

Napavine Elementary Student – Parent Handbook

NAPAVINE



2018-2019

*All Staff,
Supporting All Students,
in All Settings*

INTRODUCTION

Welcome to Napavine Elementary! We are proud of our school and are pleased to have you as part of our "family."

We believe all children have a right to achieve success in a safe and orderly environment that promotes self-esteem and respect for others and develops intellectual and decision making skills, so students may become successful citizens in a democratic society.

Our goal is to provide the best education possible while challenging each student to reach his or her potential.

It is our hope this handbook will answer many common questions. However, please feel free to contact us at any time (360-262-3345) or stop in for a visit.

What is Effective Teaching and Learning?

Effective teaching and learning is demonstrated by caring, knowledgeable teachers engaging students in mastery of rigorous curriculum through various strategies in a positive and safe environment.

MISSION STATEMENT

The mission of the Napavine School District is to work with the community to continue positive growth by preparing individuals in a safe and secure environment for living, learning and working responsibly in society.

GOALS

- 1) **Powerful Teaching & Learning:** Engage and inspire critical thinking skills in every student through instruction that is individually relevant, motivating, aligned and diverse. Recruit and retain passionate teachers, providing ongoing training that is responsive, collaborative and professionally focused.
- 2) **Community Engagement:** Foster support by proactively celebrating student success and encouraging participation, using varied media, while promoting inclusive partnerships with our community and families in ways that enhance student learning.
- 3) **District Climate:** Promote a safe and welcoming environment, emphasizing mutual respect and cultural awareness. Foster collaboration and accountability at all levels, recognize accomplishments and instill a love of learning.
- 4) **College and Career Readiness:** Ensure that every student transitions successfully between grades and schools, and graduates with the guidance, knowledge, life skills and attitude necessary to excel in diverse post-secondary opportunities.
- 5) **Technology:** Promote 21st Century skills by employing technology in ways that are bold, intentional and integrate seamlessly into curriculum. Support this effort through the development of a long range plan that addresses tech currency and the skills of students and staff, while emphasizing the relevancy of instruction.
- 6) **Stewardship:** Engender trust by ensuring the responsive and optimal use of district resources in a manner that is clear and transparent to stakeholders.

NAPAVINE SCHOOL DISTRICT

DIRECTORY

Napavine District Office
PO Box 840
360-262-3303
fax

Napavine Elementary Office
PO Box 837
360-262-3345
360-266-0452

209 E Park
Napavine, WA 98565

DISTRICT OFFICE

Geoff Parks - Superintendent
Gina Bluhm - Business Manager
Kelly Hylton- District Secretary / Accounts Payable
Debbie Wickert- Payroll / Human Resources
Lisa Lee- Office Assistant

ELEMENTARY OFFICE

Paul Lewis- Principal	plewis@napavineschools.org
Alex Brownsmith- Dean	abrownsmith@napavineschools.org
Michelle Sabin – Secretary	msabin@napavineschools.org
Debbie Bagge - Office Assistant	dbagge@napavineschools.org

INSTRUCTIONAL STAFF

TEACHING STAFF

Anderson, Eric

Bruneau, Sarah

Bullock, Bryan

Bullock, Dani

Carbaugh, Stacey

Caviness, Lorena

Chesley, Cathy

Demarest, Brian

Evans, Nancy

Hansen, Rebecca

Hunt, Jordan

Jahnsen, Katie

Johnson, Tracie

Keller, Dana

Kotenberg, Alison

Meldrum, Elizabeth

Mitchell, Cindy

Myers, Shari

Salme, Marcy

Schouten, Laura

Schutz, Leah

Spalding, Julie

Stanton, Shirley

Stratton, Sali

Teitzel, Heather

Wirt, Christine

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sstratton@napavineschools.org

hteitzel@napavineschools.org

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SUPPORT STAFF

Allison, Amy
Alvord, Julianne
Dalebout, Amanda
Engel, Julianne
Fulleton, Cori
Gallanger, Caleb
Gilbert, Jessica
Hendricks, RaeAnne
Low, Jody
Lyons, Dana

Neumann, Deanna
Potter, Erika
Ross, Michelle
Robertson, Kristine
Shea, Danielle
Stark, Rebecca
Subitch, Corrine
Valentine, Amber
VanWyck, Kristi
Vetter, Bethany

TRANSPORTATION SUPERVISOR- Ray Hamilton (360-262-3630)

MAINTENANCE AND CUSTODIANS

Tabitha Handly, Samantha Bradley, Don Jensen and Joe Mars

KITCHEN SERVICES-Contracted through CHARTWELLS

NURSE-Susan Williams

PSYCHOLOGIST- Contracted through Lewis County Cooperative

OCCUPATIONAL THERAPIST- Contracted through Lewis County Cooperative

SPEECH THERAPIST- Contracted through Lewis County Cooperative

HIGHLY QUALIFIED STAFF

All staff meet state and federal requirements for their job assignments, including state certificate and endorsement requirements. Parents may request information on staff qualifications by contacting the Principal or the District Office.

