



Salnave Elementary Parent/Student Handbook

2022-2023

Salnave Elementary School
Home of the Sparrowhawks
1015 Salnave Road
Cheney, WA 99004
509-559-4700

<https://sal.cheneysd.org/>

Celina Brennan, Principal
Sara McKennon, Assistant Principal

Proudly Serving Our Community

Salnave Elementary School Sparrowhawks

Dreaming, Learning, Growing TOGETHER!

Helpful, **A**ttentive, **W**ell-behaved, **K**ind, and **S**afe

HAWKS here,
HAWKS there,
HAWKS, HAWKS everywhere!
HAWKS are helpful,
and attentive,
always well-behaved.
HAWKS are kind,
HAWKS are safe,
every single day!

Principal's Message to Parents

Dear Families,

Welcome to the 2022-2023 school year! We are dedicated to collaborating with staff, families, and community members to ensure the success of our students. As advocates for meeting the needs of the whole child, we will work to ensure the development and sustainability of instructional programs that support the social, emotional, and academic needs of every learner. Our staff strives to provide a safe and nurturing learning environment that fosters the optimal learning potential in each student. We welcome parent/guardian input and participation in order to create a solid partnership that empowers student learners.

The staff at Salnave is focused on our mission of “Dreaming, Learning, and Growing TOGETHER!” We aim to establish effective and purposeful goals, discover new knowledge and practices that maintain our intentional work with students, and celebrate the growth of all learners. We value staff, students, families, and community members partnering together to support the learning process. If you have the desire to make a difference at Salnave through volunteering, we invite you to pick up a volunteer packet in our office. Volunteers are needed to provide assistance in the classrooms, prepare materials in the office, offer support with our photo days, facilitate activities on the playground, and assist our school nurse with yearly vision and hearing screenings. PTO welcomes additional volunteer time for providing fun family events. I encourage you to become a volunteer in our school and a member of our PTO and serve based on the time you have to offer.

Please join us in encouraging our Salnave SparrowHAWKS to be Helpful, Attentive, Kind, Well-behaved, and Safe!

Sincerely,
Celina Brennan



Salnave Elementary School Sparrowhawks

Cheney School District

Dr. Ben Ferney, Superintendent

12414 S. Andrus Rd.

Cheney, WA 99004

509-559-4599 or 1-877-224-3639

Board of Directors

Mr. Mark Scott, District 1

Mr. Zachary Zorrozua, District 2

Mr. Henry Browne, Vice-President, District 3

Mrs. Stacy Nicol, Legislative Representative, District 4

Mr. Mitch Swenson, President, District 5

Salnave Elementary	509-559-4700
Salnave Attendance Line	509-559-4702
Salnave FAX Number	509-559-4740
District Office	509-559-4599 Toll-Free 1-877-224-3639
Dr. Ben Ferney Superintendent	509-559-4502
Mr. Tom Arlt Associate Superintendent	509-559-4550
Mr. Franklin Day Director of Student Support Services	509-559-4525
Cheney School District Transportation	509-559-4523

Cheney School District Mission Statement

Cheney Public Schools exists to guarantee a safe and caring environment where ALL students learn at high levels and graduate with options for post-secondary education, careers, and civic engagement.

Salnave Elementary Mission Statement

ALL Sparrowhawks will work together, using data, to ensure ALL students learn at high levels.

Salnave Elementary School Staff Directory

Certificated Staff

Celina Brennan	Principal	559-4701	cbrennan@cheneysd.org
Sara McKennon	Assistant Principal	559-4703	smckennon@cheneysd.org
Gwynn Moe	Counselor	559-4726	gmoe@cheneysd.org
Angela Brown	District Nurse	559-4721	aabrown@cheneysd.org
Stephanie Loucks	School Psychologist	559-4725	sloucks@cheneysd.org
Morgan Harvey	Preschool Teacher	559-4730	mharvey@cheneysd.org
Katie Barone	Kindergarten Teacher	559-4736	kbarone@cheneysd.org
Kayla Smith	Kindergarten Teacher	559-4735	kismith@cheneysd.org
Jessica Bailey	1st Grade Teacher	559-4734	jbailey@cheneysd.org
Amye Ellsworth	1st Grade Teacher	559-4733	aellsworth@cheneysd.org
Tessa Keeling	1st Grade Teacher	559-4731	tkeeling@cheneysd.org
Mandy Larson	2nd Grade Teacher	559-4713	alarson@cheneysd.org
Keri Van Horne	2nd Grade Teacher	559-4712	kvanhorne@cheneysd.org
Meriah Peplinski	2nd/3rd Grade Teacher	559-4709	mpeplinski@cheneysd.org
Bryn Swenson	3rd Grade Teacher	559-4711	bswenson@cheneysd.org
Aimee Heider	3rd Grade Teacher	559-4710	aheider@cheneysd.org
Meghan Pierce (Trainer)	4th Grade Teacher	559-4707	mtrainer@cheneysd.org
Anna Rockwood	4th Grade Teacher	559-4708	arockwood@cheneysd.org
Randi York	4th/5th Grade Teacher	559-4714	ryork@cheneysd.org
Alicia Hunt	5th Grade Teacher	559-4715	ahunt@cheneysd.org
Amanda Smith	5th Grade Teacher	559-4716	acsmith@cheneysd.org
Helen Elam	Literacy Interventionist	559-4755	helam@cheneysd.org
Heidi Hoblin	Math Interventionist	559-4705	hhoblin@cheneysd.org
Rebecca Ward	Math Intervention	559-4723	rward@cheneysd.org
Misty Smith	Special Education- Resource Room	559-4754	msmith@cheneysd.org
Carly Jackson	Speech/Language Therapist	559-4750	cbjackson@cheneysd.org
Leigh-Ann Meade	Speech/Language Therapist	559-4750	lmeade@cheneysd.org
Christine Ulbright	Physical Therapist	559-4739	culbright@cheneysd.org
Kylee Young	Librarian/Media Specialist	559-4704	kyoung@cheneysd.org
Mark Tatham	Music Teacher/Band & Strings	559-4706	mtatham@cheneysd.org
Scott Ziemann	Physical Education Teacher	559-4718	sziemann@cheneysd.org

