

# Washington Elementary School Student Handbook



## Table of Contents

Section 1: About Washington Elementary School	4
Letter from the Principal	5
Staff Directory	6
Bell Schedule	7
Arrival Time	7
Student Absences	8
Illnesses	12
Medications	13
Immunizations	14
Common Diseases of Children	14
Positive Behavioral Intervention and Supports (PBIS)	16
R.O.A.R. Matrix	17
Social-Emotional Learning	18
Morning Meetings	19
Student Dress	20
Breakfast Program	20
School Lunches	20
Student Records	21
Volunteering/Visiting	21
Student Pick-up Procedures	22
Student Drop-off Procedures	22
Parking Lot Safety: Pick-Up/Drop-Off Map & Procedures	23
Bikes/Scooters	24
Bus Transportation	24
Student Computer Use	26
Custody/Restraining Orders	26
School Closures	26
Personal Property and Pets	26
Animals on School Grounds	27
Lost and Found	27
Party Invitations and Treats	27
Weapons	27
Use of Student Likeness - Denial Form	29
Section 2: State and District Policies and Procedures	30
Notification of Rights under Family Educational Rights and Privacy Act (FERPA) for Elementary and Secondary Schools	31

Student Exceptional Misconduct (KSD Policy #3314)	33
Child Abuse and Neglect (KSD Policy #3421)	34
Sexual Harassment (KSD Policy #5013)	35
Prohibition of Harassment, Intimidation, Bullying and Cyber Bullying (KSD Policy# 3207)	35
Retaliation/False Allegations	36
Discrimination/Harassment:	36
Student Discipline	39
Asbestos and Pest Management Plan	40
School Facilities	42

**Section 1:  
About Washington Elementary School**



**WELCOME BACK!**

Welcome to Washington Elementary School, Home of the Tigers! This Student Planner & Handbook is intended to share information about school rules, policies, programs, and procedures at Washington Elementary.

We encourage parents to familiarize themselves with the Student Planner & Handbook to learn about our school systems and expectations. Washington Elementary staff look forward to the parent/school partnership to encourage the academical and social-emotional success of every child.

## Letter from the Principal

Dear Tiger Students and Families,

As we embark on the second year together at Washington Elementary, I am filled with excitement and optimism for what lies ahead. Reflecting on the previous year, I am incredibly proud of the growth and hard work of our students, team, and learning community.

Going into the new school year, Washington remains committed to providing a safe, inclusive, and engaging environment where every student can thrive academically, socially, and emotionally. Your continued support and involvement will be instrumental in ensuring our school is a vibrant and nurturing place for all learners.

Our priorities for this year include increasing and enhancing our inclusionary practices, improving daily attendance of all students, and promoting positive student behavior. Here is a brief overview of these important initiatives:

1. **Increase Inclusionary Practices:** We are committed to creating an inclusive learning environment where every student feels valued and supported. This year, we are re-imagining systems, rethinking protocols, and implementing new strategies to ensure that all students including students with special needs, second language learners, and learners from diverse backgrounds, are all receiving equitable access to an enriching educational experience.
2. **Improving Daily Attendance:** Regular attendance is critical to academic success. We are launching an attendance initiative with a goal of 90 percent average daily school-wide attendance. We will aim to reduce absenteeism and tardiness through incentive programs aimed at recognizing and rewarding students with excellent attendance records, outreach efforts aimed at providing resources and support to help overcome barriers to regular attendance, and by monitoring and assisting students who are frequently absent or late to ensure they receive the support they need to attend school consistently.
3. **Promoting Positive Student Behavior:** Creating a positive school climate is essential for learning. We will continue to implement and expand our Positive Behavioral Interventions and Supports (PBIS) framework. Our goals are to encourage respect and responsibility by teaching and reinforcing expectations for behavior, celebrating students who demonstrate positive behavior through various recognition programs, and providing support by offering additional interventions, maximizing restorative practices and opportunities for skill-building and student accountability.

We believe these initiatives will make a significant difference in the academic and social-emotional growth of our students, and we look forward to partnering with you in this work.

If you have any questions or concerns, please do not hesitate to reach out. Communication is key to our shared success! I also encourage you to stay connected with us throughout the year by signing up for ~~ParentSquare~~, following our [school's Facebook](#) page, or via email, or phone.

Thank you for your continued support and partnership. Together, we can make this year an exceptional one for our students!

With warm regards,

Jen Veach

Jen Veach, Ed.D.  
*Principal, Washington Elementary*  
Phone: 509.222.6204  
Email: [jen.veach@ksd.org](mailto:jen.veach@ksd.org)

## Staff Directory

### MAIN OFFICE STAFF

**Principal** Dr. Jen Veach      **Lead Secretary** Angie Valdez  
**Assistant Principal** Amber Culhane      **Attendance Secretary** Cindy Dunham

### WASHINGTON ELEMENTARY STAFF

Click on the link below to access the staff directory of Washington Elementary staff.

[Washington Elementary Staff Directory](#)

### CONTACT INFORMATION

Location	Phone Number	Office Hours
105 W. 21st Avenue Kennewick, WA 99337	(509) 222-6200	8:00 a.m. - 4:00 p.m.

### Bell Schedule

<b>School Starts:</b> 8:40 a.m.		
<b>TK-G2 Recess:</b> 10:25 - 10:40 a.m.		
<b>Grade Level</b>	<b>Lunch</b>	<b>Recess</b>
TK-G1	11:25 a.m. - 11:55 a.m.	11:55 a.m. - 12:15 p.m.
G2-G3	12:00 p.m. - 12:30 p.m.	12:30 - 12:50 p.m.
G4-G5	11:00 a.m. - 11:30 a.m.	11:30 - 11:50 a.m.
<b>G4-G5 Recess:</b> 1:50 - 2:05 p.m.		
<b>G3 Recess:</b> 2:20 - 2:35 p.m.		
<b>Dismissal:</b> 3:17 p.m. on Mondays, Tuesdays, Thursdays, Fridays 2:00 p.m. on Wednesdays		

### Half-Day Schedule

<b>School Starts:</b> 8:40 a.m.
<b>Lunch:</b> Students will receive lunch before leaving for the day. They will be able to eat in class before school ends.
<b>Dismissal:</b> 11:27 p.m.

### Arrival Time

Please make sure your child arrives at school as close to 8:40 a.m. as possible; there is no playground supervision available prior to 8:30 a.m. Students are not allowed to attend school until 8:30 a.m. unless participating in an approved before-school extracurricular activity pre-approved by administration.

If a student arrives prior to this, the parent will be notified, and a parent meeting may be scheduled with school administration.

## Student Absences

### The Importance of Good Attendance

Attendance is a significant indicator in student success. Starting in Kindergarten, 64% of students with 9 or fewer absences per year (one or less absences per month) were able to read on grade level in third grade. In comparison, 43% of students with 9 or greater absences per year were on grade level in third grade (Applied Survey Research, 2011). Additionally, a study by Jensen and King (2019) concluded that students with 9 or greater absences were significantly behind their peers at every grade level. For example, first grade students with chronic absenteeism were 32 percentile points below first grade students who had no absences the prior year, and subsequently increased to 41 percentile points by the end of the year.

In addition to adverse academic outcomes, Gottfried (2013) found that students missing 10% of the school year (about 18 days per year) are more likely to struggle socially and behaviorally. Students feel a greater sense of alienation, or a sense of belonging, with their peers, and are more likely to have negative interactions with them. As a consequence, academic achievement and social-emotional skills are impeded as both students' and teacher time, resources, and instruction are disrupted.