SCHOOL HOURS

School begins at 8:30 AM and ends at 2:50 PM.

School doors open at 8:15 AM. Students not eating school breakfast should not arrive before 8:15 AM. Breakfast is served starting at 8:00 AM each morning.

The crosswalk at the intersection of 2nd Ave. NE and Park St. is supervised from 8:00 to 8:30 AM and from 2:50 to 3:00 PM.

School will be dismissed at 11:50 AM on early release days including the days prior to Thanksgiving and Winter Breaks.

Preschool begins at 12:05 P.M. and is dismissed at 2:50 P.M Tuesday through Friday. Preschool students will attend in the morning and be dismissed at 11:50AM on select early release days. The preschool teacher will provide a schedule to families.

It is important that students be on time for school. Tardiness disrupts teaching and distracts students. If your child is tardy please escort him or her to the office or send a note regarding the tardy. Only the front main entrance door will remain unlocked all day. All other doors into the building will be locked at 8:30 A.M.

CHANGES IN TRANSPORTATION

Students going anywhere different than regular routine after school must bring a permission note signed by a parent. Last-minute changes must be called in no later than 2:30 PM.

EMERGENCY SCHOOL CLOSURE

Under certain conditions, school may open 1-2 hours late. Only under severe conditions will school be closed. In the event of bad weather, the follow radio stations will carry closure information:

KITI - 1420 AM
KITI - 95.1 FM
KELA - 1470 AM
KMNT - 104.3FM

HOT LUNCH AND BREAKFAST

Hot lunch and breakfast are offered daily. Prices are:

Breakfast \$1.80 (adults \$2.25)

Hot Lunch \$2.85 (adults \$4.15)

Milk \$.35

Money can be put into student accounts at the school office.

Parents may view student lunch accounts on Skyward's Family Access. To set up a password for Family Access, contact the main office.

Reduced-price and free meals are available for students meeting specific criteria. Eligibility forms for these programs must be completed in advance and are available in the office. Parents are encouraged to update this information as income levels change.

Any student whose school meal account has a zero or negative balance will be allowed to receive a school meal. This will result in a negative balance on the student's account until funds are added to the student's account. Once a student receives a negative balance of \$9 or more, students will be given an emergency lunch until the balance is paid. Parents will receive notification 24 hours before the student will receive an emergency lunch.

STUDENT INFORMATION

Parents are to provide the office with current address, phone, and emergency numbers for each student. As changes occur please update this information in the office as soon as possible.

ATTENDANCE POLICY

The State of Washington has a mandatory attendance law, where all students must attend public school or have some other arrangement allowed by state law. We are required to take daily attendance and notify you when your student has an unexcused absence.

If your student has five excused or three unexcused absences in one month or ten or more excused absences in the school year, state law (RCW 28A.225.020)

requires we schedule a conference with you and your student to identify barriers and agree on 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. If your student has an Individualized Education Plan or a 504 Plan the team that created the plan needs to reconvene. 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 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 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.

In order to best insure the safety and well-being of your child, it is advised that you contact the school at 360-262-3345 when your child is absent from school. If you know of an absence in advance, please call the school. Missing assignments can often be given to the student in advance.

HEALTH CONCERNS

Immunization Requirements: Each student in the state of Washington must show that he or she has been properly immunized against certain diseases upon enrollment.

Medication at School: To give medication at school, a doctor's permission and instructions must be secured in writing. This includes over the counter medication, such as Tylenol or aspirin. A form is available in the office. All medicine will be kept and administered in the office.

Health Screening: Students are screened each year for height, weight, vision and hearing. Fifth grade students are also screened for scoliosis. Special screening can also be arranged with the school nurse.

Head Lice: Head lice are a common problem and spread easily, especially among young children. Please notify the office if your child has this problem. Head lice must be treated with a commercial product and children must be free of live bugs before returning to school.