Salnave Elementary School Staff Directory Classified Staff

Amie Heuschkel	Elementary Secretary	559-4700	aheuschkel@cheneyisd.org
Lisa Holtan	Attendance Secretary	559-4702	lholtan@cheneyisd.org
Jane Cindric	Health Aide	559-4727	mcindric@cheneyisd.org
Sharon Sage	Custodian	559-4700	ssage@cheneyisd.org
Christian Beal	Custodian	559-4700	cbeal@cheneyisd.org
Chris DeLeon	Cook	559-4724	cdeleon@cheneyisd.org
Mckayla Lee	Cashier	559-4729	mlee@cheneyisd.org
Karen Smith	Behavior Interventionist	559-4700	ksmith@cheneyisd.org
Brandy Peterson	Instructional Paraeducator	559-4700	bpeterson@cheneyisd.org
Lovejoy Sodoma	Instructional Paraeducator	559-4700	lsodoma@cheneyisd.org
Shantel Ableman	Instructional Paraeducator	559-4753	sfableman@cheneyisd.org
Susan Ford	Instructional Paraeducator- RR	559-4754	sford@cheneyisd.org
Chris Laird	Preschool Paraeducator - PK	559-4700	claird@chenesyid.org
Cheryl Ripley	Preschool Paraeducator - PK	559-4700	cripley@cheneyisd.org

Salnave PTO Officers

Kayla Chase	President
Mary Ann Blair	Vice President
TBD	Secretary
TBD	Treasurer

The Salnave PTO meets once monthly – time TBA.

Please join our Salnave PTO group and parents!

Teacher Qualifications

Cheney School District ensures that all teachers meet federal and state certificate requirements.

Parents may request the qualifications of their child's teachers by calling Angela Moses, Human Resources Manager, at 509-559-4509.

Please contact us if you have any questions after reading the information in this handbook. Thank you!

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Arrival and Dismissal

Children should not arrive before 7:40am. Classes begin promptly at 7:50am with the exception of Friday late-start days which begin at 8:50am. If a student arrives after this time, he/she must check in at the office and present a pass to his/her teacher. Breakfast is served at the start of the school day in classrooms. Students are dismissed at 2:20pm. **If your child's end-of-day plans change, please notify the office by 1:30 p.m. so your child can be notified of the change.** It is very difficult to ensure arrangements can be changed after that time.

We want our Sparrowhawks to arrive and depart school in a safe manner. To insure safety for our students, we ask your assistance and support in the following ways:

Riding the Bus

Please review bus expectations with your child and remind your child he/she is expected to maintain good self-discipline. Students riding the bus are expected to respect and obey the bus driver and follow the safety rules.

School Bus Behavior Expectations (The bus driver's directions are to be followed at all times!)

R.I.D.E.

- R. RESPECT AND SUPPORT** (Driver - Others - Bus)
- I. IN YOUR SEAT SAFELY** (Facing Forward - Sitting on Your Pockets - Hands to Yourself)
- D. DEFINITELY KEEP AISLES CLEAR** (Keep Belongings in Your Lap or on the Floor - Aisle is for Entering and Exiting Only - Keep Your Area Clean)
- E. EXTRA ATTENTION TO SAFETY** (Inside Voices - Voices Off at Railroad Tracks - Wait for Driver's Signal to Cross the Road)

If a student is having **behavioral issues while waiting for the bus**, they will be asked to go to the office and call a family member to come and pick them up.

Changing After-School Plans

If there is a need for any deviation from the normal routine, or if any person other than a parent or guardian is taking a student off campus, **a note** to that effect must be sent to the office. A call to the office by a parent/guardian can be directly made, as well. For safety reasons, students without notes/calls will follow their normal after-school plan. District procedure does not allow students to ride home with another student on the bus. **Calls home for confirmation are not possible without serious schedule delays for departing buses. Please notify our office of any change in plans before 1:30 p.m.**

Dropping off/Picking Up by Car

If you are bringing your child to school in the morning and/or picking your child up at the end of the day, please use the parent loop in the front of the school. If you plan to get out of your car to meet your child, please do not park in the parent loop so traffic can remain flowing. For additional safety, the loop on the side of our school is for buses only during student arrival and dismissal.

Walking to School

Obey traffic signals and/or the crossing guards.

Walk your bike through intersections.

Always walk with a buddy whenever possible.

Wear reflective material. It makes you more visible to street traffic.

Safe Walking Routes

In the spring of 2011 parents, students, crossing guards, law enforcement, city planners, teachers, and principals from Cheney participated in walking audits for all Cheney elementary schools and the middle school. From the results of these walk audits recommended Safe Routes to School were mapped and are available on the Cheney School district website at cheneysd.org and on the Salnave website.

Walking Recommendations

All students living north of Salnave Road are to cross at the intersection of Presley and Salnave where crossing guards will be present. The crosswalk at Bonnie Way and Salnave will no longer have a crossing guard and parents are asked to let their children know that crossing will not be approved at that location during school hours. Students living West of Presley will continue to have a crossing guard at Gregory Place. Students are asked to leave immediately after school while the crossing guards are available to provide safe crossing. Crossing guards are available in the morning from 7:35-7:48am and in the afternoon from 2:20-2:30pm.

Assessment

The Common Core Standards require a practical, real-life application of knowledge that prepares Washington students for success in college, work and life.

