Selah Intermediate School

Parent/Student Handbook

2026-2027

Selah School District Mission: SSD, in partnership with students, parents, and community inspires a culture of lifelong learning for all.

Important SIS Phone Numbers

Main Office: 509-698-8300
Attendance: 509-698-8304
Counselor A-K : 509-8308
Counselor L-Z : 509-8307
Health Room: 509-698-8321
Spanish Line: 509-698-8304
SNOW LINE: 509-698-8080

Sarah Hansen
Principal
sarahhansen@selahschools.org
509-698-8305

Bethany Cardenas
Assistant Principal
bethanycardenas@selahschools.org
509-698-8306

Lee Grams
Assistant Principal
leegrams@selahschools.org
509-698-8310

Selah School District

2026-27 Student Calendar

August 2026

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August

25, 26, 27 *Staff PD Days—No School*
31 **Classes Begin**

September

4 *Non-School Day*
7 *Labor Day — No School*

October

9 *Teacher In-service Day — No School*
26-30 *Parent Conferences*

November

11 *Veterans' Day — No School*
25 *Thanksgiving Break — No School*
26 *Thanksgiving Break — No School*
27 *Thanksgiving Break — No School*

December

18 *Half-Day of School (dismissal 3 hours after school begins)*

21 *Winter Break — No School (5 days)*
28 *Winter Break — No School (5 days)*

January

1 *New Year's Day — No School*
4 ***Classes Resume***
18 *Martin Luther King Day — No School*

February

12 *No School/Snow Make-up Day*
15 *Presidents' Day — No School*

March

29-31 *Parent Conferences*

April

1-2 *Parent Conferences*
5 *Spring Break — No School (5 days)*

May

28 *No School*
31 *Memorial Day — No School*

June

15 ***Last Day of Classes*** *Half-Day of School (dismissal 3 hours after school begins)*

Note: Additional Snow Make up day(s) will be scheduled at the end of the calendar for school closures due to inclement weather, if required.

SCHOOL DISTRICT
Cultivating life-long learners

February 2027

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2027

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Selah Intermediate School Schedule

Office hours: 7:30 AM to 4:15 PM, Monday through Friday.

Regular Schedule	**Wednesday Schedule**
8:35 - Doors open-students will pick up breakfast on their way to class. **8:40** - 1st bell to go to class **8:45** - School begins **3:12** - Houses 1 & 3 released **3:15** - House 2 released	**9:35** - Doors open-students will pick up breakfast on their way to class. **9:40** - 1st bell to go to class **9:45** - School begins **3:12** - Houses 1 & 3 released **3:15** - House 2 released

Student Arrival

The regular school day begins at 8:45, and 9:45 on Wednesdays. Students arriving after the start time need to go to the office and check in, as this is considered tardy. **For supervision purposes, students should not arrive at school before 8:35.** The lower lot playground is not accessible to students in the morning, before school.

Late Starts

There will be district-wide late starts on Wednesdays throughout the year. These late starts will be used by the staff to further develop their instructional skills and knowledge of the content that they are teaching. On those days classes will begin at 9:45. **For supervision purposes, Students should not be on campus until 9:35.**

Checking Students Out

For safety purposes we require that all visitors and volunteers check in with the office first. At that time, they will be given a visitor's badge. When picking up a child for appointments, etc., stop at the office, identify yourself and sign your child out. Students are not allowed to leave school grounds unless accompanied by an adult. No child will be released to a person other than the parent unless the person's name appears on the child's emergency card, which is on file in the school office. **If you arrive to check your child out early, they will not be released from their classroom after 3:00. If you arrive after that, we will need you to wait until the bell rings for pickup at 3:15. If you will need them before 3:15, please arrive no later than 3:00 to get them.**

Student Messages

Student messages will not be taken after 2:45 pm. **Any messages received after 2:45 pm are NOT guaranteed to reach your student before the end of the school day.** This is for the safety of your child and to ensure that all messages get delivered. **If you arrive to pick up your student early from school, we will not release them from their classroom after 3:00.** If you will need them released early, you will need to check them out before 3:00 or wait until the bell rings for pick up at 3:15.

