotional success. It uses data-based decision making to align curriculum and behavioral supports for all students and staff. It is aimed at supporting safe and effective school environments while preventing behavioral problems with students.

How does it work?

PBIS is a three-tiered systems approach for establishing a positive learning culture and individualized learning supports. Behavior expectations are taught, modeled, acknowledged, monitored, and retaught if necessary. The goal is to provide practice and reinforcement at the tier 1 level for

all students so that fewer students need intervention at the Tier 2 level where a more individualized plan with intensive interventions is used. A continuous analysis of data, the systems, and the outcomes guides all decision making.

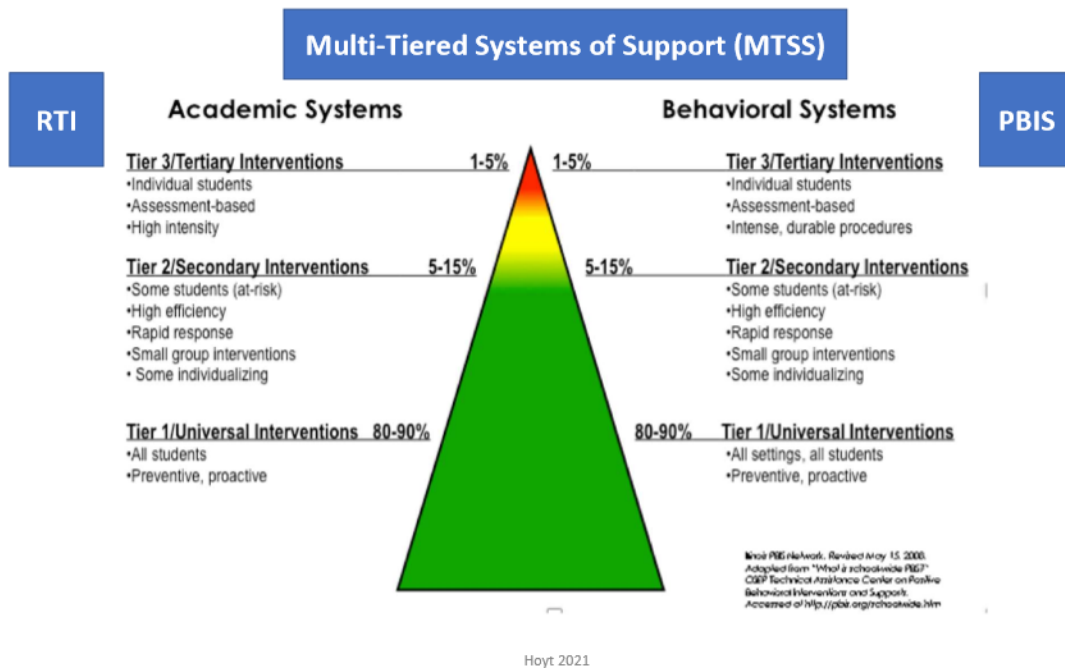
What are the benefits?

Data show that schools implementing MTSS such as PBIS with fidelity see an increase in attendance, a more positive and calm environment, reduced behavioral disruptions, increased academic time and student achievement.

95% of all problems are due to systems and not people.

Remember: NO SHAME NO BLAME

School- Wide PBIS 3-Tiered Intervention Plan



Tier 1: Core Interventions for ALL students

- Re-teach and redirect behavior
- give choices
- adapt schedule
- alternative activity
- Ignore unexpected behaviors
- High Praise for expected behaviors
- Use restorative practices, apology, refocus form
- Parent contact: phone call, email, in person conference
- Conference with students
- Seat or line change

- Loss of privileges
- Alternate recess
- Reduced recess
- Behavior contract/plan
- Refocus/Reflection forms:
Kinder Refocus/Reflection Form
Primary (K-1st) Refocus/Reflection Form
2-5 Refocus/Reflection Form

Tier 2: Interventions for SOME students

- Based on SWIS data provided by staff through Behavior Data Forms
- Alternating/Modifying a student's schedule
- Stick to strategies/plan for 2 to 4 weeks while tracking student's progress, then review
- CICO (Check in/Check out)
- Alternate Recess
- Additional Breaks
- Use Matrix and videos for reteaching behaviors
- Student refocus forms, individual behavior plans/contracts including incentives and consequences
- Social Skills and behavior focus group with school based counselor
- Conference with parent and teacher
- Brief FBA/BIP

Tier 3: Possible Interventions for FEW (high needs) students

(Full implementation starting September, 2023 if Tier 2 firmly in place)

- Based on MTSS interventions, Tier 2 behavioral data
- FBA Functional Behavior Assessment
- Behavior Intervention/Improvement Plan
- Community Resources (ex. Wrap Around)
- Social Skills and behavior focus group with school based counselor
- Special Education Referral a possibility
- Conference with parent, teacher and administration
- Note: Safety concerns are reported directly to administration for immediate problem solving.