State Assessments

Each spring, all third through eighth grade students in Washington State will take an assessment called the Smarter Balanced Assessment. These assessments measure a student's progress toward college and career readiness in Mathematics and English language arts. In addition, fifth and eighth grade students will take the Washington Comprehensive Assessment of Science (WCAS). These assessments are important because teachers and administrators use the results to make decisions regarding curriculum and instruction. In addition, these assessments determine whether or not public elementary and middle schools in Washington meet federal requirements.

iReady Diagnostic

iReady is used by our educational staff to determine student strengths and areas of need, as well as individual student growth over time, in the areas of reading and mathematics. iReady testing takes place up to three times a year and results are shared with parents at Parent-Teacher Conferences.

Developmental Reading Assessment (DRA)

DRA is used by our educational staff to determine student strengths and areas of need as well as individual student growth over time, in the area of reading. DRA testing takes place up to three times a year and results are shared with parents at Parent-Teacher Conferences.

Students and teachers work hard to prepare for success on the state assessments.

Parents and guardians can help their children be successful in the following ways:

- Look for an announcement of testing days for your school, and make sure your child attends school on these days.
- Make sure your child gets plenty of sleep the night before testing, and that he or she eats a nutritious breakfast on testing days.
- Visit the Cheney School District website and look under Parent Resources to find information that will help you prepare your child for the state assessments

Attendance

Absences

Regular attendance is crucial to your child's success in school. Please plan appointments, vacations, and other activities outside the regular school day whenever possible. If your child is ill, or experiences a family emergency, please call the attendance line at 509-559-4702. When calling, please be **specific regarding the symptoms that are occurring** e.g.: high fever, sore throat, vomiting, etc. If you leave a message please be sure to include the student's full legal name, and the symptoms they are experiencing. Please complete a pre-arranged absence form and connect with the principal/designee regarding parent-approved activities (i.e. vacations, extracurricular activities) for absence approval. *An absence may not be approved if it is likely to cause a serious adverse effect on the student's educational progress.*

Contact must be made by the parent/guardian to excuse absences. If no contact is made with our attendance secretary, that student will receive an *Unexcused Absence*. Until a parent/guardian note or phone call is received, the absence will remain unexcused. Please see Board Policy/Procedure No. 3122 (on the Cheney School District website) for further details regarding student absences. A copy can also be made available by the principal.

If you plan to take your child out of school before the end of the school day, or after pickup is over, he/she **must be signed out** at the office by a parent or guardian before leaving the building.

When to Keep Your Child Home from School

In the school environment, students have increased physical contact with each other. Germs can spread rapidly under these conditions. Parents are asked to keep students home that have the following conditions:

- | | |
|--|------------------------------------|
| Cough | Congestion or drainage from nose |
| Muscle or body aches | Sore throat |
| New loss of taste or smell | Fatigue |
| Shortness of breath or difficulty breathing | Diarrhea and/or nausea or vomiting |
| Fever of 100 degrees or above within last 24 hours | Red eyes with itching and drainage |
| Weeping or crusty lesions on the face or body | Head lice |

Rash that appears to be spreading

OK to Return when: Symptoms are improving, fever free for 24 hours without the use of medication, **and** a negative covid test

OR

Return on day 6 from symptom onset with improvement of symptoms and fever free for 24 hours without the use of medication

Home Covid tests available in the health room, please reach out for questions and concerns. 509-559-4014

Calendar

Non-School Days for Students		
Labor Day	Monday	September 5, 2022
Professional Learning Day	Friday	October 14, 2022
Veterans' Day	Friday	November 11, 2022
Parent/Teacher Conferences	Monday-Tuesday	November 21-22, 2022
Thanksgiving Holiday	Wednesday-Friday	November 23-25, 2022
Winter Holiday		December 19, 2022 – January 2, 2023
Martin Luther King Jr. Day	Monday	January 16, 2023
Mid-Winter Break Day	Monday	January 30, 2023
Professional Learning Day	Friday	February 10, 2023
Presidents' Day	Monday	February 20, 2023
Parent/Teacher Conferences	Thursday-Friday	March 9-10, 2023
Spring Vacation		April 3-7, 2023
Memorial Day	Monday	May 29, 2023

Emergency School Closure Information

If school is closed or delayed due to weather, a school messenger phone message will be sent by our district to the primary contact number you provide to the school. Additionally, local news and radio stations will be informed of closures. If you believe school may start late or be closed, please tune to local television stations or local radio stations and websites.

Tentative Emergency Make-up Days have been calendared for:

- Friday, June 16
- Tuesday, June 20
- Wednesday, June 21
- Thursday, June 22

Discipline Procedures

This District's student discipline policy and procedure is designed to provide students and staff with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with this policy and procedure, the district's rules of student conduct, including behavioral expectations standards that respect the rights, person, and property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive climate for learning.

The purposes of these procedures include:

- Engaging with school personnel, students, parents, families and the community in decisions related to the development and implementation of discipline policies and procedures; and striving to understand and be responsive to cultural context
- Supporting students in meeting behavioral expectations, including providing for early involvement of parents or guardians;
- Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible;
- Providing educational services that students need to complete their education without disruption; during suspension and expulsion
- Facilitating collaboration between school personnel, students, and parents or guardians, and families to, and thereby supporting successful reentry into the classroom following a suspension or expulsion;
- Ensuring fairness, equity, and due process in the administration of discipline;
- Implementing culturally responsive discipline that provides every student with the opportunity to achieve personal and academic success
- Providing a safe environment for all students, and for district employees, and members of the community.

Supporting Students with Best Practices and Strategies

The District will implement culturally responsive discipline that strive to provide every student the opportunity to achieve personal and academic success. The administration of other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior available online at:

<https://www.k12.wa.us/student-success/support-programs/learning-assistance-program-lap/menus-best-practices-strategies/behavior-menu-best-practices-strategies>.

The District will ensure schools receive adequate support to effectively implement a continuum of identified best practices and strategies that:

1. Focus on prevention to reduce the use of exclusionary discipline practices;
2. Allow the exercise of professional judgment and skill sets; and
3. May be adapted to individual student needs in a culturally responsive manner.