Volunteers

At Selah Intermediate, we love having parent volunteers. Here are the steps that you will need to follow to be approved with a background check:

- Visit our online Visitor Management System at **https://t.ly/AQJGJ** You will need to upload your driver's license as well as filling out the other information. Please give us a call if you have any questions on this process.
- Contact the classroom teacher who you would like to visit. By contract, they need at least 24 hours notice and may approve or deny any request.
- On the day of the visit, sign in and put on a name badge in the main office. Name badges must be worn while in our school.
- Once your activity or the class is complete, stop back by the office to sign out of the building.

Please note: If you have made arrangements with one teacher, once the activity or period is over, you will need to return to the main office and check out of the building.

Behavior Guidelines

This portion of the Selah Intermediate School Student Handbook explains our behavior expectations for every student on our campus. Viking PRIDE is the foundation of our behavioral expectations. PRIDE stands for Positive, Respectful, In Control, Dependable, and Engaged. Students need to understand what is expected of them and that they have control over their actions.

All staff members will make every attempt to be fair, courteous, and consistent in their dealings with students. Parental support of this information and the school staff is important in helping children learn that there are clear and definite limits to responsible behavior.

What is PBIS?

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, and desired behavior more functional.

Why is it so important to focus on teaching positive social behaviors?

Teaching behavioral expectations and recognizing students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

Selah Intermediate PRIDE Expectations

Vikings respect the learning, safety, and well-being of others

	Hallways/Stairs	Cafeteria	Playground	Restrooms	Classroom	Bus Line/ Crosswalk
Positive	* Show friendly behavior	*Include others at your table	*Include others *Take turns *Show good sportsmanship	*Use kind and appropriate words *Keep it clean	*Encourage others *Have a growth mindset *Learn from mistakes	*Use kind words
Respectful	*Voice level 2 *Be kind and pause for others	*Use your manners *Voice level 2	*Respect others playing space *Enter building quietly	*Respect other's privacy *Voice level 2	*Use kind words, actions, and body language *Respect the learning of others	*Maintain your personal space *Follow directions quickly *Stay on sidewalks
In control	*Walk on the right side *Hands and feet to yourself *Take stairs one step at a time	*Keep hands and feet to yourself in line *Carry tray with two hands *Walk *Face forward in line	*Wait your turn *Use equipment appropriately *Play safely and fairly	*Wait your turn *Correct amount of towels, soap, toilet paper	*Keep hands and feet to yourself *Stay organized *Allow yourself and others think time	*Keep hands, feet, and property to yourself *Walking feet to your bus line or crosswalk *Stand in your correct line
Dependable	*Take a hall pass *Walk with a purpose	*Come prepared *Wait until dismissed *Clean up after yourself	*Come prepared *Follow directions quickly *Walk with purpose when the bell rings *Return playground equipment	*Flush toilet, put towels in garbage cans	*Arrive on time *Come prepared *Be where you're supposed to be *Practice best work and best self *Follow directions quickly	*Go directly to your Bus *Use safe hands and use appropriate language
Engaged	*Pay attention to the world around you *Keep up with the group	*Fuel your body and mind	*Participate in physical activity *Stay in designated playground areas	*Wash hands with soap *Use time wisely	*Participate in your learning *Give your best effort *Take risks *Stay on task	*Pay attention to your surroundings, watch for traffic and stay away from the edge of the sidewalk.

What might occur if a student doesn't meet the behavioral expectations? Some examples include:

- Communication home from the classroom teacher.
- Student meeting with PBIS Interventionist or school administration
- Parent/student meeting with support team (teachers, counselor, PBIS interventionist, principal)
- Loss of recess/lunch for reteaching of expected behaviors
- Restorative practices (Make it Right)
- Conflict resolution session or restorative circle

School and Classroom Discipline Guidelines

The staff and administration will make every effort to ensure that our students are successful and enjoy learning at Selah Intermediate School. However, there are consequences for students who make poor choices in or out of the classroom. The teachers at Selah Intermediate School do an excellent job of managing student behavior in their classrooms. They each have a behavior plan that outlines the classroom expectations.

Classroom managed behaviors:

1. Non-verbal warnings to correct behavior (proximity, etc.)
2. Verbal warning to correct behavior.
3. Student choice on how they can reset/calm down/self regulate.
4. Classroom teacher contacts the family (call, email, ParentSquare, notify parents by mail, or have Home Visitor contact parents)

Office managed behaviors: (Major Referral/Make it Right)

Possible Office Referral Consequences:
Student discipline issues are dealt with on a case-by-case basis using developmentally appropriate restorative practices (apology notes, community service, etc.) in partnership with families.

