

Alice V. Hedden Elementary School



Student & Family Handbook 2026-2027

Our Mission:

To ensure all students will reach the highest levels of learning
in a safe environment.



11313 8th Street East
Edgewood, WA. 98372

Don Sims-Principal
Courtney Eylander-Assistant Principal

Alice V. Hedden Elementary

Student Handbook

Acknowledgement of Receipt

2026-2027

With our signatures below (or via Skyward electronically), we acknowledge that we have received and reviewed the contents of the Hedden Elementary Student Handbook for the 2026-2027 school year. This handbook has given me and my child notice of the expectations for behavior, attendance, and academics, including notice of the types of misconduct for which discipline, suspension, or expulsion may be imposed and the procedures for administering such corrective action. **Please return this signed acknowledgement to your child's teacher at Hedden Elementary.**

Please print student's name: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____



NOTICE OF INTERPRETIVE SERVICES

English

If you do not speak English, please notify one of our office staff members. Interpretation services are available.

Thank you.

Spanish

Si usted no habla Inglés, por favor notifique a uno de nuestros miembros de personal de la oficina. Los servicios de interpretación disponibles.

Gracias.

Ukrainian

Якщо ви не говорите по-англійськи, будь ласка, повідомте одного з членів нашого офісного персоналу. Інтерпретація послуги доступні.

Спасибі.

Russian

Если вы не говорите по-английски, пожалуйста, сообщите одного из членов нашего офисного персонала. Интерпретация услуги доступны.

Спасибо.

Vietnamese

Nếu bạn không nói được tiếng Anh, xin vui lòng thông báo cho một nhân viên văn phòng của chúng tôi. Giải thích các dịch vụ có sẵn.

Cảm ơn bạn.

Filipino

Kung hindi ka nagsasalita ng Ingles, mangyaring ipaalam sa isa sa aming mga miyembro ng kawani ng opisina. Interpretasyon serbisyo ay makukuha.

Salamat sa inyo.



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Dear Hedden Elementary Families,

Welcome to a brand-new school year! We are thrilled to welcome back our returning families and extend a warm greeting to the new students and families joining our community.

At Hedden, we believe that education is a team effort. Our dedicated staff works closely with families to provide a supportive, engaging, fun, and rigorous learning environment. Our classrooms offer a vibrant blend of academic content and enriching activities. Some of these opportunities extend beyond the school building and the traditional school day to further support student learning and engagement.

This handbook outlines the expectations at Hedden Elementary that help us maintain a safe, caring, and predictable environment for your student. It also references the Fife School District Rights and Responsibilities. Please keep both documents handy as references throughout the year. If you have questions or need support not covered in these pages, please do not hesitate to reach out to our team.



We are incredibly grateful for your partnership, support, and active involvement in the lives of the children we serve. As partners, you are a critical part of our learning community, and we look forward to an amazing year together.

Kind regards,

Don Sims

Principal

253-517-1500

dsims@fifeschools.com



STAFF INFORMATION

Office Staff

Role	Name
Principal	Don Sims
Assistant Principal	Courtney Eylander
Office Manager	Julianne Eugley
Secretary	Jamie Schultz

Classroom Teachers

Grade	Teacher Name	Room Number
3rd Grade	Stephanie Allison	Rm. 205
3rd Grade	Keith Asfour	Rm. 206
3rd Grade	Destiny Hess	Rm. 207
3rd Grade	Tawnya Nelson	Rm. 208
3rd Grade	Dulcey Bean	Rm. 209
3rd Grade	Katy Dimmitt	Rm. 210
4th Grade	Alexis Silva	Rm. 305
4th Grade	Emma Harmon	Rm. 306
4th Grade	Carrie Giddings	Rm. 307
4th Grade	Kailey Baker	Rm. 308



Grade	Teacher Name	Room Number
4th Grade	Julia Strauhbaar	Rm. 310
5th Grade	Beka Haynes	Rm. 405
5th Grade	Ryan VanBaalen	Rm. 406
5th Grade	Ruby Lincoln/Heather Crockett	Rm. 407
5th Grade	Jeinise Dorn	Rm. 408
5th Grade	Amanda Werner	Rm. 409

Specialists

Subject/Role	Name	Room Number
PE	Matt Sinnes	GYM
Music	Erin Warnke	Rm. 503
Librarian	Carly Nyhus	Rm. 115
Art	Erika Meske	Rm. 125

Certificated Staff

Role/Subject	Name	Room Number
E.L.L.	Deborah Reece	Rm. 121
Hawks Nest	Angelina Bendixsen	Rm. 120
Speech	Roxy Mabini	Rm. 129
Counselor	Kaytlin Peterman	Rm. 104



Role/Subject	Name	Room Number
Reading	Jenna Cooke	Rm. 128
Math	Shayla Millen	Rm. 130
Math	Judy Bennett	Rm. 128
Special Ed	Andie Neel	Rm. 127
Nurse	Derrill Fields	Rm. 106

Classified Staff

Theresa Anderson	Michele Hirata
Erlinda Peters	Shelley St. Peter
Jacqueline Gresswell	Melissa Elliott
Jaytan Quiocho	Denny Boettcher
Beth Helgen	Katelin Licari
Matt Britt	

Custodians & Food Services

Department	Name
Custodian	Irina Nathka
Custodian	Liuba Podolschi
Food Services	Christine Garnier
Food Services	Araceli Ocampo



<u>BELL SCHEDULE</u> (Tuesday - Friday)		<u>BELL SCHEDULE</u> (Monday)	
8:25-8:55	Staff Planning	8:25-9:55	Staff Planning & PLC's
8:55	Breakfast Served	9:55	Breakfast Served
9:10	Classes Begin	10:10	Classes Begin
11:20-1:15	Lunch/recess	11:40-1:35	Lunch/recess
3:25	School Dismissal	3:25	School Dismissal
3:30-4:00	Staff Time	3:30-4:00	Staff Time
4:25	Office Closed	4:25	Office Closed

Recess	
• Students at each grade level have two recesses most days, with exceptions to: half days, two hour delays, field trips, or when other relevant activities take place. • Recesses are separated by grade level, so only students within the same grade will be at recess together. • Children go outside for fresh air and exercise unless it is <u>extremely</u> inclement weather. • Please send your children with appropriate clothing & footwear for P.E., recess, and other activities. • Since our weather can change very suddenly, our recess personnel monitor weather constantly. • All recess personnel carry a walkie-talkie so they have instant communication with office staff. • All children are expected to participate in recess and PE activities unless we receive a doctor's note for a medical exemption.	