School Wide Positive Reinforcement/ Acknowledgement

3- Tiered Intervention Plan

Tier 1- Acknowledgements for ALL students

- Basset Bucks:
 - Any staff member can give a student a Basset Buck when exhibiting a Paw-sitive Character Trait (being trustworthy, respectful, responsible, caring, friendly, etc.) or for completing their homework on time, walking quietly in the hallways, being a good friend during recess. Staff members must initial or stamp the buck to be valid! The student writes their name & room number on the back (please help younger students do this) and turns it into their teacher. Students cannot give their bucks to another student.
- **Bucket BINGO:**
 - Canyon View Staff encourage students to express daily kindness, appreciation, and love as a way to promote positive behavior, respect others and create a caring and safe school environment. When a student is being kind, giving a compliment, smiling, helping someone, sharing, following rules, doing their best...the teacher may ask them to write their name on the BINGO form. Once a month, BINGO is played school-wide and winners will receive a “drop” charm.
- **Bucket Filler forms/coupons**
 - When someone (student, staff) has had their “bucket filled”, they can fill out a Bucket Filler form/coupon and give it to their Teacher or Counselor.
- **I was caught being a BUCKET FILLER**
 - A student receives a colorful card when a staff member observes them filling another student or staff member’s bucket. The student can take the card home and share with family or friends about what they did at school today to help someone else.
- **BARK Charms:**
 - Students can earn BARK charms in various ways! Such as; Basset Buck paw charms, Bucket BINGO drop charms, BARK trophy charms, PE charms, Music program charms, reading charms, kindergarten charms, etc.
- **Classroom Specific Systems:**
 - Teachers have many different teaching styles and one way they express thay style is by their classroom reward system. Classroom cash/money, points, store, desk pets are a few examples of ways teachers implement token economies into their classrooms.
- **BARK Assemblies :**

- Each trimester we have school-wide assemblies (K-2 and 3-5) to review BARK expectations and celebrate our Positive Behaviors Referrals and classroom BARK trophy winners!
- **Positive Paw Praise Cards**
 - A student receives a praise card and a staff member observes them going above and beyond classroom or school expectations. The student can take the card home and share with family or friends about what they did at school today to help someone else.
- **Class Acknowledgement**
 - Classrooms as a whole need to be recognized for their efforts and success in following BARK expectations.

Tier 2- Acknowledgements for SOME students

- [Positive Behavioral Referral:](#)
 - any staff member can write up a positive behavior referral when a student has demonstrated exceptional BARK behaviors! They will earn special recognition and a “thumbs up” charm.
- **Classroom BARK Trophies:**
 - Staff will submit nominations for both primary and intermediate classes for the honor of hosting the BARK Trophy for a two week period. Nominations will be based off of the BARK teach-to we are focusing on as a building.
- **Bucket BINGO WINNERS:**
 - Teachers may ask throughout the month for students to write their name on the BINGO form. Once a month, BINGO is played school-wide and winners that are chosen from the BINGO board will receive a “drop” charm.
- **Basset Buck WINNERS**
 - Each month a Basset Buck drawing is held, usually the last Friday of the month during lunch recess. Winners receive a charm and/or a prize. Winners will be announced over the intercom at the end of that day. Prizes will be delivered.
- **Basset Bucket Filler forms/coupons**
 - Each morning, during announcements, the Principal will randomly select a few Bucket fillers that have been turned in to be read.
- **Hidden PAW under student chairs**
 - fun way to randomly acknowledge students who have earned Basset Bucks by hiding a special PAW under a student(s) chair to be traded in for a prize!