GENERAL PROVISIONS

- The administrators reserve the right to use professional judgment in determining student discipline. Students whose behavior falls in the "Exceptional Misconduct" category as set forth in the Selah School District Policy 3241P will be subject to the corrective actions outlined in the policy.
- Parent meetings with administration may be requested at any time during the referral process by either party.
- Special Education: Students on IEPs will follow the WACs and/or their individual education plan when short term/long term suspension or expulsion is warranted—Selah School District Policy 2161P.

Discrimination:
Selah School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) has been designated to handle questions and complaints of alleged discrimination: Chad Quigley, 509-698-8004 chadquigley@selahschools.org

Harassment, Intimidation, and Bullying
Our Schools Protect Students from Harassment, Intimidation, and Bullying (HIB) Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our school's process for responding to it.

What is HIB?

- HIB is any intentional electronic, written, verbal, or physical act of a student that:
    - Physically harms another student or damages their property;
    - Has the effect of greatly interfering with another student's education; or,
    - Is so severe, persistent, or significant that it creates an intimidating or threatening education environment for other students.

HIB generally involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools. How can I make a report or complaint about HIB?
Talk to any school staff member (consider starting with whoever you are most comfortable with!). You may use our district's reporting form to share concerns about HIB:
https://go.boarddocs.com/wa/selah/Board.nsf/files/CULU5K7A61BB/$file/3207%20F1%20Incident%20Reporting%20form.pdf reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based solely on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer Chad Quigley, Executive Director for Human Resources and District HIB Compliance Officer that supports prevention and response to HIB.

What happens after I make a report about HIB?
If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation. Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

What is the investigation process?
When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response. When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- Clear information about how you can appeal the decision

What are the next steps if I disagree with the outcome?
For the student designated as the "targeted student" in a complaint: If you do not agree with the school district's decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board. For the student designated as the "aggressor" in a complaint: A student found to be an "aggressor" in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

For more information about the HIB complaint process, including important timelines, please see the district's HIB link located at the bottom of the district's homepage or https://www.selahschools.org/about-us/legal-notices/harassment-intimidation-or-bullying or the district's HIB Policy 3207 and Procedure 3207P. Our School Stands Against Discrimination Discrimination can happen when someone is treated differently or unfairly because they are part of a protected class, including their race, color, national origin, sex, gender identity, gender expression, sexual orientation, religion, creed, disability, use of a service animal, or veteran or military status. What is discriminatory harassment? Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student's protected class and is serious enough to create a hostile environment. A hostile environment is created when conduct is so severe, pervasive, or persistent that it limits a student's ability to participate in, or benefit from, the school's services, activities, or opportunities. To review the district's Nondiscrimination Policy 3210 and Procedure 3210P, visit www.selahschools.org/about-us/legal-notices/nondiscrimination-for-students-title-ix.

What is sexual harassment?
Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team. Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault. To review the district's Sexual Harassment Policy 3205 and Procedure 3205P, visit www.selahschools.org. What should my school do about discriminatory and sexual harassment? When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again. What can I do if I'm concerned about discrimination or harassment? Talk to a Coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination:
Civil Rights Coordinator: Chad Quigley, Executive Director for Human Resources, chadquigley@selahschools.org

Concerns about sex discrimination, including sexual harassment:
Title IX Coordinator: Chad Quigley, Executive Director for Human Resources, chadquigley@selahschools.org

Concerns about disability discrimination:
Section 504 Coordinator: Betty Lopez, Executive Director for Special Education, bettylopez@selahschools.org

Concerns about discrimination based on gender identity:
Gender-Inclusive Schools Coordinator: Chad Quigley, Executive Director for Human Resources, chadquigley@selahschools.org

To submit a written complaint, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response. When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

- A summary of the results of the investigation
- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision

What are the next steps if I disagree with the outcome?
If you do not agree with the outcome of your complaint, you may appeal the decision to the School Board and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure 3210P and Sexual Harassment Procedure 3205P.

I already submitted an HIB complaint – what will my school do?
Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure 3210P and the HIB Procedure 3207P to fully resolve your complaint.

