

WELCOME TO HIGHLAND ELEMENTARY SCHOOL

Welcome to the 2018-2019 School Year. Our mission statement is *“Committed to teaching, committed to learning, committed to success”*. From this mission statement stems five core beliefs we all share (“The Hand”): Children First, Positive Attitude, Personal Wellness, Shared Responsibility, and Building Relationships. Highland’s educational setting and decision making process revolve around these five beliefs. We look forward to working with you and your child. Our staff is here to make learning productive and rewarding for your child. We believe in each student and staff member doing their best every day. You will find our school report card, required by the Elementary and Secondary Education Act (EASA) in our school office as well as on the internet on the OSPI website at: <http://reportcard.ospi.k12.wa.us>. If you have any questions, comments or concerns please contact us.

OUR WONDERFUL STAFF AT HIGHLAND ELEMENTARY

PRINCIPAL: Angela Baldus

TEACHERS

Kindergarten	Tiffany Mayes
Kindergarten	Ellen Profitt
1 st Grade	Sophie Everett
1 st Grade	Kathy Stedman/Robin Billow
2 nd Grade	Maura Sumpter
2 nd Grade	Shelley Harrison
3 rd Grade	Charles Chambers
3 rd Grade	Sue Savage
4 th Grade	Jan Baune
4 th Grade	Cherie Wiik
5 th Grade	Christen Leggett
5 th Grade	Tim Weber
6 th Grade	Jackie Allen
6 th Grade	Bruce Bensching
Physical Ed.	Marie Huffman
Music/Band	Brandy Fiorenza
Skill Center	Erin Hocking
Speech	Terri Gregg
Title I	Steve Stroschein
ELL	Sherry Bergman
Connections	Leanne Fuller

INSTRUCTIONAL AIDES

Skill Center	Jodi Crane
Skill Center	Kami Seidel
Title I	Brenda Ziegler
Title I	Maliya Walkup
Title I	Debbie Hammack
Title I	Jace Kessler
K Aide	Doug Blume
Library	Molly Weissenfels

SUPPORT STAFF

Secretary	Linda Powe
Office Asst	Jeanette Brooks
*Title I	Debbie O’Kelley
Counselor	Patsy Gottshalk
*BMA	Beverly McCroskey
Head Cook	Sandy Dickinson
Asst. Cook	Sue Payton
Custodian	Sharilyn Brockman
Custodian	Jeff Knapp
Custodian	Kathy Ross

*ELL - English Language Learner Aide
*Title I - Parent Component
*BMA - Behavior Management Aide

ATTENDANCE POLICY

Regular attendance is essential to a student's success in school and is necessary in order to achieve maximum benefit from the school program.

Instruction missed during a day of absence can never truly be made up. The class time, teacher's direct instruction and the class interaction are impossible to duplicate at a later date, which is why we expect children to be in school as much as possible. Please help us with this very important goal.

REMEMBER: WASHINGTON STATE LAW PLACES THE RESPONSIBILITY FOR SCHOOL ATTENDANCE ON THE PARENT OR GUARDIAN.

The state truancy law requires school districts to take specific corrective action no later than after a student's fifth unexcused absence in a month. It also clearly states that the school district shall file petition with juvenile court naming the student and/or the parent not later than after the seventh unexcused absence in a month or the tenth unexcused absence in a year, alleging a violation of 28A.225.010 RCW.

The education and the safety of your child are our top priorities. Parents must call or contact the school promptly when it has been determined that the child will not be attending all or part of a regular day of school. Each school has a handbook clearly outlining the school's attendance policy and procedures. You are encouraged to review this section with your child.

Excused and Unexcused Absences and Tardiness Policy No. 3122

Students are expected to attend all assigned classes each day.

Excused Absences

The following are valid excuses for absences and tardiness. Assignments and/or activities not completed because of an excused absence or tardiness may be made up in the manner provided by the teacher.

A. Participation in school-approved activity. To be excused this absence must be authorized by a staff member and the affected teacher must be notified prior to the absence unless it is clearly impossible to do so.

B. Absence due to illness, health condition, family emergency or religious purposes, court, judicial proceeding or serving on a jury; post-secondary, technical school or apprenticeship program visitation, or scholarship interview; State recognized search and rescue activities consistent with RCW 28A.225.055; and directly related to the student's homeless status.

When possible, the parent/guardian is expected to notify the school office on the morning of the absence by phone, e-mail, in person or written note and to provide the excuse for the absence. If no excuse is provided with the notification, or no notification is provided, the parent/guardian will submit an excuse via phone, e-mail, in person or written note upon the student's return to school. Adult

students (those over eighteen) and emancipated students (those over sixteen who have been emancipated by court action) shall notify the school office of their absences in the same manners listed above

C. Absence for parental-approved activities. This category of absence shall be counted as excused for purposes agreed to by the principal and the parent. An absence may not be approved if it causes a serious adverse effect on the student's educational progress.

D. Absence resulting from disciplinary actions--or short-term suspension. As required by law, students who are removed from a class or classes as a disciplinary measure or students who have been placed on short-term suspension shall have the right to make up assignments or exams missed during the time they were denied entry.

E. Extended Illness or Health Condition. If a student is confined to home or hospital for an extended period, the school shall arrange for the accomplishment of assignments at the place of confinement whenever practical.

F. Excused absence for chronic health condition. Students with a chronic health condition which interrupts regular attendance may qualify for placement in a limited attendance and participation program. The student and his/her parent shall apply to the principal or counselor.

Attendance Responsibilities

A. Responsibility of the Teacher

1. The teacher must personally take daily class attendance (also morning and afternoon as appropriate) for the grade level keeping a record of both absences and tardies.

2. The teacher will personally complete daily the building attendance procedures that report the absence of pupils in his/her assigned class or classes.

3. A student's academic grade or credit in a particular subject or course may be adversely affected by reason of tardiness or absences only to the extent and upon the basis that:

a. The student's attendance and/or participation is related to the instructional objectives or goals of the particular subject or course (WAC 180-40-235).

b. The teacher informs students of the attendance policy/procedure of his/her classroom if it is in exception to building procedures. These exceptions must be approved by the principal prior to each semester and cannot differ from District policy and procedure.

4. Whenever a student is released from a teacher's class by request of another staff member, prior permission shall be obtained from that teacher or designated representative. Exceptions shall be determined by the principal/designee.

B. Responsibility of the Principal

1. The principal/designee will have primary responsibility for building attendance procedures and will indicate to all staff, during annual preschool staff meetings, their role in student attendance monitoring and staff procedure compliance.

2. The principal/designee will monitor teacher attendance procedures and review annually building attendance procedures.

3. District and building attendance/tardy policies/early departure procedures will be disseminated and made available to parents, teachers, and students on an annual basis.
 4. If a student is absent in excess of 15% of the days of attendance, **the principal may require a doctor's note for future absences or the absences would be considered unexcused.** Parent notification of the additional stipulation must be made in writing.
 5. Official grade reporting shall include an accounting of student's attendance by class.
 6. The principal/designee may establish procedures by which students with outstanding attendance records will be recognized for this achievement.
 7. The principal/designee will be the final authority for the standards regarding the implementation of the definitions for excused and unexcused absences.
- C. Responsibility of the Parent/Guardian
1. It is the responsibility of all parent/guardians of children of school age to see that their children regularly attend school on time.

Unexcused Absences

Unexcused absences fall into two categories:

1. Submitting a signed excuse which does not constitute an excused absence as defined previously;
- or
2. Failing to submit, whether by phone, e-mail, in person or in writing any type of excuse statement signed by the parent, guardian or adult student.

Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria for an excused absence. Schools will notify parent/guardian through their campus attendance policy what "constitutes the majority of hours."

Each unexcused absence shall be followed by a warning letter, electronic message, or phone contact to the parent of the student.

After two unexcused absences within any month or 5 unexcused absences within a year, a conference shall be held between the parent, student and principal. Not later than the student's fifth unexcused absence in a month or seventh unexcused absence in a school year, the district shall enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a community truancy board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.

If the above action fails to correct the attendance problem, the student shall be declared a habitual absentee. The principal shall interview the student and his/her family and prescribe corrective action which may include suspension for the current semester and expulsion. No later than the seventh unexcused absence within any month during the current school year or upon the tenth unexcused absence during the current school year the district shall file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student or parent and student.

A student who has been expelled for attendance violations may petition the superintendent for reinstatement. Such petition may be granted upon

presentation of a firm and unequivocal commitment to maintain regular attendance.

Any student who presents false evidence, with or without the consent of his/her parent/guardian, in order to wrongfully qualify for an excused absence shall be subject to the same corrective action that would have occurred had the false excuse not been used.

Tardies

Students are expected to be in class on time. When a student's tardiness becomes frequent or disruptive, the student shall be referred to the principal or counselor. If counseling, parent conferencing or disciplinary action is ineffective in changing the student's attendance behavior, he/she may be suspended from the class. Students who arrive after 8:45 a.m. will be deemed tardy.

