



PATERSON SCHOOL FAMILY HANDBOOK

PATERSON SCHOOL DISTRICT NO. 50

P.O. Box 189 Paterson; 51409 W. Prior Avenue, Paterson WA 99345

Phone (509)875-2601

Fax (509) 875-2067

School Year 2023-2024

Paterson School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Civil Rights Coordinator and Title IX Coordinator:

- Compliance Officer, Joe West, Superintendent/ Principal, Paterson School, 51409 Prior Avenue, Paterson, WA 99345 (509)875-2601, joewe@patersonschool.org
- Section 504/ADA Coordinator, Joe West Special Education, Paterson School, 51409 Prior Avenue, Paterson, WA 99345 (509)875-2601, joewe@patersonschool.org
- Civil Rights, and Title IX Coordinator, Corey Ingvalson Title One Transition Coach and Middle School Teacher, Paterson School, 51409 Prior Avenue, Paterson, WA 99345 (509)875-2601, coreyi@patersonschool.org

WELCOME TO PATERSON SCHOOL

Home of the Pioneers where we respect tradition while shaping our futures.

In this book, you will find some really important information. Some of it you will need often, some of it you may only need to look at once, and hopefully, some of it you will never need, but it is there in case you do!

Our Mission:

- To serve Paterson children by building an uncommon school where students partake of a rigorous, extended day academic program that gives them the means to succeed in school and life, no matter their background or circumstance.
- To shape an intimate, supportive, engaging school community where classes are small and personalized; where parents are partners; where teachers teach with passion and commitment; and where all the adults model—and all the students develop and live—the values of caring, courage, justice, respect, and responsibility.
- To generate for students a transformative experience at an age when they are forging their very identities and lifetime aspirations and to cultivate in them the belief that they shape their own destinies: each one worthy of greatness and goodness, each one capable of—and responsible for—serving the community and the world around them.

Our Ten Basics:

The Ten Basics

PATERSON SCHOOL

It's about learning. It's about you.

Work hard.

Be nice.

Think.

Appreciate others.

Accept challenge.

Follow the rules.

Wonder.

Study.

Pay attention.

Participate.

Our Teachers Believe:

Our Uncommon Common Values

TAKE A STAND We know that it's possible to prepare every child for the opportunity of post secondary education. We are smart and strategic about the things we choose to do.

RIGHT IS RIGHT We hold ourselves and each other to uncommonly high standards. We do what's right for our students – even if it's difficult.

ALL HANDS We encourage rigorous discussion, voice our best ideas, and communicate respectfully. We're in this together and assume the best of others.

GET BETTER We invest in our own and others' development. We encourage each other to excel.

THE JOY FACTOR We believe learning should be fun and feel the same way about our work. We celebrate our successes – big and small, and take the time to appreciate others.

Paterson School

Respecting Tradition Shaping Futures

The important thing about Paterson students is they are capable of rigorous work and critical thinking.

They are risk takers; they have the grit, courage, and resilience that comes from being problem solvers.

They are responsible; they own their mistakes because they see them as part of the learning process.

They work hard and persevere.

They have a sense of community that they will take with them to high school. They participate in creating a positive culture and in wider community service projects.

They are curious and show a sense of wonder. This makes studying the sciences, math, literature, history and cultures, entertaining different ideas, and learning other languages fun rather than threatening.

They are confident. They are able to communicate their ideas both verbally and in writing. They have integrity and are true to themselves without being defensive.

They are flexible and adaptable. They can change course quickly and accept that they could have been wrong at first.

They act compassionately toward themselves and others. They forgive themselves and others and listen to others without judgment.

They are nice and kind.



The important thing about Paterson students is they are capable of rigorous work and critical thinking.

Table of Contents

School Calendar	7
Staff Directory and School Board.....	8
School Hours	9
General School Operating Procedures	10
Attendance Policy	12
Transportation	13
Student Behavior/Discipline	15
School Nurse and Medications	19
Immunizations	20
Food Services	21
Devises and Computer Use	22
Title I	24
Title 1 Family-School Compact	25
Homework Policy	26
Family Other Important FAQ	27
Policies and Procedures Appendix	30



PATERSON School District No. 50

2023--2024

Student School Calendar

July 2023					August 2023					September 2023				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
3	4	5	6	7		1	2	3	4					1
10	11	12	13	14	7	8	9	10	11	12	13	14	15	16
17	18	19	20	21	14	15	16	17	18	19	20	21	22	23
24	25	26	27	28	21	22	23 (all staff)	24 (all staff)	25	26	27	28	29	30
31					28 (first day)	29	30	31						
19 DAYS					16 DAYS					10 DAYS in December				
October 2023					November 2023					December 2023				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
2	3	4	5	6			1	2	3					1
9	10	11	12	13 Adv Fri	6	7	8	9	10	4	5	6	7	8
16	17	18	19	20 (Con)	13	14	15	16	17 (school)	11	12	13	14	15
23	24	25	26	27	20	21	22	23	24	18	19	20	21	22
30	31				27	28	29	30		25	26	27	28	29
18 DAYS					17 DAYS					17 DAYS				
January 2024					February 2024					March 2024				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
1	2	3	4	5 (school)				1	2					1
8	9	10	11	12	5	6	7	8	9 Adv Fri	4	5	6	7	8
15 (MLK)	16	17	18	19 (school)	12	13	14	15	16	11	12	13	14	15 Adv Fri
22	23	24	25	26 Adv Fri	19 (Fri)	20	21	22	23 (school)	18	19	20	21 (Conf)	22 (Conf)
29	30	31			26	27	28	29		25 (Conf)	26 (Conf)	27 (Conf)	28	29
14 DAYS					14 DAYS									
April 2024					May 2024					June 2024				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
1	2	3	4	5			1	2	3	3	4	5	6	7
8	9	10	11	12	6	7	8	9	10	10	11	12	13	14
15	16	17	18	19	13	14	15	16	17	17	18	19	20	21
22	23	24	25	26 Adv Fri	20	21	22 (grad)	23 (last day)	24 (first day)	24	25	26	27	28
29	30				27 (M Day)	28	29	30	31					

Aug 23-24	Staff Days	Jan 5	School on Friday
Aug 24	Open House	Jan 15	No School / MLK Holiday
Aug 28	First Day of Paterson School Year	Jan 19	School Day on Friday
Sep 4	No School / Labor Day	Jan 26	Adventure Friday
Sep 8	School on Friday	Feb 9	Adventure Friday
Sep 22	Adventure Friday	Feb 19	No School / Presidents' Day
Oct 13	Adventure Friday	Feb 23	School Day on Friday
Oct 16 - 20	Conferences	Feb 23	End of Second Trimester
Nov 10	Veterans' Day	Mar 15	Adventure Friday
Nov 16	End of First Trimester	Mar 21-27	Conferences
Nov 17	School on Friday	Apr 1-5	Spring Break
Nov 22-24	No School / Thanksgiving Holiday	Apr 22-30	State Testing Period, grades 3-8
Dec 19	Holiday Program	Apr 26	Adventure Friday
Dec 20-31	No School / Holiday 12/20-01/02	May 1 - 16	NGSS Science Testing Gr 5th & 8th
Jan 1-2	No School / Holiday 12/20-01/02	May 22	Graduation
Jan 3	Back to School-Happy New Year	May 23	Last Day of School
Jan 3	Back to School-Happy New Year		

TRIMESTER END DATES: (1) NOV 16 (2) MAR 23 (3) MAY 23

146 Day Student Year / 7:45 to 3:20 Instructional Day total of 7.08 X 146 equal 1033.68 hours

Staff Directory and School Board

School Board

Board President.....Sarah Maddox
Vice President.....Shane Munn
Member.....Krista Goodall
MemberTaryn Hartley
Member Lindsay Joshlin

Confidential messages can be left at the School Office for each board member. You may also call the office and the staff will ask the board member you are trying to reach to contact you.