Who else can help with HIB or Discrimination Concerns?
Office of Superintendent of Public Instruction (OSPI) All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes. OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

- Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center
- Email: schoolsafety@k12.wa.us
- Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)

- Website: ospi.k12.wa.us/policy-funding/equity-and-civil-rights
- Email: equity@k12.wa.us
- Phone: 360-725-6162

Washington State Governor's Office of the Education Ombuds (OEO)
The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

- Website: www.oeo.wa.gov
- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

Our School is Gender-Inclusive. In Washington, all students have the right to be treated consistent with their gender identity at school. Our school will:

- Address students by their requested name and pronouns, with or without a legal name change

- Change a student's gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity
- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district's Gender-Inclusive Schools Policy 3211 and Procedure 3211P, visit: www.selahschools.org/about-us/legal-notices/gender-inclusive-schools. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:
Chad Quigley, Executive Director for Human Resources, chadquigley@selahschools.org
For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on page 3.

Student Appearance and Dress

Expectations of Appropriate Dress
Students' appearance, dress, or accessories shall not be disruptive or interfere with the education, general health, and/or safety of other students. Clothing that compromises modesty or depicts violence or other inappropriate content is not in the best interest of maintaining a healthy learning environment for students. If the school administration determines that a student's appearance is inappropriate, the student will be directed to correct the situation. <u>If the situation cannot be corrected, the student will be removed from class until the parent or school is able to provide suitable clothing.</u>

Appropriate Footwear
Students need to wear footwear appropriate for the season and temperature. Please keep in mind that regardless of the weather, students must have appropriate athletic shoes to participate in PE classes. <u>For safety reasons, students cannot wear flip flops at school.</u>

Attendance Procedures

Regular attendance is critical for student learning. Students are expected to be at school on time every day. Selah School District Policy and Washington State Law require students to regularly attend school. Please assist your students in developing good habits such as regular attendance and promptness. In the event that your student must be absent, please refer to the following guidelines:

Excused Absences

Excused absences fall into two categories, medical and personal. Students are only allowed a total of 15 excused absences (combining personal and medical) throughout the year before being considered chronic absenteeism. If a student is absent from school for an excess amount of consecutive days due to an illness, a Doctors note may be asked to be provided. Washington State law requires a conference with parents when a student has 5 or more excused absences in 1 month or 10 or more for the year, except when pre-arranged or a doctor's note has been provided. **Parents must call within 48 hours upon a student's return to school or send a written note to the office for an absence to be considered as Excused.**

Unexcused Absences

An unexcused absence (truancy) is any absence that is not defined by Washington State Law, (WAC 392.400.325). If your student accrues unexcused absences, you will be contacted to conference with Selah Intermediate Administration for a Student Success meeting.

Tardies/Partial Days

Frequent tardiness can be as detrimental to success in school as being absent. It is extremely important that each child be at school the entire day and prepared to learn. Tardies are considered to be arriving at school late as well as leaving school early. According to Washington State Law (RCW 28A.225.020), any student not in attendance for more than half of the school day may be considered absent for the entire day.

DID YOU KNOW?

- Starting in kindergarten, too many absences (excused and unexcused) can cause children to fall behind in school.
- Missing 10 percent (or about 18 days) increases the chance that your student will not read or master math at the same level as their peers.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.
- By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
- By being present at school, your child learns valuable social skills and has the opportunity to develop meaningful relationships with other students and school staff.
- Absences can be a sign that a student is losing interest in school, struggling with school work, dealing with a bully or facing some other potentially serious difficulty.
- By 9th grade, regular and high attendance is a better predictor of graduation rates than 8th grade test scores.

WHAT WE NEED FROM YOU

We miss your student when they are gone and we value their contributions to our school. We would like you to help ensure that your student attends regularly and is successful in school. If your student is going to be absent, please contact the attendance secretary, at 698-8304. Feel free to send a note with your child, giving the reason for the absence.

SCHOOL POLICIES AND STATE LAWS

It is important that you understand our school policies and procedures, as well as Washington State Law, to ensure your child is successful in school. State law for mandatory attendance, called the Becca Bill, requires children from age 8 to 17 to attend a public school, private school, or a district-approved home school program. Children that are 6 or 7 years old are not required to be enrolled in school. However, if parents enroll their 6 or 7 year old, the student must attend full-time. Youth who are 16 or older may be excused from attending public school if they meet certain requirements. http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.225