School Arrival & Departure

- Unless students ride the bus, they are not to arrive, unattended by adults, at school before **8:55 a.m.** Tuesday through Friday (*There is no supervision available for unattended students before or after school.*)
- When leaving school early, students will be released from class through the office. A guardian must come to the office and sign the child out of school. The child will not be excused from class until the guardian is in the office.
- Guardians who come into the building to pick up their students at the end of the day need to follow our “Family Pick Up” plan.

Transportation/School Buses:

- All students are required to ride the bus home unless they bring a note from home. To ensure your child’s safety and to allow sufficient time for notification and documentation, **no changes will be made to a student’s transportation after 2:20 pm.** Please **do not email or call your child’s teacher with transportation changes.** All changes must go through the office. With exception of an emergency or prior arrangements, students will NOT be called out of class for early dismissal after 3:00 pm.
- All students must go directly home after school, unless they have a note stating otherwise.
- Students are not to change bus routes or bus stops. If a change of route is needed, a parent or guardian must call the school office to make arrangements for their child to change their route or stop.

Bikes/Scooters:

- Students must have their **guardians’ written permission** to ride a bike or walk to or from school. These notes will be kept on file in the office. Students who ride bicycles must wear approved bicycle helmets.
- Bicycles are not to be ridden on the school grounds. Students must walk their bicycles on campus to the bike racks.
- The school assumes no responsibility for loss of or damage to bicycles. We recommend bikes be chained to the bike rack.
- Students should immediately report any accident to the staff member on duty.



Activities:

- One note at the beginning of the year will suffice for bus students who go elsewhere on a scheduled basis such as Scouts, Brownies, Day Care, etc. An individual note should be sent for one-time activities.

PBIS (Positive Behavior Intervention & Supports)

We are working to constantly improve our learning environment as we continue to implement concepts from PBIS. The acronym PBIS stands for “Positive Behavior Interventions & Supports.” PBIS is a research-based framework for creating safer, more effective schools by reinforcing positive behavior and preventing and addressing problem behavior. Tickets may be given to students when an adult notices them following our AIM guidelines:

A: Always be respectful

I: I solve my own problems

M: Make responsible decisions

As students earn AIM tickets they are directly recognized for making good choices which reinforces the positive behaviors at Hedden. Students are looking to collect tickets in groups of ten and turn them into their teacher. Each class that has ten students with ten tickets gets to complete a square on our whole-school chart. Once we fill a school-wide 100's chart, our students get to choose a reward like Pajama Day, Character Day, a dance, as well as several other options, including the return of our “self- manager” program.

We have observed improvements in our areas of focus and will look to expand our emphasis as well as our systems for reward and recognition of positive student behaviors.

SCHOOL BASICS & SAFETY

DRESS AND PHYSICAL APPEARANCE ([Policy 3224](#)):

At Hedden Elementary School, we want students to respect themselves and others. The dress code aims to foster a positive and healthy environment. Students in the Fife School District are expected to dress in a manner that reflects pride and respect for themselves and their school.



Students should dress casually and comfortably for school, while wearing clothing that is well-suited for a school environment.

The student dress code prohibits the following:

1. Clothing presenting a reasonable expectation of a material or substantial disruption of the educational process, damage to school property, or a health or safety hazard.
2. Clothing displaying obscene or sexual works, pictures, messages, or innuendoes.
3. Clothing displaying drug or alcohol-related words, pictures, messages, or innuendoes.
4. Hoods may be worn outside, but remain off in the buildings.

The student dress code shall require the following:

4. Except for t-shirts, undergarments must be covered at all times;
5. Clothing will cover torso, midriff and backside, and have sleeves or straps;
6. Drawings, tattoos and accessories that display or promote negative messages are not permitted. These could include drug, gang, weapon, alcohol or tobacco-related information, obscenities, put-downs, stereotypes, sexual innuendos, offensive words or graphics.
7. Skirts and shorts must not be any higher than the middle of the thigh;
8. Holes in jeans, pants, etc. are not to be higher than mid-thigh;
9. No pajamas, slippers, blankets, or pillows (except for school authorized special events).
10. Hats may be worn inside the building, but should not cover the face or ears.

Students whose manner of dress violates the school dress code shall be asked to make appropriate corrections. Special circumstances will be considered on a case-by-case basis. Students who fail to comply may be subject to discipline. Families/caregivers shall be notified.

Please check the “lost and found” cart regularly. Labeling clothing and belongings with the child’s name is very helpful.

Responsibility and Discipline

Our staff is the center of our school responsibility and discipline policy. The Hedden staff will focus on teaching and encouraging responsible behavior. This will be accomplished in several ways.

- As a school we work on monthly themes to encourage and promote responsible and respectful behavior.
- As a school, we will teach, review, and reinforce schoolwide expectations at the beginning of every year, and after long breaks (Winter Break, Spring Break). Teachers are provided with lesson plans and materials to support this review.
- As a school, we use a variety of materials to assist students with learning how to make safe and appropriate choices when faced with a problem.
- The Fife School District has adopted “PurposeFull People” which was developed by “Character Strong” with a focus on supporting elementary students with the Social Emotional Learning (SEL) and development.



- Classroom teachers use a variety of incentives and rewards appropriate to the age of their students.
- Our school staff, including our counselor, admin team, and para staff, works with students on a variety of topics on an “as needed” basis.

School Wide Expectations

Based on our school's philosophy of fostering student success, here is a list of example behaviors that all students are expected to follow while at school (but not limited to...) Students will:

- Use appropriate language (verbal and nonverbal).
- Keep hands and feet to oneself (no fighting, play fighting, kicking, pushing, etc.)
- Use good manners and appropriate voice levels, zero to four.
- Leave gum at home.
- Dress in a manner that is not disruptive to the educational process or a threat to the health and safety of self and others. Please see our dress code section for more specific details.

Inside Building Expectations

Students will:

- Use a pass when leaving class or playground.
- Show pride in our school by keeping all areas free of litter.
- Take care of all books, supplies, etc., which are issued from the school.
- Clean up their work area.
- Not throw objects.
- Keep restrooms clean.
- Demonstrate proper restroom behaviors.
- Walk quietly.
- Keep hands away from the hall art/displays.
- Pay restitution or replacement costs for school property that they damage or vandalize.

Arrival & Dismissal Expectations



Students will:

- Enter the building quietly.
- Follow directions from Crossing Guards at the crosswalks.
- Walkers will arrive at school no earlier than 8:55 am and leave for home immediately after being dismissed from school.
- Bus riders will walk directly to the bus loading lines after being dismissed from school.
- Line up at designated areas for buses.

Bus Expectations

The transportation of your child(ren) is an important assignment. The transportation department faithfully accepts this responsibility but knows that the success of a safe transportation program requires a high level of parental cooperation and support.

