



# Salnave Elementary Parent/Student Handbook

2024-2025

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

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

Celina Brennan, Principal  
Claire Soulek, Assistant Principal

# Proudly Serving Our Community

**Salnave Elementary School Sparrowhawks**

***Dreaming, Learning, Growing TOGETHER!***

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

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

## Principal's Message to Parents

Dear Families,

Welcome to the 2024-2025 school year! We are dedicated to collaborating with staff, families, and community members to ensure the success of our students. As advocates for meeting the needs of the whole child, we will work to ensure the development and sustainability of instructional programs that support the social, emotional, and academic needs of every learner. Our staff strives to provide a safe and nurturing learning environment that fosters the optimal learning potential in each student. We welcome parent/guardian input and participation in order to create a solid partnership that empowers student learners.

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

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

Sincerely,  
Celina Brennan



# Salnave Elementary School Sparrowhawks

## Cheney School District

### Dr. Ben Ferney, Superintendent

12414 S. Andrus Rd.

Cheney, WA 99004

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

### Board of Directors

Mr. Henry Browne, President, District 3

Mr. Mark Scott, Vice-President, District 1

Ms. Elizabeth Winer, Legislative Representative, District 2

Mr. Bill Hanson, District 4

Mr. Mitch Swenson, District 5

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

### Cheney School District Mission Statement

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

### Salnave Elementary Mission Statement

*ALL Sparrowhawks will work together to ensure ALL scholars are engaged in learning at high levels.*

## Salnave Elementary School Staff Directory

### Certificated Staff

Celina Brennan	Principal	559-4701	<a href="mailto:cbrennan@cheneysd.org">cbrennan@cheneysd.org</a>
Claire Soulek	Assistant Principal	559-4703	<a href="mailto:csoulek@cheneysd.org">csoulek@cheneysd.org</a>
Gwynn Moe	Counselor	559-4726	<a href="mailto:gmoe@cheneysd.org">gmoe@cheneysd.org</a>
Jenny Loughery	School Nurse	559-4721	<a href="mailto:jloughery@cheneysd.org">jloughery@cheneysd.org</a>
Adrienne Sielaff	School Psychologist	559-4725	<a href="mailto:asielaff@cheneysd.org">asielaff@cheneysd.org</a>
Rachel Eng	Preschool Teacher	559-4714	<a href="mailto:reng@cheneysd.org">reng@cheneysd.org</a>
Katie Barone	Kindergarten Teacher	559-4736	<a href="mailto:kbarone@cheneysd.org">kbarone@cheneysd.org</a>
Kayla Smith	Kindergarten Teacher	559-4735	<a href="mailto:kismith@cheneysd.org">kismith@cheneysd.org</a>
Mandy Larson	Kindergarten/1st Grade Teacher	559-4713	<a href="mailto:alarson@cheneysd.org">alarson@cheneysd.org</a>
Jessica Bailey	1st Grade Teacher	559-4734	<a href="mailto:jbailey@cheneysd.org">jbailey@cheneysd.org</a>
Amye Ellsworth	1st Grade Teacher	559-4733	<a href="mailto:aellsworth@cheneysd.org">aellsworth@cheneysd.org</a>
Keri Van Horne	2nd Grade Teacher	559-4712	<a href="mailto:kvanhorne@cheneysd.org">kvanhorne@cheneysd.org</a>
Cole Mayfield	2nd Grade Teacher	559-4731	<a href="mailto:cmayfield@cheneysd.org">cmayfield@cheneysd.org</a>
Meriah Peplinski	2nd/3rd Grade Teacher	559-4709	<a href="mailto:mpeplinski@cheneysd.org">mpeplinski@cheneysd.org</a>
Bryn Swenson	3rd Grade Teacher	559-4711	<a href="mailto:bswenson@cheneysd.org">bswenson@cheneysd.org</a>
Aimee Heider	3rd Grade Teacher	559-4710	<a href="mailto:aheider@cheneysd.org">aheider@cheneysd.org</a>
Meghan Pierce (Trainer)	4th Grade Teacher	559-4719	<a href="mailto:mtrainer@cheneysd.org">mtrainer@cheneysd.org</a>
Amanda Smith	4th Grade Teacher	559-4716	<a href="mailto:acsmith@cheneysd.org">acsmith@cheneysd.org</a>
Shea Romero	4th/5th Grade Teacher	559-4708	<a href="mailto:sromero@cheneysd.org">sromero@cheneysd.org</a>
Randi York	5th Grade Teacher	559-4730	<a href="mailto:ryork@cheneysd.org">ryork@cheneysd.org</a>
Alicia Bracht	5th Grade Teacher	559-4715	<a href="mailto:ahunt@cheneysd.org">ahunt@cheneysd.org</a>
Heidi Hoblin	Math & Literacy Interventionist	559-4705	<a href="mailto:hhoblin@cheneysd.org">hhoblin@cheneysd.org</a>
Misty Smith	Special Education- Resource Room	559-4754	<a href="mailto:msmith@cheneysd.org">msmith@cheneysd.org</a>
Hailey Hammer	Speech/Language Therapist	559-4750	<a href="mailto:hhammer@cheneysd.org">hhammer@cheneysd.org</a>
Alyssa Roth Drummond	Speech/Language Therapist	559-4750	<a href="mailto:arothdrummond@cheneysd.org">arothdrummond@cheneysd.org</a>
Christine Ulbright	Physical Therapist	559-4739	<a href="mailto:culbright@cheneysd.org">culbright@cheneysd.org</a>
Kelli Sittser	Occupational Therapist	559-4725	<a href="mailto:ksittser@cheneysd.org">ksittser@cheneysd.org</a>
Maria (Rocio) Filace	Multilingual Learner Specialist	559-4723	<a href="mailto:mfilace@cheneysd.org">mfilace@cheneysd.org</a>
Sara Kennedy	Librarian/Media Specialist	559-4704	<a href="mailto:skennedy@cheneysd.org">skennedy@cheneysd.org</a>
Mark Tatham	Music Teacher/Band & Strings	559-4706	<a href="mailto:mtatham@cheneysd.org">mtatham@cheneysd.org</a>
Scott Ziemann	Physical Education Teacher	559-4718	<a href="mailto:sziemann@cheneysd.org">sziemann@cheneysd.org</a>