Each school within the District will implement best practices and strategies consistent with this policy and procedure. Examples include: multi-tiered system of supports (MTSS) or positive behavioral interventions and supports (PBIS) framework, etc. All school personnel are authorized to implement the best practices and strategies identified in the [OSPI Menu of Best Practices & Strategies](#) for Behavior as well as building discipline standards. School personnel at each District school will review the identified best practices and strategies as well as building discipline standards as appropriate.

Unless a student's presence poses an immediate and continuing danger to others, or a student's presence poses an immediate and continuing threat of material and substantial disruption to the educational process, school personnel must first attempt one or more best practices and strategies to support students in meeting behavioral expectations before considering imposing classroom exclusion, short-term suspension, or in-school suspension. Before considering imposing a long-term suspension or expulsion, school personnel must first consider one or more best practices and strategies.

When administering best practices and strategies in response to behavioral violations, school personnel will follow district policy and procedure as well as building discipline standards.

Electronic Resources & Media

Computer Use at Salnave

Use of the Internet is an educational opportunity that requires users to act responsibly, ethically, and in accordance with network use guidelines. Students are responsible for their behavior and communications over the Internet. Users are expected to comply with Cheney School District standards outlined in Cheney School District Board Policy 2022 and Procedure 2022. This includes, but is not limited to the following:

Students will not:

- Send or display offensive messages or photos.
- Use obscene language.
- Violate copyright laws.
- Access inappropriate websites that contain objectionable, offensive, or obscene material.

Students are expected to use computers to help with schoolwork and learning and will only use the computers/Internet as instructed by school staff. Students will be guided toward appropriate materials by teachers. Students who use the computer inappropriately, including Internet use, will be restricted from computer use at school. If you have any questions about Internet use or District policies, please contact Mrs. Brennan or Mrs. McKennon.

Electronic Resources and Student Safety

To help ensure student safety and citizenship in online activities, all students will be educated about appropriate behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

Media

Photographs may occasionally be taken of students for use in the news media or school district publications, as well. ***If you do not want to have your child appear in a photograph, videotape, film or slide, please notify your child's school in writing.***

Electronic Devices and Toys

Personal electronic devices are not to be used during the school day. Students that bring toys, cell phones, or any other type of electronic device to school must turn them into their classroom teacher before school starts. The student may pick it up after school. Toys are not allowed in the classroom or on the playground unless prior arrangements have been made with the teacher and/or Principal.

Health Services

Health Information/Immunizations

Updated information regarding required immunizations is available at each school building or by contacting one of our District Registered Nurses. Most health forms are available on the District website under Parent Resources, Health Services.

REQUIRED IMMUNIZATIONS FOR SCHOOL YEAR 2022-2023

Parents— Are Your Kids Ready for School?

Required Immunizations for School Year 2022-2023



Instructions: To see which vaccines are required for school, find your child’s grade in the first column. Look at the matching row across the page to find the amount of vaccines required for your child to enter school.

	DTaP/Tdap (Diphtheria, Tetanus, Pertussis)	Hepatitis B	Hib (<i>Haemophilus influenzae</i> type B)	MMR (Measles, mumps rubella)	PCV (Pneumococcal Conjugate)	Polio	Varicella (Chickenpox)
Preschool Age 19 months to <4 years on 09/01/2022	4 doses DTaP	3 doses	3 or 4 doses* (depending on vaccine)	1 dose	4 doses*	3 doses	1 dose**
Preschool/ Transitional Kindergarten Age ≥4 years on 09/01/2022	5 doses DTaP*	3 doses	3 or 4 doses* (depending on vaccine) (Not required at age ≥5 years)	2 doses	4 doses* (Not required at age ≥5 years)	4 doses*	2 doses**
Kindergarten through 6th	5 doses DTaP*	3 doses	Not Required	2 doses	Not Required	4 doses*	2 doses**

Immunizations

Each student must have a completed Certificate of Immunization Status form on file at school, or present one prior to admission. The month, day and year of each dose of Diphtheria-Tetanus-Pertussis (DTaP-Td-Tdap), either oral or injected trivalent Polio Vaccine (OPV or IPV), Hepatitis B, MMR (measles, rubella [German measles] and mumps) is required. The Spokane County Health Department offers immunizations and examinations to children for a minimal charge. Kindergarten students enrolling in Cheney Public Schools will be given a 30-day grace period to comply with state immunization requirements.

Exemptions from the requirements are medical, religious or personal.

For information about immunizations, please call the Spokane County Health Department at 324-1600.

Prescription Medication and Doctor-Prescribed Over-the-Counter Medication

If a student is to receive medication of any kind, **the parent/guardian and the medical provider must complete the "Request for Medication" form #955. available from the school health assistant or the secretary.** The form must accompany the medication, and be signed by both the medical provider and the parent. Parents are responsible for providing medication in the original container labeled with the student's name, the physician's name, medication, time and dosage to be given. Please obtain a second bottle for this purpose that can be sent to school. **Medicine sent to school in a baggie or lunch box is unacceptable.**

Guidelines for Children with Life-Threatening Health Conditions

Prior to attendance at school, each child with a life-threatening health condition will present a medication or treatment order addressing the condition. A life-threatening health condition means a condition that will put the child in danger of death during the school day if a medication or treatment order providing authority to a registered nurse and nursing plan are not in place. Following submission of the medication or treatment order, a nursing plan will be developed.

It is vital to your child's safety during the school day that **if your child has a life-threatening health condition that may require medical services to be performed at school, you must immediately notify your school's principal or school nurse.** The necessary forms will be provided and a time will be arranged for you to meet with your child's school nurse.

Students may not attend/begin attending school until a health care plan is in place. Examples of life-threatening conditions are: diabetes, severe bee sting or food allergies, heart conditions, severe asthma, severe seizures, etc. **More information and assistance is available from the building nurse or health assistant.**

Change of Address

We attempt to keep up-to-date school records. Should your child become ill or injured at school, accurate information is essential. Please help us by informing the office of any changes in your address, home/work/cell phone numbers, and emergency numbers and contacts.