Students will:

- Obey the driver's instructions promptly and willingly.
- Remain seated properly at all times.
- Get permission from the driver to change seats. Each student may be assigned a seat.
- Ride the bus to their bus stop only. Written permission from the office is required for students to get off at a bus stop other than their own.
- Use quiet voices when talking.
- Not eat or drink on the bus.
- Keep hands, feet and personal objects to themselves.
- Follow all school rules while on the bus or at the bus stop.
- Items not allowed on the bus: Balloons, glass, live animals or insects, noise makers, etc. .
- Bus Conduct Rules: *Please refer to: Fife School District Rights and Responsibilities Handbook*
- [PBIS Fife School District Bus Discipline Matrix](#)

Lunchroom Expectations

Students will:

- Enter the lunchroom quietly.



- Once seated, remain in that seat throughout lunch (raise hand to use the restroom or water fountain).
- Maintain quiet, level 1, voices while in-line and eating.
- Eat in a neat and respectful manner.
- Clean up his/her own eating area.
- **Not trade or share food.**

Playground Expectations

Students will:

- Play in designated areas.
- Immediately stop playing when the recess bell rings and line-up quickly.
- Wait in line quietly until they are directed by their teacher to re-enter the building.
- Leave rocks, sticks, bark and other objects on the ground.
- Use balls properly in designated activities. (This includes not kicking balls in the covered area)
- Get permission to retrieve balls from off limit areas.
- Not play dodge ball or any game in which a ball is thrown or kicked at another person.
- Not jump on or off the tall play structures or stand on the upper bars or posts.
- Use ropes only for jumping.
- Not play tag or run on the black matted area to avoid collisions.

Assembly & Presentation Expectations

Students will:

- Give attention to the presenter, especially when they say **“Give me 5”** which means:
 1. Eyes looking at the speaker
 2. Mouth is silent
 3. Ears listening to the speaker
 4. Hands are empty and not touching others
 5. Body is still
- Follow entrance and exit procedures quietly.
- Sit in assigned areas without disturbing others.



- Maintain sitting position and respect other's space.
- Be respectful listeners and only use applause to show appreciation.

Classroom Parties & Celebrations (Birthdays, Valentines, Etc.)

To help prevent allergic reactions, all food brought to school that is meant to be shared is to be store bought and brought to school in the store packaging that **clearly shows all ingredients**. ***Homemade food is not allowed.***

If you are planning to provide treats for your child's birthday, please coordinate with your child's teacher prior to the birthday. As a school and staff, we are making efforts to support healthy eating habits for our students. Healthy snacks/treats and/or portion appropriate snacks would be ideal whenever possible. Costumes are not allowed at school unless a specific event has been arranged through, or by the school.

Student Behavior & Consequences

Students are expected to treat everyone with respect and to be responsible for their behavior. Student misbehavior is viewed first as a teachable moment and not a reflection on student value or worth.

When possible and where appropriate, we employ restorative practices. Some choices may require additional consequences in order to reinforce the need for mindfulness, self-control and safety. This section outlines how those consequences are handled. (Please refer to the [Fife School District Rights and Responsibilities Handbook](#).)



Hedden Elementary Behavior Response Matrix

Teach • Restore • Support • Maintain Safety

	 LEVEL 1 Reteach & Redirect	 LEVEL 2 Restore & Support	 LEVEL 3 Safety & Intensive Response
Behaviors	• Minor disruption • Unsafe play/physical contact • Inappropriate language • Minor noncompliance • Work refusal • Device misuse • Minor peer conflict • Unkind comments	• Repeated Level 1 behaviors • Fighting w/o injury • Slurs (<i>first offense</i>) • Chronic disruption • Harassment (Repeated/intentional unkindness) • Property damage (w/ \$value) • Vape/tobacco • Threats (low-level)	• Fighting/assault • Bullying/HIB • Sexual harassment • Weapons • Drugs/alcohol • Serious threats • Major theft/vandalism • Arson
Primary Goal	Teach expected behavior	Repair harm & increase support	Maintain safety, investigate, develop plan of support
Teacher/Staff Response	Redirect → Reteach → Practice expected behavior → Reinforce expected behavior	Document → Increase interventions → Family communication	Ensure safety → Contact office/admin immediately



Classroom Supports & Interventions	• Proximity/redirection • Reteach expectations • Choice/re-do • Calm corner/reset break • Reflection sheet • SEL coaching • Seat change • Check-in/check-out	• Restorative conference • Behavior goal/contract • Parent meeting • Counseling check-ins or groups • Mentor Academy/Formalized CICO • Structured recess/lunch support • Increased supervision • Team problem-solving meeting	• Threat/HIB protocols • Mental health support/counseling groups or individual counseling • Re-entry meeting • Intensive adult support • SST Referral • Safety plan • Threat/HIB protocols
Possible Responses/Consequences	• Reflection/restorative repair • Practice expected behavior • Temporary privilege loss • Seat/location change • Buddy classroom reset • Think Sheet • Parent contact	<i>May be provided by classroom teacher, BST, Counselor, or Admin</i> • Temporary classroom removal + Think Sheet • Buddy classroom + Think Sheet • Restitution/repair/Restorative Circle • Restriction of classroom privileges (Fun Friday, other classroom based activities) • Lunch Detention • In School Suspension (for repeated level 1s, in alignment with FPS Behavior matrix) • Bus suspension	<i>May also be paired with responses/consequences from Level 2</i> • ISS (in alignment with FPS Behavior matrix) • OSS (in alignment with FPS Behavior matrix) • Re-entry meeting • Restricted activities/settings • Threat Assessment/HIB protocols • Safety Plan
Office Involvement	Usually teacher/staff-managed	Teacher + Support Staff + office collaboration	Immediate office response
Family Communication	Recommended	Required	Required



Documentation (Panorama)	As needed-Teacher/Staff entered	Required-Staff/Office collaboration	Required-Admin entered
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Student Conduct Rules ([Policy 3240](#))

Students shall comply with all federal, state and local laws, school district policies, school bus rules, athletic and activity codes, parking regulations and with the directions of teachers, student teachers, substitute teachers, educational assistants, principals, or other authorized school personnel when the students are properly under the authority of such school personnel. In addition to these rules and regulations, each school in the district may provide additional rules and procedures, not in conflict with those stated herein, regarding student conduct and the administering of corrective action applicable to that school.

Any conduct, which materially and substantially interferes with the educational process, is prohibited. Misconduct is specifically prohibited on school grounds, on school-sponsored transportation, at school events off school grounds.