## Salnave Elementary School Staff Directory

### Classified Staff

Amie Heuschkel	Elementary Secretary/Office Manager	559-4700	<a href="mailto:ahenschkel@cheneysd.org">ahenschkel@cheneysd.org</a>
Lisa Holtan	Attendance Secretary	559-4702	<a href="mailto:lholtan@cheneysd.org">lholtan@cheneysd.org</a>
Jane Cindric	Health Aide	559-4727	<a href="mailto:mcindric@cheneysd.org">mcindric@cheneysd.org</a>
Amy Bassen	Custodian	559-4700	<a href="mailto:abassen@cheneysd.org">abassen@cheneysd.org</a>
Thomas Hoaglan	Custodian	559-4700	<a href="mailto:thoaglan@cheneysd.org">thoaglan@cheneysd.org</a>
Cassandra Stephens	Custodian	559-4700	<a href="mailto:cstephens@cheneysd.org">cstephens@cheneysd.org</a>
Makayla Lee	Cook	559-4724	<a href="mailto:mlee@cheneysd.org">mlee@cheneysd.org</a>
Sarah Passey	Cashier	559-4729	<a href="mailto:spassey@cheneysd.org">spassey@cheneysd.org</a>
Karen Smith	Behavior Interventionist	559-4700	<a href="mailto:ksmith@cheneysd.org">ksmith@cheneysd.org</a>
Brandy Peterson	Instructional Paraeducator	559-4700	<a href="mailto:bpeterson@cheneysd.org">bpeterson@cheneysd.org</a>
Lovejoy Sodoma	Instructional Paraeducator	559-4700	<a href="mailto:lsodoma@cheneysd.org">lsodoma@cheneysd.org</a>
Shantel Ableman	Instructional Paraeducator	559-4700	<a href="mailto:sfableman@cheneysd.org">sfableman@cheneysd.org</a>
Susan Ford	Instructional Paraeducator- RR	559-4754	<a href="mailto:sford@cheneysd.org">sford@cheneysd.org</a>
Adriana Rodriguez	Instructional Paraeducator-RR	559-4754	<a href="mailto:arodriguez@cheneysd.org">arodriguez@cheneysd.org</a>
Kristi Hair	Instructional Paraeducator-1-1 Para	559-4754	<a href="mailto:khair@cheneysd.org">khair@cheneysd.org</a>
Marilyn Mott	Preschool Paraeducator - PK	559-4700	<a href="mailto:mmott@cheneysd.org">mmott@cheneysd.org</a>
Cheryl Ripley	Preschool Paraeducator - PK	559-4700	<a href="mailto:cripley@cheneysd.org">cripley@cheneysd.org</a>