Washington Elementary strives to provide an exceptional education for all students, to improve academic achievement and socioemotional development of all students. Our staff prioritizes the future of our students and are committed to helping your student to attend and access education. In efforts to improve student success for your student, Washington's strategic goal centers on attendance.

### Washington Elementary Goal

Washington Elementary students will attend 90% or more of the school year, with an average attendance rate of one or less missed days.

### What We Need from You

We miss your students when they are absent, and we value their contributions to our school. We would like you to help ensure that your student attends regularly and is successful in school. Please consider the following suggestions by Attendance Works (n.d.) to improve attendance for your student:

- Set a regular bedtime and morning routine.
- Lay out clothes and pack backpacks the night before.
- Introduce your children to their teachers and classmates before school starts.
- Develop backup plans to get to school if something comes up. Call on a family member, a neighbor or another parent. Partner with a school staff member, such as the Community in Schools (CIS) coordinator, administrator, or a counselor, to work together in getting your student to school.
- If your child seems anxious about going to school, talk to teachers and school counselors for advice on how to make your child feel comfortable and excited about learning. Also, here is a resource if your student is struggling with anxiety. [Anxiety Resource](#)
- Keep an attendance chart at home. Set up medical and dental appointments for weekdays after school.
- Use sound judgment about mild medical complaints:
  - If your student complains of a stomachache or headache, and medical concerns have been ruled out, send him/her to school and ask the school to check in during the day.



- If your student has a cold but no fever (less than 100 degrees), attempt to send him/her to school.
- If your child must stay home due to illness, ask the teacher for resources and ideas to continue learning at home.

### **Compulsory Attendance Law**

Every child, eight to eighteen years of age, is required to attend school [RCW 28A.225.010](#)). Five, six, and seven-year-old children who are enrolled in school are also subject to compulsory attendance requirements. It is the responsibility of the parent(s)/ guardian(s) to cause the child to attend.

### **KSD Policy 3122: Excused and Unexcused Absences**

It is important that you understand our school policies and procedures, as well as Washington State Law, to ensure your child is successful in school. State law for mandatory attendance, called the Becca Bill, requires children from age 8 to 17 to attend a public school, private school, or a district-approved home school program. Youth who are 16 or older may be excused from attending public school if they meet certain requirements. [RCW 28A.225 - Compulsory School Attendance and Admission](#)

#### ***Excused Absences***

If your student has five excused absences in one month or ten excused absences in the school year, state law [RCW 28A.225.018](#) requires the school to schedule a conference with you and your student to identify the barriers and supports available to ensure regular attendance. Exceptions, such as prior notification or provision of a doctor's note in combination with a formal attendance plan created with administration, will be considered. A student with ten excused absences or more will be required to provide a doctor's note for any additional absence related to physical or mental health reasons.

Absences due to the following reasons are excused:

- A. Physical health or mental health symptoms, illness, health condition or medical appointment for the student or person for whom the student is legally responsible. Examples of symptoms, illness, health conditions, or medical appointments include, but are not limited to medical, counseling, mental health wellness, dental, optometry, pregnancy, and behavioral health treatment (which can include in-patient or out-patient treatment for chemical dependency or mental health).
- B. Family emergency, including but not limited to a death or illness in the family.
- C. Religious or cultural purpose, including observance of a religious or cultural holiday or participation in religious or cultural instruction.
- D. Court, judicial proceeding, court ordered activity, or jury service.
- E. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview.
- F. State-recognized search and rescue activities consistent with [RCW 28A.225.055](#)
- G. Absence directly related to the student's homeless or foster care/dependency status.

- H. Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with [RCW 28A.705.010](#).
- I. Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to [Chapter 392-400 WAC](#) if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in [WAC 392-121-107](#).
- J. Absences due to student safety concerns, including absences related to threats, assaults, or bullying.
- K. Absences due to a student's migrant status.
- L. An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth. An absence may not be approved if it causes a serious adverse effect on the student's educational progress (i.e., participation classes such as PE or music).
- M. Excused absence for chronic health conditions. A student with a chronic health condition which interrupts, regular attendance and participation may qualify for placement in a limited attendance and participation program. Staff shall be informed of the student's needs though the confidentiality of medical information shall be respected at the request of the parent(s)/ guardian(s).

A school principal or designee has the authority to determine if an absence meets the criteria outlined for an excused absence.

Assignments and/or activities not completed or late because of an excused absence may be made up in the manner provided by the teacher.

### ***Unexcused Absences***

Each school is required to take daily attendance and notify you when your student has an unexcused absence. An unexcused absence/truancy is defined as a day, or part of a day, in which a student does not attend school and the parent(s)/guardian(s) or the school has not given permission for the student to miss school, the absence does not meet the excused absence criteria identified above, or the excused absence was found to be inaccurate.

If unexcused absences occur:

- A warning letter and a conference shall follow two unexcused absences of this type in a month. A student's grade shall not be affected if no graded activity is missed during absence.
- If your student has three unexcused absences in one month, state law (RCW 28A.225.020) requires the school to schedule a conference with you and your student to identify the barriers and support available to ensure regular attendance.
- If five unexcused absences in a month occur, a conference shall be held between the parents (or guardian), student, teacher, and principal. At this conference, all parties involved shall discuss the problem.

- If seven unexcused absences in a month occur *or* your student has ten unexcused absences in a year, the school is required to file a petition with the Juvenile court, alleging a violation of [RCW 28A.225.010](#), the mandatory attendance laws. The petition may be automatically stayed, and your student and family may be referred to a Community Truancy Board, or you and your student may need to appear in Juvenile Court. If your student continues to be truant, you may need to go to court.

During a parent/guardian conference, a member of the attendance team and parent(s)/guardian(s) will develop an attendance plan that may require an assessment to determine how to best meet the needs of your students and reduce absenteeism.

If your student has an Individualized Education Plan (IEP) or a 504 Plan, the team that created the plan needs to reconvene to discuss attendance.

Please see the Kennewick School District policies & procedures on excused and unexcused absences, tardies, etc., at [www.ksd.org](http://www.ksd.org) or click on the attached link ([KSD Policy 3122](#)) for additional information regarding attendance policies and truancy processes.

### ***Chronic Absenteeism***

Chronic absenteeism is a major issue in America today. A study conducted by Jordan and Miller (2017) found that over 7 million students missed over three weeks of school and a fifth of the nation's schools are considered chronically absent. Consequently, chronically absent students are more likely to struggle in reading, math and social skills.

Students identified as chronically absent are determined by:

- Beginning of year:
  - 2 absences in the first 2 weeks
  - 2-3 absences in the first 4 weeks
  - 4 absences in the first 2 months
- During school year:
  - Missing 10% of school per school (2-3 absences)
  - Missing 10% of school for the school year (15 or more absences)

If a student is determined to be chronically absent from school based on the criteria above, the attendance team will schedule a conference with the parents/guardians. The purpose of the conference is to partner together to identify barriers to success, develop an attendance plan, and provide additional resources to the family if possible. Additionally, if a student with a history of chronic absenteeism has 2 absences within a month, the attendance team may schedule a parent/guardian meeting.

If a student is absent for twenty (20) consecutive days without notification of the cause for the absence given to the school the student will be withdrawn from school.

### **Notification of Absence**

State law requires that when a child is absent from school, the parent/guardian must notify the school and provide a reason for the absence. Whenever your child is absent,

you must either call the office to explain the reason for the absence or send a written excuse with him/her. If additional clarity for the absence is needed school administration will contact the parent/guardian of the student.

As mentioned previously in *Excused Absences*, a student with ten absences or greater will be required to provide a doctor's note for absences related to physical or mental health reasons.