Assignment Makeup

If an absence is excused, the student shall be permitted to make up all missed assignments. Assignments will be made up outside of class and under reasonable conditions and time limits established by the appropriate teacher(s).

CHECK-OUT

Before a child may leave the school grounds during school hours, he/she must have written permission from a parent/guardian or the parent/guardian must contact the school explaining the reason for leaving. For the protection of our students, any person wishing to check a student out of school must report to the office. We will release the student after the sign-out process has been completed. Only custodial parents/guardians will be allowed to pick up a student during the day unless we have been notified by the custodial parent/guardian.

WHAT IS THE DAILY SCHEDULE?

8:00 A.M.- 8:35 A.M.	Breakfast
8:40 A.M.	First Bell/ Classes Begin
8:45 A.M.	Tardy Bell
10:00-10:10 A.M.	K/1 Recess
11:20 A.M.	Lunch Begins
12:45 P.M.	Lunch Ends
2:00 P.M.- 2:10 P.M.	2 nd -6 th Recess
3:00 P.M.	Classes Dismissed

BUS LOADING AND STUDENT DROP OFF/PICK UP ZONES

Please follow our guidelines for dropping off or picking up your child.

The horseshoe driveway at the front of the building is designated as a BUS ZONE ONLY from 8:00 a.m. -3:30 p.m. No cars should be entering this zone during those times. Parents will need to drop off and pick up their students in the east gravel parking lot. A ONE WAY lane has been designated for this purpose. When you enter, please pull all the way forward and to the right of the lane in order to

provide as much parking space as possible. Also, cars should park parallel to the cement barricades. Backing in to the north part of the pick up zone obstructs the walking path and poses a safety risk to our students. Students will need to enter the vehicle along the designated walking areas only. Overflow parking is in the Boys and Girls Club parking lot and students will be required to use the designated walkway to the club. Walking along the designated areas will be strictly enforced. **STUDENTS AND/OR PARENTS ARE NOT ALLOWED TO WALK THROUGH THE PARKING LOT.** Please be courteous and cooperative and understand that we are providing this zone to maintain the safest environment for all our students.

BUS BEHAVIOR AND EXPECTATIONS



Riding the bus to and from school is a privilege. Discipline problems on the bus will be referred to the school principal by the bus driver. A student causing continual problems on the bus will lose the privilege of riding the bus. The rules and regulations were prepared by the State Superintendent of Public Instruction, the Chief of the Washington State Patrol, the Director of Highways for the State of Washington and is part of the district board policy 6605P.

- **A student's misconduct on a bus will be sufficient reason to discontinue providing bus transportation to those students involved.** Discipline problems on the bus will result in an initial letter mailed home (by the transportation department) explaining the infraction(s) that have occurred. A student causing continual problems will be referred to the school principal for disciplinary action. This action will result in the student being removed from the bus.

- 1st referral to the building principal: warning, referral sent home
- 2nd referral to the building principal: loss of bus privilege for 1-3 days
- 3rd referral to the building principal: loss of bus privilege for 3-5 days
- 4th referral to the building principal: loss of bus privilege for 5-10 days
- 5th referral to the building principal: loss of bus privilege indefinite

SERIOUS INFRACTIONS WILL BE REASON TO MOVE TO A HIGHER LEVEL OF DISCIPLINE.

WHAT SHOULD MY CHILD DO WHEN THEY RIDE THEIR BIKES OR SCOOTERS TO SCHOOL?

For the safety of all students, bikes and scooters should always be walked on and off school grounds. The school assumes no responsibility for stolen or damaged bikes or scooters. However, provisions have been made to safeguard bikes or scooters by requiring them to be properly parked and locked in the school bike racks. Students are not to play around the bike rack during the day, nor are they to ride bikes or scooters during any recess period. Student bicycle riders are expected to observe the same rules as the driver of a motor vehicle.

ARE SKATEBOARDS AND ROLLER SKATES ALLOWED AT SCHOOL?

For safety reasons skateboards, roller skates and Heely's with their wheels attached are not permitted on school grounds. Skateboards should be carried and roller skates removed while on school grounds. Heely's should not have their wheels attached. Children should check with their teacher for information about where skateboards and skates should be kept during the school day.

WHAT CAN MY CHILD DO TO STAY SAFE?

- For the safety of our students the following specific guidelines have been established:
- **NO STUDENT SHOULD BE ON SCHOOL GROUNDS BEFORE 8:00 AM.** There is no supervision prior to that time. For your child's safety, please have your child ride the bus or make arrangements for transportation to follow this request. Your cooperation is greatly appreciated.
- No student shall be permitted on campus after dismissal unless special permission is granted.
- **The map included with this handbook shows the streets that have been identified as safe walking routes. Please have your child follow these identified routes when arriving or leaving school. SEE THIS MAP AND THE PICK UP/DROP OFF ZONE MAP IN THE BACK OF THIS HANDBOOK FOR IMPORTANT INFORMATION**
- Report any suspicious activity on your street to the Clarkston Police Department or Asotin County Sheriff's Office.
- If walking, make sure your child is crossing the street at designated crosswalks.

DISCIPLINE PROGRAM

The Highland Huskies work as a

**Productive
Attentive
Correct Choices
Kindness**

TO SHOW RESPECT

Positive Behavioral Interventions and Supports (PBIS) is a school-wide support system that focuses on taking a team-based approach by teaching appropriate behavior to all students. Through PBIS, school staff works to establish and maintain a productive, safe environment in which students, staff, and parents have clear expectations and roles in the educational process.

Successful PBIS programs comprise of specific components.

1) Behavioral Expectations are clearly defined. Four specifically defined expectations are exhibited throughout the school in positive, clearly stated rules. Highland has

identified 4 behaviors on which to focus. **PACK-Be Productive, Be Attentive, Make Correct Choices, and Show Kindness.**

2) Behavioral Expectations are Taught. PACK rules are taught to all students in all settings throughout the school. Behavioral expectations and rules are best learned through positive examples, which can be modeled, combined with opportunities for practice.

3) Appropriate Behaviors are Acknowledged. Appropriate behaviors are acknowledged on a regular basis through praise and system-wide incentive programs to promote and reinforce behaviors demonstrated by individual students and classes. Any staff member will recognize and reward students exhibiting PACK behaviors.

4) Negative Behaviors are Corrected Proactively. Specific procedures are designed to address students who do not meet expectations. Students are informed of unacceptable behavior and re-taught the expectation or rule. Positive practice and consistency are important to promote student success.

WHAT ARE THE EXPECTED BEHAVIORS FOR THE “COMMON AREAS”?

The following are the “common areas” behaviors that we expect from all of our students. These “common areas” and expected behaviors were agreed upon by our school staff. All staff members are responsible to monitor the “common areas” and will expect students to demonstrate the expected behavior.

THE HIGHLAND HUSKIES WORK AS A.....				
	P	A	C	K
	PRODUCTIVE	ATTENTIVE	CORRECT CHOICES	KIND
Walkways/ Lines	1. Achieve your destination in a timely manner.	1. Always walk on the right side of the sidewalk. 2. Face forward in line.	1. Keep your hands, feet and body to yourself. 2. Use quiet walking feet. 3. Hand rails are used for safety only.	1. Help others when they appear in need. 2. Speak using a #2 voice. 3. Wave and smile at people you meet.
Cafeteria	1. Eat only the food on your tray. 2. Pick up all items around you and underneath you. 3. Dump tray and make sure all left over items are placed in the trash can.	1. Face forward in a single file line. 2. Raise your hand and wait patiently to be excused.	1. Keep your hands, feet and body to yourself. 2. Use quiet walking feet.	1. Use proper manners by saying please and thank you. 2. Help others when they appear in need. 3. Visit with the people next to you in a #2 voice.
Playground	1. Carry the equipment that you take out of the bin and return it. 2. When the bell rings immediately walk quickly to your line. 3. Put your lunchbox in the tub by your unit.	1. Play inside your boundaries. 2. Follow the directions of adults and playground rules	1. Use kind actions that keep yourself and other safe. 2. Leave bark, rocks and grass on the ground. 3. Take responsibility for your own actions.	1. Use kind words. 2. Help others when they appear in need. 3. Share the equipment. 4. Ask others to play.
Bathroom	1. Go. 2. Flush the toilet when finished. 3. Wash your hands. 4. Turn off the faucet. 5. Get back to class.		1. Leave no trace and put trash in garbage can. 2. Report problems and broken equipment to your teacher. 3. Use walking feet. 4. Keep your feet on the ground.	1. Give others privacy. 2. Talk using a quiet voice. 3. Shut and lock the stall door.
Bus	1. Arrive at your destination in a timely manner.	1. Line up behind the red line. 2. Keep your backside on the seat.	1. Leave no trace. 2. Follow the directions of the bus driver. 3. Use walking feet to board the correct bus, ride, and get off the bus at your stop.	1. Greet the bus driver on and off the bus. 2. Visit with the people next to you in #2 voice.
TO SHOW RESPECT!				