#### **Salnave PTO Officers**

Jenny Probert	President
Natasha Jostad	Vice President
Samantha Cook	Secretary/Treasurer

**The Salnave PTO meets once monthly – time TBA.**

**Please join our Salnave PTO group and parents!**

### **Teacher Qualifications**

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

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

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

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# Arrival and Dismissal

Classes begin promptly at 7:50am with the exception of Friday late-start days which begin at 8:50am. Children should not arrive before 7:40am (8:40am on Fridays), unless eating breakfast. Students eating breakfast may enter the door at 7:20am (8:20am on Fridays). If a student arrives tardy, he/she must check in at the office and present a pass to his/her teacher. Students are dismissed at 2:20pm. **If your child's end-of-day plans change, please notify the office by 12:30 p.m. so your child can be notified of the change.** It is very difficult to ensure arrangements can be changed after that time.

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

## Riding the Bus

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

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

#### R.I.D.E.

#### R. RESPECT AND SUPPORT

(Driver - Others - Bus)

#### I. IN YOUR SEAT SAFELY

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

#### D. DEFINITELY KEEP AISLES CLEAR

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

#### E. EXTRA ATTENTION TO SAFETY

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

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



## Changing After-School Plans

If there is a need for any deviation from the normal routine, or if any person other than a parent or guardian is taking a student off campus, **a note** to that effect must be sent to the office. A call to the office by a parent/guardian can be directly made, as well. For safety reasons, students without notes/calls will follow their normal after-school plan. District procedure does not allow students to ride home with another student on the bus. **Calls home for confirmation are not possible without serious schedule delays for departing buses. Please notify our office of any change in plans before 12:30 p.m.**

## Dropping off/Picking Up by Car

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

## Walking to School

Obey traffic signals and/or the crossing guards.

Walk your bike through intersections.

Always walk with a buddy whenever possible.

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

## Safe Walking Routes

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

## **Walking Recommendations**

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

# Assessment

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

## **State Assessments**

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

## **iReady Diagnostic**

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

## **Developmental Reading Assessment (DRA), Diagnostic Progress Monitoring Tools, Heggarty Assessments**

These assessment tools by our educational staff to determine student strengths and areas of need as well as individual student growth over time, in the area of reading. These tools can be used at incremental time periods to monitor growth, and results are shared with parents at Parent-Teacher Conferences.

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

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

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

# Attendance

## Absences

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

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

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

## When to Keep Your Child Home from School

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

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

OK to Return when: Symptoms are improving, fever free for 24 hours without the use of medication

Current regional health department guidance regarding a positive Covid test: You can go back to your normal activities when both of the following have been true for at least 24 hours:

- Your symptoms are getting better overall, and
- You have not had a fever (and are not using fever-reducing medication)

If you have any questions regarding symptoms, please reach out to our health room, 509-559-4014.

# 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	2 weeks	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	1 week	April 7-11, 2025
Memorial Day	Monday	May 26, 2025

## Emergency School Closure Information

If school is closed or delayed due to weather, communication will be sent through Parent Square by our district. 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 expectations standards that respect the rights, person, and property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive climate for learning.

The purposes of these procedures include:

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



## Supporting Students with Best Practices and Strategies

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

[Menus of Best Practice & Strategies- ospi.k12.wa.us](https://ospi.k12.wa.us)

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](https://ospi.k12.wa.us) for Behavior as well as building discipline standards. School personnel at each District school will review the identified best practices and strategies as well as building discipline standards as appropriate.