### **Late Arrival to Class/Early Dismissal**

A student will be considered late if he/she arrives after the start-up bell. When a student's lateness becomes frequent or disruptive, the student will be referred to the attendance team, such as the principals or counselor. If counseling and conference with parent(s)/ guardian(s) are ineffective in changing the student's attendance behavior, he/she may be subject to truancy processes.

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

### **School Contact Information to Notify Absence**

When your child is absent, please call the school at 509-222-6200.

## Illnesses

In adherence to Washington state legislation (RCW 28A.320.294), the Kennewick School District is committed to creating a healthy and safe learning and working environment for students, staff members, and families. As a part of our commitment to the well-being of staff and students at our school, here is a guide on when it might be necessary to keep your child at home due to illness. This information is intended to assist in making decisions about your child's health and school attendance.

### **When to Keep Your Child at Home:**

- **Fever**  
**Stay Home:** If fever reaches a temperature of 100.4 degrees or greater.  
**Return to School:** Fever free for 24 hours without taking fever-reducing medication.
- **Cough/Congestion**  
**Stay Home:** If cough or congestion is severe, causes difficulty breathing, or is accompanied by fever.  
**Return to School:** When symptoms improve or are mild and manageable.
- **Vomiting**  
**Stay Home:** One or more unexplained episodes.  
**Return to School:** Free for 24 hours or a note from healthcare provider.
- **Diarrhea**  
**Stay Home:** Three (3) or more times a day or unable to control bowels.  
**Return to School:** Free for 24 hours or a note from healthcare provider.

- **Rash**  
**Stay Home:** If a rash is accompanied by fever or spreading.  
**Return to School:** When rash is gone or clearance note form from healthcare provider.
- **Conjunctivitis (Pink Eye)**  
**Stay Home:** Redness and eye discharge.  
**Return to School:** Redness and eye discharge are gone or note from healthcare provider.
- **Major Health Event**  
**Stay Home and communicate with the school nurse:** Any illness the nurse should know about so we can follow up with the student if lasting two (2) or more weeks or a hospital stay or a health condition that requires more care than school staff can safely provide.  
**Return to School:** After the school has order from your healthcare provider, and measures are in place with accommodations needed for the student to safely return.

**Please Note:**

- This information is not a substitute for professional medical advice, diagnosis, or treatment.
- If you have specific questions or need advice regarding your child's health, please contact a qualified healthcare provider or reach out to the school nurse.
- The guidelines provided are in line with public health recommendations but should not be interpreted as medical directives.

Please call the nurse at 222-6203 if you have any questions

**Medications**

Because of recent changes made in the laws by the legislators, our policies dealing with students' medication have been changed. Under normal circumstances, prescribed medication should be dispensed before and/or after school hours under the supervision of the parent or guardian.

If conditions require the student to receive oral medication from an authorized staff member during school hours, the parent or legal guardian must submit a written request accompanied by authorization with written directions from a licensed physician or dentist. This applies to any medical condition(s) diagnosed by a medical provider in which the student needs medication as well as over-the-counter medication. The order shall be current and reviewed and updated as needed, but in no case shall it remain in effect beyond the current school year. Medication must be in the original container, and if prescription medication, be labeled by a physician, dentist or pharmacist.

The following lists the procedures regarding medication at school:

- Under normal circumstances, medication should be dispensed before and/or after school hours under the supervision of the parents or guardian.

- The medication request form is to be signed by the parent/guardian and physician.
- All medication must be kept in an original- labeled bottle; envelopes and plastic bags are not acceptable. (Request an extra labeled bottle at your pharmacy.)
- Bottles must be labeled with the student’s name, name of contents, dosage, and the time of day to be given.
- All medications are to be kept in the office where they can be locked up during non-school hours.
- Medications are to be dispensed in school office only. Such medication may not be administered by untrained school personnel.
- Students are to assume responsibility for going to the office to obtain their medication at a specific time.
- Only the amount of medication needed during school hours for the course of the illness/ condition is to be sent to school.

For more information, please see [KSD Policy 3416](#) for medication at school.

### **Immunizations**

The State of Washington has laws governing minimum inoculation standards for children in grades K-12 ([WAC 246-105-030](#)). The purpose of the law is to protect every child from disease. Our school nurse will contact you if there are any questions about your child’s immunization record. Children may not be enrolled in school if they do not have the required immunizations.

### **Required Immunizations ([WAC 246-105-030](#))**

- (1) Chickenpox (Varicella)
- (2) Diphtheria
- (3) German measles (Rubella)
- (4) Haemophilus influenzae type B disease
- (5) Hepatitis B
- (6) Measles (Rubeola)
- (7) Mumps
- (8) Pneumococcal disease
- (9) Polio (Poliomyelitis)
- (10) Tetanus
- (11) Whooping cough (Pertussis)

### **Common Diseases of Children**

Chicken Pox	Starts with fever, fatigue and then skin changes on the chest and back. Each area of skin begins as a small dewdrop-like blister which in 3-4 days leaves a scab. <ul style="list-style-type: none"> <li>- Incubation period: 14-21 days</li> <li>- Infection period: 1-2 days before until 6 days after spots appear</li> <li>- Isolation period: 1 week from time spots appear until all are dry and crusted.</li> </ul>
Impetigo	Crusted sores at the corner of mouth, nose or at ear lobe. Child should see doctor for treatment, but necessity for being out of school should not extend over 3-4 days.

Measles	Begins with 3-4 days of fever, cold symptoms, red eyes and cough. Rash then begins around ears and hairline, spreading to trunk, arms and thighs.
Mumps	Almost non-existent
Pinkeye (Conjunctivitis)	A common infectious disease of one or both eyes caused by several types of bacteria and viruses. The eye waters profusely, appears extremely red and feels irritated. The eyelid may be swollen, and the student may complain of itching, pain, and sensitivity to light. Vision is usually normal. There may be drainage of mucus and pus or clear liquid. It is spread through contact with discharge from eye or respiratory passages or through contaminated fingers or personal articles such as the eye. We will exclude your child from school until infection subsides or is under adequate treatment.
Ringworm	Fungus infections on body, which begin as a small red patch or bump, which spreads outwards, taking on the appearance of a red, scaly outer ring with a clear central area. Medication can be obtained at the drug store. The child may stay in school after treatment has started.

## Positive Behavioral Intervention and Supports (PBIS)

Washington Elementary uses a multi-tiered system of supports (MTSS) designed around PBIS to support student success.

### What is PBIS?

PBIS is an evidenced-based three-tiered framework to establish and improve the social, cultural and behavioral interventions and supports needed in order for schools to be effective learning environments for all students.

### Tier 1: Universal Prevention (All)

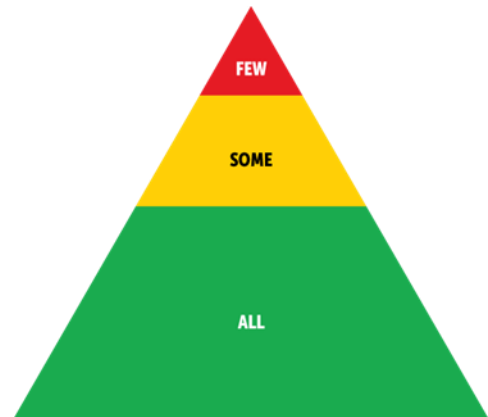
Tier 1 supports serve as the foundation for behavior and academics. These universal supports, such as Teach-Tos, Tiger Tickets, and Refocuses, are provided to all students. For most students, the core program gives them what they need to be successful and to prevent future problems.

### Tier 2: Targeted Prevention (Some)

Tier 2 practices and systems provide targeted support for students who are not successful with Tier 1 supports alone. The focus is on supporting students who are at risk for developing more serious problem behaviors before they start. These supports can be provided individually or in small groups of students with similar targeted needs; providing support to a group of students provides more opportunities for practice and feedback while keeping the intervention maximally efficient. Check In/Check Out (CICO) is an example of a Tier 2 support.