Expected Assembly Behavior

- All staff members will attend the assemblies.
- Sidewalk rules while walking up to gym.
- Students will sit in designated area
- 6th grade students will sit in chairs brought from their classroom
- Give Me Five – 1. Eyes on speaker 2. Quiet mouth 3. Listening ears 4. Hands, feet to self 5. Courteous to speaker

Expected Emergency Evacuation Behavior

- Upon hearing the alarm, students will immediately stop what they are doing.
- Students will calmly and quietly line-up at the door.
- When exiting the room with the teacher, students will move to the right of the hallway.
- Do not stop and talk at anytime.
- Keep your hands, feet, etc. to yourself (no pushing, shoving, kicking or grabbing).
- When we get to our destination stay in your line without talking.
- Answer “here” when teacher calls your name.

WHAT ARE THE EXPECTED BEHAVIORS IN MY CHILD’S CLASSROOM?

Your child’s teacher will be teaching the classroom behavior expectations during the first weeks of school and re-teaching/reviewing them during the year. Please be looking for a letter from your child’s teacher in the next couple of weeks that outlines classroom expectations and other important classroom information.

In addition, your child’s classroom teacher will be teaching the “common area” behavior expectations during the first week of school and re-teaching/reviewing them during the year.

WHAT ARE THE CONSEQUENCES?

We have a consistent office referral system that outlines what interventions have been tried in the classroom. We also have established a clear cut system of differentiating between MINOR behaviors that can be dealt with in the classroom; those that can be dealt with in the classroom, but need to be reported; and MAJOR behaviors those that need to be referred to an administrator. This will help to make behavior referrals more consistent across the school.

Disruption

Major: **Sustained** (Ex: loud talking, screaming, out of seat) or high intensity (Ex: throwing chairs) behaviors that disrupt learning.

Minor: low intensity, ex. talking, humming

Disrespect

Major: Delivers socially rude or dismissive messages to adults or students.

Minor: Delivers low-intensity, socially rude or dismissive messages to adults or students.

Bullying

Major: **Repeated** delivery of direct or technology-based messages that involved intimidation, teasing, taunting, threats or name calling without retaliation

Minor: **Single** delivery of direct or technology-based messages that involved intimidation, teasing, taunting, threats or name calling without retaliation

Harassment

Major: **Repeated** disrespectful messages, in any format related to gender, ethnicity, sex, race, religion or disability, physical features or other protected class

Minor: **Single** incidents of disrespectful messages in any format related to gender, ethnicity, sex, race, religion or disability, physical features or other protected class

Inappropriate Display of Affection

Major: Repeated inappropriate consensual gesture/physical contact of a sexual nature to another student.

Minor: Inappropriate consensual gesture/physical contact of a sexual nature to another student.

Abusive Language/Inappropriate Language

Major: Abusive language with intent to put down or **frequent** inappropriate language.

Minor: Inappropriate language without intent.

Physical Aggression

Major: Serious physical contact where injury met **with** anger or intent to harm.

Minor: Inappropriate physical contact **without** anger or malice.

Fighting

Major: Will not disengage; intent to harm, physical or verbal.

Minor: Play fighting or stopping inappropriate behavior when asked.

Defiance/Non-Compliance

Major: Prolonged refusal to follow directions of any adult.

Minor: Brief or low intensity of failure to follow directions.

Forgery/Theft

Major: Student is in possession of having passed or being responsible for removing someone else's property. Student has signed a person's name without permission.

Minor: Taking small classroom supplies or attempting to forge parents signature.

Lying/Cheating

Major: **Repeated** lying, cheating of the nature of which would be against the law (Ex: plagiarism)

Minor: Copying another student's work and looking at another's test.

Dress Code Violation

Major: **Repetitive** violating of dress code.

Minor: Violation of dress code.

Technology Violation

Major: Intentional viewing of inappropriate site on computer, **repeated** inappropriate use of cell phones, pagers, cameras & video/music players.

Minor: Use of cell phones, pagers, cameras, music/video players.

Weapons

Major: RCW, possession of knives/gun (real or look alike) or other objects readily capable of causing bodily harm.

Minor: None

Bomb Threat

Major: Student delivers a message of possible explosives. Materials being on campus, near campus &/or pending explosions.

Minor: None

Vandalism

Major: Purposeful destruction or disfigurement of school property

Minor: Low intensity or inadvertent misuse of property, ex. writing on desks, tearing pages of books.

Gang Affiliations/display

Major: Gesture, dress code or speech to display affiliation.

Minor: None

Tobacco/Alcohol/Drugs

Major: Student is in possession of or is using illegal drugs/substances.

Minor: None

While PBIS focuses primarily on positive behaviors, we do need to be prepared to deal with negative behaviors when they do happen. Each classroom teacher will have a menu of consequences, when dealing with behaviors that are inappropriate.

A list of consequence options for **Minor** (Classroom Managed) behavior but not limited to:

- Verbal Reminder/Warning
- Prompt/Redirect
- Separation of students
- Alternative Task
- Time Out
- Parent Contact
- Buddy Room
- Conference with Student
- Parent Conference
- Loss of Privilege
- Lunch Detention
- Refocus

A list of consequence options for **Major** (Office Managed) behavior but not limited to:

- Parent Contact
- Conference with Student
- Time in Office or Behavior Room
- Loss of Privilege
- Individualized Instruction
- Community Service
- Restitution
- In-School Suspension
- Out-of-School Suspension
- Bus Suspension
- Emergency Expulsion

WHAT IS EXCEPTIONAL MISCONDUCT?

Automatic Out of School Suspension – Fighting, Drugs, Alcohol, Tobacco

1st offense student will likely receive an automatic out of school suspension, with a meeting with parent before student returns to school option and/or behavioral intervention option.

**Excessive referrals may result in an extended short-term, or possible long-term suspension. The School Resource Officer or Asotin County Sheriff's Department, may also be involved in these offenses.*

Automatic Expulsion – GUN FREE SCHOOL POLICY 4210

The district has a gun-free school policy that includes one year mandatory expulsion for firearms, mandatory notification of student violations to parents/guardians and law enforcement, and allows the expulsion to be modified by the chief school district officer or designee on a case-by-case basis.

**School Resource Officer (SRO) may be involved in any step of the Exceptional Misconduct Process. When time allows, parents will be notified before SRO involvement.*

Use of Tobacco and Nicotine Products and Delivery Devices

The board of directors recognizes that to protect students from exposure to the addictive substance of nicotine, employees and officers of the school district, and all members of the community, have an obligation as role models to refrain from use of tobacco products and delivery devices on school property at all times. Tobacco products and delivery devices include, but are not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, electronic smoking/vapor devices, “vapor pens,” non-prescribed inhalers, nicotine delivery devices or chemicals that are not FDA-approved to help people quit using tobacco, devices that produce the same flavor or physical effect of nicotine substances and any other smoking equipment, device, material or innovation.

Any use of such products and delivery devices by staff, students, visitors and community members will be prohibited on school district property. Possession by,

or distribution of tobacco products to minors is prohibited. This will include all district buildings, grounds and district-owned vehicles.

The use of Federal Drug Administration (FDA) approved nicotine replacement therapy in the form of a nicotine patch, gum or lozenge is permitted. However, students and employees must follow applicable policies regarding use of medication at school.

Notices advising students, district employees and community members of this policy will be posted in appropriate locations in all district buildings and at other district facilities as determined by the superintendent and will be included in the employee and student handbooks. Employees and students are subject to discipline for violations of this policy, and school district employees are responsible for the enforcement of the policy.

Use of Drug and Alcohol

The unlawful possession, use, or distribution of illicit drugs and/or alcohol by students or employees while on Clarkston School District property or as part of a Clarkston School District activity is prohibited. This includes, but is not limited to, the possession or consumption of alcohol or marijuana by an individual under the age of 21, possession or consumption in areas open to and commonly used by the public on leased buildings or grounds. It is illegal to sell, service or furnish alcoholic beverages to a person under the age of 21. Compliance with these standards of conduct by both employees and students is mandatory. Any student found in violation of these standards or conduct may be subject to disciplinary action including, but not limited to, warnings, probation, suspension, expulsion, and special sanctions as appropriate such as required counseling, and/or treatment, and referral for prosecution.

WHAT SHOULD STUDENTS DO IF THEY ARE BEING HARASSED, INTIMIDATED OR BULLIED?

The District is committed to a safe and civil educational environment for all students, employees, volunteers and patrons, free from harassment, intimidation or bullying. "Harassment, intimidation or bullying" means any intentionally written message or image, including those that are electronically transmitted - verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act:

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

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation or bullying. "Other distinguishing characteristics" can include but are not limited to: physical

appearance, clothing or other apparel, socioeconomic status and weight. “Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).

Behaviors/Expressions Harassment, intimidation or bullying can take many forms including: slurs, rumors, jokes, innuendos, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical or electronically transmitted messages or images.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation or bullying may still be prohibited by other district policies or building, classroom or program rules.