Discipline ([Procedures 3241P](#))

Unless otherwise required by law, the district is not required to impose in-school or short-term suspensions and instead, strives to keep students in school, learning in a safe and appropriate environment. However, there are circumstances when the district may determine that in-school or short-term suspension is appropriate. In accordance with the other parameters of this policy, these circumstances may include the following types of student behaviors:

- Being intoxicated or under the influence of controlled substance, alcohol or marijuana at school or while present at school activities;
- Bomb scares or false fire alarms that cause a disruption to the school program;
- Cheating or disclosure of exams;
- Commission of any crime on school grounds or during school activities;
- Dress code violations that the student refuses to correct (see student dress policy/procedure 3224).



- Fighting: Fighting and instigating, promoting, or escalating a fight, as well as failure to disperse. Engaging in any form of fighting where physical blows are exchanged, regardless of who initiated the fight. This prohibition includes hitting, slapping, pulling hair, biting, kicking, choking, and scratching or any other acts in which a student intentionally inflicts or attempts to inflict injury on another;
- Gang-related activity;
- Harassment/intimidation/bullying;
- Intentional deprivation of student and staff use of school facilities;
- Intentional endangerment to self, other students, or staff, including endangering on a school bus;
- Intentional injury to another;
- Intentionally defacing or destroying the property of another;
- Intentionally obstructing the entrance or exit of any school building or room in order to deprive others of passing through;
- Possession, use, sale, or delivery of illegal or controlled chemical substances;
- Preventing students from attending class or school activities;
- Refusal to cease prohibited behavior;
- Refusal to leave an area when repeatedly instructed to do so by school personnel;
- Sexual misconduct that could constitute sexual assault or harassment on school grounds, at school activities, or on school provided transportation;
- Substantially and intentionally interfering with any class or activity;
- Threats of violence to other students or staff;
- Use or possession of weapons prohibited by state law and Policy 4210.

Unless otherwise required by law, the district is not required to impose long-term suspension or expulsion and may impose long-term suspension or expulsion only for specified misconduct. In general, the district strives to keep students in school, learning in a safe and appropriate environment. However, in accordance with the other parameters of this policy there are circumstances when the district may determine that long-term suspension or expulsion is appropriate for student behaviors listed in [RCW 28A.600.015 \(6\)\(a\) through \(d\)](#) (click link for more detailed information).



Definitions

- **“Discipline”** means any action taken by a school district in response to behavioral violations.
- **“Disruption of the educational process”** means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.
- **“Emergency expulsion”** means the removal of a student from school because the student’s presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in WAC [392-400-510](#) through [392-400-530](#).
- **“Expulsion”** means a denial of admission to the student’s current school placement in response to a behavioral violation, subject to the requirements in WAC [392-400-430](#) through [392-400-480](#).
- **“Length of an academic term”** means the total number of school days in a single trimester or semester, as defined by the board of directors.
- **“Other forms of discipline”** means actions used in response to problem behaviors and behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency expulsion, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW [28A.165.035](#).
- **“Suspension”** means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency expulsions. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.
 - **In-school suspension** means a suspension in which a student is excluded from the student’s regular educational setting but remains in the student’s current school placement for up to ten consecutive school days, subject to the requirements in WAC [392-400-430](#) through [392-400-475](#).
 - **Short-term suspension** means a suspension in which a student is excluded from school for up to ten consecutive school days, subject to the requirements in WAC [392-400-430](#) through [392-400-475](#).
 - **Long-term suspension** means a suspension in which a student is excluded from school for more than ten consecutive school days, subject to the requirements in WAC [392-400-430](#) through [392-400-475](#).
- **Reengagement meeting** means a meeting held between the district and the student and parent/guardian to discuss how to return a long-term suspended or expelled student to an educational setting as soon as possible.
- **Re Engagement plan** means a culturally sensitive and culturally responsive written plan developed between the district and a student and his/her parent or guardian designed to aid the student in taking the necessary steps to remedy the



situation that led to the student's suspension or expulsion and to return the student to the educational setting as soon as possible.

Due Process

Due Process

Grievance process for other forms of discipline and classroom exclusion

Any parent/guardian or student who is aggrieved by the imposition of other forms of discipline and/or classroom exclusion has the right to an informal conference with the principal.

If the grievance is not yet resolved, the parent and student will have the right, upon two (2) school business days prior notice, to present a written and/or oral grievance to the Superintendent or designee. The Superintendent or designee will provide the parent and student with a written copy of its response to the grievance within ten (10) school business days. Use of the grievance process will not impede or postpone the disciplinary action, unless the principal or Superintendent elects to postpone the disciplinary action.

Optional conference with principal

If a student or the parent(s) disagree with the district's decision to suspend, expel, or emergency expel the student, the student or parent(s) may request an informal conference with the principal or designee to resolve the disagreement. The principal or designee must hold the conference within three (3) school business days after receiving the request. An informal conference will not limit the right of the student or parent(s) to appeal the suspension or expulsion, participate in a re engagement meeting, or petition for readmission.

In-school suspension and short-term suspension

Initial hearing

Before administering any in-school or short-term suspension, the district will attempt to notify the student's parent(s) as soon as reasonably possible. The principal or designee



must conduct an informal initial hearing with the student to hear the student's perspective.

Notice

No later than one (1) school business day following the initial hearing with the student, the district will provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email in a language and form the student and parents will understand.

In-school and short-term suspension appeal

Within 3 days, if a student or the parent(s) disagree with the decision, the student or parent(s) may request an informal conference with the principal or designee to resolve the disagreement. The principal or designee must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parents.

A student or the parent(s) may appeal an in-school or short-term suspension to the Superintendent or designee orally or in writing. The request to appeal must be within five (5) school business days from when the district provided the student and parent with written notice. The Superintendent or designee will provide the student and parents the opportunity to share the student's perspective and explanation regarding the behavioral violation orally or in writing.

The Superintendent or designee must deliver a written appeal decision to the student and parent(s) in person, by mail, or by email within two (2) school business days after receiving the appeal.

Long-term suspensions and expulsions: See [Fife Public Schools Rights and Responsibilities Handbook](#) for further details on appeal processes.



Educational Services

The district will offer educational services to enable a student who is suspended or expelled to:

- Continue to participate in the general education curriculum;
- Meet the educational standards established within the district; and
- Complete subject, grade-level, and graduation requirements.

When providing a student the opportunity to receive educational services during exclusionary discipline, the school must consider:

- Meaningful input from the student, parents, and the student's teachers;
- Whether the student's regular educational services include English language development services, special education, accommodations and related services under Section 504 of the Rehabilitation Act of 1973, or supplemental services designed to support the student's academic achievement; and
- Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.

After considering the factors and input described above, the district will determine a student's educational services on a case-by-case basis. As soon as reasonably possible after administering a suspension or expulsion, the district will provide written notice to the student and parents about the educational services the district will provide.