### Tier 3: Intensive, Individualized Prevention (Few)

Tier 3 supports are the most resource-intensive due to the individualized approach of developing and carrying out interventions. Formal assessments are used to determine a student's needs and to develop an individualized support plan. Student plans often include goals related to both academics as well as behavior. An example of a Tier 3 support is wrap-around care.



### Key Components Across All Tiers

Each tier has its own set of systems and practices, but some key components appear across every level:

- Practices are organized along a tiered continuum beginning with strong universal supports followed by intensified interventions matched to student needs
- Practices are based on evidence
- Data are collected and used to screen, monitor, and assess student progress
- Resources are allocated to ensure systems and practices are implemented with fidelity over time





## Washington Elementary R.O.A.R. Behavior Matrix



	Classroom	Hallway/ Lining Up Outside	Restroom	Mealtime	Playground	Events	To/From School
<b>R</b> espectful	<ul style="list-style-type: none"> <li>Listen and track speaker</li> <li>Use kind and helpful words</li> <li>Solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Voice level 0</li> <li>Maintain personal space</li> <li>Respect wall or items on the wall</li> </ul>	<ul style="list-style-type: none"> <li>Respect privacy of others</li> <li>Voice level 0</li> <li>Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>Say please and thank you</li> <li>Throw away trash</li> <li>Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>Welcome everyone</li> <li>Follow adult directions</li> <li>Take turns and share</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively</li> <li>Sit on your pockets</li> </ul>	<ul style="list-style-type: none"> <li>Walk to destination</li> <li>Listen to adults</li> <li>Walk your ride</li> </ul>
<b>O</b> utstanding	<ul style="list-style-type: none"> <li>Be your best</li> <li>Be an active learner</li> <li>Be supportive</li> </ul>	<ul style="list-style-type: none"> <li>Smile and silently wave</li> <li>Keep hallways clean</li> </ul>	<ul style="list-style-type: none"> <li>Use quickly and quietly</li> <li>Return promptly</li> </ul>	<ul style="list-style-type: none"> <li>Dump tray appropriately</li> <li>Take only what you can eat</li> </ul>	<ul style="list-style-type: none"> <li>Practice good sportsmanship</li> <li>Help others</li> <li>Ask others to play</li> </ul>	<ul style="list-style-type: none"> <li>Use polite appropriate applause and responses</li> <li>Be positive and open to new experiences</li> </ul>	<ul style="list-style-type: none"> <li>Respect our neighbors</li> <li>Be your best</li> <li>Use kind and helpful words</li> </ul>
<b>A</b> lways safe	<ul style="list-style-type: none"> <li>Keep classroom clean</li> <li>Keep hands feet and objects to self</li> <li>Make smart choices</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands feet and objects to self</li> <li>Face forward and stay to the right</li> <li>Carry items with two hands</li> </ul>	<ul style="list-style-type: none"> <li>Use supplies/facility correctly</li> <li>Keep hands feet and objects to self</li> <li>Report problems to adults</li> </ul>	<ul style="list-style-type: none"> <li>Carry tray with 2 hands</li> <li>Stay in your seat</li> <li>Eat only your own food</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment correctly</li> <li>Keep hands feet and objects to self</li> <li>Be aware of surroundings</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions</li> <li>Keep hands feet and objects to self</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands feet and objects to self</li> <li>Use crosswalks and sidewalks</li> <li>Report problems to adults</li> </ul>
<b>R</b> esponsible	<ul style="list-style-type: none"> <li>Take care of materials</li> <li>Be prepared</li> <li>Ask permission</li> </ul>	<ul style="list-style-type: none"> <li>Go straight to destination</li> <li>Pause for adults</li> </ul>	<ul style="list-style-type: none"> <li>Keep area clean</li> <li>Flush, wash, leave</li> </ul>	<ul style="list-style-type: none"> <li>Keep area clean</li> <li>Be kind to others</li> </ul>	<ul style="list-style-type: none"> <li>Line up in a timely manner</li> <li>Return equipment</li> <li>WALK on concrete</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit quietly</li> <li>Participate appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Wait appropriately in the designated area</li> <li>Go straight to destination</li> </ul>

## Social-Emotional Learning

Learning is a highly collaborative process; in today's schools, learning is often done in collaboration with peers, teachers, and families. Therefore, the ability to recognize, understand and regulate emotions; cohesively collaborate with others; and make good decisions, can either facilitate or impede school success. The development of strong social-emotional skills can contribute to stronger school attachment including students' sense of belonging, belief that students are valued and supported feelings of by school staff, and overall school interest. When students are strongly attached to and involved in school, they tend to exhibit less disruptive behaviors, stronger academic motivation, increased attentiveness in class, stronger academic achievement, and have a decreased likelihood of school drop-out.

At Washington Elementary School, we are committed to encouraging and embracing student individuality as we work to ensure the academic and social-emotional success of every child. Along with the use of PBIS, the school engages and supports students SEL growth through the use of daily morning meetings and the Purposefull People curriculum.

### PurposeFull People

PurposeFull People (PP), the elementary version of Character Strong, is designed to support elementary schools in weaving social-emotional learning and character education into the daily fabric of everything they do! The PP curriculum focuses on 10 essential character traits: Courage, Respect, Perseverance, Gratitude, Honesty, Kindness, Empathy, Responsibility, Cooperation, and Creativity. During the school year, these traits will be explicitly taught and reinforced as staff integrates social-emotional learning strategies into their daily work and routines.



## Morning Meetings

Morning Meetings are designed to transition kiddos from their home environments to school, to welcome and acknowledge them, and build stronger social-emotional wellbeing. They are an informal way to reacquaint everyone with each other as they enter the classroom ecosystem. The goal is to set the tone for respectful learning, establish a climate of trust and motivation, create empathy, encourage collaboration, and support SEL and academic learning and growth.

During Morning Meetings, the kiddos and teacher gather, usually in a circle, for an organized activity that allows students the opportunity to develop personal, academic and social skills. The meeting can be as quick as 15 minutes or as long as 30. Teachers determine the length of meetings based on what kiddos need to successfully start their day.

Developed as part of the Responsive Classroom (RC) model, Morning Meetings have four components:

1. Greeting: Students and teachers greet and welcome one another.
2. Sharing: Students share something about themselves or their lives and their peers listen, ask follow-up questions, or offer comments.
3. Activity: The group completes an activity that encourages teamwork while emphasizing social and academic skills.
4. Morning Message: Students read a brief message from their teacher, usually describing learning or activities that are coming in the day ahead.

## Student Dress

The school board has adopted a policy that forbids students from attending school wearing clothing that could present a health or safety hazard to students, may cause damage to school property, or creates a substantial disruption to the learning environment. School clothing causing a substantial disruption to the learning environment includes clothing inconsistent with the educational mission of the school district. Therefore, students are not allowed to wear the following clothing items that promote:

- Gang affiliation
- Hate groups
- Tobacco and alcohol related products
- Marijuana or other drugs
- Nudity
- Profanity

Please, do not send your children to school with clothing that advertises these substances. Additionally, students may also not wear clothing that reveals the back, midriff, chest, buttocks, or undergarments.

Students should refrain from wearing flip flops, sandals, and shoes that lack support on days designated for PE or special athletic events.

All students should be properly dressed for the weather conditions at the time. Because of the different duties of teachers, we cannot assume the responsibility of students left in the classroom; therefore, all students will be outside during recess unless they have a doctor's excuse.