We, the school, are required to take daily attendance and notify you when your student has an unexcused absence. If your student has two unexcused absences in one month, state law (RCW 28A.225.020) requires we schedule a conference with you and your student to identify the barriers and supports available to ensure regular attendance. The district is obligated to develop a plan that may require an assessment to determine how to best meet the needs of your student and reduce absenteeism. In elementary school, after five excused absences in any month, or fifteen or more excused absences in the school year, the school district is required to contact you to schedule a conference at a mutually agreeable, reasonable time with at least one district employee, to identify the barriers and supports available to you and your student. A conference is not required if your student has provided a doctor's note, or pre-arranged the absence in writing, and the parent, student and school have made a plan so your student does not fall behind academically. If your student has an Individualized Education Plan or a 504 Plan the team that created the plan needs to reconvene. If your student has seven unexcused absences in any month or ten unexcused absences within the school year, we are required to file a petition with the Juvenile court, alleging a violation of RCW 28A.225.010, the mandatory 5 attendance laws. The petition may be automatically stayed and your student and family may be referred to a Community Truancy Board, or you and your student may need to appear in Juvenile Court. If your student continues to be truant you may need to go to court. At Selah Intermediate, we have established the following rules on attendance that will help you ensure your student is attending regularly.

WHAT YOU CAN DO

- Set a regular bedtime and morning routine.
- Prepare for school the night before and get a good night's sleep.
- Don't let your student stay home unless they are truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home.
- Avoid appointments and extended trips when school is in session.
- Develop back-up plans for getting to school if something comes up.
- Talk to your student about the importance of attendance.
- Talk to your students' teachers if you notice sudden changes in behavior. These could be tied to something going on at school.

Parent Information

Student Registration
Student registration will be done online at selah schools.org. Questions about registration can be asked to the school counselors or our building administrators.

Items from Home
Students may bring soft equipment to use at recess. Students may not bring electronic toys, trading cards (such as Pokémon or Yu-Gi-Oh), iPods, baseballs, softballs, bats, or other small toys.

Telecommunication devices include, but are not limited to, cell phones, earbuds, headphones, gaming devices, smart watches, smart glasses, devices with Bluetooth connectivity, and other wearable smart devices. Students who bring these devices to school, school-sponsored activities, or school-related activities must follow these rules:

1. Grades PK–12: Devices may be **turned on or used only before or after the regular school day** unless there is an emergency involving immediate physical danger or a school administrator gives permission. **During the school day, cell phones and other electronic devices must be turned off and stored in the student's backpack until dismissal. Smart watches may be worn but must remain off and may not be used to make calls, send messages, or access other features.**
2. Devices may not be used in a way that threatens academic integrity, disrupts learning, or violates another person's privacy.
3. Students may not send, share, view, or possess pictures, text messages, emails, or other materials showing sexually explicit conduct, as defined in RCW 9.68A.011. This applies to electronic and other materials while students are on school grounds, at school-sponsored events, or on school buses or other district-provided vehicles.
4. Devices may not be used to cyberbully others. Cyberbullying includes using electronic devices to repeatedly harm another person through name-calling, exclusion, shaming, rumors, gossip, or threats. Students may be disciplined when cyberbullying disrupts the orderly operation of the school.
5. A school official may confiscate a device when there is reasonable suspicion, based on objective and clearly stated facts, that the student used it to violate the law or school rules. The device will be returned only to the student's parent or legal guardian.
6. By bringing a device to school or a school-sponsored event, the student and parent or guardian consent to a search of the device when school officials have reasonable suspicion, based on objective and clearly stated facts, that the search will reveal a violation of the law or school rules. The search will be limited to the suspected violation. Content or images that violate state or federal law will be referred to law enforcement.
7. Students must follow any additional school rules for the appropriate use of telecommunication or electronic devices.
8. **Unauthorized use may result in confiscation and disciplinary action. A parent or legal guardian may be required to retrieve the device.**

Students are responsible for all personal items they bring to school or school-sponsored events. The school district is not responsible for items that are lost, stolen, damaged, or destroyed, including electronic devices, skateboards, scooters, and bicycles.

Field Trips

Field trips are wonderful opportunities for our students to interact with people and gain experiences outside of school. Most field trips offer some parents an opportunity to participate with their child by chaperoning. Unfortunately, not every parent can chaperone. The number of chaperones for each field trip depends on space available and time. The chaperones will be determined by the classroom teacher. **However, in order to be eligible parents must have completed the district's volunteer form.** Younger siblings are not allowed to accompany parent chaperones on any field trip. Students must accompany their class to the field trip, but parents are permitted to check them out with the teacher and take them at the conclusion of the field trip.