Administration and Administration Office

Superintendent/Principal.....Joe West
Facilities/ Transportation Manager Raul Maciel
Director of Technology.....Vic Cooper
Director of Special Education.....Joe West
School NurseMarissa Cortes
Administrative Assistant, Home Visitor, Family
Engagement Coordinator Yesenia Ibarra
Admin/Business Assistant Melinda White

Certificated Staff

Special EducationJaime Tobin
Language Pathologist..... Ashley Crawford
Pre-SchoolJaime Tobin
LAPPatty Clark
KindergartenLupe Llamas
1st Grade.....Amy Courtney
2nd Grade.....Tonya Steinbock
3rd GradeKennedy Cannon
4th GradeKerry Booth
5th Grade/ELA grade 7..... Brandi Thornbrugh
Science grades 5-8..... Jessica Wheeler
History grades 6-8/ELA grade 6..... Corey Ingvalson
Math grades 5-8/ELA 8.....Monica Burnett
AG Science.....Rachel Reese

Bus Drivers

Norma Huizar
Michelle Holmes
Vic Cooper
Sandra Aguilar
Cody Hurt (Sub)
Melinda White (Sub)
Raul Maciel (Sub)

Kitchen Staff

Blanca Maldonado
Araceli Cazares
Sandra Aguilar

Custodial Staff

Leticia Mendoza
Cody Hurt

Instructional Aides

Dawn Steinmetz
Erica Mendoza
Michelle Holmes

School Hours

- The school office is open School Days from 7:30AM to 4:00PM
Summer days and non-school Fridays hours vary. Please call to make an appoint during these times.

Student Hours

- The student day begins at 7:45AM and is completed at 3:25PM Monday through Thursday unless there is a scheduled Friday school day (see school calendar for dates).
- Adventure Fridays run from 9:00AM to 1:00PM (see school calendar for dates).

Teacher Hours

- To ensure there is not a conflict with time, please make arrangements to meet with a teacher before or after school.

Paterson School Office Phone 509-875-2601

Paterson School Webpage: www.patersonschool.org



General School Operating Procedures

Care of the School Grounds: Paterson School was founded in 1907. Many generations of families have gone to school here and because of this, there is a special sense of family that has developed. Even though our school building is small, it is in good condition. This is because we, the students and staff, treat it with respect. As students, we ask that you help keep our school in tip top shape. We all need to do our part to pick up litter, to keep the furniture and walls free from marks, and to show respect for student projects on display. This is one way we establish a special pride in our school.

Supervision of Students: Children will be supervised from the time the buses arrive until the buses depart for the day (normally between 7:40 a.m. and 3:30 p.m.). In the interest of their safety, children should not be left on the school grounds before or after these hours.

Closed Campus: Paterson School is a closed campus. This means that once students arrive at school, they are not to leave the school grounds without permission from the office until they return home on the bus. Students who arrive late to school need to stop by the office for an admit slip. Students being picked up early by their parents must be checked out at the office by their parents/guardians.

Visitors: We encourage close communication between home and school, and welcome parent/guardian visitations. We also stress student safety and the importance of minimizing the disruption to learning. For these reasons, we insist that all visitors check into the office when arriving on school grounds. We also encourage prearranged visits with the classroom teachers to help avoid scheduling conflicts.

Transportation To and From School: Students will be expected to board their regular bus home each morning and afternoon and get off at their regular stop, unless the office receives a signed note from the parent or legal guardian indicating a change of plans. The school is not permitted to release children to anyone other than the parent/guardian (including older siblings, and other relatives), unless we have a signed permission on file.

Emergency Information Cards: Parents are asked to fill out an emergency information card at the beginning of each school year. This card is **EXTREMELY IMPORTANT** because it provides the school with vital information about how to locate the parents quickly in the event of an emergency. It also provides the school with an emergency medical release and designates adults who can act on your child's behalf should you not be available. Please remember to update this card if you change address, phone number, have a change in employment, or if you have a change in the name(s) of adults that can act in your absence. Remember, the school cannot release a child to anyone other than the legal guardian or parent without this documentation. This would include grandparents and other family members. **THIS INFORMATION IS EXTREMELY IMPORTANT!**

Enrollment/Withdrawal Information: Parents enrolling their students in Paterson School are required to provide immunization records and other basic information. Parents needing to withdraw their child from Paterson must contact the office in person or in writing. The student will be required to return all materials, and to take care of any charges and/or fines prior to checking out of school.

Attendance: Students are required by law to attend school on a regular basis. Please see attendance policy.

Conferences: Parent/teacher conferences are scheduled twice during each school year. A letter will be sent home to provide more detailed information regarding the conference schedule and directions for making conference appointments. The staff of Paterson recognizes the importance of parent involvement for student success and strongly encourages parent participation at conference time.

Report Cards and Grades: Student achievement is one of our school's most important goals. Because grades are one indication of achievement, students are encouraged to work hard to be sure they are doing their very best. Report cards are issued at the end of each trimester.

Student Uniforms: Paterson School has a uniform dress code. See uniform policy in this book.

School Pictures: Individual student pictures are usually scheduled in October. All students need to have their picture taken (free of charge) so that it can be placed in their student record file and so that they will appear on the classroom composite picture. Students who wish to purchase pictures need to pay the photographer at the time they are taken. An envelope will be sent home for this purpose.

Cell Phone Use: If it is absolutely necessary for your child to carry a cell phone to and from school, those phones will need to be checked in at school each morning and picked up as the child is leaving to get on the bus in the afternoon. Cell phones are not to be used at school during regular school hours. If a child needs to call a parent, they may do so by coming to the office and using a school phone.

Electronic Devices: Personal electronic devices are a distraction to the learning environment and the school is not responsible for their loss. If your student does bring any of these electronic devices to school they are required be checked in at school in the morning. They may pick them up at the end of the instructional day.

School Communication: School memos and flyers will be sent home to keep parents informed of school events. Paterson also has a Facebook page where announcements are made. Additionally, the website has important information including the monthly menus. Also, we encourage every family to sign up to receive Flash Alert. This is important due to weather and other school delays and closures.

Emails, Text and Phone Messages to Teachers: Teachers generally do not check their emails during the instructional day. Whenever possible, they will try to respond to these either before or after school, but most generally within 24 hours of receiving your message. However, if your message needs immediate attention or is urgent, please call the school office at 875-2601. Due to the fact that our teachers teach all day long, they cannot respond to you or take a call during the school day. *Out of respect for our teachers, please use email or phone calls and written messages to contact them. While texting is easy, for official school business, it is important to use voice communication via phone or written communication via notes to school or emails.*

Federal and State Programs: Paterson Elementary receives funding from Bilingual, Learning Assistance Program (LAP), Title 1 Regular and the Title 1 Migrant Program.

Parent Volunteers: The students and staff of Paterson School are very thankful for the outstanding efforts of our volunteers. Individuals interested in volunteering should contact the school at 875-2601.

School Attendance

Regular school attendance is necessary for mastery of the educational program provided to students of the district. Students are expected to attend all assigned classes each day. School staff will keep a record of absence and tardiness, including a call log and/or a record of excuse statements submitted by a parent/guardian, to document a student's excused absences. For detailed information, please see the policy at the end of this handbook.

GOOD ATTENDANCE FOR SUCCESS

Every Minute in School Counts



MINUTES LATE		IMPACT ON YOUR ATTENDANCE IN A YEAR
5 MINUTES A DAY	=	3.4 days 98.4% attendance
10 MINUTES A DAY	=	6.9 days 97.6% attendance
15 MINUTES A DAY	=	10.3 days 94.6% attendance
20 MINUTES A DAY	=	13.8 days 92.9% attendance

I NEED TO STAY HOME IF...

I HAVE A FEVER	I AM VOMITING	I HAVE DIARRHEA	I HAVE A RASH	I HAVE HEAD LICE	I HAVE AN EYE INFECTION	I HAVE BEEN IN THE HOSPITAL
Temperature of 100.4 or higher	Within the past 24 hours	Within the past 24 hours.	Body rash with itching or fever.	Itchy head, active head lice.	Redness, itching, and/or "crusty" drainage from eye.	Hospital stay and/or ER Visit

I AM READY TO GO BACK TO SCHOOL WHEN I AM....

Fever free for 24 hours without the use of fever reducing medication (i.e. Tylenol, Motrin)	Free from vomiting for at least 2 solid meals	Free from diarrhea for at least 24 hours	Free from rash, itching, or fever. I have been evaluated by my doctor if needed.	Treated with appropriate lice treatment at home and proof is provided to nurse.	Evaluated by my doctor and have note to return to school	Released by my medical provider to return to school.
---	---	--	--	---	--	--

Bus Transportation

We encourage all of our students to ride the bus to and from school each day. If you choose to bring or pick your child up from school, please be aware of the following safety rules:

- Never walk between or behind the busses
- Stand away from the busses when they approach and leave the school.
- Always make eye contact with the driver and get permission before walking in front of a bus

Bus Behavior and Expectations

Riding the bus to and from school is a privilege. Discipline problems on the bus will be referred to the school principal by the bus driver. A student causing continual problems on the bus will lose the privilege of riding the bus. The rules and regulations were prepared by the State Superintendent of Public Instruction, the Chief of the Washington State Patrol, the Director of Highways for the State of Washington and is part of the district board policy 6605P.