Homework and Dress

Appropriate Dress Guidelines

Salnave Elementary provides an academic environment that promotes a sense of community and respect for self and others. Our dress guidelines are designed to support these ideals and are enforced during the regular school day and at all other school functions. Dress or appearance that causes a disruption to the educational process or which presents health or safety problems is not allowed at school.

- Hats/caps are to be worn outdoors or with permission of their teacher. They should be worn as designed (not backwards or sideways).
- Shoes that are safety hazards on the playground at recess and during P.E. classes are not to be worn. This includes flip-flops, wedged heels, clogs or shoes with no backs. Heely's (in-shoe skates) are not allowed. Athletic shoes are required for P.E. classes.
- Clothing should be appropriate for, and not distracting to, the learning atmosphere.
- The final determination of the appropriateness of attire is the responsibility of the Principal.

Homework at Salnave

Homework helps your child improve academic achievement and increase interest in learning by providing:

- practice and reinforcement of skills;
- opportunities to complete unfinished class work;
- preparation for upcoming lessons, tests, and projects;
- opportunities for parental involvement in their child's education;
- additional time to read for pleasure.

Students are required to read across the curriculum, so the better the reader, the greater probability of understanding the subject areas. We encourage parents to provide good home-study conditions and examine assignments your student is bringing home.

Make-up Work

If a student is absent, parents or guardians can call the office or teacher's voice mail and request make-up work be sent home. Please call first thing in the morning to give the teacher time to prepare missed assignments and transfer them to the office. Some class activities, discussions and assignments cannot be made up at home. Students may then be given an opportunity in class to make up the assignment or be given an alternate assignment. Upon returning to school it is the student's responsibility (with support from parent/guardian) to get missing assignments and turn them into the teacher when they are due.

Nutrition Services

Kellisa Kulm, Interim Director 509-559-4506

Breakfast/Lunch

School breakfast and lunch are available to all students enrolled in school. Meals are served daily.

Nutrition Services is excited to announce that this school year Betz, Salnave, Sunset, and Snowdon elementary schools, Cheney Middle School and Westwood Middle School, and Three Springs High School qualified for the Community Eligibility Provision (CEP), which allows school districts to provide meals to these schools at no cost. In addition, Cheney Public Schools will pay for Windsor Elementary meals for those students who do not qualify for the Free and Reduced Meal program through ESSER funds for the 2022-2023 school year. Students at Cheney High Schools and HomeWorks! who do not qualify for Free and Reduced Price Meals will pay for meals.

The State Legislature passed House Bill 1878, requiring Local Education Agencies to increase school participation in the Community Eligibility Provision. This change allowed for more of our schools to qualify for CEP than ever before. The legislature also passed House Bill 1342, which eliminated co-pays for those who qualify for reduced-cost meals. The effect of these programs means more students will qualify for free meals than before the pandemic; however, we need families to support these programs by completing either a Household Information Survey or Free and Reduced Application.

If your child has a food allergy, it must be listed on the child's school health form and a note sent to the district nurse. A physician's note or signature is required for diet modifications.

Safe Celebrations

Traditionally, various celebrations at school have been accompanied by treats provided by families. With food allergies so numerous in our district, we must be careful to determine that foods are safe for all students. The Cheney School District Board of Directors approved additions to District Policy and Procedure No. 6700, which clarifies the procedures that must be followed when food and beverages are brought on campus for group

consumption. The procedure language is as follows:

1. All foods and/or beverages intended for group consumption during the school day **will be screened by school personnel in our healthroom** before distribution in the classroom.
2. Food designated for group consumption by students during the school day **shall be free of nuts, nut products, and shall not be manufactured in a plant that processes nuts.**
3. All food brought into the school for group consumption by students during the school day will be **commercially prepared and clearly labeled with ingredients.** Please read labels carefully before bringing them to school.

In addition; under this policy, treats that are **high in sugar and calories are not allowed to be offered to students during school hours.** Examples of treats that are no longer consumed as part of classroom celebrations include candy, cake (including cupcakes), regular fat potato chips, soda and other sugar-based drinks.

Our district nutrition policy was made in accordance with our goal of helping to **combat childhood obesity** and improving the health and wellness of our students. Studies show that kids consume up to 50 percent of their daily calories while at school, and those children who eat a regular, balanced diet consisting of lean proteins, whole grains, fruits and vegetables are more successful academically.

Please be assured we are not against celebrations. We simply need to ensure our students remain safe at school. Thank you for your understanding and cooperation.

Parent-Teacher Partnership

Research is clear that when parents and teachers work together a child tends to perform well in school. The following are some guidelines for how parents can contribute to a Parent/Guardian/Teacher Partnership to help children have the best possible learning experience.

Recognize the Commitment the Teacher Has Made

Teachers make a commitment that involves many hours of preparation beyond the school day. Please recognize this commitment and keep this in mind when problem-solving during the year.

Make Early, Positive Contact with the Teacher

Get to know your child's teacher early and establish a positive relationship. Please make sure when communicating with your child's teacher that it is an appropriate time and not disruptive to learning.

Don't Put the Student in the Middle

If you think your child's teacher is not handling a situation well, do not share that with your child. Rather, seek a meeting with the teacher for a private conversation.

Fill Your Child's Emotional Tank

Most importantly, be there for your child. Be a cheerleader for your child. Focus on the positive things your child is doing and show continuous support through the school year.

Encourage Other Parents/Guardians to Honor the Community

Show respect for other students and their families. More importantly, work together to promote a safe environment for all of our students.

Policies

Policies are available online under the “Our District” “School Board” tab, or in school offices.