School Closures

Occasionally situations arise that may require us to close school. The most common cause of such a situation is weather. **If severe weather, or any other situation, causes us to close school there will not be anyone available to supervise your child.** It is important to listen to local radio and television stations. Selah School District notifies local stations early in the morning, usually by 5:30 a.m. If for some reason you are unable to find a local station, or are concerned that you may have missed the announcement you can also call 509-698-8080 or look online at www.selahschools.org.

Snacks

Students are permitted to bring nutritional snacks to school to eat under their teacher's direction. Parents wishing to bring snacks for birthdays or parties need to coordinate those with their child's teacher due to possible food allergies, and must be store-bought and prepared with ingredients listed.

Parking Lot Safety

Safety is our paramount concern during morning drop off and afternoon pick up. Please follow the map below and our parking lot personnel's directions while on our campus. Failure to comply with any lawful order direction of any authorized flagger is a misdemeanor. Please reference RCW 46.61.015. Thank you for helping to keep everyone safe while on campus. Please adhere to the following:

1. If dropping off in the pickup/drop off lane please let your child exit the vehicle on the curb side.
2. Please do not cut in and out of the pickup line. Your child will be waiting for you to pick them up at the front of the line.
3. Please park in an open spot if the pickup line is full. If you cannot find a spot, you can circle around until one becomes available. We need to keep traffic moving.
4. Please keep your speed down and watch for people crossing.

PARENTS, FOR SAFETY REASONS, DO NOT PARK IN THE BUS LOADING ZONE AT THE BEGINNING OR ENDING OF SCHOOL DAY.

Homework Philosophy

The purpose of homework at SIS is to support students' academic growth. We believe homework should consist of reading with and/or to your child on a regular basis for a minimum of 30 minutes per day in your students native language.

Release of Student Information

The District publishes student names and photographs when reporting on student activities, to recognize student achievement, and for public information purposes. If you do not want your child's photo and/or name published please contact your child's school within two weeks after registering your child in the Selah School District, or by September 15th of each school year. There is a non-publish form that must be filled out annually, a copy of which will be on file at your child's school with the original forwarded to the Administration Office. If there is no form on file it will be assumed that permission for release of photos, names, and/or directory information has been granted.

Internet Use Policy

All students will be allowed to use the Internet unless the parent requests otherwise in writing (see form #2022F1A). The Selah School District Internet access is filtered by WebSense Internet filtering software. In addition, permission is granted to allow publication of student work and photos unless written withdrawal is received. Students misusing the Internet will lose Internet privileges.

Selah Intermediate PTO

SIS is fortunate to have such great support from our parents. Our PTO (Parent Teacher Organization) is very actively involved in the success of our students. They have a variety of fundraisers throughout the year to support our

students and the efforts of our teachers. Volunteers are always welcome; you do not have to attend the monthly meetings to volunteer at PTO events!! Your involvement and help is always welcomed and appreciated. Please contact the office for more information if you are interested in participating in our PTO.

First Aid and Medication

Selah Intermediate provides basic first aid and opportunities for students who are not feeling well to rest. Our health room has several beds for students to rest and is staffed during the school day by a paraprofessional who is trained to provide basic first aid. Parents may or may not be notified when their child visits our health room depending on the reason for the visit. However, in cases of serious injury or illness (and temperatures of 100.4 degrees or more) parents will immediately be notified. Please do not send students to school who have been vomiting or have had a fever over 100.4 degrees in the last 24 hours.

District Nurse

Selah School District employs a district nurse who supervises our health rooms. She oversees and develops care plans for students who have specific health related concerns. She also provides first aid in conjunction with our health room aide.

Medication

No prescription medication, over-the-counter medication, treatments, or special diets can be given at school unless the Permission to Administer Medication at School forms are signed by the health care provider and parent regardless if the condition is life-threatening. **Medication of any kind cannot be carried by students at any time.** These forms can be picked up in the office. Medication for students may be administered at school as long as the district is provided with the following information:

- Written doctor's instructions and parent's permission for the administration of the medication: Provided on the Permission to Administer Medication at School form on the SSD website.
- The medication must be in its original bottle with the original label from the doctor or pharmacist identifying the student and name and dosage of the medication.