Illness or Injury at School: Parents will be notified to come and get a student who becomes ill or is injured while at school. The office needs to be notified if parents will be unavailable to come to school and who will be responsible for the student's care.

SPECIAL STUDENT SERVICES

Learning Assistance Program (LAP)

Eligibility for the Learning Assistance Program (LAP) is determined by Washington State Test results and other assessments administered at school. The focus of LAP is to help every student read at grade level. Student assistance through LAP may be additional support within the classroom or a short pull-out group to offer assistance on specific skills that are challenging a student. This support will always be in addition to general classroom services.

Schoolwide Title 1

Napavine Elementary participates in a federally funded Schoolwide Title 1 program. Essentially, this means our primary goal at Napavine is to ensure that all students in our school meet proficiency in State Academic Achievement Standards. As a Schoolwide Title Building, we particularly address students who show need for additional instruction in reading or math. All students in our building qualify for additional assistance when a need is clearly identified in these core subject areas. Additionally, all teachers at Napavine Elementary are determined to be highly qualified in their subject areas. Parents may contact the district to request the teacher's professional qualifications.

Napavine Elementary has a family involvement policy that describes different ways that families can be involved in the Title 1 program through parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the PTA and throughout our community. This policy is

reviewed each year at fall student conferences and adjustments to the policy are made to fit our students and families' needs.

A district committee meets throughout the year to plan, evaluate, and review the Schoolwide Title 1 program. Family, school, and students share in the responsibility of student learning by signing a yearly school/parent compact that was reviewed by this committee.

For more information about how you can be involved in these committees or as a volunteer to support our programs, please contact the school office.

Highly Capable Program

Our Hi-Cap program is made up of kindergarten through sixth grade students who are nominated by parents, teacher, community members, or self-nominated. Nominations are accepted in September each fall. These nominated students must then meet a set criteria established by the state and school district. The screening process will take place following nominations, and students who qualify will be notified at fall Parent-Teacher conferences.

The screening process includes:

- score in the 97th percentile or better in a major area of the standardized achievement test
- Nomination by a parent, staff member or community member
- Upon parent permission, students who meet one of the above mentioned standards are then given the CogAT (Cognitive Aptitude Test).

Students who are part of the Hi-Cap program take part in differentiated instruction activities in the classroom throughout the year as well as other activities.

Special Education

After parental permission and extensive testing, qualifying students receive specially designed instruction in math, reading, language and writing in the regular education or a small classroom environment.

Speech /Hearing

A speech and language therapist is available to help students improve articulation, fluency, and voice quality. He/She works with students who have difficulty listening effectively, making sense of what they hear, or expressing their thoughts to others. The therapist consults with staff and parents to help maximize each student's success.

Occupational Therapy

An occupational therapist is available to provide evaluation, treatment, consultation, and supervisory services to students who are limited by physical, developmental or learning disabilities. The therapist is responsible for evaluating students in need of this service and for providing direct treatment and consultation with family and other staff.

School Psychologist

The school psychologist works primarily in assessing and programming for special education students. The psychologist is responsible for sharing assessment results with parents and in exploring ways in which parents and schools can work more effectively together to assist students. The psychologist assists teachers in planning and implementing individualized programs based on each student's strengths and areas of need. The psychologist also coordinates the screening for entering kindergarten and preschool students.

Pre-School

A preschool program is available for children with delays in areas of speech, language, motor, cognitive, and/or social skills. Eligibility for enrollment is determined after testing.

Nursing

A registered nurse is contracted by the District part time. During this time, the nurse is responsible for conducting yearly health screenings and for addressing the health concerns of students. Special problems that arise during the nurse's absence may be referred to the office.

DAY TO DAY INFORMATION

Arrivals and Departures

Students who walk or are dropped off at school should **not** arrive before 8:15 AM. Students who arrive after school begins must be checked in at the office.

Students leaving school before dismissal time must have a note and are required to check out through the office. In the event of an unexpected early dismissal, parents must come to the office and the student will be called from the classroom at that time.

Dress Expectations

Clothing is expected to be clean, neat, and should not distract the educational process (determined by teacher and principal). During warm weather, shorts must be appropriate (hang past finger length), midriffs should not be exposed, and tank tops will appropriately cover the upper body (two-finger straps and tight under the arm). Students are not allowed to wear hats in the school building. The teacher or office will contact parents of students not meeting dress expectations to discuss a solution.