A student's misconduct on a bus will be sufficient reason to discontinue providing bus transportation to those students involved. Discipline problems on the bus will result in an initial contact with the parent explaining the infraction(s) that have occurred. A student causing continual problems will be referred to the school principal for disciplinary action. This action will result in the student being removed from the bus.

- 1st referral: warning, referral sent home
- 2nd referral: loss of bus privilege for 1-3 days
- 3rd referral: loss of bus privilege for 3-5 days
- 4th referral: loss of bus privilege for 5-10 days
- 5th referral: loss of bus privilege indefinite
- **SERIOUS INFRACTIONS WILL BE REASON TO MOVE TO A HIGHER LEVEL OF DISCIPLINE.**



- 1. Obey the driver**
- 2. Wear seatbelts (if the bus has them)!**
- 3. Stay in your seat at all times**
- 4. Keep hands, head, arms inside bus windows**
- 5. No bad language**
- 6. Show everyone respect**
- 7. Pick up your own garbage**
- 8. No fighting**
- 9. Keep legs, arms, and personal property out of aisle**
- 10. Always use quiet voices**
- 11. No eating or drinking on the bus**
- 12. Obey the driver**

Bus Rules

BUS RIDING RULES AND REGULATIONS

Paterson School District 50

For your safety, we have established the following rules for riding the school bus. Please read them carefully. You are expected to follow these rules at ALL times. Students are also governed by the Student Responsibility and Rights Policies. Audio and video are recorded on all Paterson buses. You are reminded that school bus riding is a privilege; any infraction of the rules may result in discontinuation of riding privileges. Thank you for your cooperation.

1. Follow all directions of the driver willingly the first time they are given. Show respect for driver and other students on the bus.
2. Eating, drinking, or smoking are not permitted. Place all litter in the trash can.
3. Harassment (teasing, shouting, pushing or fighting) is not acceptable and will not be allowed at anytime.
4. Remain seated; keep all parts of your body inside the bus. Seat assignments will be at the discretion of driver and/or school disciplinarian. Classroom conversation and conduct will be observed at all times.
5. State law requires you wear your seatbelts if available on your bus. Seat belts MUST be worn if they are provided on the bus.
6. When entering or exiting the bus, students must be in view of driver. Always cross in front of the bus. Exit only at assigned stop.
7. All loose items must be stored in your bags or under the bus.
8. Students and staff are the only persons allowed on the bus.
9. Buses are considered a “nut free” zone.
10. Pets, harmful objects, or vandalism are not acceptable and will not be allowed.
11. Emergency exit procedure drills will apply in the event of an actual emergency

Student Signature _____ Date: _____

Parent's Signature _____ Date: _____

Student Behavior and Discipline

Paterson students are expected to follow the Ten Basics. The following are common examples and reasons but student behavior is not limited to these examples:

Work Hard—if students are working hard, they are not poking another student, they are not trying to make the entire class laugh; they are focused on the lesson and trying to grasp the concept being presented. Homework is completed to the best of their abilities and it is completed on time.

Be Nice — generally most behavior problems begin and end with this. Is it nice to disturb class? Is it nice to unbuckle on the bus and goof off? Is it nice to call someone a name? Is it nice to throw an object in the classroom? Is it nice to cut in line? I am sure as parents, you understand this. We genuinely want our students to be nice.

Think—sometimes, kids act without really thinking things through. Sometimes adults act without really thinking things through. It is okay for everyone to stop and say, “Can I think about this?” It is also not only okay, but encouraged for kids to ask their teachers for time to think if they need to process information. Sometimes, we will ask kids to think about a reasonable consequence for their actions... don’t be surprised if they come home and have to talk with you about what should happen next...

Appreciate Others — If students are goofing off in class, misbehaving on the bus or not being nice on the playground, they are probably not appreciating other people. If they exclude someone from playing at recess because they “aren’t very good at soccer, football, four square, or tetherball...” they aren’t really appreciating others. And they are not allowing them to participate. (see Ten Basics number 10).

Accept Challenge—this is hard for many students. School can be difficult both academically and socially. Sometimes kids are challenged to think hard, work hard, and play nicely. Sometimes kids are ahead of their class and their challenge might be to dig deeper into a subject even if the rest of the class doesn’t “have to do extra work.” A child that is ahead of others might challenge themselves by helping others.

Follow the Rules—each classroom has a particular set of rules and expectations. These rules and expectations are informed by the Ten Basics. The bus has rules to follow as does the lunchroom and recess. Students should always ask if they don’t know what the expectations are for any given situation, but they will pretty much be alright if they follow numbers 1 and 2—Work Hard and Be Nice.

Wonder—isn’t this what education is all about? Wonder, think, try and figure things out. Ask a question, read about something you don’t understand. Learn a new word. Wonder about the world we live in.

Study— like it or not, studying is part of school. However, if students engage in their learning and work hard, pay attention (see #9) and wonder... studying will come naturally to them.

Pay Attention— Have you ever heard the saying, “80% of life is just showing up?” Well at Paterson, we want our kids to embrace 100% of life. Just showing up isn’t enough. They need to pay attention and get everything they can out of every day! Again, this rule is related to all of the others. If you pay attention, you aren’t distracting others, being rude or goofing off.

Participate—again, be in life 100%. Be nice, think hard, and participate. Don’t stand back and be embarrassed or let the day just pass by. Get in, get involved, learn something and wonder about the world!

So in essence, we expect our students to follow the Ten Basics. We believe we will have a wonderful school environment and the students will have wonderful personal and academic achievements.

Some Specifics:

Expected Emergency Behavior -- Fire Drills and Actual Fire Emergency

- Upon hearing the alarm, students will immediately stop what they are doing.
- Students will calmly and quietly go to the door.
- When exiting the room with the teacher, students will follow his/her directions.
- Do not stop and talk at anytime.
- Keep your hands, feet, etc. to yourself (no pushing, shoving, kicking or grabbing).
- When students get to their destination, they will stay in your line without talking.
- Answer “here” when teacher calls your name.

Expected Emergency Behavior -- Earthquake Drills and Actual Emergency

- Upon hearing the alarm, students will immediately stop what they are doing.
- Students will calmly and quietly tuck under their desk.
- This is called Drop, Cover, and Hold On – a quake-safe action designed to protect lives and prevent injuries from falling furniture and flying objects that can become projectiles during ground shaking.
- Teachers and students will then evacuate the building if instructed, which may be required for a quarterly or semi-annual safety drill.
- When exiting the room with the teacher, students will follow his/her directions.
- Do not stop and talk at anytime.
- Keep your hands, feet, etc. to yourself (no pushing, shoving, kicking or grabbing).
- When students get to their destination, they will stay in your line without talking.
- Answer “here” when teacher calls your name.

Expected Emergency Behavior – Lockdown Drills and Actual Emergency

- **LOCK-IN:** All exterior doors locked, students on playground come in, school within the building goes on as normal as possible. Lock-in continues until the all-clear signal is given by the administrator or designee.
- **LOCK-DOWN:** All exterior doors locked, students on playground come in, all lockable interior doors locked with students locked in classrooms, drapes pulled, instruction continues as possible until the all-clear message is broadcast by the administrator or designee. This would include ignoring the fire drill unless the all-clear message is broadcast first.
- **EMERGENCY LOCK-DOWN:** Same as lock-down with interior door windows covered. Students assume cover position (to be determined room by room) and wait until the all-clear signal is given by the administrator or designee. Children on playground are taken to pre-determined safe site or into building if possible.
- Teachers and students will evacuate the building if instructed, which may include running for safety.
 - When students get to their destination, they will stay in your line without talking.
 - Answer “here” when teacher calls your name.

Lunchroom

- No pushing or shoving in line
- Follow the directions of the lunchroom workers
- Clean up after yourselves
- Throwing food is prohibited

Hallway

- No running in the hallway
- Pay attention to your surroundings

See full details in Policies and Procedures at the end of this handbook.



Harassment and Bullying

- Bullying can be repeated delivery of direct or technology-based messages that involved intimidation, teasing, taunting, threats or name calling without retaliation. It could also be a single delivery of direct or technology-based messages that involved intimidation, teasing, taunting, threats or name calling without retaliation.
- Harassment could be repeated disrespectful messages, in any format related to gender, ethnicity, sex, race, religion or disability, physical features or other protected class. It could also be single incidents of disrespectful messages in any format related to gender, ethnicity, sex, race, religion or disability, physical features or other protected class.
- Harassment and bullying will not be tolerated among our Paterson family and students who are involved in these behaviors will be sent to the principal.
- See full details in Policies and Procedures at the end of this handbook.