Animals

There are specific requirements for animals to be present in our school. Requests to include animals in the instructional program of the classroom or school will be approved by the principal. Health issues (allergies, vaccinated status of the animal) involving students and staff will be addressed before permission is given to allow the animal in the school. (Policy and Procedure 2029)

The Cheney School Board of Directors acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a “service animal” as required by federal laws and Washington State’s law against discrimination. This policy governs the presence of service animals in the schools, on school property, including school buses and at school activities. A “service animal” means any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. The work or tasks performed by the service animal must be directly related to the individual’s disability. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks. Comfort or emotional support animals are not allowed. (Policy No. 2030)

Harassment, Intimidation, and Bullying Prevention

The District is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and patrons 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:

1. Physically harms a student or damages the student's property.
2. Has the effect of substantially interfering with a student's education.
3. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment.
4. 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).

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 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.

Any student who believes he or she has been the target of unresolved, severe, or persistent harassment, intimidation or bullying, or any other person in the school community who observes or receives notice that a student has or may have been the target of unresolved, severe, or persistent harassment, intimidation or bullying may report incidents verbally or in writing to any staff member. School district Form No. 109, Discrimination/HIB Incident Reporting Form, is available at each school site, on which a written report can be submitted. This form can also be found on the District website "Parent & Student Resources" "Harassment & Bullying" tab. (Policy and Procedure No. 3207)

Inquiries regarding compliance may be directed to the school district's compliance officer, Mr. Tom Artl, Associate Superintendent, 12414 S. Andrus Rd., Cheney, WA 99004.

Homeless Assistance

If you lost your housing and now live in a shelter, motel, vehicle, camping ground, or temporary trailer; on the street; doubled-up with family or friends; or in another type of temporary or inadequate housing due to an economic hardship, your child might be able to receive help through a federal law called the McKinney-Vento Act. Please contact our building liaison, Gwynn Moe (509-559-4726), for more information. (Policy and Procedure No. 3115)

Nondiscrimination Policy

Cheney Public Schools 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, economic status, pregnancy, familial status, marital status, the presence of any sensory, mental or physical disability, or the use of a trained guide dog or service animal by a person with a disability, and provides equal access to the Boy Scouts and other designated youth groups. (Policy and Procedure No. 3210)

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

Title IX/Chapter 28A.640 Officer/

Civil Rights Compliance Coordinator/ADA Coordinator

Mr. Tom Arlt, Associate Superintendent, Cheney School District,

12414 S. Andrus Rd., Cheney, WA 99004, Phone: (509) 559-4550 Email: tarlt@cheneysd.org

Section 504 Coordinator

Mr. Franklin Day, Director, Student Support Services, Cheney School District,

12414 S. Andrus Rd., Cheney, WA 99004, Phone: (509) 559-4507 Email: fday@cheneysd.org

Sexual Harassment Prohibited

The District prohibits sexual harassment of students, employees and others involved in school district activities, as defined in School Board Policy and Procedure No. 3205 (students) and Policy and Procedure No. 5011 (staff). These Policies and Procedures, including the informal and formal complaint process, are available on the District website under "Our District," "School Board," "Board Policies and Procedures." They are also available in each District building.

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Student Conduct

Policy and Procedure No. 3240 explain the general policy of the district regarding student conduct, general expectations, and examples of unacceptable conduct. Policy No. 3241 describes the disciplinary actions that may be imposed by Cheney Public Schools if a student should violate district policy. Disciplinary action may include restorative practice, suspension, expulsion, or emergency action. It may also include a recommendation for counseling, mediation or other options. Rights of students regarding notice of intended disciplinary action are included in this policy. A student's rights, rights of appeal and the appeal process are also outlined in this policy.

Student Records and Directory Information

Pursuant to the Family Educational Rights and Privacy Act, it is the policy of Cheney Public Schools to annually notify parents, guardians, or adult-age students (18 years of age or older) that they have the right of access to student records, to request corrections of or amendments to such records, and to appeal any refusal of a request to change or amend such records.

Student records will not be released without the consent of the student's parent/guardian or that of the adult-age student, except as provided by law or District policy. Specifically, directory information, as defined in District Policy No. 3231, and requests for records from schools where students have transferred will be released by the District without written consent. An example of a non-profit entity that requests such information is the United States military. Photographs may occasionally be taken of students for use in the news media or school district publications, as well. ***If you do not want any information released to any and all such non-profit organizations, or if you do not wish to have your child appear in a photograph, videotape, film or slide, please notify your child's school in writing.*** This written request can be placed on file at any time during the school year. Inquiries regarding compliance with the Family Educational Rights and Privacy Act may be directed to Mr. Tom Arlt, Associate Superintendent, 12414 S. Andrus Rd., Cheney, WA 99004, Phone: (509) 559-4550.

Student Rights and Responsibilities

Cheney Public School's policies and procedures concerning student rights and responsibilities (behavior, attendance, discipline, etc.) are available from each school principal, and can also be viewed on the district website under "Our District" and the "Board of Directors" tab. (Policy and Procedure No. 3200)

Weapons Policy

It is a violation of District policy (No. 3215/4210) and state and federal law for any person to carry a firearm or dangerous weapon on school premises, school-provided transportation or areas of other facilities being used 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 for school activities in violation of RCW 9.41.280 is a criminal offense.

- Firearms are defined as weapons or devices from which a projectile or projectiles may be fired by an explosive such as gunpowder, including: **handgun, rifle, any projectile device**
- Dangerous weapons also include (not limited to): **air guns, nun-chu-ka sticks, throwing stars, sling shots, stun guns, clubs, any knife or razor, brass knuckles, explosives**

- Weapons also include: **dummy/look-alike objects or any object used to threaten or injure**

Any elementary or secondary student who is determined to have carried a firearm onto, or to have possessed a firearm on, public elementary or secondary school premises, public school-provided transportation, or areas of facilities while being used by public schools, **shall be expelled from school for not less than one year** pursuant to RCW 28A.600.420, subject to appeal, with notification to parents and law enforcement.