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

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

# Electronic Resources & Media

## Computer Use at Salnave

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

Students will not:

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

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

## 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 internally within our school communication, in the news media, or school district publications, as well. ***If you do not want to have your child appear in a photograph, videotape, film or slide, please notify your child's school in writing.***

## Electronic Devices and Toys

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

# Health Services

## Health Information/Immunizations

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

### REQUIRED IMMUNIZATIONS FOR SCHOOL YEAR 2024-2025

#### Parents— Are Your Kids Ready for School?

##### Required Immunizations for School Year 2024-2025



**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.

	<b>DTaP/Tdap</b> (Diphtheria, Tetanus, Pertussis)	<b>Hepatitis B</b>	<b>Hib</b> ( <i>Haemophilus influenzae</i> type B)	<b>MMR</b> (Measles, mumps, rubella)	<b>PCV</b> (Pneumococcal Conjugate)	<b>Polio</b>	<b>Varicella</b> (Chickenpox)
<b>Preschool</b> Age 19 months to <4 years on September 1st	4 doses DTaP	3 doses	3 or 4 doses* (depending on vaccine)	1 dose	4 doses*	3 doses	1 dose**
<b>Preschool/Transitional Kindergarten</b> 4 years of age or older on September 1st	5 doses DTaP*	3 doses	3 or 4 doses* (depending on vaccine) (Not required at 5 years of age or older)	2 doses	4 doses* (Not required at 5 years of age or older)	4 doses*	2 doses**
<b>Kindergarten through 6th</b>	5 doses DTaP*	3 doses	Not Required	2 doses	Not Required	4 doses*	2 doses**
<b>7th through 11th</b>	5 doses DTaP* Plus Tdap at age ≥10 years	3 doses	Not Required	2 doses	Not Required	4 doses*	2 doses**
<b>12th</b>	5 doses DTaP* Plus Tdap at age ≥7 years	3 doses	Not Required	2 doses	Not Required	4 doses*	2 doses**

\*Vaccine doses may be acceptable with fewer than listed depending on when they were given. \*\*Health care provider verification of history of chickenpox disease is also acceptable. Students must get vaccine doses at the correct timeframes to be in compliance with school requirements. Talk to your health care provider or school staff if you have questions. Find information on other important vaccines not required for school at: [www.immunize.org/cdc/schedules](http://www.immunize.org/cdc/schedules).

To request this document in another format, call 1-800-525-0127.

Deaf or hard of hearing customers, please call 711 (Washington Relay) or email [doh.information@doh.wa.gov](mailto:doh.information@doh.wa.gov)

DOH 348-295 Dec. 2023



## Immunizations

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

Exemptions from the requirements are medical, religious or personal.

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

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

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

## Guidelines for Children with Life-Threatening Health Conditions

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

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

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

### **Change of Address**

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

# Homework and Dress

## Appropriate Dress Guidelines

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

- Hats/caps are to be worn outdoors or with permission of their teacher.
- Shoes that are safety hazards on the playground at recess and during P.E. classes are not to be worn. This includes flip-flops, wedged heels, clogs or shoes with no backs. 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 Salnave

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

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

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

## **Make-up Work**

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



# Nutrition Services

LJ Klinkenberg, Director 509-559-4595

Kellisa Kulm, Assistant Director

## Breakfast/Lunch

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

Breakfast is served daily beginning at 7:20am. Our cafe is open until 7:50am. Please help your child arrive early enough to eat breakfast in our cafe. For students who arrive late, breakfast is offered until 9:59am.

Nutrition Services is excited to have qualified again for the Community Eligibility Provision (CEP), which allows school districts to provide meals to these schools at no cost.

All Salnave students receive their first reimbursable breakfast and first reimbursable lunch at no cost. Students are welcome to eat as many fruits and vegetables as they can eat. Additional milks may be purchased separately. Prices are listed in the table below. A share bin will be available.

At breakfast, four (4) items are offered, a reimbursable breakfast consists of three (3) items. Students have the choice of 1 Entree, choice of 1 Misc. item (optional). Students are required to take 1 Grain item and 1/2 Cup of fruit.

At lunch, five (5) components are offered, a reimbursable lunch consists of three components, one component must be 1/2 cup of fruit or vegetable. The five components are (1) grain, (2) meat/meat alternate, (3) fruit, (4) vegetable and (5) milk.

Money can be placed on a student's lunch account using cash or a check submitted to the office. Credit and debit cards can be used with the online payment portal option through the Cheney School District website at <https://wa-cheney.intouchrecepting.com/>. Money is not accepted in the lunch line.

School lunch is a federally funded program and prices are subject to change.