Disruption

- Sustained for example; loud talking, screaming, out of seat
- High Intensity for example; throwing chairs, and other behaviors that disrupt learning
- Low Intensity for example; talking, humming, and other quieter behaviors that disrupt learning

- ## Disrespect

- ### Inappropriate Display of Affection

- Abusive Language/Inappropriate Language

- ## Physical Aggression

- ## Fighting

- ### Defiance/Non-Compliance

- Forgery/Theft

- Student is in possession of having passed or being responsible for removing someone else's

Lying/Cheating

- ## Dress Code Violation

- ## Technology Violation

- ## Weapons

- RCW, possession of knives/gun (real or look alike) or other objects readily capable of causing bodily harm. (see appendix)

Bomb Threat

- Student threatens possible explosives. Materials being on campus, near campus &/or pending explosions.

Vandalism

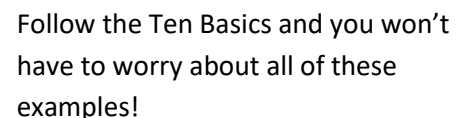
- Purposeful destruction or disfigurement of school property
- Low intensity or inadvertent misuse of property, ex. writing on desks, tearing pages of books.

Gang Affiliations/display

- Gesture, dress code or speech to display affiliation.

Tobacco/Alcohol/Drugs

- Student is in possession of or is using illegal drugs/substances



School Nurse and Medications

Parents/guardians should inform the school of any medical problem a child might have. Let us know if your child has allergies, is taking medication, or if there are other precautions that we need to take with your child related to a medical condition.

Medication at School

State law requires school personnel to assist a student to manage his/her medication at school only by written order of a primary care provider (PCP). The giving of any medication without a PCP written order is prohibited. This regulation includes various kinds of over-the-counter medication or supplement: i.e. topical ointment, cough syrup, cough drops, headache, cold, or stomach medication and any herbal oral, topical or inhaled supplement. State law does permit students to have and apply sunscreen at school without a prescription. Students or teachers may not share sunscreen.

All medications must come in its original container with the prescription label attached. In accordance with Washington State Law, oral medication (any medication taken by mouth) is defined as EITHER prescription OR over-the-counter medication (such as Tylenol, Advil, Benadryl, Cough Syrup, etc.) All inhalers require a prescription.

MEDICATION BROUGHT TO SCHOOL BY STUDENTS WITHOUT PROPER MEDICAL AUTHORIZATION WILL BE REMOVED FROM THE CHILD AND THE PARENT/GUARDIAN CONTACTED.

Health Conditions

Children with a life-threatening condition, defined as “a health condition that will put the child in danger of death during the school day if medication or treatment order and nursing plan are not in place” are required to have medication or treatment order and nursing plan in place before they start school. Severe bee sting or food allergies, severe asthma, unstable diabetes, severe seizures, etc. are examples of this condition. It is vital to your child’s safety to notify the school office immediately if your child has a life-threatening health condition which may require medical services to be performed while he/she is at school.

For the health and welfare of all, children need to be free from vomiting and from fever for 24 hours after the last medication was given before returning to school.

Please contact Marissa Cortes, Paterson School Nurse, if your child has or develops any serious health-related condition. 509-875-2601.

What happens if your child becomes ill at school?

In case of illness or injury a student will be cared for by the school nurse or a staff member trained in first aid procedures. Parents will be contacted. In the case of an emergency, there will be an immediate attempt to contact a parent/guardian and emergency medical treatment procedures will be initiated, which will include 911 services.

Student Immunizations

Paterson School abides all Washington state law regarding immunizations. If your student's immunization record is not up-to-date according to Washington state law, you will be contacted by letter by the school nurse with the information necessary for you to have your student compliant.

In 2019, the Washington State Legislature passed a bill that removes the personal and philosophical option to exempt children from the MMR (measles, mumps, and rubella) vaccine required for school and child care entry. The bill was signed into law by Gov. Jay Inslee on May 10, 2019.

- The new law took effect July 28, 2019 and applies to public and private schools.
- This law does not change religious and medical exemption laws. Children who have one of these types of exemptions on file are not affected by the new law.

This and further information is available at <https://www.k12.wa.us/student-success/health-safety/physical-health-nursing-services/immunizations>



Food Services

Paterson School serves free breakfast and lunch to all of our students. (The district supports this program through a combination of enhancement levy and federal funds.)

Menus go home monthly with students and are posted on the school website.

www.patersonschool.org Students choosing not to eat school meals are encouraged to bring a nutritious meal from home.

All students may take a milk to drink with their meals regardless of whether or not they have a school lunch or a homemade lunch.

Due to children with a life-threatening conditions our school **will not serve nut products** and **our classrooms and transportation vehicles will be “nut free”** zones. **Our cafeteria is the only location that has “nut zones.”** This is a place where students can eat items that have nuts in them or are processed in factories that process nuts. Good hygiene practices will be taught and implemented to reduce the spread of allergens after students eat. All items brought into the school for snacks, celebrations, etc. should be free of nut products.

Water Bottles

Paterson School District recognizes the importance of water consumption and encourages increased consumption of water throughout the day. Staff members are particularly sensitive to student needs for water during periods of hot weather. Students shall be allowed to carry water bottles during the school day using the water bottle policy shown below. Teachers may need to call for extra water breaks too. Even during periods of moderate temperature, staff members should remind students of the value of consuming water.

Water Bottle Guidelines

When students bring water bottles for use during school:

- Water bottles must have secure caps.
- Students may not share water bottles.
- Empty bottles should, on a regular basis, be recycled (if appropriate), discarded, or taken home for sanitized reuse.
- Students misusing water bottles will be subject to disciplinary actions.
- Teachers have discretion in determining classroom use.
- Water bottles may not be used by computers or Chromebooks
- No other types of drinks (soda, coffee, energy drinks) will be permitted. (unless approved for learning accommodations.)

Devices and Computer Use

Cell Phones, Smart Watches, Personal Laptop Computers, Tablets, and School Computers

Cell Phones and Smart Watches

We understand in this day and age many parents provide their child with a cell phone and/or smart watches that connect with their phones. However, if a cell phone or a smart watch is brought to school, it must be turned in at the office for safekeeping. Cell phones and smart watches that are used in school or carried by a student will be confiscated and held by the office until the end of the school day. Repeat offenders or students who are disrespectful/defiant about turning over cell phones or smart watches will have the phone held at the office for parents to pick up.

Personal Laptop Computers and Tablets

There have been occasions when students need to bring their personal laptop or a tablet from home to use at school. Prior arrangements should be made between the student, family, and school. Additionally, these devices are to be kept in the office until the student needs to use them for the agreed upon usage.

Computer Lab and Internet Access:

We are proud of the technology programs we are creating in our school. We have up-to-date computers and we continue to purchase Chromebooks so we have a 1:1 ratio student: computer. This is made possible through grants and other sources. All of our classrooms and the lab are connected to the Internet. Before any student may utilize this capacity they must have a permission form signed by their parent/guardian on file. Your child will receive a form that should be signed for your child to have access to Internet. Student access to the Internet and computer use in general is always supervised.

The contract for proper use of the computer and internet is a very serious manner and we ask that students and parents discuss it thoroughly.

How to Use Computers



INFORMATION NETWORK USER AGREEMENT

User Name: _____ **Date:** _____

Signature of User: _____ **Phone:** _____

If user is under the age of 18, a parent or guardian must also read and sign this agreement.

As the parent or guardian of this student, I have read the Information Network (Internet) User Agreement. I understand that access to the information network and information resources is designed for educational purposes and that Paterson School District has taken precautions to attempt to make inappropriate material unavailable. However, under the best of conditions, students might encounter occasional inappropriate material. As a parent, I recognize the potential for my child to encounter inappropriate material. Since it is impossible for Paterson School District to restrict access to all inappropriate materials, I will not hold them responsible for material acquired or available to my child on the information network (Internet), regardless of any harm that my child may incur in using the information network or information resources. Further, I accept full responsibility for supervision if and when my child's use of the information network or information resources is not in a school setting. I agree to indemnify, defend and hold the Paterson School District, its employees, agents, and affiliates harmless from any third party claim, connection with my child's use of the information network or information resources, and I further agree that the Paterson School District shall be entitled to retain separate counsel at my expense to participate in the defense of such claims. I hereby give permission to issue and account for my child and certify that the information contained on this form is correct.