Training This policy is a component of the district’s responsibility to create and maintain a safe, civil, respectful and inclusive learning community and shall be implemented in conjunction with comprehensive training of students, staff and volunteers.

Prevention The district will provide students with strategies aimed at preventing harassment, intimidation, and bullying. In its efforts to train students, the district will see partnerships with families, law enforcement, and other community agencies.

Interventions Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the perpetrator, and to restore a positive school climate.

The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

Retaliation/False Allegations Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation, or bullying.

It is also a violation of district policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Compliance Officer The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and ensure policy implementation. The compliance officer is [Jim Fry](#)
[509.758.2531](tel:509.758.2531)

The superintendent is authorized to direct the implementation of procedures addressing the elements of this policy.

WHAT IS DISCRIMINATION?

Discrimination is the unfair or unequal treatment of a person or a group because they are part of a defined group, known as a protected class. Discrimination can occur when a person is treated differently, or denied access to programs, services or activities because they are part of a protected class. Discrimination can also

occur when a school or school district fails to accommodate a student or employee's disability. Harassment (based on protected class) and sexual harassment can be forms of discrimination when it creates a hostile environment.

WHAT IS A PROTECTED CLASS?

A protected class is a group of people who share common characteristics and are protected from discrimination and harassment by federal and state laws. Protected classes defined by Washington State Law include:

- Sex
- Race/Color
- Creed/Religion
- National origin
- Disability or the use of a trained dog guide or service animal
- Sexual orientation
- Gender expression or identity
- Honorably discharged veteran or military status

WHAT SHOULD I DO IF I BELIEVE MY CHILD IS BEING DISCRIMINATED AGAINST?

You should report your concerns to your child's teacher or principal immediately! This will allow the school to respond to the situation as soon as possible.

If you cannot meet with the teacher or principal, you can always contact your school district's main office. Each school district will have someone who is responsible for responding to complaints about discrimination. Sometimes this person is called the Title IX Coordinator or for issues related to disability, the Section 504 Coordinator.

WHAT IF I CAN'T RESOLVE THE PROBLEM WITH THE SCHOOL?

If you cannot resolve your concern, you may wish to file a complaint with the school district. Anyone can file a complaint with the school district. You can file a formal complaint by writing a letter to your Superintendent that describes what happened and why you think it is discrimination. It is helpful to include what you want the district to do. Your letter must be signed.

The employee designated by the district to receive complaints will investigate your allegations and provide the superintendent with a written report of the complaint, and the results of the investigation. You and the district may also agree to resolve your complaint in lieu of an investigation.

The superintendent will send you a written letter within 30 calendar days which will either deny your allegations or describe the reasonable actions the district will take. The letter will include how to file an appeal with your school board if you do not agree with the Superintendent's decision.

Corrective measures must occur no later than 30 calendar days of the superintendent's letter.

WHAT IF I DON'T AGREE WITH THE SUPERINTENDENT'S DECISION OR NO ONE RESPONDS TO MY LETTER?

Your next step is to appeal to the school board. You can file an appeal by writing a letter to your school board. The letter must include the part of the superintendent's written decision that you would like to appeal and what you want the district to do. Your letter must be filed with the Secretary of your School Board by the 10th calendar day after you received the superintendent's response letter.

The school board will schedule a hearing within 20 calendar days after they receive your appeal letter. You may also all agree on a different date.

WHAT WILL HAPPEN AT THE HEARING?

You will explain why you disagree with the superintendent's decision. You may bring witnesses or other information that is related to your appeal.

The board will send you a copy of their decision within 10 calendar days after the hearing. The decision will include how to appeal to the Office of Superintendent of Public Instruction if you disagree.

WHAT IF I DON'T AGREE WITH THE SCHOOL BOARD'S DECISION?

You may appeal the school Board's decision to the Office of Superintendent of Public Instruction (OSPI).

You can file an appeal by writing a letter to the Superintendent of Public Instruction. The letter must include the part of the school board's decision that you would like to appeal and what you want the district to do.

Your signed letter must be received by OSPI by the 20th calendar day of receiving the school board's decision. It can be hand-delivered or mailed to:

OSPI
Administrative Resource Services
P.O. Box 47200
Olympia, WA 98504-7200
Phone (360) 725-6133

OSPI will schedule a hearing with an Administrative Law Judge through the Office of Administrative Hearings (OAH). During this process you will be provided information about the hearing.

At the hearing you will explain why you disagree with the school board's decision. You may bring witnesses or other information that is related to your appeal. After the hearing, you will receive a copy of the judge's decision.

WHAT SHOULD I DO IF I BELIEVE MY CHILD IS BEING BULLIED?

BULLYING PREVENTION It is the policy and procedure (3207) of the Clarkston School District to prohibit harassment, intimidation and bullying. This includes direct or indirect electronic, written, oral or physical acts which physically harm a student, substantially interfere with a student's education, threaten the overall educational environment and/or substantially disrupt the operation of school.

Bullying is repeated negative behavior towards a less powerful person or persons. Hitting, name-calling, shunning, and shaming are forms of bullying. Spreading rumors, gossiping and making threats are also forms of bullying.

Anti-Bullying Corrective Actions If your child is experiencing bullying behavior at school, here a few steps you should take:

- Promptly bring the behaviors to the attention of your child's teacher or counselor. The more information you can provide to the teacher or counselor, such as the name of the other student or student(s), the date the behaviors took place, and the location(s), the better.
- If bullying behavior continues, promptly bring the behaviors to the principal's attention. This may include asking for a meeting in person to discuss your concerns, asking for implementation of a Safety Plan for your child to prevent future incidents or for a Student Intervention Team meeting to be held.

If bullying behavior continues, you may file a formal complaint with your school's principal. Forms are available at the front office of each school and can also be located on-line at www.csdk12.org under Info & Resources - Forms - *(Harassment, Intimidation, Bullying (HIB) Incident Reporting Form)*. If you are unable to resolve your concerns at the building level, contact the Clarkston School District Harassment, Intimidation and Bullying Compliance Officer, [Jim Fry](#), 509.758.2531

Thank you for working with us to address bullying behaviors that take place at our school. As a team of school professionals, parents, and students we can work to reduce and eliminate such behaviors at school.

WHO DO I CONTACT FOR QUESTIONS ABOUT SCHOOL POLICIES AND PROCEDURES?

If you have any questions regarding policies, procedures, or your child's education, please call the school at 758-5531 and you will be directed to the appropriate staff to help you. Open communication is healthy and a necessity in the positive relationship between the school and home. Please stay involved in your child's education. You are your child's first and most important teacher. If you value education, your child will value education. If you value prompt and regular attendance, your child will value prompt and regular attendance. If you value productivity, attentiveness, correct choices and kindness, your child will value the same. Please help make education a top priority in your home and help us lead your child down the road to success.

DRESS CODE

The Highland Elementary dress code is designed to create a positive, healthy and safe learning environment. Students may determine their personal dress as long as it does not disrupt, interfere with or distract from the positive school environment. A student's personal choice of dress may not create a health or safety hazard. Washington law states that students will not be allowed to wear clothing that promotes or displays cigarettes, alcohol, drugs, gang related memorabilia or discriminating messages (RCW 28A.320.140).

Students will wear clothing that covers their midriff and does not expose undergarments. Shorts or skirts that are not near the students fingertips when the arms are held at their side are considered too short. Pajama pants are not appropriate attire. Exposed spaghetti strap tops are not appropriate for school. Any item this is considered a safety hazard or distracting such as jewelry, accessories or pants that droop are not allowed. To show proper respect, hats will **not** be worn on campus except for designated spirit days. Stocking caps can be worn in inclement weather during recess.

Students who do not comply shall be asked to make the necessary corrections and the parent and guardian will be notified. Further non-compliance will follow the school disciplinary procedure.

EMERGENCY DRILLS

The Clarkston School District Staff strives for an atmosphere that is physically, socially and emotionally safe for everyone: students, parents, staff, and community visitors. It is important to us that any concerns are addressed in a prompt, professional and positive manner. If you observe any practice or procedure that causes you concern about the safety of the children please alert the school.

The safety of the students is of prime concern. Our school has a written crisis-emergency procedures plan. Emergency planning is monitored and revised regularly. We will practice these procedures during the school year. The cooperation of the parents/guardians is essential at the time of an emergency.

Emergency drills for the evacuation of the school will be held at a minimum of six times a year. Lockdown drills will be held a minimum of three times a year. These drills will be conducted according to emergency exit procedures in our emergency plan. Students will be expected to act according to the established rules for emergency exit. Students will be informed of these rules and procedures frequently throughout the school year.

Please discuss with your child how important it is to listen carefully to their teacher and other emergency staff during drills or if there are actual evacuations. When students are asked to exit the building they must do so at once without question. This is for their safety.

Emergencies can take many forms, therefore, a plan has been created that provides a general guideline for responding. The school district has protocol for emergency responses with both the police/sheriff's departments and the fire department to expedite appropriate and efficient responses to emergency situations.