Students may wear ball caps, beanies, hoods up in classrooms at the teacher's discretion. These items may be worn at recess. Any of these items will remain off and in the classroom in common areas, i.e., hallways, specials.

Please see [KSD Policy 3224-R](#) and [KSD Policy 3224](#) for additional information.

## Breakfast Program

Washington Elementary School participates in Breakfast in the Classroom. Every student may eat breakfast for free. Students will eat breakfast from 8:40-8:55 a.m. in their classroom. Breakfast will be delivered to the classroom. This eliminates the need for your child to arrive early to school for breakfast. Please do **not** have your children arrive before 8:30 a.m. There is no playground supervision before school.

## School Lunches

During the 2024-2025 school year, Washington Elementary will participate in Community Eligibility Provision (CEP), a federal program that allows qualifying schools based on economic information, to provide breakfast and lunch at no charge to all students. Children who attend Washington Elementary will participate in the CEP school meal program without submitting an application for free or reduced-price meals. Please note:

- Students who bring a home lunch to school and want milk will receive an additional meal to receive the meal at no cost.

- Staff members, parents, and younger siblings not enrolled at Washington must purchase meals.

Adult Meal Cost	
Breakfast	Lunch
\$2.80	\$4.50

### **Student Records**

Parents/custodial guardians may set up an appointment to review their student's records.

### **Volunteering/Visiting**

If you would like to volunteer in your child's classroom, contact our office. All volunteers must have fill out the paperwork annually which includes a background check.

If you would like to volunteer, click on the link. [APPLY TO VOLUNTEER](#)

All volunteers/visitors are required to sign in at the office, where they will be given a name tag to wear while they are in the building. The name tag identifies those who are in the building and verifies that they have checked in at the office before going to any classroom. For the safety of the students there will be ***no exceptions***. Your co-operation is appreciated.

Parents/guardians are welcome to visit our school. We're proud of the learning that goes on in our classrooms; more important, active interest by parents helps to provide a child with lasting motivation towards school. The following suggestions are offered as an aid to making your classroom visit a profitable one:

- Please schedule your visit with your child's teacher at least twenty-four hours in advance.
- Several short visits of a half-hour duration are usually better than one long period.
- Do not bring small children. Even if well mannered, they usually command the attention of curious students.
- Always check in with the office before going to the classroom.
- Look at the following points as indicators for your child's success at school:
  - Ability to listen
  - Independent work habits
  - Success in working with others
  - General attitude
  - Willingness to cooperate and share
- During your visit, keep in mind that you are observing only a small part of a unit of work which may have been in progress for many days, and which, no doubt, will continue for several days. Feel free to discuss your visit with the teacher.

## Student Pick-up Procedures

### **Student Pick-Up: During School Day**

On occasion, it may be necessary to take a child out of school for dental, doctor, or other appointments. In such instances, please report to our school office and check your child out in the student release notebook. For the sake of student safety and individual parent convenience, our school secretary will report to the individual classroom for the child.

Written requests or by telephone for the release of your child prior to parent pick up will not be allowed. The secretary will pick the child up from class after a parent is present at the school.

The child should be picked up at school by an authorized adult. In the case of unusual circumstances, please contact our school office.

Please do not park in the handicap spot. These spots are reserved for handicap parking.

### **Student Pick-Up: End of Day**

If you are picking up your child at the end of the school day, please use the pick-up loop and if your child is not ready, please loop around the parking lot again (see Student Drop off/Pick up below). The pick-up loop is single line. Please stay in the line, and in your vehicle. A paraeducator will direct students safely to parent vehicles.

Parents will not be allowed to pick up children at their classrooms doors and are encouraged to use the pick-up loop to ensure the whole school's safety. Students will not be released to the parking lot or across the street to your vehicle for safety reasons. We want to make sure all students are safe and your cooperation in following the pick-up loop will reduce the risks.

## Student Drop-off Procedures

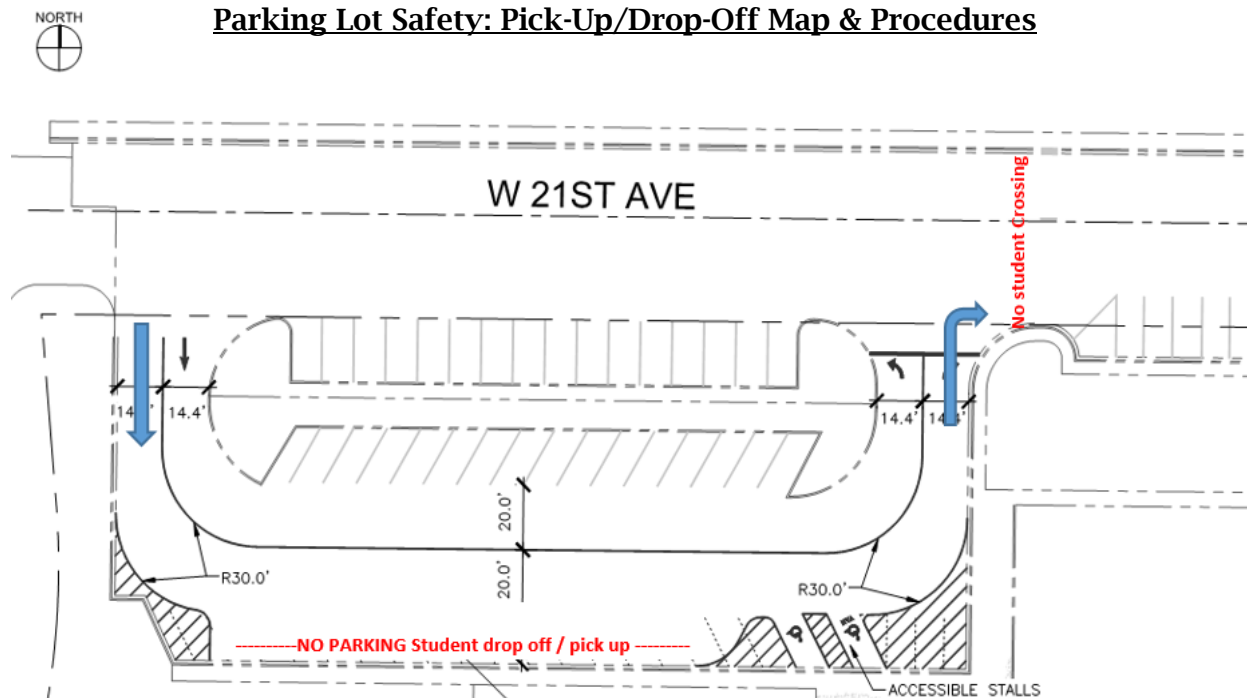
### **Student Drop-off: Beginning of Day**

When dropping off students at the beginning of the school day, please use the parent pick up/drop off loop on the west side of the building. Do not drop off any earlier than 8:30 a.m. as there is no adult supervision before then. The drop-off lane is single file. Paraeducators will be stationed outside to help students make it safely to the sidewalk as well as direct traffic. Please wait patiently while in line. Paraeducators work diligently to decrease wait times while maintaining the upmost safety of our students.

In certain pre-approved circumstances, students may be dropped in front of the school. Parents are only allowed to park in the handicap parking lane if they have a handicap decal. Law enforcement will be called if parents illegally park in the handicap lane, and the driver will be issued a fine. We recognize parking is limited; however, these parking spots may only be used for those intended for.

### Student Drop-off: During the day

In situations where students are late, such as for a doctor's appointment, students must be dropped off at the front of the school. Please park and walk into the school. Parent/guardians will need to sign students in and excuse the absence.



At Washington Elementary, student safety is our number one priority!