Grading

Report cards are issued four times throughout the year. You are encouraged to contact your child's teacher if you have concerns between grading periods.

Parent-Teacher Conferences

Communication between teachers and parents is important. Conferences will be scheduled twice during the school year to discuss each student's strengths and areas of needed improvement. Special conferences may be initiated by teacher or parent at any time throughout the year.

Lost and Found

Lost clothing articles are kept in the commons. We recommend marking coats, jackets, lunchboxes and school supplies with students' names. Unclaimed items are donated to charity during Winter and Spring and Summer Breaks.

Opportunities for Involvement

Volunteers are very active within our school. Being a volunteer is a rewarding job and does not require a great deal of time. Some areas that benefit greatly from volunteer support are library, classroom assistance, health screenings, special functions, and field trips. We run a background check on each adult who volunteers in our school. Parents are always welcome at Napavine Elementary School. However, if you would like to visit your child's classroom please make an appointment with the teacher prior to your visit and check in at the office. Parent participation in our school's PTA is encouraged. If you would like to be involved as a parent volunteer, please contact your classroom teacher or Debbie Bagge at (360) 262-3345.

Students as Spectators

Elementary students are allowed to attend appropriate Jr./Sr. High School activities, such as sports events, plays, etc. Elementary age students must be under the supervision of a parent or designated adult while in attendance. Students are expected to conduct themselves in an appropriate manner. Students who attend activities need to remain in the stands or bleachers during the event. Playing in the hall, foyer or along the bleacher or football field is unacceptable. If students fail to act appropriately, they will forfeit the privilege of attending.

Emergency Drills

We will conduct monthly emergency drills at Napavine Elementary. These drills will help prepare the school in the event of a fire, earthquake, intruder or other emergency, so staff and students will be able to respond appropriately if an actual problem should arise.

School Evacuation

In the event of an emergency that requires evacuation of the school, the first assembly area will be the high school football field; the next assembly area will be either Bethel Church or Winlock High School. Parents must not come to the school to get their children. Parents should listen to KITI, KMNT, KELA, and/or KING 5 TV for information regarding the pickup site.

Bullying, Intimidation and/or Harassment

It is the policy of Napavine Public Schools to maintain a learning and working environment that is free of Bullying, Intimidation and/or Harassment. These are behaviors that include any intentional written, verbal or physical act that:

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

Complaints may be filed with the student's teacher or the principal.

Discrimination

Napavine 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 employees have been designated to handle questions and complaints of alleged discrimination: Geoff Parks (Title IX Coordinator, Section 504/ADA Coordinator and Civil Rights Compliance Coordinator) can be contacted at PO Box 840, Napavine WA 98565, 360-262-3303, email:

gparks@napavineschools.org

You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a complaint (see below). For a copy of your district's nondiscrimination policy and procedure, contact your school or district office or view it online here:

<https://drive.google.com/file/d/0B-6GzBvy3hg4cHdvQ3JjMm5sV0FpRHBTQks5NW1qMTJRRWsw/view>

Sexual Harassment

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

- A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or
- The conduct substantially interferes with a student's educational performance, or creates an intimidating or hostile educational or employment environment.

Examples of Sexual Harassment:

- Pressuring a person for sexual favors
- Unwelcome touching of a sexual nature
- Writing graffiti of a sexual nature
- Distributing sexually explicit texts, e-mails, or pictures
- Making sexual jokes, rumors, or suggestive remarks
- Physical violence, including rape and sexual assault

You can report sexual harassment to any school staff member or to the district's Title IX Officer, who is listed above. You also have the right to file a complaint (see below). For a copy of your district's sexual harassment policy and procedure, contact your school or district office, or view it online here: <https://drive.google.com/file/d/0B-6GzBvy3hg4amVwUVZseU1xYIFtcWxhVTducXJsZ0JOMlZZ/view>

COMPLAINT OPTIONS: DISCRIMINATION AND SEXUAL HARASSMENT

If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint.

Before filing a complaint, you can discuss your concerns with your child's principal or with the school district's Section 504 Coordinator, Title IX Officer, or Civil Rights Coordinator, who are listed above. This is often the fastest way to revolve your concerns.

