

WINDSOR



ELEMENTARY

Windsor Elementary Parent/Student Handbook

2024-2025

Windsor Elementary School
Home of the Wildcats
5504 W. Hallett Rd.
Spokane, WA 9924
509-559-4200

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

Laura Saladin, Principal
Cindy Spatz, Assistant Principal

Proudly Serving Our Families

Windsor Elementary School Wildcats
Pride, Excellence, Respect, in Everything We Do

School Chant:

We are the Wildcats,
The mighty, mighty Wildcats,
We can do hard things,
We will do great things,
We are Respectful, Responsible, Safe, and Hardworking
We are the Wildcats,
Hear us **ROAR!**

Principal's Message to Families

Dear Parents, Guardians, and Students,

As we begin this new school year, I am thrilled to welcome each of you to Windsor Elementary School, home of the Wildcats. Our goal is to provide a safe, caring, and inclusive learning environment where every student can thrive academically, emotionally, and socially.

At Windsor Elementary, we are committed to high levels of learning for all students. We strive to ensure that our students receive a high-quality education that challenges and inspires them to reach their full potential. Our dedicated teachers and staff work tirelessly to create an engaging, rich culture of learning that encourages a love of learning, creativity, and curiosity in each student.

In addition to foundational academic concepts in reading, writing, math, science, and social studies, we recognize that a child's social, emotional, and character development are an essential part of their educational journey. Positive behavior supports (PBIS) and character education are at the core of our school's values. Windsor Elementary students focus on being *Respectful, Responsible, Safe, and Hardworking*. Each month, Windsor students are introduced to and focus on the PACE (Partners Advancing Character Education) character trait of the month. Traits such as trustworthiness, honesty, responsibility, and integrity help our students learn the importance of good citizenship.

As a school, we know that collaborative partnerships with parents, guardians, and community members are a vital component to the success of our students. We are fortunate to have a very active PTO and dedicated classroom volunteers. As we enter into this new school year, I look forward to open communication with you and encourage you to find ways to become involved in school activities.

As principal, I consider it an incredible honor to work with such an outstanding school community. I look forward to working together to make this school year memorable and successful for each of our Wildcats.

Here's to an exceptional year ahead!

Sincerely,

Laura Saladin

Windsor Elementary School

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, Vice-President, District 1

Ms. Elizabeth Winer, Legislative Representative, District 2

Mr. Henry Browne, President, District 3

Mr. Bill Hanson, District 4

Mr. Mitch Swenson, District 5

Windsor Elementary 509-559-4200

Windsor Attendance Line 509-559-4202

Windsor FAX Number 509-624-9107

District Office 509-559-4599

Toll-Free 1-877-224-3639

Dr. Ben Ferney 509-559-4502

Superintendent

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.