There are a large number of important notices which are printed in the annual notification pamphlet posted on the District website under “Parent & Student Resources.”

Programming

Highly Capable Programs

In order to develop the special abilities of each student, the District will offer a highly capable program which provides kindergarten through twelfth grade students who are selected for the program with access to basic education programs that accelerate learning and enhance instruction. Highly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments. Outstanding abilities are seen within a student's general intellectual aptitudes, specific academic abilities, and/or creative productivity within a specific domain. These students are present not only in the general populace, but are present within all protected classes. Referrals are permitted and accepted based on data or evidence from teachers, other staff, parents, students, and members of the community. Referrers will use the District's referral form to refer a student to be considered for identification in the program. Each year students new to the district and students currently enrolled may be nominated for the program. The coordinator for our district is Ann Ottmar (559-4566). Assessments of students nominated for the Highly Capable Program take place in fall and spring. (Policy and Procedure 2190)

Special Education and Related Services

The Board recognizes that students whose disabilities adversely impact educational performance and who require specially designed instruction can improve their educational performance when they receive special education and related services tailored to fit their needs. The District adopts the state's full educational opportunity goal to provide students in need of special education services with a free appropriate public education. Special education programs for eligible students will be an integral part of the general educational programs of this District, and will be operated in compliance with federal and state requirements governing special education. The District will provide a continuum of placement options which may include services within and outside the District depending on the student's needs. Not all students with disabilities are eligible for special education services. The needs of those students will be addressed individually and, if appropriate, the student will be provided accommodations or modifications required under Section 504 of the Rehabilitation Act of 1973, in accordance with District policy and procedures. (Policy and Procedure 2161)

Title 1/LAP

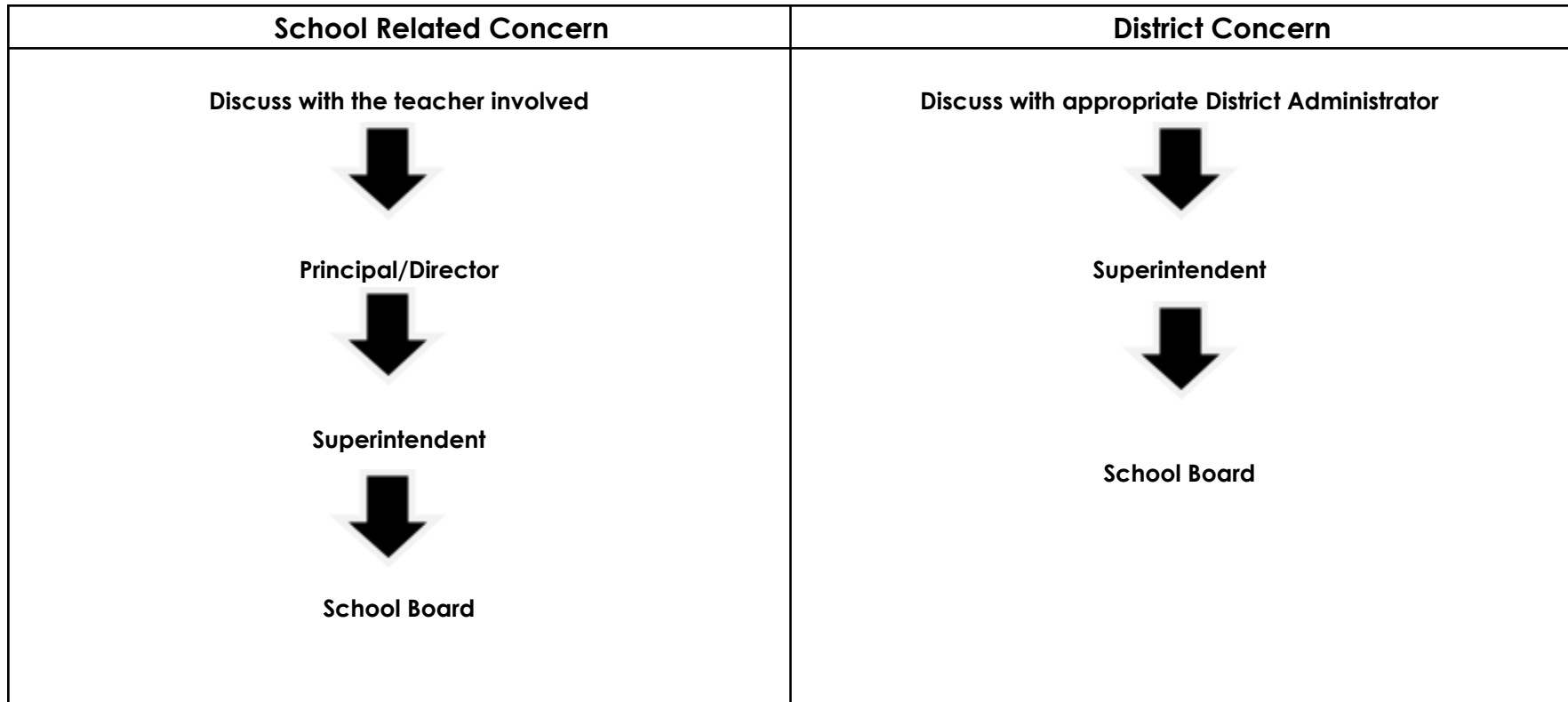
The District will implement a Learning Assistance Program (LAP) designed to enhance educational opportunities for students enrolled in kindergarten through twelfth grade who are not meeting academic standards by providing supplemental instruction and services to those students. "Students who are not meeting academic standards" means students with the greatest academic deficits in basic skills as identified by statewide, school, or district assessments or other performance measurement tools. (Policy 2108)