Parent or Guardian's Name: _____

Signature of Parent or Guardian: _____

Date: _____



Paterson School receives Title I Federal funds, and therefore will jointly develop, with parents of students served in the program, a school-level policy outlining the manner in which parents, school staff, and students, share responsibility for improved student achievement in meeting academic standards (PSD policy 2108P, 4130P, and Section 1118 (c)-(f) ESEA). Each Title I school will develop a School-Parent Compact. The compact shall:

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in the Title 1 program to meet the district's academic standards.
- Indicate the ways in which parents will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time.
- Review expectations for students to take responsibility for their own learning and actions.
- Address the importance of parent-teacher communication on an ongoing basis through, at minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff. For more information regarding Title I parent involvement, please refer to Policy 2108 and 4130 on the Paterson School website:

www.patersonschool.org.



Watch for open call to meetings regarding the revision of this compact.

Paterson School
Title 1 Parent-School Compact
2023-2024

As the Principal, I will show Pioneer respect in the following ways:

- ✓ Lead the school by working diligently to assure that high quality curriculum is implemented, teachers teach with rigor, and enhancement and remedial opportunities are provided in order to improve student achievement.
- ✓ Listen to parent concerns and answer questions.
- ✓ Be respectful in all dealings with students and families.
- ✓ Never give up on each child's success at school—always think about and wonder, what else can we do?

As a Teacher, I will show Pioneer respect in the following ways:

- ✓ Provide high quality curriculum and differentiated instruction.
- ✓ Listen to student & parent needs.
- ✓ Be respectful in all aspects of home & school communication.
- ✓ Provide a well-managed & positive learning environment.

As a student, I will show Pioneer respect in the following ways:

- ✓ Always work my hardest at school by completing tasks and assignments in a timely manner
- ✓ Listen to all teachers & staff members and follow directions quickly.
- ✓ Make choices that improve my learning and help others learn.
- ✓ Show kindness to my teachers & my peers – in other words, work hard and be nice.

As a parent/Guardian, I will show Pioneer respect in the following ways:

- ✓ Prepare my child for arriving at school every day, on time and ready to learn.
- ✓ Take responsibility for staying in contact with my child's teachers.
- ✓ Provide a quiet place for my child to complete homework & studies after school.
- ✓ Encourage my child in their school work and encourage them to seek help when they need it.

Signatures:

Principal: _____ Date: _____

Teacher: _____ Date: _____

Parent: _____ Date: _____

Student: _____ Date: _____

Homework Guidelines

Homework

At Paterson, we believe that homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement but also develop self-discipline and associated good working habits.

As an extension of the classroom, homework must be planned and organized; must be viewed as purposeful to the students; and must be evaluated and returned to students in a timely manner.

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

- A. Practice – to help students to master specific skills which have been presented in class,
- B. Preparation – to help students gain the maximum benefits from future lessons,
- C. Extension – to provide students with opportunities to transfer specific skills or concepts to new situations, and
- D. Creativity – to require students to integrate many skills and concepts in order to produce original responses.

As stated in the Parent-Teacher-Student Compact

As a Teacher, I will show Pioneer respect in the following ways:

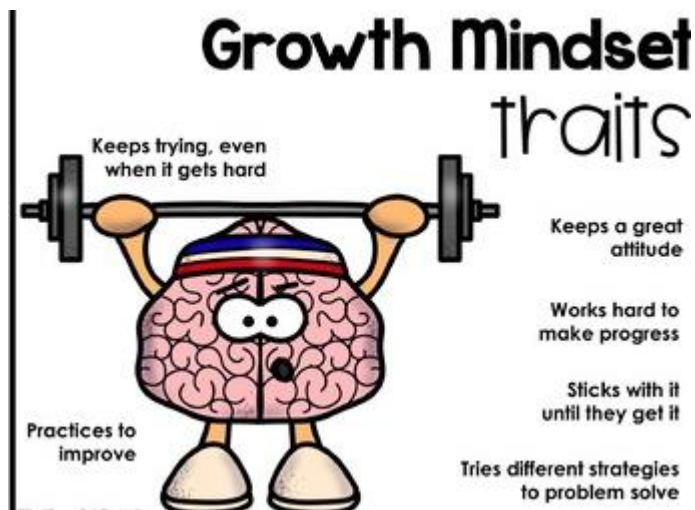
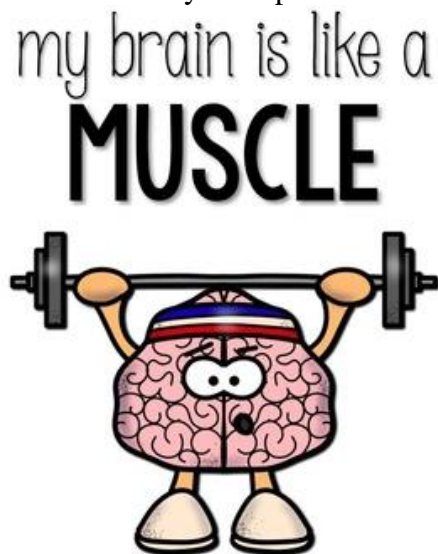
- ✓ Provide high quality curriculum and differentiated instruction.

As a parent/Guardian, I will show Pioneer respect in the following ways:

- ✓ Provide a quiet place for my child to complete homework & studies after school.
- ✓ Support my child with turning their homework in complete and on time

As a student, I will show Pioneer respect in the following ways:

- ✓ Always work my hardest at school by completing tasks and assignments in a timely manner
- ✓ I will always complete and turn in my homework in a timely manner



Frequently Asked Questions (FAQ)

What is a Title I Family Coordinator?

Yesenia Ibarra is our family Coordinator. She is available to help put families in contact with professionals in the community who may be able to help. She also provides orientation for new students and arranges special after-school and evening activities for families. If you are in need of assistance from community agencies such as counseling centers, DSHS, medical doctors, etc., Mrs. Ibarra may be reached by calling 875-2601 or coming to the school office.

What is LAP?

Learning Assistance Program (LAP) is Washington's state-funded program that provides supplemental academic support to eligible students. LAP must first focus on addressing the needs of students in K-4 who are deficient in reading or reading readiness skills. However, LAP may also provide supplemental interventions for students K-8 in reading, writing, mathematics, and readiness associated with these content areas.

What is a Citizen Complaint?

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

If you have a complaint against a school, the district, Educational Service District (ESD), or School Service Provider, please follow steps 1 through 5:

1. Use your local complaint process first (board policy 2108P)
2. File a citizen complaint through the Office of Superintendent of Public Instruction (OSPI)
3. Mail or Fax your written citizen complaint to OSPI
4. OSPI will process your complaint
5. OSPI will send a final decision within 60 calendar days of the date they received your complaint.

Is there a Gifted and Talented Program?

Yes, but it is run as a school wide program. Students in grades K-8 have a variety of HICAPP options open to them. Engineering STEM activities through Adventure Fridays and the annual STEAM Fair. Project based options through Day of the Notables as well as National History Day. Students who show a high competency in math are moved forward to work above their

grade levels and many students have completed math through high school geometry while still in middle school.

May I bring treats for classroom parties?

If you plan to bring a treat to class for your child to share on a birthday, please contact the teacher prior to the day. Some of the classrooms celebrate birthday's one time during the month. Teachers will have a suggestion about the appropriate times. Teachers will advise parents/guardians of other classroom parties. Please always be considerate of allergies when bring treats to school. Be sure that any item you bring is free of nuts and other foods where students may have an allergic reaction. **Additionally, unless your child is inviting every boy or every girl in his/her class to a party, all invitations to personal parties should be done after school hours off school property including the buses.**

Does the school have a lost and found?

Yes, we do! Please make sure that all clothing, coats, backpacks and lunch boxes are marked with a child's name. We cannot assume responsibility for lost personal items. We encourage students not to bring extra money or other valuables to school. Lost items, including clothing, backpacks, and books will be placed in a container in the office. Students should check this area when they have lost something at school. All items unclaimed at the end of the year will be donated to charitable organizations.

Are there any items a student cannot bring to school?