Windsor Elementary School Staff Directory

Certificated Staff

Laura Saladin	Principal	559-4201	lsaladin@cheneyisd.org
Cindy Spatz	Assistant Principal	559-4242	cspatz@cheneyisd.org
Ashlyn Fletcher	Counselor	559-4239	afletcher@cheneyisd.org
Jonikka Erickson	School Nurse	559-4149	jerickson@cheneyisd.org
Stephanie Loucks	School Psychologist	559-4758	sloucks@cheneyisd.org
Sally Canton	Preschool Teacher	559-4231	scanton@cheneyisd.org
Susan Yenney	Preschool Teacher	559-4808	syenney@cheneyisd.org
Heather Buss	Kindergarten Teacher	559-4207	hbuss@cheneyisd.org
Joelle Gere	Kindergarten Teacher	559-4211	jgere@cheneyisd.org
Jennifer Haynes	Kindergarten Teacher	559-4208	jhaynes@cheneyisd.org
Jennifer Thorson	Kindergarten Teacher	559-4206	jthorson@cheneyisd.org
Crystal Clapin	1st Grade Teacher	559-4210	cclapin@cheneyisd.org
Cassady Kennedy	1st Grade Teacher	559-4733	ckennedy@cheneyisd.org
Courtney McGregor	1st Grade Teacher	559-4212	cmcgregor@cheneyisd.org
Chelsea Moore	1st Grade Teacher	559-4227	cmoore@cheneyisd.org
Renee Collins	2nd Grade Teacher	559-4204	rcollins@cheneyisd.org
Kristen Myers	2nd Grade Teacher	559-4205	kmyers@cheneyisd.org
Trish Rowley	2nd Grade Teacher	559-4221	trowley@cheneyisd.org
Heidi Teal	2nd Grade Teacher	559-4238	hteal@cheneyisd.org
Jen Evans	3rd Grade Teacher	559-4223	jevans@cheneyisd.org
Tiffany Ittner	3rd Grade Teacher	559-4224	tittner@cheneyisd.org
Amy Rasmussen	3rd Grade Teacher	559-4203	arasmussen@cheneyisd.org
Stephanie Yanuszeski	3rd Grade Teacher	559-4209	syanuszeski@cheneyisd.org
Scott Frederick	4th Grade Teacher	559-4255	sfrederick@cheneyisd.org
Kristen McGuire	4th Grade Teacher	559-4256	kmcguire@cheneyisd.org
Andy Mitchell	4th Grade Teacher	559-4251	amitchell@cheneyisd.org
Lexi White	4th Grade Teacher	559-4241	awhite@cheneyisd.org
Jennifer Duggan	5th Grade Teacher	559-4243	jduggan@cheneyisd.org
Cherise Foland	5th Grade Teacher	559-4254	cfoland@cheneyisd.org
Scott Herrera Bumpus	5th Grade Teacher	559-4246	sherrerabumpus@cheneyisd.org
Chad Hogan	5th Grade Teacher	559-4253	chogan@cheneyisd.org
Linda Sams	Literacy Interventionist	559-4266	lsams@cheneyisd.org
Ann Ottmar	Highly Capable	559-4566	aottmar@cheneyisd.org
Kiley Koenig	Special Education- Resource Room	559-4267	kkoenig@cheneyisd.org
Lindsey White	Special Education - Resource Room	559-4228	lwhite@cheneyisd.org
Jennifer Gonzales	Special Education - FAC	559-4218	jgonzalez@cheneyisd.org
Olivia Moore	Special Education - FCC	559-4233	omoore@cheneyisd.org
Taylor Wilke	Speech/Language Therapist	559-4222	twilke@cheneyisd.org

Laura Harp	Speech/Language Therapist	559-4240	lharp@cheneyisd.org
Nick DeGroat	Physical Therapist	559-4225	ndegroat@cheneyisd.org
Erika Ellis	Occupational Therapist	559-4225	eellis@cheneyisd.org
Gretchen Saue	Librarian/Media Specialist	559-4217	gsaue@cheneyisd.org
Cassandra Jabbora	Music Teacher/Band & Strings	559-4213	cjabbora@cheneyisd.org
Rich Sonnemaker	Music Teacher/Band & Strings	559-4546	rsonnemaker@cheneyisd.org
Sarah Cox	Physical Education Teacher	559-4234	scox@cheneyisd.org
Patrick Deubel	Physical Education Teacher	559-4232	pdeubel@cheneyisd.org
Courtnie Mirabelli	Multilingual language teacher	559-4216	cmirabelli@cheneyisd.org
Rocio Filace	Multilingual language teacher	559-4216	rfilace@cheneyisd.org

Windsor Elementary School Staff Directory

Classified Staff

Charmaine Gural	Elementary Secretary	559-4200	cgural@cheneyisd.org
Laci Jamison	Attendance Secretary	559-4202	ljamison@cheneyisd.org
Arlette Coumbs	Health Aide	559-4249	acoumbs@cheneyisd.org
Cindy Blanco	ECEAP Family Coordinator	559-4259	cblanco@cheneyisd.org
Chad Brewer	Custodian		
Magda Rodas	Custodian		
Joseph Parsons	Custodian		
John Stewart	Custodian		
Dani Meredith	Kitchen Lead	559-4260	dmeredith@cheneyisd.org
Kristel Meredith	Cook/Baker		kmeredith@cheneyisd.org
Tracy Nadeau	Kitchen Assistant	559-4200	knadeau@cheneyisd.org
	Cashier		
	Behavior Interventionist		
Elizabeth (Eli) Murray	Instructional Paraeducator		
Joyce Soper	Instructional Paraeducator		
Hailey Sanders	Instructional Paraeducator		
Dayle Terrile	Instructional Paraeducator		
Rachelle Jones	Instructional Paraeducator		
Tina Shearer	Instructional Paraeducator		
Gitana Arteaga	Paraeducator - FCC		
	Paraeducator - FCC		
	Paraeducator - FCC		
Juliana Montejano	Paraeducator - FCC		

Regina Csanyi
Debra Emtman

Amanda Evans
Raisa Hesseltine
Kyra Matheson

Paraeducator - FAC
Paraeducator - FAC
Paraeducator - FAC
Preschool Paraeducator
Preschool Paraeducator
Preschool Paraeducator

Windsor PTO Board of Directors,

Lindsey Galpin/Kate Stanek	Co-President
Victoria O'Banion	Vice President
Renee Schuiteman	Secretary
Renee Collins	Treasurer
Kristen Myers	Communications Coordinator
Sarah Cox	Volunteer Coordinator

Windsor PTO Meeting Dates:

September 17, 5:30 pm

January 14, 5:30 pm

March 25, 5:30 pm

May 6, 5:30 pm

Please join our Windsor PTO parent group!