For students subject to suspension or emergency expulsion up to five (5) days, a school must provide at least the following:

- Course work, including any assigned homework, from all of the student's regular subjects or classes;
- Access to school personnel who can offer support to keep the student current with assignments and coursework for all of the student's regular subjects or classes; and
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion.

Search and Seizure



School authorities may seize any contraband substance or object the possession of which is illegal, or any material or an object which violates a school rule or poses a hazard to the safety and good order of the school. Students are not to bring these items to school or to any school-sponsored function.

1. Authority to Conduct a Search - The law allows school authorities to search students, their lockers, and personal property when they have reasonable suspicion that a particular student is in possession of something prohibited by school rules or by law.
2. General Inspection - School authorities will be making general inspections of lockers for purposes including but not limited to safety, cleanliness, retrieval of school material, and maintenance. Such general inspections shall not include searching personal items stored in lockers, such as clothing, bags, or purses, unless reasonable particularized suspicion exists.
3. Storage Area Inspections - All lockers and other storage areas provided for student use on school premises remain the property of the school district and are subject to inspection, access for maintenance, and search. No student shall lock or otherwise impede access to any locker or storage area except with a lock provided by or approved by school authorities. Unapproved locks shall be removed and destroyed.
4. Personal Searches - A student's person and/or personal effects (e.g., purse, book bag, etc.) may be searched when a school authority has reasonable suspicion to believe that the student is in possession of illegal, unauthorized or contraband items.
5. Any student who refuses to submit to a reasonable search by school authorities will be subject to disciplinary action. School authorities may detain the student pending the notification and arrival of the student's parent(s) and/or law officials as appropriate.

Custody Orders

Fife School District is not the enforcing agency for court orders between families/caregivers (i.e. divorce decrees and parenting plans). In general, the schools will not attempt to implement such orders except when presented with a certified copy of a clear "no contact at any time" type of order, or one which specifically limits a parent's rights at school. (A certified copy may be obtained only from a court clerk and is clearly stamped and imprinted as such.) In such cases, the school will act to protect the safety of students and contact police regarding violations of court orders if, in the judgment of the school officials, the circumstances warrant such action. The District prefers that disputes between families/caregivers regarding court orders be resolved in court, not in school.



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 ([HIB Reporting Form](#)) but 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, **Laurie Sjolund** lsjolund@fifeschools.com 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 webpage](#) 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 [click on each link](#).

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.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

To review the district's Sexual Harassment Policy [\[3205\]](#) and Procedure [\[3205P\]](#), click on each link.

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:

Concerns about discrimination:

Civil Rights Coordinator:

Lillie Torres

1720 Oak St | Milton, WA 98354

ltorres@fifeschools.com

253 517-1000

Concerns about sex discrimination, including sexual harassment:



Title IX Coordinator:

Lillie Torres

1720 Oak St | Milton, WA 98354

ltorres@fifeschools.com

253 517-1000

Concerns about disability discrimination:

Section 504 Coordinator:

Rachel Dickson

Director of Student Services

1720 Oak Street, Milton, WA 98354

rdickson@fifeschools.com

253-571-1000

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator:

Dr. Tom Edwards

1720 Oak St | Milton, WA 98354

tedwards@fifeschools.com

1720 Oak St | Milton, WA 98354

253 517-1000

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 Superintendent and 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

U.S. Department of Education, Office for Civil Rights (OCR)

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

- Website: <https://www2.ed.gov/about/offices/list/ocr/index.html>
- Email: orc@ed.gov
- Phone: 800-421-3481

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 [\[3211P\]](#), click on each link. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:

Dr. Tom Edwards

1720 Oak St | Milton, WA 98354

tedwards@fifeschools.com

253 517-1000

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on page 30.

Boundary Invasion ([Policy 5253](#))

Staff members will not intrude on a student's physical and emotional boundaries unless intrusion is necessary to serve an educational or physical, mental, and/or emotional health purpose. An educational purpose is one that relates to the staff member's duties in the district. Staff members are required to maintain an atmosphere conducive to learning, through consistently and fairly applied discipline and established and maintained professional boundaries. District employees are prohibited from inappropriate online socializing or from engaging in any conduct on social networking Web sites that violates the law, district policies, or other generally recognized professional standards.



Special Services

If your child (age 3 to 21 years) 1) has a mental, physical or developmental disability that significantly impairs self-care, performance of manual tasks, walking, seeing, hearing, speaking, breathing, learning and/or working; and/or 2) has a recorded history of such an impairment; and/or 3) has characteristics that cause others to treat him/her as if he/she had such an impairment; then your child may be eligible for special education, related services and/or specialized educational accommodations under the Individuals with Disabilities Act and/or Section 504 of the Rehabilitation Act of 1973. For further information, to refer your child for screening or to make your child a Focus of Concern, please contact the office listed below:

Department of Special Services

Section 504/ADA Coordinator, Rachel Dickson, Director of Special Programs

Rdickson@fifeschools.com or (253) 517-1000

Fife School District No. 417

1720 Oak Street, Milton, WA 98354

Attendance/Transportation

Students who attend classes consistently are more likely to succeed and school attendance is a key factor in promoting academic achievement. To support students in their learning, families/caregivers **are requested to make medical and dental appointments outside the school day or during non-school time.**

Attendance ([Policy 3122](#))

State law and district policy and regulations require daily and punctual attendance of all students, unless officially excused. Parents and students are both responsible for assuring attendance.

Parents must provide the school with a valid reason for an absence before it can be excused. The following constitute valid reasons for excused absences: personal illness; an appearance in court when required by law; a disciplinary action that results in an absence; observance of a religious holiday; a family emergency, including, but not limited to a death or illness in the family; participation in a district approved activity, an absence directly related to a student's homeless status; post-secondary program



visitation or interview; and a planned family activity which has been pre-approved by the principal.

The school principal (or designee) has the authority to determine if an absence meets the above criteria for an excused absence.

Students are expected to attend all assigned classes each day. Nonattendance, whether excused or unexcused absences may adversely affect a student's grade. In accordance with the state's mandatory attendance laws, if a student is absent without excuse and exceeds the limits as prescribed by law, the school district will follow all practices and procedures as outlined under policy 3122 and procedures 3122P. Information regarding attendance will be available at each school.

Truancy

In the State of Washington the law requires that children ages 6 to 17 who are enrolled in public schools attend school Monday through Friday unless there is a good reason for being absent. In such cases, the parent or legal guardian must excuse the absence by notifying the school. Consistent with RCW 28.A.225.010, students will be expected to attend and be punctual to regularly scheduled classes.