School Zones can present a serious safety hazard. As congestion increases, it becomes more difficult for drivers and our students to see one another out on the street, in the sidewalk, or in the parking lot. Caring parents often unknowingly create traffic hazards while rushing to drop off or pick up their children.

To keep our students safe, please:

- Eliminate confusion by communicating the before and after school transportation plan to your student/s and, if the plan changes, to the office and their teachers
- Avoid cell phone use while in the parking lot
- Drive slowly in the School Zone and in our drop-off /pick-up loop
- Use the drop-off /pick-up loop appropriately (see map of the loop above)
- Pull forward in the drop-off/pick-up loop; continue moving in the loop until you see your student/s
- Do not let student/s out of the car among the parked cars or ask them to walk across the parking lot to or from your car
- Do not double park or block driveways across the street from the school
- If walking to pick up a student, wait at the front of the building on the sidewalk
- Use crosswalks and follow all staff and cross guard instructions

- Stay off school grounds between the hours of 7:30 a.m. to 4:00 p.m. Unless you are checking in at the office, we ask that families say their goodbyes at the sidewalk and allow their student/s to walk to their assigned spot. We have staff in front and around the back of the building supervising and assisting students.
- Check in at the office and wear a visitor's badge if coming into the school for a meeting or to volunteer

### Bikes/Scooters

Riding bikes/scooters to and from school is a great form of exercise, but please make sure the students are aware of safety rules and use extra care with traffic during the ride. Accidents can happen, so we hope you will encourage the use of a helmet whenever your child does ride their bicycle/scooter. Be careful to properly lock the bike/scooter and leave it there until it is time to return home. Please note, skateboards and roller skates are not allowed at school and should be left home.

When arriving to school property, students will need to walk their bikes/scooters. The bike/scooter rack is on the west side of the school next to the tetherball poles (next to the drop off/pick up area).

### Bus Transportation

Bus riders are expected to conduct themselves in a safe manner on the bus so as not to distract the driver. The following bus rules should be discussed with your child:

- The driver is in full charge of the bus and students.
- Students shall only ride their regularly assigned bus.
- No students shall be permitted to leave the bus except at their regular stop, unless written permission is given by the principal or parent.
- Each student may be assigned a seat which they will be seated in at all times.
- Outside of ordinary conversation, classroom conduct must be observed.
- No eating or drinking is allowed on the bus.
- No tobacco, matches, lighters or firearms allowed on the bus.
- No student will open a window without first receiving permission from the driver.
- No students shall, at any time, extend their head, hands, or arms out of any window.
- Students are not allowed to have anything in their possession that may cause injury to another student, such as sticks, breakable containers or weapons.
- Students must remain seated until the bus has come to a complete stop.
- Students may cross the roadway only in front of the bus and NEVER behind it.
- Students are not to be at the bus stop more than 5 minutes prior to the scheduled arrival.
- Student misconduct on the bus can be reason to discontinue bus rider privileges.
- Parents of students damaging school buses will be responsible for reimbursement.
- No skateboards or scooters allowed on the bus.
- Be courteous. Use no profane language.



- All students must wear a face mask at all times while on the bus. Including parent volunteers on field trips.

Administration from the transportation department as well as principals have the right to disciplinary action if bus rules are not followed.

**Kindergarten or Transitional Kindergarten Transportation**

Transportation has implemented new protocol for Kindergarten and Transitional Kindergarten (TK) students who qualify for transportation. Kindergarten and TK students riding transportation will have one of three tags on their backpack, based on parent selection. Students will wear ONE of the following tags:

- A. Green Tag
  - a. The student will exit the bus and walk home by themselves.
- B. Yellow Tag
  - a. The student must be accompanied by an older sibling or buddy to get off the bus and walk home.
- C. Red Tag
  - a. The student must be met at the service door of the bus by a parent or designated adult.

<b>BRIGHT GREEN</b>	<b>KINDERGARTEN or Transitional Kinder ONLY</b>	
	<input type="checkbox"/> KG Student has permission to walk home alone (at their bus stop)	
	Name _____	Home School _____
	Bus stop Location _____	
	Parent/Guardian Name / Phone Number _____	
	Emergency Contact - Name / Phone Number _____	
	Bus Route # _____	

<b>FLUORESCENT YELLOW</b>	<b>KINDERGARTEN or Transitional Kinder ONLY</b>	
	<input checked="" type="checkbox"/> Student has permission to walk home with a sibling, a relative, a buddy or neighbor	
	Name _____	Home School _____
	Bus stop Location _____	
	Parent/Guardian Name / Phone Number _____	
	Emergency Contact - Name / Phone Number _____	
	Bus Route # _____	

<b>BRIGHT RED</b>	<input type="checkbox"/> ECEAP <input type="checkbox"/> KDC <input type="checkbox"/> KINDER / Transitional Kinder	
	<b>*** Student MUST be received by an ADULT at the bus stop ***</b>	
	Name _____	Home School _____
	Bus stop Location _____	
	Parent/Guardian Name / Phone Number _____	
	Emergency Contact - Name / Phone Number _____	
	Bus Route # _____	

### **Student Computer Use**

The Kennewick School District provides the opportunity for each student to utilize computer technologies and to have Internet access as resources to help reach curriculum goals. This utilization and access are conditional, however, and requires responsibility on the part of the user. Students are not permitted to use or trespass into the files, folders, logins and/or passwords of others.

Material that is offensive, inappropriate, harassing, insulting to or attacking others, or sexually explicit is not to be sent, received, accessed, or displayed. Laws, policies, and regulations regarding copyright and plagiarism are to be followed at all times. School computer resources are not to be used for personal gain, commercial, and/or fraudulent purposes. Students are not to seek or provide unauthorized or illegal access to school computer resources, nor damage, modify, or destroy computer hardware and/or software.

Violations of computer usage policies and procedures will result in school disciplinary action, and may have civil, and/or criminal consequences. The Kennewick School District supports and respects each family's right to determine an appropriate level of computer usage and internet access.

Parents or guardians may request that their student(s) be restricted from access to school computers and/or the Internet.

### **Custody/Restraining Orders**

In order to protect your child/children from unauthorized adults taking them from school, we must have a copy on file of any restraining order issued in the State of Washington and signed by a judge. Please contact your lawyer for assistance. If you have questions regarding this, please call the school.

### **School Closures**

Poor weather and other conditions may necessitate the closing of schools. Please do not call the school for this information. Instead, please listen to local radio stations and check [www.ksd.org](http://www.ksd.org) for all announcements regarding school operation. If a school closure is determined by KSD, all before and after school KSD events and activities will be cancelled.

### **Personal Property and Pets**

Personal property i.e., dolls, playthings, games, playing cards, etc. are not allowed at school unless requested by the teacher. Money should not be brought to school unless for a school related purpose. Cell phones should never be seen or heard at school. Smart watches (Ex. Apple Watches) are allowed; however any use of the watch is prohibited and will follow the same protocol as a cellphone. If they are used/seen during the school day, they will be taken and returned at the end of that day for the first offense. A parent will have to pick up the cell phone/ device on the second offense. During district and state testing, students will not be allowed to wear personal devices, such as smart watches or cell phones. If in violation of this, they will be taken

and will follow the same procedure as above. Additionally, we are required by the state to report this as a testing irregularity which may invalidate their test.

### **Animals on School Grounds**

Animals can be a nuisance on the playground no matter how cute they are at home. Also, a playground full of children can be a problem for your dog. If a dog continually appears on the school grounds, the animal control officer will be called. If you notice an animal on school grounds, speak with a staff member immediately to ensure the safety of students, family members, and staff.

### **Lost and Found**

There is a lost and found trunk inside the building located near the office. If your child/children are missing items when they get home, please encourage them to check the lost and found. This past school year, as in other years, we have given many items of clothing to charitable organizations. Protect your clothing by placing name tags in the coats, sweaters, etc.