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!

Table of Contents

Arrival and Dismissal	9-11
Assessment	11-12
Attendance	12-13
Calendar	13-14
Discipline Procedures	15-16
Electronic Resources & Media	17-18
Health Services	18-20
Homework & Dress	20-21
Nutrition Services	22-23
Parent/Teacher Partnership	24
Policies	24-29
Programming	29-30
Resolving a Concern	31
Safety Procedures	32
Student Leadership.....	32
Transportation Services	33

Arrival and Dismissal

Children should not arrive before 8:30 am. Classes begin promptly at 8:50 am with the exception of Friday late-start days, which begin at 9:50am. If a student arrives after this time, he/she must check in at the office and present a pass to his/her teacher. Breakfast service begins at 8:30 and ends at 8:50 (9:30 - 9:50 Friday).. Students are dismissed at 3:20 pm.

We want our Wildcats to arrive and depart school in a safe manner. To ensure safety for our students, we ask for 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**, it may be necessary for us to call a family member to come pick them up.

Changing After-School Plans

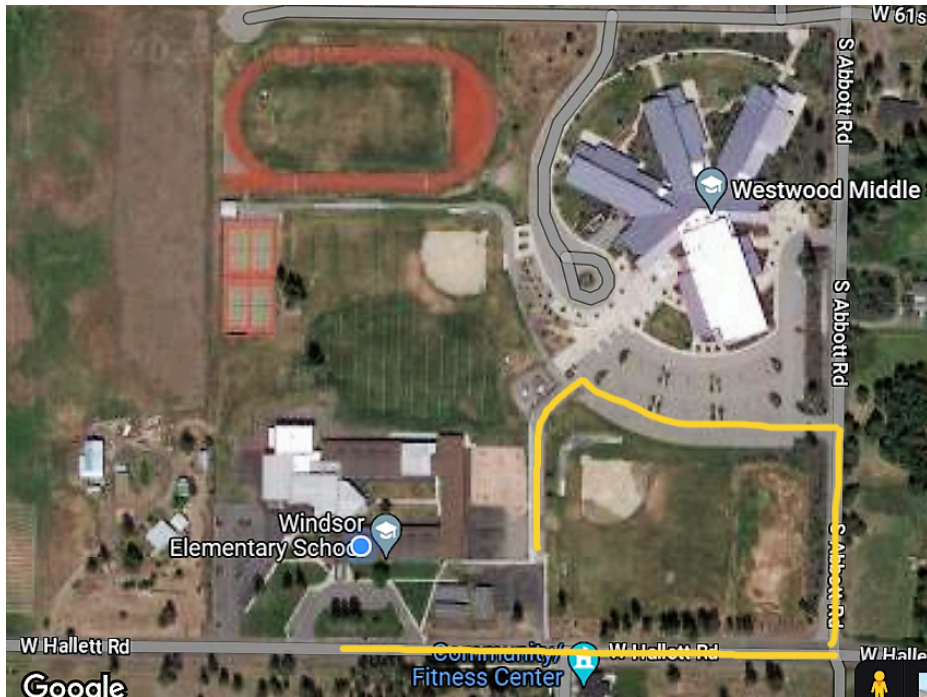
If there is a need for any deviation from the normal routine, or if any person other than a parent or guardian is taking a student off campus, **a note** to that effect must be sent to the office. A call to the office by a parent/guardian can be directly made, as well. For safety reasons, students without 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 2:30 p.m.*

Dropping off/Picking Up by Car

If you are dropping your child off in the morning, or picking your child up at the end of the day, please use the parent loop on the east side of the campus (see map). **Please note, that the parking loop in front of the school is for busses, preschool, and special program students only. If your student is not in one of these programs do not use this area for drop-off between 8:30 - 8:50 or pick-up from 3:20 - 4:00. Thank you for your cooperation.**



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.