<b>2024-25 Meal Pricing</b>	
<b>Elementary</b>	
Milk	\$0.75
<b>Secondary</b>	
Milk	\$0.75
Extra Entree (Main Dish) Breakfast	\$1.75
Extra Entree (Main Dish) Lunch	\$2.00
Extra Egg, Extra String Cheese	\$0.50
<b>Adult and Guest Meals</b>	
Breakfast	\$4.75
Extra Entree (Main Dish) Breakfast	\$1.75
Extra Milk	\$0.75
Lunch	\$6.50
Extra Entree (Main Dish) Lunch	\$2.00

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

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

## Safe Celebrations

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

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

In addition; under this policy, treats that are **high in sugar and calories are not allowed to be offered to students during school hours.** Examples of treats that are not consumed as part of classroom celebrations include candy, cake (including cupcakes), regular fat potato chips, soda and other sugar-based drinks.

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

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

# **Parent-Teacher Partnership**

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

## **Recognize the Commitment the Teacher Has Made**

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

## **Make Early, Positive Contact with the Teacher**

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

## **Don't Put the Student in the Middle**

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

## **Fill Your Child's Emotional Tank**

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

## **Encourage Other Parents/Guardians to Honor the Community**

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

# Policies

**Policies are available online under the “Our District” “Board of Directors” “[Board Policies & Procedures](#)” 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 2029](#) and [Procedure 2029](#))

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

## Harassment, Intimidation, and Bullying Prevention

The District is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and patrons that is free from harassment, intimidation or bullying. “Harassment, intimidation or bullying” means any intentionally written message or image – including those that are electronically transmitted – verbal, or physical act, including but not limited to one shown to be

motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability, or other distinguishing characteristics, when an act:

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

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation, or bullying. "Other distinguishing characteristics" can include but are not limited to: physical appearance, clothing or other apparel, socioeconomic status, and weight. "Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

The District will provide students with strategies aimed at preventing harassment, intimidation and bullying. In its efforts to train students, the District will seek partnerships with families, law enforcement and other community agencies. Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the perpetrator, and to restore a positive school climate. The District will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

Any student who believes he or she has been the target of unresolved, severe, or persistent harassment, intimidation or bullying, or any other person in the school community who observes or receives notice that a student has or may have been the target of unresolved, severe, or persistent harassment, intimidation or bullying may report incidents verbally or in writing to any staff member. School district Form No. 109, Discrimination/HIB Incident Reporting Form, is available at each school site, on which a written report can be submitted. This form can also be found on the District website "Parent & Student Resources" "Harassment & Bullying" tab. ([Policy No. 3207](#) 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, Gwynn Moe (509-559-4726), for more information. (Policy and Procedure No. 3115)

## **Nondiscrimination Policy**

Cheney Public Schools does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, economic status, pregnancy, familial status, marital status, the presence of any sensory, mental or physical disability, or the use of a trained guide dog or service animal by a person with a disability, and provides equal access to the Boy Scouts and other designated youth groups. (Policy and Procedure No. 3210)

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

Title IX/Chapter 28A.640 Officer/

Civil Rights Compliance Coordinator/ADA Coordinator

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

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

## **Sexual Harassment Prohibited**

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

Title IX/Chapter 28A.640 Officer/

Civil Rights Compliance Coordinator/ADA Coordinator

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

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## **Student Conduct**

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

## **Student Records and Directory Information**

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



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

## **Student Rights and Responsibilities**

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

## **Weapons Policy**

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

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

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

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

# Programming

## Highly Capable Programs

In order to develop the special abilities of each student, the District will offer a highly capable program which provides kindergarten through twelfth grade students who are selected for the program with access to basic education programs that accelerate learning and enhance instruction. Highly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments. Outstanding abilities are seen within a student's general intellectual aptitudes, specific academic abilities, and/or creative productivity within a specific domain. These students are present not only in the general populace, but are present within all protected classes. Referrals are permitted and accepted based on data or evidence from teachers, other staff, parents, students, and members of the community. Referrers will use the District's referral form to refer a student to be considered for identification in the program. Each year students new to the district and students currently enrolled may be nominated for the program. The coordinator for our district is Ann Ottmar (559-4566). Assessments of students nominated for the Highly Capable Program take place in fall and spring. ([Policy No. 2190](#) 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 No. 2161](#) and [Procedure No. 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 No. 2108](#))

**Title I Mission Statement:** *We are committed to serving all students by creating an educational partnership among students, school employees, family, and community. Working together, students will become successful life-long learners.*

**If you ever need to contact any member of our staff, please get in touch with our front office by calling 509-559-4700, emailing [cbrennan@cheneydsd.org](mailto:cbrennan@cheneydsd.org), or stopping by during school hours.**

**Your involvement with Salnave and your child's education is so important. We value your partnership to ensure all of our Sparrowhawks are learning ready! Here are some ways to help:**

**Healthy Breakfast-** Ensure your child has eaten a healthy breakfast or take advantage of free breakfast for all. It will be served each morning before school, starting at 7:20 am. Please ensure your child arrives early for breakfast so they are not late to class.