Tier 3- acknowledgements for FEW students

- Student Spotlight - Photos of students placed in the hallway
- Special Lunch with PBIS Coach
- Punch for a Prize
- School Stuff - Stuffed animal that teachers nominate to accompany a student for the day.
- Basset Beat Spotlight - recognition in our school newsletter.

Campus Wide Positive Learning Environment and BARK Expectations

Canyon View's positive learning environment starts with adults. Here are strategies which will help our students be successful in our school:

Staff Expectations: Top 10 Classroom and Playground Strategies

Teachers and Paras implement the top 10 classroom and playground management strategies in their classrooms to meet each student at their emotional, behavioral, and academic level. Using these management strategies as a prevention tool of problem behaviors occurring in the classroom.

<ol style="list-style-type: none"> Classroom Design <ol style="list-style-type: none"> Visibility Access Flow Structure and Predictability <ol style="list-style-type: none"> Schedule Routines Attention Expectations <ol style="list-style-type: none"> posted Reviewed Clearly defined Student voice Acknowledgement <ol style="list-style-type: none"> 5 to 1 ratio All students Multiple Response Methods <ol style="list-style-type: none"> Response Cards High rates of responses Inclusive of All Student 	<ol style="list-style-type: none"> Engagement <ol style="list-style-type: none"> Universal Design for Learning Active Supervision <ol style="list-style-type: none"> Movement Proximity Scanning Interactions at a high rate Method to respond to behavioral errors <ol style="list-style-type: none"> Ignore some Quick and calm Redirections for what to do Reinforcement <ol style="list-style-type: none"> Quick For all kids Uses the group Teaching and Reteaching Skills with Specific Feedback <ol style="list-style-type: none"> Reteaching appropriate skills Feedback Abundance of feedback
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Student Expectations:

Canyon View students participate in multiple programs that contribute to a positive learning environment for all students and staff. *The goal for the B.A.R.K. program is that every student and staff member has the right to be in an environment that is safe and conducive to learning.* Every student and staff member should strive to be a quality student and quality teacher by upholding the following principles:

1. I am responsible for my own learning.
2. I am responsible for the success of my class.

The B.A.R.K. program includes a Behavior Plan Matrix, Kelso's Choices for solving problems/anti-bullying prevention, PBIS tiered supports, and the SEL PurposeFull People program. To accomplish this, our students are asked to obey the expectations and guidelines the teachers have set up in their individual classroom management plans and for all to follow the school-wide B.A.R.K. plan. The focus of the program is:

Be Safe - Best Attitude – Be Responsible – Be Kind

B.A.R.K

At Canyon View, the following expectations are campus-wide no matter the grade level. Focus on these during the first month of school, but know they will need to be reviewed frequently, stated repeatedly, practiced and practiced again.

Example of hallway BARK: It is an expectation that hallways are quiet when students are moving as a class. A 4S Line is... Silent, Spaced, Straight and Safe. This should be practiced and reviewed several times and Basset Bucks shared with those who are following expectations.

Below is the overall Canyon View BARK Behavior Matrix Area posters are also below and these should be posted in every classroom and learning space.

BARK Behavior Matrix 2022-23

	Classroom	Hallway/ Lining Up Outside	Restroom	Cafeteria	Playground	Events/Assemblies	Bus/Walk
Be safe We follow the expectations.	Hands and feet to self Personal space Stay in assigned area	Walk in a line Personal space Hand and feet to self	hands to self Have a pass Report problems to adults.	Enter in a line Sit in assigned seat Walk at all times.	Keeps hands and feet to self Stay in assigned area Use equipment correctly	Keep hands and feet to self Walk at all times Sit on your pockets	Stay seated. Safe walking route Cross with Safety Patrol
Attitude We have a positive attitude.	Be an active learner. Do your best. Have the power of YET	Smile Silent wave Let others pass	Use quickly Be quiet 2 at a time-wait in line	Level 1 voices Get what you need in line. Focus on eating	Be a good sport Play fair Invite others to play	Be positive Be open to new ideas Show a calm body	Be positive and flexible Be patient Level 1 voices
Responsible We are responsible.	Take care of materials. Produce quality work. Keep the classroom clean	Voices off Eyes forward Go to assigned class/area	flush, wash, back to class wait your turn 1 flush 1 pump 2 dry	Clean up your area Throw away trash. Follow instructions	Solve my own problems Clean up equipment Follow instructions	Enter and exit quietly. Be engaged in the learning Follow instructions	Follow instructions Arrive on time to bus stop/school Keep the bus clean
Kindness We show kindness and respect to all.	Use kind and helpful words. Listen while others are speaking. Use manners.	Respect wall art Respect items in hall Keep the line moving	Respect privacy Keep clean Be appropriate	Raise your hand for help Wait your turn Use manners	Use kind words Share and take turns. Line up quickly	Listen when others speak Use polite applause Respectful responses	No rough housing or teasing Respect property and neighbors Use manners