- When students miss school and their families/caregivers have not excused the absence, they can be considered truant. Truancy is defined as being absent from school or from the majority of a student's classes without a valid excuse.
- Regular school attendance is necessary for the mastery of the educational program provided to the students of the Fife School District. Absenteeism may adversely affect the student's academic performance (report card, student assessments, etc.) especially when the absences are unexcused, pursuant to FSD Board Policy 3122/3122P.

Tardies

When coming in late to the school, students must report to the Hedden Office with a written excuse from a parent or guardian. Parent(s) and guardian(s) are encouraged to come in with their student to sign them in.

Early Dismissal

When a student needs to be released from school before the school day is over, a note should be given to the Hedden Office in the morning stating the time that the student should be in the office ready to leave. Students will not be released unless they are signed out in the office by their parent/guardian or an adult (ID required) that is on the student's contact list. No messages



will be sent to students after 2:30pm. Please have arrangements made prior to the school day.

Excused Absences/Tardies

The following are valid reasons for an absence from school to be considered “excused:”

- Participation in a district or school approved activity or instructional program.
- Illness, health condition or medical appointment.
- Family emergency, including but not limited to a death or illness in the family.
- Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction.
- Court, judicial proceeding or serving on a jury.

Cumulative excused absences will still impact student success. **If a student accumulates 5 or more excused absences within a month, or 10 excused absences in a school year, the school will schedule a conference with the family** for the purpose of identifying barriers to attendance and supports/resources available to assist. Once this threshold is reached, the office may request a doctor’s note for extended excused absences due to medical reasons.

Unexcused Absences/Tardies

Any absence from school for the majority of hours in an average school day is unexcused unless it meets one of the criteria listed above as a valid reason for an excused absence. Hedden Elementary will notify the student’s parent or guardian via automated phone call whenever the student fails to attend school.

Court decisions in regard to the BECCA Bill have considered the following UNEXCUSED even with a note from the parent/guardian

- Overslept, Babysitting, Finishing homework
- Excursions - such as attending the fair, sports events, movies, etc.
- Appointments for someone other than the student
- Not reporting to school when school is delayed (power outage, weather, etc.)
- Missed bus/off bus for disciplinary reasons

The BECCA Bill

The “Becca Bill” (SB 5439) (WAC.28A.225.020) is our state’s truancy law. It is intended to stop



truancy before it becomes a problem. If a student has unexcused absences, this law requires that schools and school districts take the following actions:

1. **One (1)** unexcused absence: The school must inform the parent in writing or by phone when there is one unexcused absence on a child's attendance record. This is often done by a phone call home.
2. **Two (2) Three (3)** unexcused absences: After the second third unexcused absence, the school is required to schedule a meeting with the parent or legal guardian and student to discuss the causes of the unexcused absences and to find solutions to prevent further absences. This is a team effort.
3. **Five (5)** unexcused/excused absences within 30 days or **ten (10)** excused absences within the school year: The school must enter into a written truancy agreement schedule a conference with the family, where the parent, student, and school agree to identify barriers to attendance on and implement the necessary steps to resolve the student's attendance problem.
4. Between the **second (2)** and **fifth (5)** cumulative unexcused absence in a school year: Convene the 504 or IEP team (if applicable) and take data-informed steps to reduce the student's absences.
5. Not later than the **seventh (7)** unexcused absence in a month, the district shall enter into an attendance agreement with the student and parent OR refer the student to a Community Engagement Board OR file a truancy petition consistent with RCW.28A.225.030
6. After **seven (7)** unexcused absences during a month 30 day period or at the tenth (10th) and not later than the **fifteenth (15)** unexcused absence within a school year: The school district will file a petition in the juvenile court to order the student to attend school. A notice of the truancy court petition will be sent by certified mail with return receipt or by in-person delivery.

The school district may also refer the family to a "Community Truancy Engagement Board." A Truancy Board C.E.B. consists of a group of citizens, school personnel, and a representative from the juvenile court who help resolve truancy cases away from the court.

Pre-arranged Absences

Hedden Elementary strongly discourages students taking extended vacations during the semester or leaving school prior to the normal closing date. Students missing class lose essential instruction and place increased demands on classroom teachers in the areas of record keeping, administering make-up work, etc.

In order that students and families/caregivers may not be misled and suffer possible



disappointment, it must be clearly understood that:

1. A notification of request that outlines reasons for the absence, expected duration and departure date, must be submitted to the Attendance Secretary at least two weeks prior to the first date of the absence.
2. A "Prearranged Absence Form" will be issued from the office to be presented by the student to his/her teachers.
3. The responsibility for completion of all make-up requirements rests with the student and family.
4. Final clearance must be completed in the office by returning the "Pre Arranged Absence Form" to the Hedden Office.
5. **Pre-arranged absences for family vacations will only be excused up to 5 days.** (See above for "excused absence" procedures). Any remaining days will be unexcused. If you have extenuating circumstances, please reach out to the school office for support.

Notify the School of Absences

A parent/guardian should call the office at 253.517.1500 or email our Attendance Secretary jschultz@fifeschools.com on the day your student is absent from school without prearrangement. An automatic call will attempt to telephone each absent student's parent/guardian who has not called the office prior to 10:00 a.m. If the parent/guardian is unable to call in the absence, students must bring a note from home upon returning to school which states the dates missed and reason for absence. This must be done within 48 hours of returning from the absence to be excused.

In all cases, the school administrator determines whether an absence is excused or unexcused. The school will keep a record and report absences and tardies to the State. If you have concerns or need support, please reach out to your school administrator.

Attendance Line

Our attendance line is available 24 hours a day for you to leave a message during or after regular school hours. When leaving a message please provide your child's name, grade, teacher name, the reason for the absence, as well as the date(s) they will be absent.

Elementary Parent-Student Conferences

Our fall and spring conferences are Student-Led Conferences. ***Students are expected to attend and participate in their conference with their parent(s).*** We will work on goal setting



with students in the fall. This format increases the level of parent and student input, focuses on student responsibility for their success and includes more families in the education of their children. Our conference schedule includes more late afternoon and early evening conferences to accommodate our working families.

Students are expected to attend their conference with their parent(s). This is a school day. No shows for the conference will appear as an unexcused absence until the conference is rescheduled and held.

Cell Phones & Electronic Devices

We discourage students from bringing cell phones, air pods and other electronic devices to school. This includes ***“smart watches”*** if used for calling, texting, or emailing. **The use of cell phones and electronic devices during the school day is prohibited without explicit permission of a supervising staff member.** Cell phones or electronic devices will be confiscated from students if they are used during the school day without express permission from the supervising staff member. Cell phone or electronic devices will be held in the school office until an adult can pick it up. ***The school is not liable for, nor investigates,*** the loss or theft of any cell phones or electronic devices that are brought to school.