Walking Recommendations

All students living in Windsor Crossing are to cross at the crosswalk where crossing guards will be present. 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 8:30-8:50 am and in the afternoon from 3:20-3:30 pm.

Parking

The front parking lot is left open for parents and visitors. If you prefer not to wait in line during student drop-off or pick-up, parking is available in the lower lot next to Westwood Middle School.

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.

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 509-559-4202. 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. These guidelines are offered in order to protect all students and to prevent the spread of illness. If your child has any of these symptoms, please keep him/her home, or make appropriate child care arrangements.

- **APPEARANCE, BEHAVIOR** - unusually tired, pale, lack of appetite, difficult to wake, confused, or irritable.
- **COUGHING, CHRONIC COUGH** - If persistent and accompanied by other symptoms such as episodes of coughing followed by gagging, or a whooping/barking sound, vomiting, fever, loss of appetite, or weight loss, then medical evaluation is needed.
- **COVID - Positive test.** Student required to isolate for 5 days since symptoms first appeared if: You have had no fever within the past 24 hours (without medication), AND your symptoms have improved. Wearing a well-fitting mask through day 10 is recommended, but not required.
- **EYES** - appear red and irritated, thick mucus or pus draining from one or both eye(s). Contact your health care provider for diagnosis and treatment options.
- **DIARRHEA** - 3 or more watery stools in a 24 hour period. Keep your child home until symptoms subside. Contact your health care provider if symptoms persist.
- **FEVER** - temperature of 100.4 degrees Fahrenheit or higher. Students need to be fever-free for 24 hours before returning to school, WITHOUT using medications to reduce fever.
- **GREENISH NOSE DISCHARGE** - Nasal discharge accompanied by a fever or headache, may need medical evaluation.
- **IMPETIGO** - a bacterial skin eruption beginning with a small blister and later may contain pus and become scabbed. The secretions from the sores, which are frequently found around the nose and mouth, are very contagious. Contact your health care provider.
- **SCABIES** - May return to school after treatment.
- **RASH** - body rash, especially with fever or itching or that is spreading. Heat rashes and allergic reactions are not contagious. Please contact your health care provider for evaluation to determine if infectious.
- **SORE THROAT** - a persistent sore throat with additional symptoms (i.e. fever, swollen glands in the neck, stomachache, or headache).
- **VOMITING** - twice within 24 hours

The above conditions are symptoms of contagious diseases and follow WAC 110-301-0205. Students will not be sent

home on the bus with any of the above conditions.

Other health situations to keep your student home for:

- Your child will need to remain home for at least 24 hours after starting antibiotics. Your healthcare provider may require more time.
- A child with chicken pox may return to school after all the sores have crusted over and there are no new eruptions or sores. (usually a minimum of 5 days)
- Live lice- May return to school after live lice have been removed

Other guidelines to remember:

- Open sores or injuries should be covered to prevent secondary infection during the school day.
- Ear infection without fever - It is OK to remain at school, but it is encouraged to follow up with your medical provider. Untreated ear infections can cause permanent hearing loss.
- When in doubt, contact the building Nurse or Principal for guidance. Remember to put student comfort and safety first. Working together, we can keep students and staff safe and healthy.

If you need to keep your student home due to any health situation, please contact our attendance line at 559-4202 to excuse your student's absence.

Calendar

Non-School Days for Students		
Labor Day	Monday	September 2, 2024
Professional Learning Day	Friday	October 11, 2024
Veterans' Day	Monday	November 11, 2024
Parent/Teacher Conferences	Tuesday-Wednesday	November 26-27, 2024
Thanksgiving Holiday	Thursday-Friday	November 28-29, 2024
Winter Holiday		December 23, 2024 – January 3, 2025

Martin Luther King Jr. Day	Monday	January 20, 2025
Mid-Winter Break Day	Tuesday	January 21, 2025
Professional Learning Day	Friday	February 7, 2025
Presidents' Day	Monday	February 17, 2025
Parent/Teacher Conferences	Thursday-Friday	March 13-14, 2025
Spring Vacation		April 7-11, 2025
Memorial Day	Monday	May 26, 2025

Emergency School Closure Information

If school is closed or delayed due to weather, a 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:

- Wednesday, January 22
- Monday, March 17
- Monday, April 21
- Friday, May 23

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 expectation 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, 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, district employees, and members of the community.
- Supporting Students with Best Practices and Strategies.

The District will implement culturally responsive discipline that strives 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 Windsor

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. Saladin or Mrs. Spatz.