HALLWAY

lining up

B

Be Safe



- walk in a line
- personal space
- hands/feet to self

A

Best Attitude



- smile
- silent wave
- let others pass

R

Be Responsible



- voices off
- eyes forward
- go to assigned class

K

Be Kind



- respect wall art
- respect items in hall
- keep the line moving

BUS RIDING

and walking

B

Be Safe



- stay seated
- cross with safety patrol
- safe walking route

A

Best Attitude



- be positive and flexible
- be patient
- level 1 voices

R

Be Responsible



- keep the bus clean
- arrive on time to bus stop/school
- follow instructions

K

Be Kind



- no rough housing or teasing
- respect property and neighbors
- use manners

ASSEMBLIES

and events

B

Be Safe



- keep hand and feet to self
- walk at all times
- sit on your pockets

A

Best Attitude



- be positive
- be open to new ideas
- show a calm body

R

Be Responsible



- enter and exit quietly
- be engaged in the learning
- follow instructions

K

Be Kind



- listen when others speak
- use polite applause
- respectful responses

CAFETERIA

B

Be Safe



- walking at all times
- enter in a line
- sit in assigned seat

A

Best Attitude



- level 1 voices
- get what you need in line
- focus on eating

R

Be Responsible



- clean up your area
- throw away trash
- follow instructions

K

Be Kind



- raise hand for help
- wait your turn
- use manners

RESTROOM

B

Be Safe



- hands and feet to self
- report problems to adults
- have a pass

A

Best Attitude



- use quickly
- be quiet
- 2 at a time- wait in line

R

Be Responsible



- flush, wash back to class
- wait your turn
- 1 flush 1 pump 2 dry

K