### **Party Invitations and Treats**

Birthday parties are delightful and give many pleasant memories to children. However, not being invited to a party can be a very unhappy experience for children not receiving an invitation. In consideration of the feelings of children not receiving invitations, we are requesting that you mail the invitations and that no invitations be handed out at school unless each child in the classroom is receiving one.

If you plan to bring birthday treats into the school to celebrate your child's birthday, please notify the teacher first to determine a time to bring them in. Food items should be store bought and enough for the entire class to celebrate with your child. Items, such as balloons and presents, are not allowed.

### **Weapons**

Weapons are not allowed on school property or at a school activity. For the safety and protection of all, students are explicitly forbidden from bringing weapons or items that are intended to be used (including pocketknives) as a weapon to school. Additionally, students are not allowed to have laser pointers on campus. Kennewick School District Policy [3314](#) and [3314.1](#) Exceptional Misconduct explicitly defines the district policy regarding Weapons. The policy states in part:

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

3. Weapon use, transmission or possession shall result in emergency expulsion by building administrators. Such expulsion shall continue until appropriate investigation has been made by school and law enforcement authorities.
4. Administrators shall use discretion and may select alternative disciplinary measures when investigating incidents involving small pocketknives not used or displayed as a weapon.

When, following an investigation, if the principal of a school determines there has been a violation of the weapon's policy, the student shall be placed on emergency expulsion status. During the investigation the student shall be suspended. All verified weapon incidents will subject the student to an expulsion hearing with the School Board. If the student is expelled by the Board, the minimum length of the expulsion will be for the remainder of the current school year. There will be no automatic return to the school district. The student may apply for readmission to a district school no sooner than two (2) weeks before the beginning of the new school year.

**Use of Student Likeness - Denial Form**

From time to time, photographs or videos of students are taken during the school day for use in district news releases, publications, video productions, and the district website. On occasion, television and other news media are invited to cover stories in our schools and take photos, video and/or interview students. Please sign the form below if you do not wish your child to be photographed, videoed, or interviewed.

This form does not cover photos, videos or recordings taken at public, school, or district events including, but not limited to school assemblies, plays, concerts, or sporting events. This form must be completed annually and is in effect from the date signed to the end of the school year.

**Complete and return only if you do not want your child to be photographed.**

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I do not allow \_\_\_\_\_ to be photographed, recorded, or otherwise reproduced in likeness, name, or voice, or to have any project created by my child displayed in any public forum or district/school created web site during the current school year.

-----  
Parent or Guardian Signature

-----  
Name of Student

-----  
School My Child is Attending

-----  
Date

-----  
Daytime Phone No.

Section 2:  
State and District Policies and Procedures



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**



## **Notification of Rights under Family Educational Rights and Privacy Act (FERPA) for Elementary and Secondary Schools**

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

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.  
Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent 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 that the parent or eligible student believes are inaccurate or misleading.  
Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School principal [or appropriate official], clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.  
One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.  
A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.  
[Optional] Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.  
[NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

**Student Responsibility and Limitations**  
**(KSD Policy #3240)**

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

Please refer to <https://www.ksd.org/District/School-Board/Policies-and-Procedures> for information on [Policy 3240](#). Hard copies will be provided upon request from Washington Elementary School's front desk.



**Student Exceptional Misconduct**  
**(KSD Policy #3314)**

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

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

Please refer to <https://www.ksd.org/District/School-Board/Policies-and-Procedures> for information on [Policy 3314](#). Hard copies will be provided upon request from Washington Elementary School's front desk.

**Child Abuse and Neglect**  
**(KSD Policy #3421)**

Because child abuse and neglect are both a violation of children’s human rights and an obstacle to their educational development, all district personnel shall be alert for any evidence of such abuse or neglect.

Staff members are legally responsible for reporting all suspected cases of child abuse and neglect within 48 hours. For that reason, under state law, school personnel are free from liability for reporting instances of abuse or neglect and are criminally liable for failure to do so.

Personnel need not verify that a child has, in fact, been abused or neglected. Any conditions or information that may reasonably be related to abuse or neglect should be reported. Legal authorities have the responsibility for investigating each case and taking such action as is appropriate under the circumstances.

Staff members receiving information regarding the outcome of reports of suspected cases of child abuse shall not disseminate or release it except as authorized by state and federal statute.

Sexual harassment by others is a growing concern and will be reported.

Please refer to <https://www.ksd.org/District/School-Board/Policies-and-Procedures> for information on [Policy 3421](#). Hard copies will be provided upon request from Washington Elementary School’s front desk.

Legal Reference:                    [RCW 26.44.030](#)                    Reports; Duty and Authority to Make;  
Duty of Receiving Agency; Duty to  
Notify

Adopted: September 8, 1993

**Sexual Harassment**  
**(KSD Policy #5013)**

It is a violation of this policy to knowingly report false allegations of sexual harassment. People found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

**Prohibition of Harassment, Intimidation, Bullying and Cyber Bullying**  
**(KSD Policy# 3207)**

The Kennewick School 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, bullying, and cyber bullying. “Harassment, intimidation, bullying, or cyber bullying” (HIB) means any written message or image, 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, physical, sensory disability, or other distinguishing characteristics, when the act is intended to result in any of the following:

- Physically harms a student or damages the student’s property.
- Has the effect of substantially interfering with a student’s education.
- Is severe, persistent, or pervasive that it creates an intimidating or threatening educational environment.
- Has the effect of substantially disrupting the orderly operation of the school.

Please refer to <https://www.ksd.org/District/School-Board/Policies-and-Procedures> for information on [Policy 3207](#). Hard copies will be provided upon request from Washington Elementary School’s front desk.

To report a HIB incident, please contact the school at 509-222-6200. Additionally, a HIB form may be filled out through the district website, and can be found by clicking the following link: [Incident Reporting Form](#).

**Training**

This policy is a component of the district’s responsibility to create and maintain a safe, civil, respectful, and inclusive learning community and shall 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.

### **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, people 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.

### **Discrimination/Harassment:**

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

#### **Civil Rights Coordinator:**

Bronson Brown

[bronson.brown@ksd.org](mailto:bronson.brown@ksd.org)

509-222-5010

#### **Title IX and 504 Officer:**

BJ Wilson - Student Services Director

[bj.wilson@ksd.org](mailto:bj.wilson@ksd.org)

509-222-5003

**You can report discrimination and discriminatory harassment** to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a complaint (see below). For a copy of your district's nondiscrimination policy and procedure, contact your school or district office: **Kennewick School District 1000 W. 4<sup>th</sup> Ave Kennewick, WA 99336** or view at: [www.ksd.org](http://www.ksd.org).

### **COMPLAINT OPTIONS: DISCRIMINATION AND SEXUAL HARASSMENT**

#### **File a Complaint of Discrimination with Your School District**

Anyone can file a complaint that alleges discrimination in a Washington public school based on a protected class. This includes parents, students, teachers, administrators,

and advocates. Follow the complaint procedure closely. If you have questions, go directly to your district, and ask for the information you need to move forward.

- Complaint to the school district | [WAC 392-190-065](#)
- Appeal to the school board | [WAC 392-190-070](#)
- Complaint to OSPI | [WAC 392-190-075](#)

### **Discrimination Dispute Resolution Options**

[English](#) | [Arabic](#) | [Chinese](#) | [Korean](#) | [Punjabi](#) | [Russian](#) | [Somali](#) | [Spanish](#) | [Tagalog](#) | [Ukrainian](#) | [Vietnamese](#)

### **Other complaint options:**

[Special Education Complaints](#) | [Complaints about Teachers and Certificated Educators](#) | [Federal Programs Complaint](#)

### **Step 1** Write Out and Send Your Complaint

1. Describe the conduct or incident. Use facts: what, who and when.
2. Explain why you believe discrimination has taken place.
3. Describe what actions you believe the district or charter school should take to resolve the problem.