Transitional Bilingual Instruction Program

The Board is committed to ensuring an equal educational opportunity for every student in the schools and programs of the District. While English is the basic language of instruction in its schools, the District will provide a Transitional Bilingual Instruction Program for children whose primary language is not English and whose English skills are sufficiently deficient or absent to impair learning. The District's Transitional Bilingual Instruction Program is designed to enable students to achieve competency in English. A Transitional Bilingual Instruction Program, as defined by state law, means a system of instruction which uses two languages, one of which is English, to build upon and expand language skills to enable the student to achieve competency in English. In those cases where the use of two languages is not practicable, appropriate instruction for English language learners may be provided primarily in English. The District will provide English language learners appropriate core academic instruction in addition to language instruction. The District's Transitional Bilingual Instruction Program is intended to supplement core academic instruction. (Policy and Procedure 2110)

Resolving a Concern

Cheney Public Schools staff members strive to resolve all concerns. Those closest to the concern can most accurately and efficiently address the problem. You are encouraged to follow the steps detailed below when identifying a concern.



Safety Procedures

Emergency Drills

Every month we will engage in Emergency Drills. These are routines we practice ensuring students clearly know that these are drills. Teachers and staff pre-teach and lead students through our protocols. In accordance with Washington State requirements, we will practice the following drills throughout the school year:

- Evacuation
- Lockdown
- Shelter-in-Place
- Earthquake

Volunteers

Volunteers are welcome at Salnave. All volunteers are required to fill out a Cheney Disclosure Form and State Patrol background check. These are updated every two years. Parents who wish to volunteer are encouraged to attend a volunteer training and required to read the volunteer handbook. Contact our office at 559-4700 for information about how to volunteer in our school.

School-wide Learning Environment Plan

The school-wide learning environment plan is designed to create an environment that is productive, emotionally and physically safe and respectful for all students and school personnel. Our intent is to make Salnave an outstanding place to learn and grow! The staff is proactive, positive, consistent, and instructional while using the principles of the Positive Behavior Intervention Support. Students are taught all of the building and recess behavioral expectations and are reinforced for using appropriate behavior. Teachers build positive relationships with students, help them solve problems and learn from their mistakes and to understand the consequences of their choices.

Guidelines for Student Success



Procedures to Encourage Responsible Behavior

Second Step - Social Skills Program

Second Step is a social skills program with emphasis on empathy training, problem solving, and anger management.

- ◆ **Empathy:** Students are trained in ways to "empathize" or understand other people's feelings.
- ◆ **Anger Management:** What to do when you are angry.
- ◆ **How to Solve Problems:** Students learn steps to solving problems

Positive Programs at Salnave

- **Caughts:** Kids will be "caught being learning ready" following the 'HAWKS' guidelines. All staff members may give a Caught ticket for observing a student demonstrating that they are following the HAWKS guidelines and engaged as a learner.
- **Classroom Caughts:** These are given by staff members to entire classrooms for displaying HAWKS characteristics as a team. A bar graph is displayed near the office celebrating teamwork.
- **Attendance Awareness Month:** Each September, awareness is built with students regarding positive attendance. Recognition is given throughout the month and the rest of the year.
- **Bullying Prevention Month:** Each October staff and students are involved in many activities for Bullying Prevention.
- **Student of the Week:** Individual students will be recognized each week for being a role model for the HAWKS guideline of focus.
- **PACE Awards:** Individual students will be recognized monthly in conjunction with the PACE Character Trait of focus.
- **Kindness Recognition:** When students are "spotted" being kind, staff can recognize students for their kindness. As a school we are continuing to build upon our "kindness chain" that represents the random acts of kindness we recognize in our school community.

Student Leadership

Student Council/ASB

The Student Council, under the leadership of Mrs. Heider and Mrs. Peplinski, plan student activities and promote community service to develop school pride and give students experience with a representative democracy. ASB officers include a president, vice-president, secretary and treasurer. Each classroom in second through fifth grade elects two classroom representatives to meet with the officers to make decisions.

Patrol

4th and 5th grade students can apply to participate in patrol once they have turned 10 years old. Schedules are built for the morning and afternoon. If you have questions regarding your child joining patrol, please connect with Lisa Holtan 559-4702.

Kindness Ambassadors

Students will have the opportunity to apply to be a kindness ambassador in our school. Students work with Mrs. Brennan and Mrs. Mckennon to develop activities for our Sparrowhawks to encourage kindness.

HAWK Helpers

4th and 5th grade students can apply to be a HAWK Helper to offer leadership before and after school, as well as on our playground. Students work with Mrs. Moe to promote our HAWKS guidelines, help younger students, and model HAWKS behavior.

Transportation Services

Shane Ableman, Director, Cheney School District Transportation, 509-559-4523

Charlie Pyke, Assistant Director, Cheney School District Transportation, 509-559-4523

The Transportation Department of Cheney Public Schools is committed to efficiently and safely transporting students to and from school. In order for us to ensure student safety, we will accommodate **one pick-up and drop-off address per student**. Please call the Transportation office for answers to all scheduling and bus stop questions.

We want our Sparrowhawks to arrive and depart school in a safe manner. To insure safety for our students, we ask your assistance and support in the following ways:

Riding the Bus

Please review bus expectations with your child and remind your child he/she is expected to maintain good self-discipline. Students riding the bus are expected to respect and obey the bus driver and follow the safety rules.

School Bus Behavior Expectations (The bus driver's directions are to be followed at all times!)

R.I.D.E.

R. RESPECT AND SUPPORT

(Driver - Others - Bus)

I. IN YOUR SEAT SAFELY

(Facing Forward - Sitting on Your Pockets - Hands to Yourself)

D. DEFINITELY KEEP AISLES CLEAR

(Keep Belongings in Your Lap or on the Floor - Aisle is for Entering and Exiting Only - Keep Your Area Clean)

E. EXTRA ATTENTION TO SAFETY

(Inside Voices - Voices Off at Railroad Tracks - Wait for Driver's Signal to Cross the Road)