Be Kind



- respect privacy
- keep clean
- be appropriate

CLASSROOM

B

Be Safe



- hands and feet to self
- personal space
- stay in assigned areas

A

Best Attitude



- active learner
- do your best
- have the power of YET

R

Be Responsible



- take care of materials
- produce quality work
- keep the classroom clean

K

Be Kind

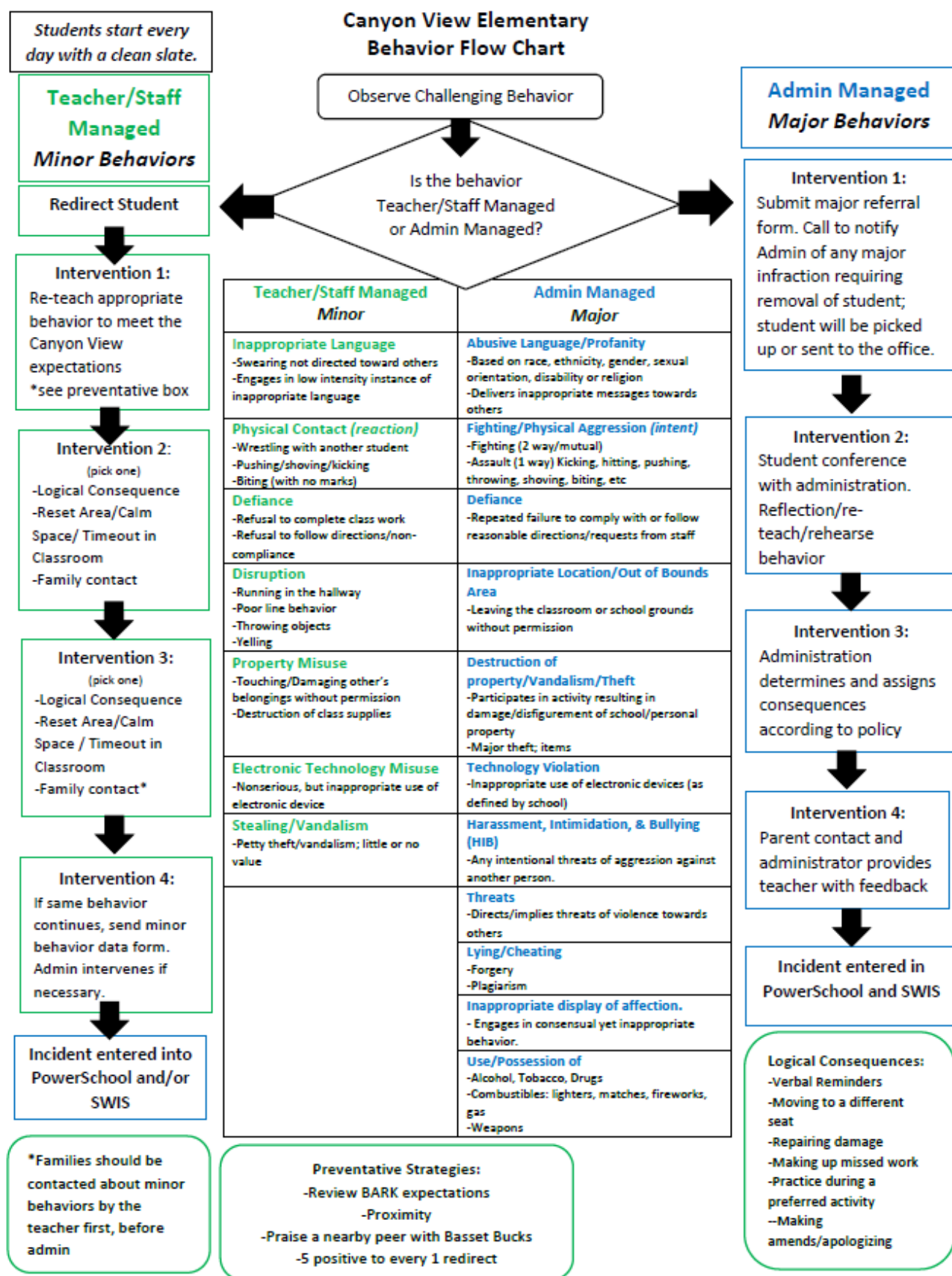


- kind and helpful words
- eyes on speaker
- manners

Behavior Flow Chart & Data Collection

PBIS Decision Making Flowchart:

A flow chart documents the procedures for how school personnel should respond to the problem behavior. This promotes consistency in responding to the problem behavior and aids in building a unified behavior support system. Flow charts can integrate the T-chart of problem behaviors and the continuum of strategies. It gives the ability to take concrete action to correct behavior with students (i.e. problem solving worksheet, re-teaching of expected behaviors, individual practice). Teachers are able to use the flowchart to make the appropriate decision between a minor behavior and a major behavior problem to correctly complete the data collection form. The flowchart can be printed from [here](#).



What is a Major? What is a Minor?

KSD's Definitions

KSD has aligned the definitions of what a major and minor is to the state reporting system since some majors are reported to the state. It is essential we know the difference between each. This document will be available in the PBIS corner in the workroom and has been linked [here](#).

Kennewick School District
Behavior Definitions of Minor and Major Problematic Behaviors