The following samples of items are not allowed at school:

- Any dangerous weapon as outlined and defined in RCW 9.41.280 and RCW 9.41.250 (which includes but is not limited to firearms, air guns, knives, throwing stars, daggers, brass knuckles, nun-chucks sticks, batons, clubs, etc.). Possession, carrying, exhibiting, displaying, and/or use of a firearm shall result in expulsion from the Paterson School District. The expulsion could be one (1) full year from the date of the infraction. Items listed other than the firearms (see above) will result in a suspension and/or expulsion. *See policy in appendix.*
- Personal items such as toys, stuffed animals, tablets, iPods, remote control vehicles, 3DS, PSPs, Yu-Gi-Oh cards, Pokémon cards, or any other items that may be disruptive to the students, teachers, and/or the educational process at Paterson are not allowed. Personal items brought to school may be confiscated until the end of the day or kept until retrieved by a parent/guardian.

Students are allowed to bring school like-equipment (i.e. basketball, soccer ball, etc) which will be shared with others. Please check with the principal to see if the item you want to bring is considered "school-like".

What are my rights as a parent or legal guardian?

Notification of Rights Under The Family Educational Rights and Privacy Act (FERPA): The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the district 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 principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records which the parent or eligible student believes are inaccurate or misleading. Parents or the eligible student may ask the Paterson School District to amend a record which they believe is inaccurate or misleading. They should write the school principal, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them to their right to a hearing regarding the request amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when they are notified of their 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 district 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 district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent of 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 educational record in order to fulfill his or her professional responsibility. (Optional) Upon request, the district 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 student of the records request 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 failure by the district to comply with the 35 requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

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



PATERSON POLICIES AND PROCEDURES APPENDIX

PATERSON SCHOOL DISTRICT No. 50

PLEASE SEE THE PATERSON SCHOOL WEBSITE FOR MORE OF OUR POLICIES AND PROCEDURES OR
CONTACT MELINDA WHITE AT 509-875-2601.

Excused and Unexcused Absences

Students are expected to attend all assigned classes each day. School staff shall keep a record of absence and tardiness, including a call log and/or a record of excuse statements submitted by a parent/guardian, to document a student's excused absences.

Excused Absences:

Regular school attendance is necessary for mastery of the educational program provided to students of the district. Students at times may appropriately be absent from class. The following principles shall govern the development and administration of attendance procedures within the district:

A The following are valid excuses for absences:

1. Participation in a district or school approved activity or instructional program;
2. Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental, or optometry);
3. Family emergency, including but not limited to, a death or illness in the family;
4. Religious or cultural purpose including, but not limited to, observance of a religious or cultural holiday or participation in a religious or cultural instruction;
5. Court or judicial proceeding;
6. Scholarship interview;
7. State-recognized search and rescue activities consistent with RCW 28A.225.055;
8. Absence directly related to a student's homeless status;
9. Absence resulting from a disciplinary/corrective action. (e.g., short-term or long-term suspension, emergency expulsion); and
10. Principal (or designee) and parent or guardian mutually agreed upon and approved activity (which could include migrant lifestyle). The principal (or designee) has the authority to determine if an absence meets the above criteria for excused absence.

The principal (or designee) has the authority to determine if an absence meets the above criteria for excused absence.

B. If an absence is excused, the student shall be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher.

C. An excused absence shall be verified by a parent/guardian; adult; or a school authority responsible for absence. If a student is to be released for health care related to family planning, the student may require that the district keep that information confidential. Students thirteen and older have the right to keep information about drug, alcohol, or mental health treatment confidential. Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.

Unexcused Absences:

- A. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above for an excused absence.
- B. As a means of installing values of responsibility and personal accountability, a student whose absence is not excused shall experience the consequences of his/her absence. A student's grade shall be affected if a graded activity or assignment occurs during the time when the student is absent.
- C. The school shall notify a parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification shall include the potential consequences of additional unexcused absences.
- D. A conference with the parent or guardian shall be held after two unexcused absences within any month during the current school year.
A conference shall be scheduled to determine that corrective measures should be taken to ameliorate the cause for the student's absences from school. If the parent does not attend the conference, the parent shall be notified of the steps the district has decided to take to reduce the student's absences.
- E. Not later than the student's fourth or fifth unexcused absence (25% of the school days in the month) the district shall enter into an agreement with the student and parents or guardians that established school attendance requirements, refer the student to a truancy board, or file a petition with the juvenile court alleging a violation of RCW 28A.225.010.
- F. If such action is not successful, the district shall file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student, or parent and students no later than the seventh unexcused absence within any month during the seventh unexcused absence within any month during the current school year or upon the tenth unexcused absence during the school year.
- G. All suspensions and/or expulsions shall be reported in writing to the superintendent within 24 hours after imposition.

The superintendent shall enforce the district's attendance policies and procedures. Because the full knowledge and cooperation of teachers, students, and parents/guardians are necessary for the success of the policies and procedures, the superintendent shall ensure procedures shall be disseminated broadly and made available to parents and students annually.

Legal References:	RCW.13.34.300 Failure to cause juvenile to attend school as evidence under neglect petition	
	28A.225	Compulsory School Attendance Limitations
	WAC 392-400-235	Discipline- Conditions and limitations
	WAC 392-400-260	Long-term suspension - Conditions

Management Resources: Policy News, June 2001 More Tweaking of Becca Petitions
Adoption Date: June 17, 2019
Paterson School District

Uniform Dress Policy

#3224

Students in all grades must wear uniforms. Families may purchase items through the school district. If purchased from another resource, the attire will be allowed as long as it is free of logos and embellishments and it closely matches the color and style of those uniforms ordered through the school and the attire meets the intention of all district uniform and dress code requirements.

The Paterson School District uniform guidelines apply to both male and female students.

Polo shirts - both short and long-sleeved collared polo shirts with original buttons (1-5 buttons)

- ✓ 6 colors to select from: forest green, light gray, light blue, light pink, white, and navy blue
- ✓ Shirts and all outerwear must fit well and not be oversized or undersized.
- ✓ Shirts **will carry no** visible logos or embellishments.
- ✓ Undershirts must be one of the school uniform shirt colors if they are visible.

Pants - Jeans, slacks, capris or cargo pants in **black, denim blue, navy, gray, or khaki**. *Walking shorts, athletic shorts, cargo shorts that are solid color Navy Blue, Black., or Gray **with no** logos and that are the appropriate length may also be worn.*

- ✓ Attire such as pants, shorts, skirts, skorts and jumpers must fit well and not be over or undersized.
- ✓ Pants with holes are in fashion- to that end, **students must wear** solid black, navy, or white leggings under pants if they have holes.
- ✓ Sweat pants are not acceptable uniform attire. If students choose to wear yoga pants or leggings for pants, they must be solid black or navy **with no** logos. They should be modest and students may need to wear shorts or a skirt with the leggings.
- ✓ Pants will be free of wording and embellishments.
- ✓ Skirts, skorts and jumpers should be no shorter than the top of the knee.
- ✓ Shorts will be worn under all skirts or jumpers.
- ✓ Shorts must be no shorter than tips of fingers when student's arms rest at their sides.

Inside the building outerwear – Solid dark-gray or solid black fleeced fitted jacket, a white, gray, or navy-blue sweater, or Paterson school spirit wear that has been specifically authorized by the superintendent may be worn inside the building.

- ✓ All inside the building outerwear must fit well and not be oversized or undersized.
- ✓ All inside the building jackets and/or sweaters will be free of hoods, except Paterson school spirit wear that has been specifically authorized by the superintendent: e.g., an authorized hooded sweat shirt or "polartec" with an approved school spirit emblem--hoods must be pulled down and off the head when inside the building.
- ✓ Sweaters should be front zip or button, pullovers are not acceptable.
- ✓ All outerwear worn inside the building must be of uniform color and style and must closely match the color and style ordered through the school.

Spirit-wear may be worn on designated "Spirit Days" at school.

The term "spirit" refers to clothing affiliated with the school (Paterson Pioneers or Prosser Mustangs), such as sweatshirts or tee shirts.

Other Casual Days or Theme Days: Throughout the school year the district may approve "Casual" few specific theme days for students.

Coats: Coats do not need to be uniform color or style. However, the coat must be hung up or put in lockers upon arrival at school. Coats are not to be worn in the building once students arrive at

school. Any gang colors or logos are prohibited.

Head Gear: No hats, sweatshirt hoods, sweater hoods, visors, bandanas, head scarves, scull-caps or hairnets are to be worn during the school day or on school buses. Winter caps may be worn outside during inclement weather. *Wigs are not acceptable unless they are for a medical necessity. A note from a physician will be required.*

Footwear: As a health and safety precaution, students must wear shoes. During recess, PE
○ and/or sports activities students, should wear closed-toe shoes to protect their feet. All appropriate *closed-toe* street shoes are allowed, including tennis shoes, sandals and other hard-soled shoes. Slippers and *flip flops* are prohibited except for medical reasons or for specific short-term foot-related injuries. All shoe laces need to be same color - no cross colors allowed. Traditional cross lacing only. All laces should be tied for safety.