Complaint to the School District

Step 1. Write Our Your Complaint

In most cases, complaints must be filed within one year from the date of the incident or conduct that is the subject of the complaint. A complaint must be in writing. Be sure to describe the conduct or incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and describe what actions you believe the district should take to resolve the problem. Send your written complaint—by mail, fax, email, or hand delivery—to the district superintendent or civil rights compliance coordinator.

Step 2: School District Investigates Your Complaint

Once the district receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The superintendent or designee will respond to you in writing within 30 calendar days—unless you agree on a different time period. If your complaint involves exceptional circumstances that demand a lengthier investigation, the district will notify you in writing to explain why staff need a time extension and the new date for their written response.

Step 3: School District Responds to Your Complaint

In its written response, the district will include a summary of the results of the investigation, a determination of whether or not the district failed to comply with civil rights laws, notification that you can appeal this determination, and any measures necessary to bring the district into compliance with civil rights laws. Corrective measures will be put into effect within 30 calendar days after this written response—unless you agree to a different time period.

Appeal to the School District

If you disagree with the school district's decision, you may appeal to the school district's board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received the school district's response to your complaint. The school board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board's decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

Complaint to OSPI

If you do not agree with the school district's appeal decision, state law provides the option to file a formal complaint with the Office of Superintendent of Public Instruction (OSPI). This is a separate complaint process that can take place if one of these two conditions has occurred: (1) you have completed the district's complaint and appeal process, or (2) the district has not followed the complaint and appeal process correctly.

You have 20 calendar days to file a complaint to OSPI from the day you received the decision on your appeal. You can send your written complaint to the Equity and Civil Rights Office at OSPI:

Email: Equity@k12.wa.us | **Fax:** 360-664-2967

Mail or hand deliver: PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200

For more information, visit our [website](#), or contact OSPI's Equity and Civil Rights Office at 360-725-6162/TTY: 360-664-3631 or by e-mail at equity@k12.wa.us.

Other Discrimination Complaint Options

Office for Civil Rights, U.S. Department of Education

206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | [OCR Website](#)

Washington State Human Rights Commission

1-800-233-3247 | TTY: 1-800-300-7525 | [Human Rights Commission Website](#)

PRINCIPLES OF LEARNING

All the Napavine Elementary School Community Members are responsible for the success of all children in our school. We believe that optimal learning can only take place if it contains the following elements:

*Learning should take place in an environment that is safe and orderly and in an atmosphere of support and respect.

*Learning should be an active process that demands full student participation, where students need to make choices and accept responsibility for those decisions.

*Learning should be both a cooperative and an individual venture.

*Learning should have clear learning requirements that are realistic and attainable but challenging.

*Learning should be documentable and diagnostic, while providing continuous feedback to students and parents.

*Learning should use evaluation as a tool to develop further teaching and learning strategies.

Student Behavior Expectations: Tiger Etiquette

Napavine Elementary is a school that creates a safe and caring learning environment for all students and staff. Our school has an underlying philosophy that all staff work to support all students. Behavioral expectations are defined, taught, and acknowledged. A key to our success is to be intentional in the way we teach our children to behave in different settings, as well as to be intentional in the way we teach them in their academics.

By having a Positive Behavior Support School we are predictable, positive, safe, and consistent in addressing student behavior. PBS schools are associated with improved academic gains when combined with effective instruction. Our program emphasizes the importance of common language in communicating with students, being intentional in teaching our school expectations, and recognizing and rewarding students who demonstrate the behaviors consistent with school expectations.

What is Tiger Etiquette?

Tiger Etiquette is the way the members of our school community act each day to show their respect for themselves and others and their commitment to do their best. At Napavine Elementary we will teach all of our students that in all they do, **TIGERS ARE:**


- **Safe**
- **Kind**
- **Responsible**
- **Awesome!**

Teachers will model and teach what these expectations look like around the school. Students will be provided guided practice and multiple opportunities to learn the rules. We will conduct all school lessons to re-teach specific expectations as students show us they need the support.

Parent Support

Our system will be most effective with your parent support. Please take a moment to review the behavior expectations with your child for the different settings. Keep it in a place that is visible in your home to use as a tool with your child when you talk about expectations for different settings at school.