In the case of an emergency, the principal and the school's emergency team will meet to determine the seriousness of the situation and what elements of the Crisis Response Team need to be activated.

1. Evacuation will be used when determined necessary (i.e. fire, gas detected, bomb threat, boiler emergency, etc.).
2. The signal for evacuation will be the use of the fire alarm bell.
3. The person(s) that can signal for an evacuation are: THE PRINCIPAL OR DESIGNEE.
4. Students and staff will assemble as directed by the emergency response team dependent upon the emergency.
5. Students will assemble with their classroom teacher. Students who are with support personnel at the time of an evacuation will be taken to their assigned teacher. If students are outside on the playground, they will go to their assigned areas.
6. Classroom teachers will take roll and report the attendance to a team leader.
7. Key personnel will wear orange vests during extended evacuations to help identify their locations.
8. The school secretary will bring the emergency kit to the designated evacuation area.
9. If the emergency is such that children should be transported away from the area, school bus transportation will be available to take them to a safe waiting site.
10. In the case of an evacuation either from the building to the playground or to another safe site, a "CHECK OUT AREA" will be created dependent upon the emergency. A check out procedure is in place. To prevent panic and confusion, children will be released to parents or designee only at that area. Parents or guardians may be required to show I.D. if school staff does not know them.

LOCK-DOWN PROCEDURES

This procedure will be implemented in the event that there is an intruder in the building, a hostage situation, or any situation where it is determined by the PRINCIPAL OR DESIGNEE that students would be safer in a locked room.

1. During a lock-down students and staff will remain in the rooms they are in when the lock-down signal is given. Doors are locked and not opened until the all clear signal is given. Students and staff should stay out of the line of sight.
 - a. Teachers will do a visual sweep of the hallway when locking doors. If a child is spotted in a hallway he/she will be told to come into a room.
 - b. Custodians will lock outside doors if possible, but NOT place themselves in "harm's way".
2. The PRINCIPAL OR DESIGNEE will give the signal for a building lock-down.
3. If students are in Physical Education, they are to remain in the gym and, as much as possible, secure a place on the stage. If students are in the

gym during the lunch period, they are to remain seated and wait for further instructions.

Lock-down procedures are constantly reviewed and improved where necessary. Numerous drills are conducted during the year to practice and refine procedures.

Fire drills are held periodically throughout the school year. All classrooms have emergency escape routes posted in their room.

ITEMS NOT ALLOWED AT SCHOOL

All clothing, coats, backpacks and lunch boxes should be marked with a child's name.

We cannot assume responsibility for lost personal items. We encourage students not to bring extra money or other valuables to school.

The following list of items are not allowed at school:

Any dangerous weapon as outlined and defined in RCW 9.41.280 and RCW 9.41.250 (which includes but is not limited to firearms, air guns, knives, throwing stars, daggers, brass knuckles, nun-chucka sticks, batons, clubs, etc.). Possession, carrying, exhibiting, displaying, and/or use of a firearm shall result in expulsion from the Clarkston School District. The expulsion could be one (1) full year from the date of the infraction. Items listed other than the firearms (see above) will result in a suspension and/or expulsion.

Personal items such as toys, stuffed animals, tablets, iPods, radios, remote control vehicles, 3DS, PSPs, Yu-Gi-Oh cards, Pokemon cards, or any other items that may be disruptive to the students, teachers, and/or the educational process at Highland are not allowed. Personal items brought to school may be confiscated until the end of the day or kept for the remainder of the year unless retrieved by a parent/guardian. Students are allowed to bring school like equipment (i.e. basketball, soccer ball, etc) which will shared with others.

We understand in this day and age many parents provide their child with a cell phone. However, if a cell phone is brought to school, it must be turned off and placed in a backpack or given to the classroom teacher for safekeeping. Cell phones that are used in school or carried by a student will be confiscated and held by the teacher or at the office until the end of the school day. Repeat offenders or students who are disrespectful/defiant about turning over cell phones will have the phone held at the office for parents to pick up.

WHERE SHOULD A STUDENT LOOK FOR LOST ITEMS?

Lost items, including clothing, backpacks, and books will be placed in a container in the gym. Students should check this area when they have lost something at school. All items unclaimed at the end of the year will be donated to charitable organizations.

Proper marking of children's clothing and other articles is very helpful. Personal items such as cell phones, pagers, iPods, radios, personal CD players, gameboys, PSP's, or other special items may not be brought to school in order to minimize potential losses. **The school is NOT responsible for lost or stolen items.**

SCHOOL NURSE AND MEDICATIONS

Donna Franklin is our Director of Health Services. Parents/guardians should inform the school of any medical problem a child might have. Let us know if your child has allergies, is taking medication, or if there are other precautions that we need to take with your child related to a medical condition.

MAY MEDICATION BE TAKEN AT SCHOOL?

State law requires school personnel to assist a student to manage his/her medication at school only by written order of a physician. The giving of any medication without a physician's written order is prohibited. This regulation includes various kinds over-the-counter and prescription cough syrups and medication for headaches, colds, stomachache and other miscellaneous ailments.

We will contact you if your child is ill. A parent/guardian may come to school to administer an over-the-counter medication to your child to help relieve symptoms.

All medications must come in its original container with prescription label attached. In accordance with Washington State Law, oral medication (any medication taken by mouth) is defined as EITHER prescription OR over-the-counter medication (such as Tylenol, Advil, Benadryl, Cough Syrup, etc.) A signed authorization form must also accompany asthma inhalers from the doctor and parent.

MEDICATION BROUGHT TO SCHOOL BY STUDENTS WITHOUT SUCH PERMISSION WILL BE REMOVED FROM THE CHILD AND THE PARENT/GUARDIAN CONTACTED.

Children with a life-threatening condition, defined as “a health condition that will put the child in danger of death during the school day if medication or treatment order and nursing plan are not in place” are required to have medication or treatment order and nursing plan in place before they start school. Severe bee sting or food allergies, severe asthma, unstable diabetes, severe seizures, etc. are examples of this condition. It is vital to your child’s safety during the school day that **if your child has a life-threatening health condition that may require medical services to be performed at school, you should immediately notify your school’s principal or school nurse.**

Please contact Donna Franklin, Director of Health Services, if your child has, or develops, any serious health-related condition.

WHAT HAPPENS IF MY CHILD IS INJURED OR BECOMES ILL?

In case of illness or injury a student will be cared for by the nurse or staff member trained in first aid procedures. Parents will be contacted. In the case of an emergency, parent/guardian contact will be attempted immediately and emergency medical treatment procedures will be initiated. Depending on the seriousness of the injury and if a parent can not be reached, 911 may also be called.

ARE STUDENTS REQUIRED TO BE IMMUNIZED?

The State of Washington requires every entering sixth grader to have 2 doses of MMR (measles, mumps, rubella) to protect against these diseases. All entering Kindergartners must have had 3 Hepatitis B doses. Additional requirements include: 4 to 5 doses of DTP (diphtheria, tetanus, pertussis), 2 doses of MMR (measles, mumps, rubella), 3-4 doses of OPV (polio vaccine) and 2 doses Varicella.

MAY I PURCHASE INSURANCE FROM THE SCHOOL?

School insurance is available for a minimum cost. The plan you may purchase is described in the folder sent home at the beginning of each school year. **The Clarkston School District does not carry any insurance on your child. You may also be eligible for health care through the Administrative Match program. For more information, please contact Debbie O'Kelley, Parent Coordinator, at 758-5531.**

FOOD SERVICES

HOW DOES SCHOOL LUNCH AND SCHOOL BREAKFAST OPERATE?

Each school operates a breakfast and lunch program. The lunch program is a "choice" program where your child will be given the opportunity to choose at least 3 items from the servings.

Meal fees should be paid in the morning in the cafeteria or online using RevTrak. Meal account balances can be checked through Skyward access. Please visit our school website or the Food Service website for a link. Accounts need to remain in a positive balance. Families are encouraged to deposit money into student accounts for a week, month, or more to ensure the positive balance. Meal accounts can be checked on Skyward or by calling Linda or Jea in the office.

The Clarkston School District will allow charges for Class A (includes five nutritional components) meals up to a limit of three (3) charges per student. After this limit has been reached a student will be given the opportunity to receive a Class B (included three nutritional components) meal. Parent/guardians will receive at least one advance written warning prior to refusal to allow additional meal charges. If you have any questions about the lunch program call Amy Kimberling, Food Services Supervisor, 769-5587.

MEAL PRICES

Student meal prices:	Breakfast - \$1.50	Lunch - \$2.65	
Adult meal prices:	Breakfast - \$2.00	Lunch - \$4.00	
Reduced meal prices:	Breakfast - FREE	K-3 Lunch - FREE	4-6 Lunch - \$0.40
Milk prices:	\$0.35		

Students not participating in the school lunch program are encouraged to bring a nutritious meal from home. The meal must be ready to eat. There will be no microwave or hot water available to students at any time or anywhere in the school.

If your child has any food allergies please contact the office ASAP.