**School Start Time-** School begins at 7:50am (8:50am on Fridays). Please ensure your child is on time so they do not miss their entry task, morning meeting, and HAWKS News.

**Water Bottle-** Please send your child with a clean water bottle every day.

**Proper Recess Attire-** Our goal for our learners is that they get fresh air daily during learning breaks. Each year we experience cold temperatures and snow. Please send your child with a warm winter coat, gloves, hat, and boots as appropriate to the weather.

**Healthy Lunch-** Just like breakfast, we are able to offer your child a healthy lunch everyday. If you are sending your child with lunch from home, please be thoughtful about packing healthy foods to help them be focused throughout the afternoon. Please no soda or candy.

**Attendance-** Consistent attendance is very important. Scheduling appointments, as much as possible, outside of the school day helps with attendance. When your child is ill, communicating directly with our office and the teacher about missed learning is essential to your child's growth.

**Sleep-** Getting a good night's sleep helps students focus and learn. Establishing a regular bedtime routine and schedule will help your child.

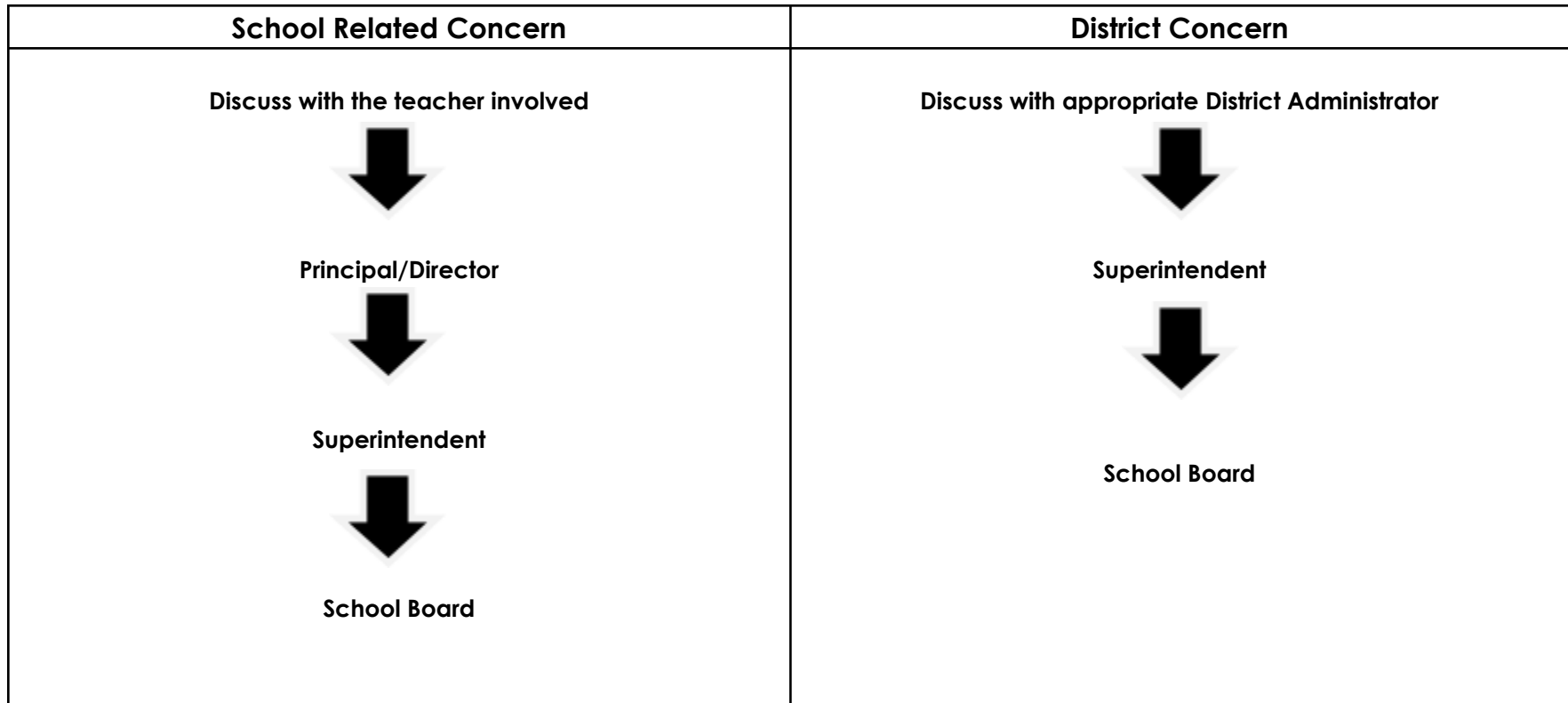
**Reduce Screen Time** - Reducing screen time improves your child's focus, and can increase attention span, patience, and impulse control. Eliminating screens 1-2 hours prior to bedtime will support your child in getting a good night sleep.