Examples of What Tiger Etiquette Looks Like:

	LOCATIONS				ACTIVITY TIMES	
	Hallways/ Commons Area	Restrooms	Playground	Cafeteria	Arrival / Dismissal	Assemblies
Be Safe	Walk in a straight line Use the stairs one at a time Keep body under control Keep outside doors closed	Keep water and soap in the sink No playing, crawling, and climbing	Keep rocks on the ground Use equipment correctly Walk to your classroom when the bell rings Keep body under control and to yourself	Walk at all times Voices off when lights go out or an adult raises their hand Use both hands when holding a lunch tray	Walk Walk your bike/scooter in front of the school Use the sidewalk and crosswalks Wait with teacher until dismissed	Stay seated Keep your body to yourself
Be Kind	Quiet voices and feet Smile to friends	Voices Off Respect privacy Close the door	Share equipment Help others Play nicely Take turns	only eat and touch your own food quietly talk with the students next to you good table manners	Listen to the outside staff	Clap when it's appropriate Voices off No Stomping
Be Responsible	Respect wall displays Go directly to your destination and back	Put paper towels in the garbage Flush, wash, dry, and leave Wait your turn Conserve resources	Return equipment quickly to box when the bell rings Keep toys and umbrellas at home Follow adult directions Follow game rules Be honest	Keep area clean Raise your hand if you need help Stay seated Pick up what you drop Line up quietly ready for recess	Go directly to your destination Use the main doors and wait out front for pick up Pick up younger siblings quickly Stay dry	Sit patiently Look and listen to speaker
Be Awesome	Admire student work	Use the bathroom at recess.	Find a new friend Remember it's just a game Problem solve together	Offer to help Take what you eat and eat what you take Remember to say thank you and smile	Greet peers and staff with a smile Come prepared for a great day	Celebrate your peers

Tiger Awards

Students “caught” meeting our expectations are given a Tiger Award to enter in classroom and schoolwide drawings. Teachers also have other positive reward systems in their classrooms.

Tiger Student of the Month Character Assemblies

Monthly Tiger Student of the Month Assemblies focus on character traits and aspect of Tiger Etiquette. We recognize students and classes who have demonstrated good Tiger Etiquette. Our goal is to teach students about character and to build community. Each assembly includes a presentation to help students learn Tiger Etiquette. Teachers provide students with opportunities in their classrooms to learn and practice the character traits.

Discipline

We believe each student is responsible for his/her own behavior and that we will intervene only when the student is not responsibly managing that behavior. Normally students just need a reminder to change inappropriate behavior, but when warnings do not work, more formal actions must be taken. Students may be written up and placed on a level program where they lose recess privileges and other types of privileges or in more serious instances are suspended or expelled. Some serious offenses which can lead to immediate suspension and/or expulsion, include but are not limited to the following:

- Weapons or explosive devices of any kind
(Minimum: one-year expulsion and notification to parents and law enforcement)
- Possession and/or use of drugs, tobacco or alcohol
- Fighting/assault, threatening or verbal abuse
- Arson or vandalism
- Disruption of the educational process
- Blatant disrespect, or refusal to follow reasonable directions
- Out of control behavior

STAFF/PARENT EXPECTATIONS AND STUDENT OUTCOMES

We want to focus our efforts on making school successful for all students. If we identify the expectations that parents and school staff have of one another, it will allow us to be more capable of meeting student outcomes. Only through a cooperative effort between home and school can we provide the best possible education for the students we serve. When parents and staff work mutually towards common expectations, the results will be positive student outcomes.

Expectations of Staff

1. Believe and expect each child is capable of learning
2. Take responsibility for all children.
3. Commit to building positive self-esteem in each child for their emotional, social, and academic development.
4. Challenge each child to become a thinker and a problem solver.
5. Be flexible with instruction to assure success for each child.
6. Be caring and treat others with compassion and thoughtfulness.

Expectations of Parents

1. Send children to school on time daily.
2. Ensure children are fed and well rested.
(Breakfast and lunch are available at school.)
3. Regularly attend parent enrichment activities.
(Conferences, open-house, etc.)
4. Send children to school appropriately clothed for the weather.

Student Outcomes

1. Positive self-esteem
2. Critical thinking skills
3. Concern for others
4. Decision making skills
5. Self directed learners
6. Cooperation and competition skills
7. Academic skills:
 - a. able to read, write, speak and listen
 - b. able to use technology
 - c. able to compute and solve problems
8. Accepts responsibility for his/her own actions
9. Will not infringe upon the rights of others.

Message from the Principal

If you have any questions regarding our programs or discipline procedures, please do not hesitate to call the principal, Paul Lewis at (360) 262-3345. We look forward to supporting each child behaviorally and academically throughout the school year in order to provide a safe and engaging environment.