Immunizations

Washington State law (RCW 29A.31.118) specifies that children enrolled in public education must either be immunized against specific pathogens, or the parents/guardians must sign a waiver indicating why the child has not been immunized. If a parent/guardian chooses to not have their child immunized it may be necessary, in the case of an outbreak, for the student to be isolated away from school until it becomes safe for the student to return to school. For more information regarding immunizations, please contact the school at 698-8300.

SIS Student Retention Procedures

Student retention is a seldom used method to provide severely struggling students with more time at one particular grade for the purpose of helping that student come closer to meeting grade level standards. Because of the wide range of issues associated with retention, it is a decision that is not taken lightly and one that requires an exhaustion

of other interventions before being considered. If retention is to occur, it is an option that should be used as early as possible in a child's educational career to help minimize any social impact it may have on the child.

In order for retention to be a consideration, the school and parents must work together as a team in making the decision. The Intermediate School in the Selah School District will address the issue of student retention by using a team of people who will gather to discuss student data, social/emotional concerns, behavior, and any other piece of pertinent information that would help in making the decision. This team must include, at the minimum, the following people: a parent/guardian of the child, the child's current teacher, a building administrator, the school counselor, and a teacher from the next grade. If a student is on an Individualized Education Plan (IEP), then the child's IEP team will act as the decision-making body in regards to retention.

The purpose of gathering this group of people is to provide a wide-range of perspectives about the child and to work as a problem-solving team seeking the best possible solution for the child. The team's recommendation for retention will come through a consensus decision and be documented on Form F1. If no consensus can be reached, the final decision regarding retention of a student rests with the school administration. During the first semester, a teacher may begin to see concerns that a child is not progressing towards grade level standards. At the fall conference, the teacher will share this initial concern with parents and work together to discuss intervention ideas to help with the child's progress. During this semester teachers will continue to monitor the student's progress on a regular basis and report this progress to parents. Intervention ideas will be modified or added depending on the child's progress. Also during this semester, the teacher will inform the principal of his/her concern about the child and outline the communication with the parent to that point. At spring conferences, the teacher will inform the parents that their child is a potential candidate for retention and share up-to-date data to support that claim.The teacher will convene the child's decision-making team, usually after spring break, and discuss his/her concerns. At that meeting, or at a later meeting set by the team, a consensus decision will be made regarding the child's retention or promotion for the following school year. This decision will be documented on Form 2421.F1. If no consensus can be reached, the final decision regarding retention of a student rests with the school administration.

Change of Classroom Policy

It is the job of the Selah Intermediate administration to ensure that each classroom is balanced according to numbers, gender, special needs, and ability. The placement process that happens each spring takes into account all of these factors with additional input provided by parents and the prior year's teacher. Teachers will contact the families on their class lists to introduce themselves as your child's teacher. Because of the number of factors considered into the placement of each child and the make-up of every classroom, the following guidelines will be used when a change of classroom is requested by a parent/guardian:

Request made prior to school starting

- We do not take parent requests for teachers. If you have a concern or would like to talk about placing your child with or without another student for the following year, you can contact your child's teacher and they will make note of that on their placement form.

- Each request will be dealt with on a case-by-case basis by administrators.

Request made at the beginning of school:

- If a parent/guardian is concerned with their child's classroom placement, they are asked to contact the Principal. During this contact, they will listen to and document the placement concerns.
- The parent/guardian will be asked to agree to a trial period in the current classroom. The idea behind the trial period is to give the student a chance to acclimate to the teacher and students in the classroom.
- At the conclusion of the period, the parent/guardian will provide the administration/counseling department with input regarding their child's well-being. The wishes of the parent/guardian will then be considered by the principal and the final determination of placement will then be made. Parents will be contacted by administration when a decision is made.

Request made mid-year:

- If a parent/guardian is concerned with their child's classroom placement of their child after 10 school days, they are asked to contact the Principal. During this contact, they will listen to and document the placement concerns.
- After this initial contact, a conference will be set up with the teacher, parents, administrator and counselor. The administrator will mediate a problem solving discussion with the parties involved. At the conclusion of the meeting, a recommended course of action will be made by the group. The principal will use this input to make the final determination of placement. Parents will be contacted by either the administration when a decision is made.

Special Circumstances:

The principal reserves the right to bypass this process and make classroom changes at any time when there are special circumstances where the child's ability to be successful or to be safe are jeopardized in any way.