## **Transitional Bilingual Instruction Program**

The Board is committed to ensuring an equal educational opportunity for every student in the schools and programs of the District. While English is the basic language of instruction in its schools, the District will provide a Transitional Bilingual Instruction Program for children whose primary language is not English and whose English skills are sufficiently deficient or absent to impair learning. The District's Transitional Bilingual Instruction Program is designed to enable students to achieve competency in English. A Transitional Bilingual Instruction Program, as defined by state law, means a system of instruction which uses two languages, one of which is English, to build upon and expand language skills to enable the student to achieve competency in English. In those cases where the use of two languages is not practicable, appropriate instruction for English language learners may be provided primarily in English. The District will provide English language learners appropriate core academic instruction in addition to language instruction. The District's Transitional Bilingual Instruction Program is intended to supplement core academic instruction. ([Policy No. 2110](#) and [Procedure No. 2110](#))

# Resolving a Concern

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



# Safety Procedures

## Emergency Drills

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

- Evacuation
- Lockdown
- Secure the Building
- Shelter-in-Place (Earthquake)

## Volunteers

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

# School-wide Learning Environment Plan

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

## Guidelines for Student Success





# Procedures to Encourage Responsible Behavior

## Second Step - Social Skills Program

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

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

## Positive Reinforcement at Salnave

- **Red Caughts:** Students will be "caught being learning ready" following the 'HAWKS' guidelines (Helpful, Attentive, Well-behaved, Kind, Safe). All staff members may give a Caught ticket for observing a student demonstrating that they are following the HAWKS guidelines.
- **Purple Engagement Caughts:** As we support our scholars in recognized behaviors that support their learning, staff members are on the lookout for Sparrowhawks that are demonstrating WINGS (work hard, invest, never give up, grow, succeed).
- **Classroom Caughts:** These are given by staff members to entire classrooms for displaying HAWKS characteristics as a team. A bar graph is displayed near the office celebrating teamwork.
- **Attendance Awareness Month:** Each September, awareness is built with students regarding positive attendance. Recognition is given throughout the month and the rest of the year.
- **Bullying Prevention Month:** Each October staff and students are involved in many activities for Bullying Prevention.
- **Student of the Week:** Individual students will be recognized each week for being a role model for the HAWKS guideline of focus.
- **PACE Awards:** Individual students will be recognized monthly in conjunction with the PACE Character Trait of focus.
- **Kindness Recognition:** When students are "spotted" being kind, staff can recognize students for their kindness.

# **Student Leadership**

## **Student Council/ASB**

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

## **Patrol**

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

## **Kindness Ambassadors**

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

## **Principals' Advisory Board**

Students in K-5 are nominated by staff to participate on the Principals' Advisory Board. Students on this team provide feedback and ideas related to our School Improvement Goals and schoolwide systems.

# Transportation Services

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

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

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

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

## Riding the Bus

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

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

#### R.I.D.E.

#### R. RESPECT AND SUPPORT

(Driver - Others - Bus)

#### I. IN YOUR SEAT SAFELY

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

#### D. DEFINITELY KEEP AISLES CLEAR

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

#### E. EXTRA ATTENTION TO SAFETY

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