HOW DO I APPLY FOR FREE AND REDUCED MEALS?

Parents are encouraged to complete the application for eligibility for Free or Reduced Lunch. Families only need to submit one form per family, regardless of the schools their children attend.

MAY STUDENTS GO HOME FOR LUNCH?

Students that go home for lunch are required to bring a note from home. They then will be issued a pass from the office to leave campus. Students must check in at the office upon their arrival back to school.

CAN STUDENTS BRING DRINKS TO SCHOOL?

Highland staff recognizes the importance of water consumption and encourages increased consumption of water throughout the day. Staff members are particularly sensitive to student needs for water during periods of hot weather. Students shall be allowed to carry water bottles during the school day using the water bottle policy shown below. Teachers may need to call for extra water breaks too. Even during periods of moderate temperature, staff members should remind students of the value of consuming water.

Drink Guidelines

When students bring water bottles for use during school:

- Water bottles must be clear and have secure caps.
- Students may not share water bottles.
- Empty bottles should, on a regular basis, be recycled (if appropriate), discarded, or taken home for sanitized reuse.
- Students misusing water bottles will be subject to disciplinary actions.
- Teachers have discretion in determining classroom use.
- Water bottles may not be used in computer labs and the library.
- No other types of drinks (soda, coffee, energy drinks) will be permitted.

OTHER IMPORTANT SCHOOL INFORMATION AND FAQ'S

WHAT ARE THE COMMON CORE STATE STANDARDS?

Teachers, parents and community leaders have all weighed in to help create the Common Core State Standards. The standards clearly communicate what is expected of students at each grade level. This will allow our teachers to be better equipped to know exactly what they need to help students learn and establish individualized benchmarks for them. The Common Core State Standards focus on core conceptual understandings and procedures starting in the early grades, thus enabling teachers to take the time needed to teach core concepts and procedures well—and to give students the opportunity to master them.

With students, parents and teachers all on the same page and working together for shared goals, we can ensure that students make progress each year and graduate from school prepared to succeed in college and in a modern workforce.

You can review the Common Core State Standards by going to the following website: <http://www.corestandards.org/the-standards>

WHEN ARE SCHOOL PICTURES TAKEN?

As a courtesy, the school provides the opportunity for parents to obtain individual student pictures in the fall on October 4th as well as class pictures in the spring on March 20th. The monthly newsletter and parent link will be used to notify you of the events.

WHEN ARE PARENT-TEACHER CONFERENCES?

Parent-Teacher Conferences are important and our school strives for 100% participation from all families. Parent-Teacher conferences will be held in October. No regularly scheduled conferences are scheduled at the end of the second or third trimesters. Additional conferences may be held at the request of the parent and/or teacher. Conferences are held at a time mutually agreeable to both the parent and the teacher. **There are three full days in the fall scheduled for conferences: October 10, 11, 12 and three half days in the spring scheduled for conferences: March 20, 21, 22.** Parent conferences are encouraged and can be arranged at any time during the school year.

MAY I VISIT THE SCHOOL?

We welcome and encourage visits to Highland Elementary by parents and other adult residents of the community. **All visitors are required to report to the office and sign-in. At this time they will be issued a visitor's pass and further assistance.** As per Board Policy 4200P, if you would like to observe a classroom, you will need to arrange a time with the principal in order to maintain minimal disruption to the educational program.

*Students from other schools or out of town are not allowed to visit during the school day, unless during lunch only and accompanied by an adult.

MAY I VOLUNTEER AT SCHOOL?

Yes, volunteers are recruited on a regular basis. They are involved in a variety of activities that include: assisting in the classroom, listening to children read, correcting papers, working in the computer room, making classroom materials, and assisting with special programs. Please inform your child's teacher or call the school office if you wish to help we will arrange for a background check through the Washington State Patrol (as required by the Clarkston School District). Your help is greatly appreciated.

IS THERE A PARENT GROUP AT HIGHLAND?

There is an active parent group called the Highland Parent/Teacher Organization (PTO) and we encourage all parents/guardians to become involved. The group provides an arena where parents and staff actively work together to create a better learning environment for students. Our PTO raises funds for worthwhile projects such as books and AR tests for the library, computers and software, supplemental materials for classrooms, field trips, marimba instruments, student daily planners, equipment for teachers and Asotin County Aquatics Center Day just to name a few. They also organize volunteer efforts that benefit our students, and create new opportunities for our students. The Highland PTO meets the third Tuesday of the month at 6:00 pm in the library (although some meeting times may vary).

HOW DO I FIND OUT WHAT IS GOING ON AT SCHOOL?

Highland's newsletter comes home each month. It serves to keep you up-to-date on what is happening in the classrooms and allows you to plan for future school events. The school website is updated regularly and has the most current events <http://www.csd12.org/highland>. Parentlink, which provides phone calls and emails, with current information is used. Typically this information can be expected around 6:00 PM. A Facebook page entitled, Highland Elementary (<http://www.facebook.com/highlandpack>), has been created to help inform parents on a more regular basis of events. Reminder announcements are sent home with children prior to events/activities that parents/guardians should know about. Also, please look in your child's backpack for notes from their classroom teacher. Most teachers send home weekly packets with homework and/or pertinent information about upcoming events and activities.

ARE PETS ALLOWED AT SCHOOL?

Pets are allowed at school only with permission from the classroom teacher. If your child has pet allergies, please notify the school and put information on the registration form.

IS THE PLEDGE OF ALLEGIANCE RECITED?

The Pledge of Allegiance is recited at the beginning of each day in every classroom. This is in accordance with the Clarkston School District Board Policy.

IF WE MOVE OR CHANGE PHONE NUMBERS WHAT DO I NEED TO DO?

It is very important that every student maintain an up-to-date address and telephone number record at the school office. Notify the school immediately if you have a change of address or telephone number during the school year.

ARE STUDENTS ALLOWED TO USE THE TELEPHONE?

The office telephone is a business phone and should only be used for emergencies or issues of great importance. Students are not to use the phone to make personal arrangements (such as requesting permission to go to another student's home after school). Students will not be allowed to use the phone without teacher permission. **After school and transportation arrangements should be discussed with your child prior to the beginning of the school day. If arrangements change, please notify the school before 2:30 PM** so the office has enough time to communicate with your student.

WHEN ARE REPORT CARDS SENT HOME?

Report cards are issued three times each year. Teachers evaluate the student's academic achievement as well as his/her effort and conduct. Please carefully review your child's progress and contact the school if you have any questions. Children's achievement may be checked at any time by contacting the teacher.

ARE STUDENTS ISSUED TEXTBOOKS TO STUDY FROM?

Students may be issued textbooks and are responsible for maintaining and returning those books in the same condition in which they were received. The replacement fee of lost/damaged textbooks can cost as much as \$35.00. However, the majority of our curriculum utilizes consumable workbooks that are issued to your child at the beginning of the school year. Students may be asked to take the workbooks or pages of the workbooks home to complete assignments and practice daily lessons. As they would a textbook, students are responsible for the care of their workbooks.

ARE STUDENTS ALLOWED TO CHECK OUT LIBRARY BOOKS?

The library is open from 8:15 AM until 3:00 PM. Classes have regularly scheduled times each week. Two books may be checked out for a one-week period and may be renewed. Each class receives instruction on the use of the library and materials. Students with over-due books or fines are restricted from checking out additional books. Parents will be notified of the situation. Students will be required to return or pay fines before checking out additional books.

The following rules govern the use of the library:

- All pupils in the school may use the library and check out books/materials.
- Reference books/materials, such as encyclopedias and dictionaries, may be checked out but must be returned to the library each afternoon.
- Other books may be checked out for one week and renewed if other students have not requested it.
- The student and/or family shall pay for damage to books beyond reasonable usage and all losses.
- Books are checked out to the person taking them out. Children cannot check out books for others.
- Classrooms usually have one library period a week. Teachers often schedule additional class periods for special studies.

WHO IS ON THE SAFETY PATROL?

Currently we have a crossing guard at 15th and Highland. The purpose of the crossing guard is to help students arrive and to leave school grounds safely.

WHAT ARE SOME PROGRAMS OFFERED AT HIGHLAND?

ACCELERATED READER: Students are allowed to read books and take Accelerated Reader tests in the library. Points are earned for tests taken and passed. These points may be used to purchase items from the Accelerated Reader Store.

USDA FRESH FRUITS AND VEGETABLES PROGRAM: Highland has again received a Fresh Fruits and Vegetables grant. The grant is provided through the USDA and will provide a healthy snack of fresh fruits and vegetables. All our students are eligible and will be provided the snack at a specified time (teacher's discretion) during the day.

MUSIC AND BAND: General choral/vocal music is scheduled for students in grades K-5. All 5th and 6th grade students have the opportunity to participate in band as part of our efforts to expand a student's experience and appreciation for music and the arts. Please contact Brandy Fiorenza at 758-5531 for information about instrument rental. Students will participate when music is scheduled and receive an evaluation from the music instructor on their report cards.