Leggings and/or Tights: Leggings/Tights are approved to be worn under skirts, skorts or jumpers. They **should be design free or with no logos, and** in white, black, gray, or navy blue.

Other Accessories: Flashy accessories can be a distraction in class. Classroom teachers will ask students to remove any accessories that become a distraction to the classroom learning environment.

Consequences for Dress Violations:

If the student's dress or grooming is objectionable under these provisions, the District shall request the student to make appropriate corrections. If the student refuses, the superintendent shall notify the parent or legal guardian, if reasonably possible, and request that person to assist the student to make the necessary correction. If both the student and parent refuse, the superintendent shall take appropriate disciplinary action. All discipline is progressive and could include the following:

1 st -3 rd Offense:	School will require student to remove or change inappropriate dress item. Parent notified and will need to bring a change of clothing if necessary.
4 th - 5 th Offense:	#1 above plus lunch detention
6 th – 8 th Offense:	#1 and #2 above plus parent meeting
9 th Offense:	Short-term suspension
10 th Offense:	Possible Expulsion

Students identified as being gang involved, influenced or affiliated shall be provided assistance and/or programs which discourage gang involvement or affiliation, enhance self-esteem, encourage interest and participation in school or other positive activities and promote membership in authorized school organizations.

Modified: July 8, 2010; August 3, 2011; July 25, 2012; February 17, 2015; September 21, 2015; September 11, 2018; August 23, 2021

Prohibition of Harassment, Intimidation and Bullying

Policy 3207

The board is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and community members that is free from harassment, intimidation or bullying. “Harassment, intimidation or bullying” means any intentionally written message or image — including those that are electronically transmitted — verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act:

Physically harms a student or damages the student’s property;

Has the effect of substantially interfering with a student’s education;

Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or

Has the effect of substantially disrupting the orderly operation of the school.

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation or bullying.

“Other distinguishing characteristics” can include but are not limited to physical appearance, clothing or other apparel, socioeconomic status and weight.

“Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).

Behaviors/Expressions

Harassment, intimidation or bullying can take many forms including, but not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical or electronically transmitted messages or images.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation or bullying may still be prohibited by other district policies or building, classroom or program rules.

Training

This policy is a component of the district’s responsibility to create and maintain a safe, civil, respectful and inclusive learning community and will be implemented in conjunction with comprehensive training of staff and volunteers.

Prevention

The district will provide students with strategies aimed at preventing harassment, intimidation and bullying. In its efforts to train students, the district will seek partnerships with families, law enforcement and other community agencies.

Interventions

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the perpetrator, and to restore a positive school climate.

The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

Students with Individual Education Plans or Section 504 Plans

If allegations are proven that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the target of harassment, intimidation or bullying, the school will convene the student's IEP or Section 504 team to determine whether the incident had an impact on the student's ability to receive a free, appropriate public education (FAPE). The meeting should occur regardless of whether the harassment, intimidation or bullying incident was based on the student's disability. During the meeting, the team will evaluate issues such as the student's academic performance, behavioral issues, attendance, and participation in extracurricular activities. If a determination is made that the student is not receiving a FAPE as a result of the harassment, intimidation or bullying incident, the district will provide additional services and supports as deemed necessary, such as counseling, monitoring and/or reevaluation or revision of the student's IEP or Section 504 plan, to ensure the student receives a FAPE.

Retaliation/False Allegations

Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation, or bullying.

It is also a violation of district policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Compliance Officer

The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district.

The superintendent is authorized to direct the implementation of procedures addressing the elements of this policy.

Cross References:

2161 - Special Education and Related Services for Eligible Students
3200 - Rights and Responsibilities
3210 - Nondiscrimination
3211 - Transgender Students
3240 - Student Conduct
3241 - Classroom Management, Corrective Actions Or Punishment
5011 - Sexual Harassment

Legal References:

RCW 28A.300.285 Harassment, intimidation, and bullying prevention policies and procedures — Model policy and procedure — Training materials — Posting on web site — Rules — Advisory committee
WAC 392-190-059 Harassment, intimidation and bullying prevention policy and procedure – School districts.

Management Resources:

Office for Civil Rights Dear Colleague Letter: Responding to Bullying of Students with Disabilities (OCR 10/21/2014)
2014 - December Issue
2010 - December Issue
2008 - April Issue
2002 - April Issue

Adoption Date:

Classification: **Essential**

Revised Dates: **04.02; 10.07; 04.08; 12.10; 12.11;12.13; 12.14; 01.15**

REGULATION OF DANGEROUS WEAPONS ON SCHOOL PREMISES

POLICY 4210

It is a violation of district policy and state law for any person to carry a firearm or dangerous weapon on school premises, school-provided transportation or areas of other facilities being used exclusively for school activities unless specifically authorized by state law. Carrying a dangerous weapon onto school premises, school-provided transportation, or areas of other facilities being used exclusively for school activities in violation of RCW 9.41.280 is a criminal offense.

The superintendent is directed to see that all school facilities post “Gun-Free Zone” signs, and that all violations of this policy and [RCW 9.41.280](#) are reported annually to the superintendent of Public Instruction.

Dangerous Weapons

The term “dangerous weapons” under state law includes:

- Any firearm;
- Any device commonly known as “nun-chu-ka sticks,” consisting of two or more length of wood, metal, plastic, or similar substance connected with wire, rope, or other means;
- Any device, commonly known as “throwing stars,” which are multi-pointed, metal objects designed to embed upon impact from any aspect;
- Any air gun, including any air pistol or air rifle, designed to propel a BB, pellet, or other projectile by the discharge of compressed air, carbon dioxide, or other gas;
- Any portable device manufactured to function as a weapon and which is commonly known as a stun gun, including a projectile stun gun which projects wired probes that are attached to the device that emit an electrical charge designed to administer to a person or an animal an electric shock, charge, or impulse;
- Any device, object, or instrument which is used or intended to be used as a weapon with the intent to injure a person by an electric shock, charge, or impulse;
- The following instruments:
 - Any dirk or dagger;
 - Any knife with a blade longer than three inches;
 - Any knife with a blade which is automatically released by a spring mechanism or other mechanical device;
 - Any knife having a blade which opens, or falls or is ejected into position by the force of gravity, or by outward, downward, or centrifugal thrust or movement; and
 - Any razor with an unguarded blade;
- Any sling shot, sandbag, or sand club;
- Metal knuckles;
- A sling shot;
- Any metal pipe or bar used or intended to be used as a club;
- Any explosive;
- Any weapon containing poisonous or injurious gas;
- Any implement or instrument which has the capacity to inflict death and from the manner in which it is used, is likely to produce or may easily and readily produce death.

In addition, the District considers the following weapons in violation of this policy:

- Any knife or razor not listed above, except for instruments authorized or provided for specific school activities;
- Any object other than those listed above which is used in a manner to intimidate, threaten, or injure another person and is capable of easily and readily producing such injury.

Reporting Dangerous Weapons

An appropriate school authority will promptly notify the student’s parents or guardians and the appropriate law enforcement agency of known or suspected violations of this policy. Students who violate this policy will be subject to discipline. Students who have possessed a firearm on any school premises, school-provided transportation, or school-sponsored activities at any facility shall be expelled for not less than one year pursuant to RCW 28A.600.420. The superintendent may modify the one-year expulsion for a firearm on a case-by-case basis.

The district may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW 9A.04.110) and displays a device that appears to be a firearm. No expulsion under RCW 28A.600.420 prevents the district from continuing to provide educational services in an alternative educational setting in compliance with RCW 28A.600.015. Any alternative setting should be comparable, equitable, and appropriate to the regular education services a student would have received without the exclusionary discipline. Example alternative settings include one-on-one tutoring and online learning.

Exceptions to State Law and this Policy

The following persons may carry firearms into school buildings, as necessary, although students engaged in these activities are restricted to the possession of rifles on school premises:

- A. Persons engaged in military, law enforcement, or school district security activities;
- B. Persons involved in a school authorized convention, showing, demonstration, lecture or firearm safety course;
- C. Persons competing in school authorized firearm or air gun competitions; and
- D. Any federal, state or local law enforcement officer.