Send your written complaint—by mail, fax, email, or hand delivery—to the district superintendent, charter school administrator, or civil rights coordinator. OSPI maintains a [list of websites](#) for all state school districts. Contact information should be on these district websites.

### **Deadline for Filing a Complaint**

School districts can adopt a filing deadline for complaints. This deadline must be at least one year after the incident or conduct — the subject of the complaint — took place. Find out if your district has a deadline for filing a complaint related to discrimination.

### **Step 2** School District Investigates Your Complaint

Your civil rights coordinator has an important role to play once the school district receives your written complaint.

The coordinator must:

- Give you a copy of the procedure to follow for discrimination complaints.
- Make sure a prompt and thorough investigation takes place.

**Important!** At this point, you could decide to resolve your complaint immediately instead of proceeding with the investigation.

### **30 Calendar Days to Respond to Your Complaint**

Once the district receives your written complaint, the superintendent or administrator must respond to you in writing within 30 calendar days — unless you agree on a different time.

If your complaint involves exceptional circumstances that demand a lengthier investigation, the district or charter school must notify you in writing with (1) why staff need this time extension and (2), a new date for their written response.

### **Step 3** School District Responds to Your Complaint

In its written response, the district or charter school must include this information:

- Summary of the results of the investigation
- Determination that states clearly whether or not the district or charter school failed to comply with civil rights law.
- Notification that you can appeal this determination: how and where to file a appeal, and to whom it must addressed
- Any measures, determined through the investigation, necessary to bring the district or charter school into compliance with civil rights law

**Important!** Any necessary corrective measures must be put into effect within 30 calendar days after this written response—unless you agree to a different time.

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**Appeal** If you do not agree with the determination that follows the district’s investigation of your complaint, you can **file an appeal**. Information about the appeal process should be included in the written response you receive once the district has completed their investigation.

Following the appeal procedure closely—appeals must be made to an official or board not involved in the complaint.

### **Deadline for Filing an Appeal**

School districts and charter schools are allowed to adopt a filing deadline for appeals. Find out if your district has a deadline for filing an appeal related to complaints of discrimination. This deadline must be no shorter than 10 calendar days from the date you received the written response to the investigation that followed from your complaint.

### **30 Calendar Days to Respond to Your Appeal**

Once the district receives your appeal, it must respond to you in writing—within 30 calendar days—unless you agree on a different time.

The appeal decision must include how to file a complaint with OSPI. If you do not agree with the appeal decision, state law provides the option to file a complaint with OSPI.

**Student Discipline**  
**(KSD Policy #3300)**

Kennewick School District focuses on the educational achievement of each and every student. The District holds high expectations for all students and gives all students the opportunity to achieve personal and academic success. “Discipline” means any action taken by the school district in response to behavioral violations, including exclusionary as well as positive and supportive forms of discipline. The Board intends that this policy and procedure be implemented in a manner that supports positive school climate, maximizes instructional time, and increases equitable educational opportunities.

Please refer to <https://www.ksd.org/District/School-Board/Policies-and-Procedures> for information on [Policy 3300](#). Hard copies will be provided upon request from Washington Elementary School’s front desk.

## **Asbestos and Pest Management Plan**

June 17, 2014

To: Kennewick School District Students, Parents, and Staff  
From: Keith Colee  
Building and Grounds Manager

Re: Asbestos Management Notification / 2014 - 2015 School Year

Every year the Kennewick School District notifies the parents of all district staff, students and parents of our Asbestos Management Plan. The district has established an Asbestos Management Plan (AMP) for each school and building within the district.

Every three years our facilities are re-inspected by an accredited asbestos inspector. Our most recent three-year inspection was conducted in July of 2010, the results of which are posted on our District web site. Asbestos containing materials still remaining within the district are 9 "x 9" floor tile, floor tile mastic, fire doors, chalk boards and cement asbestos board in the Fruitland Building, Administration Building, Old Annex Gym, and some vinyl flooring in the restrooms at the Alternative Education Center. Several other buildings have floor tile mastic which contains asbestos under non-asbestos floor tile.

Copies of the updated AMP are available for review in each of the buildings, or the MTS Building at 622 N. Kellogg Street during normal working hours. Any questions regarding asbestos containing materials in KSD buildings should be directed to Keith Colee at 222-5867. Thank you.

### Integrated Pest Management Program 2014 - 2015 Annual Notification

During the 2001 legislative session Senate Bill 5533 was passed and signed by Governor Lock requiring the posting and notification of pesticide applications at schools and day-care centers. The bill took effect July 1, 2002 and requires that written notification be given annually or upon enrollment to parents or guardians of students and employees describing the school's pest control policy and methods including notification requirements.

Maintaining a safe and healthy learning environment for our students and staff is very important to the Kennewick School District. As part of our commitment to this goal, the district has implemented an Integrated Pest Management (IPM) program throughout the district to keep the district free of pests such as noxious weeds, harmful insects, rodents and vermin. IPM emphasizes prevention and common-sense strategies rather than responding to a pest nuisance with pesticides. Through IPM the district focuses on non-chemical means of pest control. At times, the use of a pesticide may be required to control a pest.

Pesticides when required can either be applied by school district employees, custodians, grounds and maintenance personnel or a contracted commercial pesticide applicator. Typical applications of pesticides during the school year may be the use of Roundup or equal to control weeds around building, parking lots, along fence lines and



to mark athletic fields. Commercially available materials may be used to control ants, bees, wasps and or yellow jackets in and around buildings. Contracted services are normally used when products available to us simply will not control or eliminate the pest or pests.

When the use of pesticides is necessary notification to parents, guardians and staff members is required 48 hours prior to the application. A notification notice will be posted in a prominent location, usually on the main entrance to the school. The notice will include, as a minimum, the product name of the pesticide to be applied, the intended date and time of application, the location to which the pesticide will be applied, the pest to be controlled and the name and phone number of the contact person at the school. If a parent, guardian or staff member requests individual notification of a pesticide application, they will need to fill out a registration form available at the school office. Whenever a pesticide application is necessary, a notice will be sent home prior to the application.

Pre-notification requirements do not apply if the application is made when the school will not be occupied by students for at least two consecutive days after the application. An application made on Friday evening after students have left does not require pre-notification. Additionally, an application of an anti-microbial pesticide such as disinfectants, cleansers, bleaches or the placement of insect or rodent baits that are not accessible to children, do not require notification. Pre-notification requirements do not apply to any emergency application for the control of any pest that poses immediate human health or safety threat, such as an application to control stinging insects. When an emergency application is made notification shall occur as soon as possible after the application.

The IPM program includes records of applications made within school facilities. Additional information concerning IPM can be obtained by calling the KSD Buildings & Grounds Department at 222-5867. Annual report of pesticide usage is available in September of each year for the preceding year. The District's Buildings and Grounds Manager shall serve as the IPM coordinator. He/She will coordinate any modifications or changes in the program.

**School Facilities**  
**(KSD Policy #9112)**

Public and Professional Advisors At appropriate times, the superintendent shall arrange for consultation from the general public, persons with handicapping conditions and members of the district's professional staff in order to assure that any facilities projects have considered the suggestions of those who shall use the facilities. The superintendent shall also recommend to the board the retention of such specialized professional consultants as engineers, architects, lawyers, and financial advisors both at appropriate times in the planning process and at the time of actual implementation of construction projects.