Recorders are introduced and used in the fourth and fifth grades. Students will be issued a school owned recorder, which may be checked out for home practice. Replacement of damaged or lost recorders will be the responsibility of the student and/or their family. Replacement fee is \$5.00.

Our student programs and concerts are highlights of the music program and are scheduled throughout the school year. These are the culmination of units being studied and showcase the talents of our students. We encourage good attendance by all students and request a written, signed excuse from the parents or guardian if a student is unable to participate.

MARIMBA BAND: Highland offers our 4th- 6th grade students the cultural opportunity to play marimba instruments. More information on practice times and requirements will be coming to you at the start of the school year. The Highland Marimba Band performs at several local events throughout the school year and has done a wonderful job representing our school's appreciation for the fine arts and cultural diversity.

PHYSICAL EDUCATION: Our school has a Physical Education teacher who provides a minimum of an average of 90 minutes of P.E. per week for students. Each program includes a wide-range of physical activities with games and team activities. Students wear their school clothes and regular tennis shoes for class. Students will not be allowed to go without shoes during P.E. class.

COMPUTER LAB & INTERNET ACCESS: We are proud of the technology programs we are creating in our school. We have an up-to-date computer lab and we continue to purchase computers for individual classrooms through grants and other sources. All of our classrooms and the lab are connected to the Internet via computer linkage. Before any student may utilize this capacity they must have on file a permission form signed by their parent/guardian. Your child will receive a **form that should be signed for your child to have access to Internet.** Student access to the Internet and computer use in general is always supervised. You can check out our school district web site at: <http://jawbone.clarkston.wednet.edu>

WHAT IS THE COMPREHENSIVE COUNSELING PROGRAM?

Patsy Gottshalk, Child Service Coordinator (CSC), provides support if your child is having difficulty dealing with problems, trouble getting along with others, or perhaps a great sadness or disruption in the family, the CSC can provide support through individual and small group counseling sessions. The CSC supports the regular teaching staff in the personal development of students. They provide immediate interventions for behavioral, emotional or learning difficulties. Children are selected to the program by referrals from parents and staff through a referral process.

Every adult in the school is a part of the comprehensive counseling program, for they all provide positive role models and resources for communication – often the first resource for the student or parent. Staff often can help direct students and parents in the direction that will provide additional assistance.

WHAT ARE SPECIAL SERVICES?

Clarkston School District has a full range of programs to meet children's needs: speech therapy, special education, Title I remedial assistance, counseling and health services. Each school has a Title I Family Coordinator who can assist if you have questions about special programs and parents may request that their child be considered for a special program by contacting the school. If the staff feels a child needs some special assistance that requires a special program such as the above, parents will be contacted. Parents are always contacted prior to any individual testing used to determine if a child can be helped through a special program.

Each special program has specific sets of criteria that a student must meet in order to be served in that program. Parents are invited to meetings and are provided information about testing, the results of testing, and recommendations concerning the student's educational program.

WHAT IS TITLE I?

Title I, Part A of the Elementary and Secondary Education Act (ESEA) provides financial assistance to states and school districts to meet the needs of educationally at-risk students. The goal of Title I is to provide extra instructional services and activities which support students identified as failing or most at risk of failing the state's challenging performance standards in mathematics, reading

and writing. Schools qualify for Title I funds through their free/reduced lunch percentage. Highland Elementary is a Title I schoolwide program, this means every student K-6 is eligible to receive additional support services through Title I, Part A.

ARE ALL MY CHILD'S TEACHERS HIGHLY QUALIFIED?

Title I schools must meet federal rules related to teacher and paraprofessional qualifications. At the beginning of each school year, any parent who has a child attending any school receiving Title I funds may request information regarding the professional qualifications of the student's classroom teachers. In addition, the parents may also ask whether the child is provided services by a paraprofessional and, if so, his/her qualifications (Section 1111P(6)(A) ESEA).

SCHOOL BASED PARENT INVOLVEMENT

Each school in the district receiving Title I funds shall jointly develop with parents of students served in the program a School-Level policy outlining the manner in which parents, school staff and student share responsibility for improved student achievement in meeting academic standards (CSD policy 2108P, 4130P, and Section 1118 (c)-(f) ESEA). Each Title I school will develop a School-Parent Compact. The compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in the Title I program to meet the district's academic standards.
2. Indicate the ways in which parents will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time.
3. Review expectations for students to take responsibility for their own learning and actions.
4. Address the importance of parent-teacher communication on an ongoing basis through, at minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

For more information regarding Title I parent involvement, please refer to Policy 2108P and 4130P on the CSD website: www.csdk12.org

**Highland Elementary School
Title I Parent-School Compact
2018-2019**

As the Principal, I will show Husky respect in the following ways:

- Productive: Lead the Husky pack by working diligently to assure that curriculum is implemented and assessment calendar is followed in order to improve student achievement.
- Attentive: Listen to parent concerns and answer questions.
- Correct Choices: Be respectful in all dealings with Huskies and families.
- Kind: Never give up on each child's success at school.

As a Teacher, I will show Husky respect in the following ways:

- Productive: Provide high quality curriculum and differentiated instruction.
- Attentive: Listen to student & parent needs.
- Correct Choices: Be respectful in all aspects of home & school communication.
- Kind: Provide a well-managed & positive learning environment.

As a Student, I will show Husky respect in the following ways:

- Productive: Always do my best at school by completing tasks and assignments in a timely manner.
- Attentive: Listen to all teachers & staff members and follow directions quickly.
- Correct Choices: Make choices that improve my learning and help others learn.
- Kind: Show kindness to my teachers & my peers.

As a Parent/Caregiver, I will show Husky respect in the following ways:

- Productive: Prepare my child for arriving at school every day, on time and ready to learn.
- Attentive: Take responsibility for staying in contact with my child's teachers.
- Correct Choices: Provide a quiet place for my child to complete homework & studies after school.
- Kind: Encourage my child in their school work and praise them in the growth!

WHAT IS A TITLE I FAMILY COORDINATOR?

Debbie O'Kelley is our Title I Family Coordinator. She is available to help put families in contact with professionals in the community who may be able to help. She also provides orientation for new students and arranges special after-school and evening activities for families. If you are in need of assistance from community agencies such as counseling centers, DSHS, medical doctors, etc., Debbie O'Kelley may be reached by calling 758-5531 or coming to the Highland office.

WHAT IS LAP?

Learning Assistance Program (LAP) is Washington's state-funded program that provides supplemental academic support to eligible students. LAP must first focus on addressing the needs of students in K-4 who are deficient in reading or reading readiness skills. However, LAP may also provide supplemental interventions for students K-12 in reading, writing, mathematics, and readiness associated with these content areas.

WHAT IS THE SKILL CENTER?

The Skill Center is a state and federally funded special education program. It is designed to give extra assistance to students in the areas of math, reading and/or written language. To be eligible for this program a student must meet state and federal requirements. Parents or teachers who have a concern about a student may begin by referring the student to the Highland Student Support Team.

CITIZEN COMPLAINT PROCEDURES FOR STATE OR FEDERAL PROGRAMS

A citizen complaint is a written statement that alleges a violation of a federal rule, law or regulation or state regulation that applies to a federal program.

- Anyone can file a citizen complaint.
- There is no special form
- There is no need to know the law that governs a federal program to file a complaint.

If you have a complaint against a school, the district, Educational Service District (ESD), or School Service Provider, please follow steps 1 through 5:

1. Use your local complaint process first (board policy 2108P)
2. File a citizen complaint through the Office of Superintendent of Public Instruction (OSPI)
3. Mail or Fax your written citizen complaint to OSPI
4. OSPI will process your complaint
5. OSPI will send a final decision within 60 calendar days of the date they received your complaint.

For a more detailed description of this process, please refer to the Title I link on our website: www.csd12.org

IS THERE A GIFTED PROGRAM?

Yes! The district provides a gifted/highly capable program for students in 3rd-6th grade. Qualified students are bused to our Gifted and Talented classroom located at Heights Elementary one day each week for a two hour block of time. Students are referred and tested by the classroom teacher with parent input as part of the assessment. After a student qualifies, parents must sign a permission form in order for their child to participate in the program.

ARE LOCKERS AND/OR DESKS AVAILABLE FOR STUDENT USE?

Students are provided lockers and/or desks for their use. It is not a good idea to store valuables in desks/lockers. Desks and lockers are the property of the school. They are under the direct control of the administration which allows principals and other administration to inspect lockers and desks whenever it is suspected that they may contain: 1) lost or stolen items; 2) health hazards; 3) illegal items; and 4) weapons or dangerous items. The school assumes no responsibility for the safeguard of articles left in desks and/or lockers.

Locker assignments are made by the teacher. **Locks are not permitted.** Do not paste pictures on the inside or outside of the lockers.

DOES MY CHILD HAVE RECESS?

Recess is an important time for children to gain physical skills, interact with friends, and learn the give and take of playground games. Recess rules vary depending upon the grade level of the students, therefore, recess rules will be reviewed in each classroom during the first week of school. The rules are designed to ensure the safety and well being of our children on the playground.