The following persons over eighteen years of age and not enrolled as students may have firearms in their possession on school property outside of school buildings:

- A. Persons with concealed weapons permits issued pursuant to [RCW 9.41.070](#) who are picking up or dropping off students; and
- B. Persons conducting legitimate business at the school and in lawful possession of a firearm or dangerous weapon if the weapon is secured within an attended vehicle, is unloaded and secured in a vehicle, or is concealed from view in a locked, unattended vehicle.

Persons may bring dangerous weapons, other than firearms, onto school premises if the weapons are lawfully within the person's possession and are to be used in a school-authorized martial arts class.

Personal Protection Spray

Persons over eighteen years of age and persons between fourteen and eighteen years of age with written parental or guardian permission may possess personal protection spray devices on school property. No one under eighteen years of age may deliver such devices, nor may anyone eighteen years or older deliver a spray device to anyone under fourteen or to anyone between fourteen and eighteen who does not have parental permission.

Personal protection spray devices may not be used other than in self-defense as defined by state law.

Possession, transmission or use of personal protection spray devices under any other circumstances is a violation of district policy.

Cross References:

3240 - Student Conduct Expectations and Reasonable Sanctions
3241 - Classroom Management, Discipline and Corrective Action
4260 - Use of School Facilities

Legal References:

RCW 9A.16.020 Use of force - when lawful
RCW 9.41.250 Dangerous weapons—Penalty
RCW 9.41.280 Dangerous weapons on facilities—Penalty — Exceptions
RCW 9.91.160 Personal protection spray devices
RCW 9.94A.825 Deadly weapon special verdict--definition
RCW 28A.600.420 Firearms on school premises, transportation, or facilities — Penalty — Exemptions

Management Resources:

2016 - July Issue
Policy News, August 2006 Weapons on School Premises
Policy News, August 1998 State Encourages Modification of Weapons Policy
Policy News, October 1997 Legislature also addresses “look-alike” firearms

Updated: April 25, 2016, February 19, 2019

Adoption Date: May 21, 2001

The board recognizes that parent and family engagement helps students participating in Title I programs achieve academic standards. To promote parent and family engagement, the board adopts the following policy, which describes how the district will involve parents and family members of Title I students in developing and implementing the district's Title I programs.

District-Wide Parent and Family Engagement

The district will do the following to promote parent and family engagement:

A. The district will involve parents and family members in jointly developing the district's Title I plan.

B. The district will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the district in the planning and implementing of effective parent and family involvement activities to improve student academic achievement and school performance.

C. The district will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all Title I schools. At that meeting, the following will be identified:

1. Barriers to greater participation by parents in Title I activities;
2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
3. Strategies to support successful school and family interactions.

The district will use the findings from the annual evaluation to design evidence-based strategies for more effective parental involvement and to revise this policy if necessary.

The district will facilitate removing barriers to parental involvement by doing the following: conducting joint parent meetings with other programs, holding meetings at various times of the day and evening. Title I funds may be used to facilitate parent attendance at meetings by payment of transportation and childcare costs.

D. The district will involve parents of Title I student in decisions about how the Title I funds reserved for parent and family engagement are spent. The district must use Title I funds reserved for parent and family engagement for at least one of the reasons specified in 20 U.S.C. § 6318(a)(3)(D).

E. The district and each of the schools within the district providing Title I services will do the following to support a partnership among schools, parents, and the community to improve student academic achievement:

1. Provide assistance to parents of Title I students, as appropriate, in understanding the following topics:

- a. Washington's challenging academic standards;
- b. State and local academic assessments, including alternate assessments;
- c. The requirements of Title I;
- d. How to monitor their child's progress; and
- e. How to work with educators to improve the achievement of their children

2. Provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

3. Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff with the assistance of parents, in the value and utility of contributions of parents and how to do the following:

- a. Reach out, communicate with, and work with parents as equal partners;
- b. Implement and coordinate parent programs; and
- c. Build ties between parents and the school.

4. Coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with similar strategies used under other programs, such as:

- a. Learning Assistance Program;

- b. Special Education;
 - c. State-operated preschool programs.
5. Ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children. The information will be provided in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. The district will provide the information, for example, school bulletin, website, beginning of school information, etc.

School-Based Parent and Family Engagement Policies

Each school offering Title I services will have a separate parent and family engagement policy, which will be developed with parents and family members of Title I students. Parents and family members will receive notice of their school's parent and family engagement policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

Each school-based policy will describe how each school will do the following:

1. Convene an annual meeting at a convenient time, to which all parents of Title I students will be invited and encouraged to attend, to inform parents of their schools' participation under Title I, to explain the requirements of Title I, and to explain the rights that parents have under Title I;
2. Offer a flexible meetings, such as meetings in the morning or evening;
3. Involve parents, in an organized, ongoing, and timely way in the planning, reviewing, and improving of Title I programs; and
4. Provide parents of Title I students the following:
 - a. Timely information about Title I programs;
 - b. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
 - c. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.

Each school-based policy will include a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve state standards. The compact must do the following:

- A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I students to meet Washington's challenging academic standards and describe the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom, and participating, as appropriate, in decisions relating to the education of their children, including the positive use of extracurricular time; and
- B. Address the importance of communication between teachers and parents on an ongoing basis through the following:
 1. Annual parent-teacher conferences in elementary schools during which the compact will be discussed as the compact relates to the individual child's achievements;
 2. Frequent reports to parents on their children's progress;
 3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Legal References: 20 USC 6311 ("No Child Left Behind Act")

Management Resources: Policy News, October 2008 Family Involvement Policy; Policy News, June 2005 Title I Parental Involvement Policy
Policy News, August 2003 No Child Left Behind Update

Adoption Date: February 19, 2019
Paterson School District

Civil Rights

PATERSON SCHOOL DISTRICT NON-DISCRIMINATION STATEMENT

Paterson School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups.

The following employees have been designated to handle questions and complaints of alleged discrimination:

- Compliance Officer, Joe West, Superintendent/ Principal, Paterson School, 51409 Prior Avenue, Paterson, WA 99345 (509)875-2601, joewe@patersonschool.org
- Section 504/ADA Coordinator, Joe West Special Education, Paterson School, 51409 Prior Avenue, Paterson, WA 99345 (509)875-2601, joewe@patersonschool.org
- Civil Rights, and Title IX Coordinator, Corey Ingvalson Title One Transition Coach and Middle School Teacher, Paterson School, 51409 Prior Avenue, Paterson, WA 99345 (509)875-2601, coreyi@patersonschool.org

Anyone may file a complaint against the district alleging that the district has violated anti-discrimination laws. This complaint procedure is designed to assure that the resolution of real or alleged violations are directed toward a just solution that is satisfactory to the complainant, the administration and the board of directors. This grievance procedure will apply to the general conditions of the nondiscrimination policy (Policy 3210). As used in this procedure: “Grievance” means a complaint which has been filed by a complainant relating to alleged violations of any state or federal anti-discrimination laws. “Complaint” means a written charge alleging specific acts, conditions or circumstances, which are in violation of the anti-discrimination laws. The time period for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) Specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint; or 2) Withholding of information that the district was required to provide under WAC 392-190-065 or WAC 392-190- 005. Complaints may be submitted by mail, fax, e-mail or hand-delivery to any district, school or to the district compliance officer responsible for investigating discrimination complaints. Any district employee who receives a complaint that meets these criteria will promptly notify the compliance officer. “Respondent” means the person alleged to be responsible or who may be responsible for the violation alleged in the complaint.

For details regarding the grievance steps, please ask the building administrator or refer to our nondiscrimination policy available on the website or in the school officer.

FOR FURTHER INFORMATION, PLEASE CONTACT OUR SCHOOL OFFICE AT:

P.O. Box 189 Paterson; 51409 W. Prior Avenue, Paterson WA 99345
Phone (509)875-2601 Fax (509) 875-2067

OR VISIT OUR WEBSITE AT
www.patersonschool.org

PATERSON SCHOOL DISTRICT No. 50

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

- Compliance Officer, Joe West, Superintendent/ Principal, Paterson School, 51409 Prior Avenue, Paterson, WA 99345 (509)875-2601, joewe@patersonschool.org
- Section 504/ADA Coordinator, Joe West Special Education, Paterson School, 51409 Prior Avenue, Paterson, WA 99345 (509)875-2601, joewe@patersonschool.org
- Civil Rights, and Title IX Coordinator, Corey Ingvalson Title One Transition Coach and Middle School Teacher, Paterson School, 51409 Prior Avenue, Paterson, WA 99345 (509)875-2601, coreyi@patersonschool.org