Class Placement

Student placement is one of our more important tasks at Hedden. We work hard to create classrooms that are positive learning environments for everyone. This is a difficult task because the needs of our students are so diverse.

Our goal is to develop heterogeneous groups and to provide for each child's needs. Many factors play a part and are carefully considered in the decision-making. These factors include:

- Program needs of each child
- Balanced levels in reading & math achievement within each class
- Balanced ratio of genders
- Motivation level of each student
- Behavior factors regarding each student
- Compatibility of students in the classroom
- Independent work habits of students



- Student's social needs and leadership abilities

We welcome your input in the placement of your child. We will have placement forms available digitally in the spring for input related to the following school year. We will publish the deadline for placement forms to be received in our School Bulletin. If you have information that you would like considered in this process, please complete the required form and submit it to our school office this spring. The best information we can receive from you is a specific description of your child's needs. Input regarding serious potential conflicts (e.g. the need to separate certain students) is also appreciated. Your input, coupled with what we know about your student, will allow us to make an appropriate class placement. We will **not** consider requests for specific teachers. The principal makes the final decision on student class placement.

Contacting Teachers

The best time to contact teachers is by calling the school between 8:30 and 8:50 a.m. or 3:30 to 3:55 p.m. If you call outside of these times, office staff will take a message, and the teacher will return your call as soon as possible. Teachers and other school staff can be contacted by email as follows: first initial last name @ fifeschools.com or you can find staff email addresses by visiting Fife School's web page at www.fifeschools.com.

Communicating with your child's teacher is imperative to his/her success at school. Teachers are eager to collaborate regarding your child's education. Additionally, if your child is experiencing any difficulty at school, contacting your child's teacher is the quickest route to resolving the issue as quickly as possible.

Emergency Situations

The winter months sometimes bring weather conditions, which require school schedule delays or closure. The Fife School District will utilize an automated phone system, Parent Square, as well as e-mail and social media to communicate any schedule changes.

Announcements will be in the following form:

1. SCHOOLS CLOSED-all schools will be closed for one day only! All meetings, field trips, after school activities etc. will be postponed or canceled.
2. SCHOOLS OPEN LATE- usually one or two hours late and will be dismissed at the regular time unless otherwise announced. Listen to your radio for further announcements.
3. SCHOOLS OPEN - NO TRANSPORTATION-weight restrictions can also contribute to transportation changes due to thawing of frozen roads. Be prepared to provide



transportation if such notice is given.

4. SCHOOLS OPEN - EMERGENCY SCHEDULE- bus service is limited due to road restrictions or weather conditions, bus drivers will inform students of roads that will not be traveled because of snow or ice (severe hills, bus stop changes, etc.).

Fundraising

The PTO and our ASB are the two major groups that raise money for Hedden Elementary. This is done through a variety of formats throughout the school year, including, but not limited to read-a-thons, walk-a-thons, Friday treats, yearbooks, and Hedden Hawk gear.

Grade Reporting

We have two academic reporting periods: First semester which ends in January; and second semester which ends in June. In January and June, report cards will be shared with families electronically. Families/caregivers or teachers may request a conference at any time throughout the school year. Additionally, in the interim between report cards, student-led conferences are scheduled during the months of October and March.

Homework

At Hedden, we value that each student has access to an equitable, engaging, and fulfilling education while here at school. In order to foster that access and to bolster students' love of learning we want to incorporate what we know is best practice when it comes to their education. In looking at research done separately by Harris Cooper and John Hattie, it was found that homework has little to no impact on student achievement, with few exceptions that mostly impact students in secondary school and beyond.

We're hopeful that by not assigning homework, which does not improve achievement, students will have more time to be active children with opportunities to engage in other activities and to have some downtime too. We will continue to encourage students and families to read for at least 20 minutes daily.

Our elementary homework guidelines are as follows:

1. Teachers may provide, but should not assign, support materials that are generally centered around concepts that have already been practiced within the classroom. This would include the Home Connections provided by Bridges.
2. Through conferencing with students and families, teachers may provide resources and opportunities for students to further their learning or bolster foundational skills at home based on their specific needs. This could include students that excel in the class and want extended/enrichment learning opportunities or practice/support with more



primary skills or those who would benefit from practicing flashcards to increase their automaticity and recall of facts.

3. Daily reading is an expectation across all grade levels. Students should read, or be read to, at least 20 minutes each day. Reading aloud with an adult and talking about the reading is also encouraged.

Registration Information/ Changes

Any student, who has a change of address, or whose family/guardian's phone number has changed, must notify the office so that records can be kept up-to-date.

Medication at School

Oral medication will only be administered at school upon a written request from your physician. Medication must be in the original container from the pharmacy, listing your child's name, the name of the medication, the dosage and the frequency of administration. "Oral medication" includes all prescription and non-prescription (over the counter) medications. Medication request forms are available through your doctor's office or through our school office. Students may not keep any medication (prescribed and/or over the counter) on their person or in their belongings. All medication is kept in and dispensed through our nurse's office. We would be happy to provide you with a Physician's Authorization for Medication at School, which we can fax directly to your doctor's office for you. This policy is in accordance with School Board Policy #3416.

Personal Property/ Toys at School

Toys are not allowed at school. This includes trading cards of any kind, PSP, Wii U type games, iPods, iPads or other handheld devices. Students are not allowed to borrow, buy, sell or trade any personal property at school or on the bus. Students carrying large sums of money for any reason should store it in the office for safety. The school assumes no responsibility for loss or damage to toys or property that students bring to school.

Student Activities/Other After School Activities

At the beginning of the year, our Instructional Leadership Team will vote to approve after school clubs and activities based on staff proposals. A list of activities and their meeting times and fees will be posted once that decision is final. Some clubs will be available for upper grade levels



only. Though this list may change, past activities have included: Running Club, Kid Coders, Spanish Club, Drum Club, Choir, Drama, Floor Hockey, Kickball, etc.

Student Government

Our Associated Student Body (ASB) governs student activities. The ASB is involved in the planning of assemblies, Friday Treat sales, student rewards, and other student generated activities. ASB elects a President, Vice-President, and other Officers for leadership opportunities for students.

Visitors at School

We encourage you to visit our school, but appreciate your assistance in reducing interruptions by making an appointment through your child's teacher and the school office for class visits. Also, on the day of your visit, you are expected to stop by the office to notify us of your arrival and sign in. This allows us to ensure greater safety and awareness for all students by knowing who is authorized to spend time visiting within the school. **Students from other schools may not visit during the school day, except as prearranged with school administration.** For elementary non-student days, older students who wish to return and visit or help a staff member may only do so with a written permission from that staff member and must check in at the office with their permission note.