Minor (M) Problematic Behaviors – Staff/Classroom Managed Intervention		
Problem Behavior (Behavior Code)	Definition	Examples (may vary between buildings)
Defiance/Insubordination/Noncompliance (M-Defiance)	Student engages in brief or low-intensity failure to follow directions.	<ul style="list-style-type: none"> Ignoring staff requests or directions Refusal to complete assignments Student saying no to an adult request
Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate behaviors that cause class disruption.	<ul style="list-style-type: none"> Repeated talking noises Talking or blurting at inappropriate times Out of seat in a manner that is disruptive Misuse of classroom materials (no threat to safety)
Dress Code Violation (M-Dress)	Student wears clothing that does not fit within the school dress code guidelines, but dress is not hateful or extreme in nature and can be easily remedied.	<ul style="list-style-type: none"> Wearing clothing with any alcohol or drug related logos Wearing any gang related clothing Refer to district guidelines
Electronic/Technology Misuse (M-Tech)	Student engages in non-serious, but inappropriate use of cell phone, pager, music/video players, camera, Chromebook, laptop, iPad or other electronic device.	<ul style="list-style-type: none"> Streaming media without permission Use of technology without permission Inappropriate communication on technology with peers or staff
Inappropriate Language (M-Inapp. Lang.)	Student engages in low-intensity instance of inappropriate language.	<ul style="list-style-type: none"> Swearing not directed at a person Put-downs or taunts that are rude but not major violations – “stupid”
Tardiness (Secondary) (M-Tardy)	Student is out of the classroom without teacher permission when the bell rings.	<ul style="list-style-type: none"> None
Physical Contact/Physical Aggression (M-Contact)	Student engages in non-serious, but inappropriate physical contact. Horseplay = physical contact intended as playful and not harmful including play-fighting.	<ul style="list-style-type: none"> Rough housing in a hallway, classroom, cafeteria, recess Shoving Game/2 way interaction: While passing in the hallway, students slap one another not with the intent to hurt Unwanted touching others without their permission
Property Misuse (M-Prop. Misuse)	Student engages in low-intensity misuse of property.	<ul style="list-style-type: none"> Damage that is easily cleaned or restored – writing on desk, chair, etc.

Canyon View Elementary School Behavior Data Form

Student's Name _____ Date _____

Teacher _____ Time _____

Reporting staff member _____ Refocus forms completed? ☐

Complete the entire form:

Minor-Tier II	Major-Tier III	Possible Motives
-Disrespectful	-Fighting	-Peer attention
-Disruption	-Vandalism or Property Damage	-Adult attention
-Defiance (Refusal)	-Physical Aggression	-Avoid stuff
-Property Misuse	-Abusive language/Profanity	-Avoid stuff
-Technology Violation	-Harassment or Bullying	-Clean them
-Physical Contact	-Technology Violation	-Other
-Other	-Other	

Locations: Classroom Hallway Restroom Cafeteria Playground Bus

Incident: _____

3 Attempted interventions by Reporting Staff Member: _____

Administrative Action: _____ Parent Contact: _____ Notes: _____

Copies: White – Assistant Principal Yellow – Teacher Rev. 6/16/21

Behavior Data Forms:

Behavior Data forms are found in the PBIS section of the workroom. Data forms allow us to gather information on students and systems in our building. A data form submitted to our PBIS team allows us to enter the incident into SWIS and see where our “hotspots” are in the building. It also determines who needs more support or more intensive Tier 2 or Tier 3 interventions. Data also helps the PBIS Leadership team know where our building priorities need to be. There are two forms... one for majors and another for minors.

Majors are given to the assistant principal,

Minors are placed in the black box in the PBIS area in the workroom.

How many interventions before I write a minor?

Classroom teachers = 3 interventions

Paras & Specialists = 2 interventions

Check-in Check-out (CICO) Forms:

Check-In/Check-Out (CICO) is a Tier 2, group-oriented, and research-backed behavioral intervention that delivers additional support to groups of students with similar behavioral needs.

At its most basic level, CICO is an opportunity for a student and a mentor to work together to improve behavior. The goal of this strategy is to prevent future problem behavior by checking in with students daily to share clear expectations, feedback, and support. Classroom teachers can typically implement CICO in less than five to 10 minutes per day.

Name: _____ Date: _____

Public profile: _____ Public email: _____

TOTAL % _____

School-Wide Expectations	Entry/ Breakfast	morning meeting	with reading	math	recess	lunch	literacy	book club	science/ss	specials
Be safe	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
best Attitude	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
be Responsible	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
be Kind	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2

0 Try again 1 On the right track 2 Great

Parent Signature _____

Goal Met? NO YES

Using CICO (as part of a broader PBIS, MTSS, or behavior education program) can provide structure in a student's day, increase accountability, create internal motivation, improve self-monitoring skills and self-esteem, enhance family engagement efforts, and—ultimately—improve student behavior.

Morning Meetings, Purposefull People & Kelso's Choices

Social Emotional Learning (SEL) is part of our daily routine with students. It is important that we accept students for who they are, where they come from, and help teach them about respect, kindness, diversity, empathy, inclusion, and overall - how to be a good human being!

There are assigned times for Morning Meetings. It is an expectation that every classroom at Canyon View conducts a morning meeting during the times noted in the master schedule. The morning meeting is one of the most important times of the day. It is here where community building takes place; learning about your classroom, goal setting, relationship building, etc.