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 who bring toys, cell phones, or any other type of electronic device, including Smart Watches to school must keep them in their backpacks during the school day. Smart Watches should be kept in clock mode and are not to be used for communication, picture taking, or video during the school day. Devices that cause a disruption to the learning environment will be collected by the classroom teacher and will be given to the student at the end of the school day. 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 *Health, Safety, and Student Well-Being*.

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

REQUIRED IMMUNIZATIONS FOR SCHOOL YEAR 2024-2025

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**

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

- Windsor 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. Unsafe shoes include flip-flops, wedged heels, clogs or shoes with no backs. Heelys (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 Windsor

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 the 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

Chef LJ Klinkenberg, 509-559-4595

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 2024-2025 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

Of the over 5,200 students in the Cheney School District, approximately 200 have potentially life-threatening health conditions including diabetes, asthma and allergies to bee stings, nuts and milk products. As a result, our nutrition services department has been vigilant to ensure that our school breakfast and lunch menus are free of foods that might cause harmful reactions for these students.

There is a culture in most schools, however, that encourages birthday, 100th day of school, Halloween, Valentine's Day, and St. Patrick's Day celebrations. Traditionally, these celebrations have been accompanied by treats provided by well-intentioned families. With the above health issues so numerous in our district, we must be careful to

determine that foods are safe for all students. The following clarifies the procedures that must be followed when food and beverages are brought on campus for group consumption:

1. All food and/or beverages intended for group consumption during the school day will be screened by school personnel 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 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.

District Approved Snack List: Please work with your classroom teacher for other items

Whole Fruit & Vegetables - Banana - Kiwi - Apple - Cutie brand citrus - Seedless grapes - Baby carrots - Edamame - Cherry or grape tomatoes - Pea pods - Pears - Plums Commercial Processed Fruit (processed in a Nut Free Facility) - Commercially pre-cut fruit - Dried fruit individually packed (no added sugars) - Raisins - Craisins - Banana chips - Apples crisps - Vegetable chips - Applesauce cups - no sugar added - Dole Fruit Cups in real juice - no sugar added - Freeze-dried fruit (High-Tech Snacking) - 100% juice - 8 oz - no sugar added - 100% juice frozen pops - no sugar added - Broccoli florets - Cauliflower florets - Mini/Precut Cucumbers Commercially Processed Grains - Whole Grain (WG) Items (51% WG) - WG Nabisco Graham Crackers - WG Goldfish Crackers - WG Pretzels - Plain Sun Chips - Quaker Rice Cakes o Apple Cinnamon o Kettle Corn - WG Zee Zee Grahamz Dairy Items - 1% or Non-Fat Milk - No Flavored milk - Low Fat cheese sticks - Non-Fat yogurt with no artificial sweeteners

For more information about food services, please visit

<https://www.cheneysd.org/our-district/departments-directory/nutrition-services>

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/Board of Directors” 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, the developmental age of the student, and the 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 “Health, Safety, and Student Well-Being” “Harassment, Intimidation & Bullying” tab. (Policy and Procedure No. 3207)

Inquiries regarding compliance may be directed to the school district’s compliance officer, Mr. Tom Arlt, 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, Ashlyn Fletcher (509-559-4239), 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,” “Board of Directors,” “Board Policies and Procedures.” They are also available in each District building.

Title IX/Chapter 28A.640 Officer/

Civil Rights Compliance Coordinator/ADA Coordinator

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Student Conduct

Policy and Procedure No. 3240 explains 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 9A.1280 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 also 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)

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.

School Related Concern	District Concern
<p>Discuss with the teacher involved</p>  <p>Principal/Director</p>  <p>Superintendent</p>  <p>School Board</p>	<p>Discuss with appropriate District Administrator</p>  <p>Superintendent</p>  <p>School Board</p>

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 Windsor! A Cheney Disclosure Form and State Patrol background check will need to be completed each year for any adult who supervises field trips helps with school events such as field day, or regularly accesses our building to support students or staff. The final approval of all volunteers is the responsibility of the principal. For more information, or to complete the online volunteer application, please visit the [Community](#) tab on our District website.

Student Leadership

Student Council/ASB

The Student Council, under the leadership of Mrs. Cox and Mrs. Rasmussen, 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

Students can apply to participate on patrol in fifth-grade. Schedules are built for the morning and afternoon. If you have questions regarding your child joining patrol, please connect with Cherise Foland at 559-4254.

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**. For more information on bussing, or to register your student to ride the bus, please visit our District website at <https://www.cheneysd.org/our-district/department-directory/transportation>.