Volunteers/ Family Involvement

Volunteers

School volunteers play an important part in the services provided in our school. We encourage you to volunteer at our school, but ask you to make an appointment through the school office or with the teacher prior to doing so. In order to ensure the safety and security of our students, volunteers are *required* by state law to complete Fife Public School's online volunteer application *each school year*.

The link for this application can be found on the district website fifeschools.com under the "Families/Caregivers" tab. The application is an online program and will also require you to upload a copy of your driver's license. If you do not have access to the internet, you may make arrangements with the district office to utilize a computer.

Please remember, you must be completely approved and cleared by the District Office before you can begin volunteering at the school. Thank you in advance for your cooperation in complying with these requirements.

PTO (Parent Teacher Organization)



We are proud to say that our PTO is strong and active in promoting and caring for the needs of our students. The objectives of our PTO are as follows:

- volunteerism of families/caregivers
- encouragement of teachers and students
- community involvement
- welfare of students and their families

TECHNOLOGY & NETWORK USE - FOR STUDENTS

Fife School District Procedures 2022P

GOAL:

The Fife School District believes the Internet and other electronic systems offer vast, diverse, and unique resources to both students and staff. Our goal in providing these services to students and staff is to promote educational excellence in schools by facilitating resource sharing, innovation, and communication.

With access to a global network also comes the potential availability of material that may be inappropriate for a school setting. The Fife School District, in accordance with its policies and procedures, will take reasonable precautions to ensure the appropriate use of its network by staff, students, and visitors to the district. However, it is not technically possible to control all materials and users may encounter inappropriate information either by accident or through intentional misuse of the system. The Fife School District believes the educational value of information and interaction through electronic systems outweighs the risk of inappropriate use. The procedures below outlines terms and conditions of system use that must be followed by students, staff, and visitors to the district. [Board Policy 2022](#) [Board Procedure 2022P](#) [Board Policy 3245](#)

RESPONSIBLE USE:

Electronic resources provided by the Fife School District are to be used in a manner consistent with the district's

educational mission and goals. Students and staff are encouraged to use the systems in support of research, instruction,

collaboration, and other forms of academic work. Use of these resources is governed by federal, state, and local regulations. Use of the district's electronic resources in an illegal or unethical manner may result in disciplinary action, including loss of privileges to use the system, school or district sanctions, and referral to appropriate law enforcement authorities. The following guidelines illustrate the types of things that users should and should not do with electronic



systems.

PERSONAL SECURITY:

Personal information such as complete names, addresses, telephone numbers and identifiable photos should remain confidential when communicating on the system. No user may disclose, use, or disseminate personal identification information regarding students without appropriate authorization.

SYSTEM SECURITY:

1. System logins or accounts are to be used only by the authorized owner of the account for the authorized purpose. Users may not share their account number or password with another person or leave an open file or session unattended or unsupervised. Account owners are ultimately responsible for all activity under their account.
2. Users shall not seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, misrepresent other users on the system, or attempt to gain unauthorized access to any entity on the network.
3. Communications may not be encrypted so as to avoid security review.
4. Users should change passwords regularly and avoid easily guessed passwords.
5. No use of the system shall serve to disrupt the operation of the system by others. System components including hardware or software shall not be destroyed, modified, or abused in any way. Malicious use of the system to develop programs or institute practices that harass other users or gain unauthorized access to any entity on the system and/or damage the components of an entity on the network is prohibited.
6. Only district approved software shall be installed on district computers.
7. Only district approved computers (or other network devices such as cell phones) shall be allowed to connect to the district network including wireless networks without authorization.

APPROPRIATE CONTENT AND BEHAVIOR:

1. The unauthorized installation, use, storage, or distribution of copyrighted software or materials on district computers is prohibited. All users of the network shall comply with current copyright laws.
2. The system constitutes public facilities and may not be used to support or oppose political candidates or ballot measures.
3. Users are responsible for the appropriateness of the material they transmit over the system. Hate mail, harassment, discriminatory remarks, or other antisocial behaviors



are expressly prohibited.

4. Use of the system to access, store, or distribute obscene, graphic, or pornographic material is prohibited.

FILTERING AND MONITORING:

1. In accordance with federal, state, and local regulations, filtering software is used to control access to the Internet. This blocks or filters visual depictions that are obscene and other content that is harmful to students. Families/caregivers are advised, however, that filtering technology is imperfect, and that the possibility exists of obtaining access to prohibited materials. Educational staff will, to the best of their ability, monitor students' use of the Internet, and will take reasonable measures to prevent access to inappropriate materials.
2. From time to time the district will make a determination on whether specific uses of the network are consistent with the regulations stated above. For security and administrative purposes the district reserves the right for authorized personnel to review network use and content. The district reserves the right to remove an individual's network access privileges to prevent further unauthorized activity.

GOOGLE APPS FOR EDUCATION FOR STUDENTS:

The Fife School District is providing online accounts for students through a service provided by Google called Google Apps for Education. These accounts include email, an online calendar, web-based documents, and other communication/collaboration tools. The purpose of these accounts is to help students better communicate with teachers and each other for learning purposes, giving students practice in using the types of technology tools essential to their future.

Google Apps for Education is similar to the tools you can use when signing up for a personal Gmail account but it is specially designed for schools to provide extra management and monitoring tools.

Acceptable use of Google Apps in Fife includes the following:

1. Email - Participating students will be assigned a district email address. This account will remain active while the student is enrolled in the Fife School District at the discretion of district staff.
2. Prohibited Conduct - Fife Google accounts should only be used to support educational activities. Fife Google accounts may not be used in the following ways:
 - a. Unlawful activities
 - b. Commercial purposes



- c. Personal financial gain
 - d. False identity in email communication
 - e. Misrepresentation of the Fife School District
 - f. Interference with Fife technical operations
 - g. Harassment, bullying, intimidation
 - h. Disruption of educational processes
3. Access Restriction - Access to and use of a Fife Google account is a privilege. The district maintains the right to withdraw account access should there be reason to believe that the account has been misused. Further discipline may follow as with other network use violations. Any violation of policies or laws will be referred to the proper authorities as needed.
 4. Security - The Fife School District cannot and does not guarantee the security of the electronic files on the Google system. Although Google does have a powerful content filter in place, the district cannot assure that users will not be exposed to unsolicited information such as spam.
 5. Privacy - The district maintains the right to access any information stored on a student's Fife Google Apps account for the purposes of performing maintenance, diagnosing problems, or investigating potential misconduct. Students should not share their account information with other students. A legal guardian has the right to access their student's account.

By using Fife School District technologies and networks, staff, students, and visitors agree to all applicable policies and procedures (ie [Board Policy 2022](#), [Board Procedure 2022P](#)). I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Committing any violation may result in revocation of access privileges, disciplinary action, and/or appropriate legal action.