It is just as important that you plan for Morning Meetings as it is when you plan your content areas. During Morning Meetings, the Canyon View Elementary School utilizes Purposefull People, Character Strong and Kelso's Choices. For Canyon View staff, additional information about Morning Meeting can be found in the Canyon View HUB.

Our general format:



Preparing for Morning Meetings: A successful morning meeting doesn't just happen. It is important to establish routines and procedures such as:

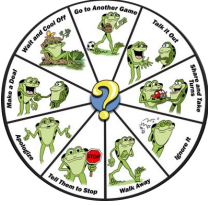
- How to come to the floor and form a circle
- How to find a place to sit
- How to sit during the meeting
- Use of a "talking stick" or other item to be passed around, so that one person at a time gets to speak.
- How to respond to a question
- Use of a quiet signal
- How to greet one another in a friendly way
- How to move safely round the room
- How to ask respectful questions
- How to take turns
- How to return to desks/tables when the meeting is over

The First Few Weeks: It is important to tell students why we have Morning Meetings/brain breaks - to start the day on a positive note and set the tone for the day. It is important to touch upon topics for each day to ensure that there is a common language among students, as well as consistency on campus.

Morning Meetings: [Click here to access all the morning meeting and brain break activities!](#)

As the year progresses, topics can be repeated, as necessary, as well as extended when necessary to more than one session.

Teach Tos: [Click here for all our BARK Teach-to lessons and videos!](#) Morning meetings and brain breaks are a perfect time to review BARK and practice the expectations.



Kelso's Choices (Conflict Resolution/Anti-bullying)

Designed around Kelso the Frog, this program offers nine options students can choose from to resolve/problem solve minor conflicts on their own. Students will be able to determine the difference between minor problems they can handle and serious problems that require an adult's help. Students will develop effective problem-solving skills that they can use again and again. It will help them to deal with conflict in a positive manner and to make appropriate decisions.



PurposeFull People: Canyon View's Social Emotional Learning program purposefully teaches various character traits throughout the year to promote positive character skills and virtues.

Bullying/Cyber Bullying

Bullying

Bullying may occur when a student or group of students engages in any form of behavior that includes such acts as intimidation and/or harassment that

- Has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property.
- Is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm.
- Occurs when there is a real or perceived imbalance of power or strength.
- May constitute a violation of law.
- Bullying of a student or group of students can be manifested through written, verbal, physical, or emotional means and may occur in a variety of forms including, but not limited to
 - Verbal, written/printed or graphic exposure to derogatory comments, extortion, exploitation, name calling, or rumor spreading either directly through another person or group or through cyber bullying, exposure to social exclusion or ostracism, physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting, and damage to or theft of personal property.

Cyber-bullying

Cyber bullying is, but not limited to, any act of bullying committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking and other internet communications, on school computer, networks, forums and mailing list, or other district-owned property, and by means of an individual's personal electronic media and equipment.

Student Harassment/Intimidation/Bullying Form: This form is used when students are concerned about one or more of these actions against them. This is immediately turned into the office for Administration. We have a timeline that must be followed regarding these accusations.

KSD Harassment/Intimidation/Bullying Form: <https://bit.ly/2UeP4Vr>

KSD Bullying Policy: <https://bit.ly/2VNkD9j>

Not sure What Is or Is Not Bullying? Look at the graphic below to help decide.

CONFLICT	RUDE	MEAN	BULLYING
Occasional	Occasional	Once or Twice	Is REPEATED
Not planned; in the heat of the moment	Spontaneous: unintentional	Intentional	Is planned and done on purpose
All parties are upset	Can cause hurt feelings; upset	Can hurt others deeply	The target of the bullying is upset
All parties want to work things out	Based in thoughtlessness, poor manners or narcissism	Based in anger; impulsive cruelty	The bully is trying to gain control over the target
All parties will accept responsibility	Rude person accepts responsibility	Behavior often regretted;	The bully blames the target
An effort is made by all parties to solve the problem			The target wants to stop the bully's behavior, the bully does not
Can be resolved through mediation	Social skill building could be of benefit	Needs to be addressed/ should NOT be ignored	CANNOT be resolved through mediation

Source: Jennifer Astles, DASA Newsletter, January 2014, TST BOCES