MAY I BRING TREATS FOR CLASSROOM PARTIES?

If you plan to bring a treat to class for your child to share on a birthday, please contact the teacher prior to the day. Some of the classrooms celebrate birthday's one time during the month. Teachers will have a suggestion about the appropriate times. Teachers will advise parents/guardians of other classroom parties. Invitations to personal parties should be done after school hours.

DO STUDENTS TAKE FIELD TRIPS?

Field trips within our city and to nearby points of interest are scheduled by various classroom teachers throughout the year. These trips are designed to supplement different aspects of the classroom curriculum and to introduce the students to the resources of our community. Parents will be informed about field trips in advance by the teacher. Volunteers are also needed to chaperone the trips. If you would be willing to volunteer please contact the classroom teacher.

If a child leaves in school care, he or she must return in the care of the school unless a specific written request is made by the parent/guardian.

WILL MY CHILD HAVE HOMEWORK?

The general policy regarding homework is that when it is assigned it is work that involves practice of previously taught material and it is expected to be completed and returned to the assigning teacher by the time determined by that teacher. Studies have shown the importance of homework and the correlation of consistent practice at home and increased academic performance. Please talk with your child everyday about school and set up a daily "homework time" in a location that your child can work and/or read quietly and uninterrupted. **Every** child should be reading (or be read to) each night for at least 20 minutes. So if your child comes home and says they don't have any homework, then they should be reading during their homework time.

WHAT DO I DO IF I NEED TO WITHDRAW MY CHILD FROM SCHOOL?

When a student withdraws from school to transfer to another school or district, please do the following: (Forgetting to do any of these will cause a delay in your child's records being sent to your new school. Thank you.)

1. Notify the teacher and office staff of your intent to withdraw, if at all possible, three (3) days in advance.
2. Check in all texts, library books and other materials belonging to the school.
3. Pay any outstanding bills or fines.

4. Pick up a withdrawal slip from the office that you take with you to your new school.
5. Be sure all personal belongings are gathered from the school.

HOW IS STUDENT CLASS PLACEMENT DETERMINED?

Several factors are taken into consideration for placing in a child in a classroom: class-size, peer relationships, academic abilities, gender balances and special needs. Parent requests are taken into consideration when possible. With families moving in and out of the district, as well as within the district, and the retirement or changing of staff, these classroom placements are not finalized until school starts. Classroom placements are considered temporary for the first month after school starts as we try to balance class loads across all levels.

WHOSE JOB IS IT TO KEEP THE SCHOOL CLEAN?

It is everyone's responsibility to keep the school and the school grounds clean. Some foods, especially gum and candy, become quite a problem with much additional time needed from the janitor to clean up. Because of a maintenance and litter problems, **students are not allowed to bring candy and gum** to school.

WHY MAY A STUDENT BE EXCLUDED FROM SCHOOL?

We do not want to exclude any student from school but there are some situations where, by law, we must ask you to take your child out of the school. Your child may be excluded from school under the following circumstances:

1. If she/he has a communicable disease transmissible through normal school contacts that poses a substantial threat to the health or safety of the school community.
2. If his/her immediate removal is necessary to restore or to protect persons on school district property. The child may be conducted away from the vicinity of the school if the student's presence constitutes an interference with school purposes.
3. If the student is mentally or physically unfit to stay in the educational setting, as determined by a multi-disciplinary team.
4. If the child is identified as having lice (or other body insects) until such time they have received treatment. They will be re-admitted after they have received treatment and the school is provided with a dated carton from treatment product or have clearance from a health care professional. All students returning will be checked by school staff prior to being re-admitted to class.
5. If the child immunizations are not current.
6. If the child has been suspended due to exceptional misconduct.

WHAT ARE THE GRIEVANCE PROCEDURES?

Any student, parent, or patron on behalf of a student, who feels that there has been unfair or unjust treatment toward the student, may follow the procedures for resolving grievances as outlined in the Clarkston School District Policy Manual.

WHAT ARE MY RIGHTS AS A PARENT/GUARDIAN?

Notification of Rights Under The Family Educational Rights and Privacy Act (FERPA):

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the district receives a request for access.* Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records which the parent or eligible student believes are inaccurate or misleading. Parents or the eligible student may ask the Clarkston School District to amend a record which they believe is inaccurate or misleading. They should write the school principal, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them to their right to a hearing regarding the request amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when they are notified of their right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) a person serving on the school board: a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent of student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. (Optional) Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. (Note: FERPA requires a school district to make a reasonable attempt to notify the student of the records request it states in its annual notification that it intends to forward records on request.)
4. The right to file a complaint with the U.S. Department of Education concerning alleged failure by the district to comply with the

requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

*State Law Qualification: Although FERPA allows 45 days to honor a request, the state records law requires an appropriate response to a “public records” request within five business days.

WHAT ARE SOME IMPORTANT TESTS THAT MY CHILD MAY TAKE?

Children participate in the following state mandated testing: 3rd – 6th graders will take the Smarter Balanced Assessment Consortium (SBAC). The 2016 SBAC is scheduled for Spring of 2016. Some special education students may have alternative options or accommodations for the SBAC. Parents are provided with the results of these tests in the fall of the following school year. Students in grades K-3 will also be given the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) three times throughout the year.

“Teamwork can be summed up in five short words: We Believe In Each Other.”

Clarkston School District School Board

The Clarkston School District School Board meets the second and fourth Monday of each month at 6:00pm in the Board Room located in the District Office (1294 Chestnut). Please contact the district office for place and any changes. If you would like an agenda or to be included on the board agenda at any of these meetings please contact Keri Myklebust at 758-2531.

There are five members of the school board (email addresses available on csdk12.org):

Scott Dolezal, President
Meghan Pierce, Vice President
Dennis Lenz
Jim Nelly
Miles Sidener

School District Administration

Location: Whittier Building, 1294 Chestnut, 758-2531

Superintendent	Tim Winter
Assistant Superintendent	Jim Fry
Chief Financial Officer	Wendy Rimmelspacher
Technology	Zachary Wilson
Student Services	Rebecca Lockhart
Comprehensive Counseling Services	Elece Lockridge
Director of Health Services	Donna Franklin
Homeless Services & Truancy	Heather Lang
Facilities	David Jagannath
Transportation	Julie Winchel
Food Services	Amy Kimberling

Contact Information for Other Schools and Services

District Office:	758-2531	Heights Elem:	758-8180
Clarkston High:	758-5591	Parkway Elem:	758-2553
Lincoln Middle:	758-5506	Student Services:	758-3309
Grantham Elem:	758-2503	Bus/Food Services:	758-8041
EOC:	758-4508		

Acronyms You Might Hear in Your School

AR	Accelerated Reader
DIBELS	Dynamic Indicator of Basic Early Literacy Skills
GLE	Grade Level Expectations
IEP	Individualized Educational Plan
SBAC	Smarter Balanced Assessment Consortium
SMI	Scholastic Math Inventory

SRI
SST

Scholastic Reading Inventory
Student Support Team



NONDISCRIMINATION & GRIEVANCE PROCEDURES

The Clarkston School District will provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without discrimination based on race, religion, creed, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation, gender expression or identity, marital status, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability. The district will provide equal access to school facilities to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. The following employee has been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator, Jim Fry, Assistant Superintendent, 1294 Chestnut, Clarkston, WA 99403 (509)758-2531, fryj@csdk12.org; Section 504/ADA Coordinator, Rebecca Lockhart, Executive Director of Student Services, 1294 Chestnut, Clarkston, WA 99403, (509) 758-2531, lockhartr@csdk12.org.

Anyone may file a complaint against the district alleging that the district has violated anti-discrimination laws. This complaint procedure is designed to assure that the resolution of real or alleged violations are directed toward a just solution that is satisfactory to the complainant, the administration and the board of directors. This grievance procedure will apply to the general conditions of the nondiscrimination policy (Policy 3210) and more particularly to policies dealing with guidance and counseling (Policy 2140), co-curricular program (Policy 2150), service animals in schools (Policy 2030) and curriculum development and instructional materials (Policy 2020). As used in this procedure:

“Grievance” means a complaint which has been filed by a complainant relating to alleged violations of any state or federal anti-discrimination laws.

“Complaint” means a written charge alleging specific acts, conditions or circumstances, which are in violation of the anti-discrimination laws. The time period for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) Specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint; or 2) Withholding of information that the district was required to provide under WAC 392-190-065 or WAC 392-190-005. Complaints may be submitted by mail, fax, e-mail or hand-delivery to any district, school or to the district compliance officer responsible for investigating discrimination complaints. Any district employee who receives a complaint that meets these criteria will promptly notify the compliance officer.

“Respondent” means the person alleged to be responsible or who may be responsible for the violation alleged in the complaint.

For details regarding the grievance steps, please ask the building administrator or refer to our nondiscrimination policy at the bottom of the Clarkston School District Web page at www.csdk12.org.

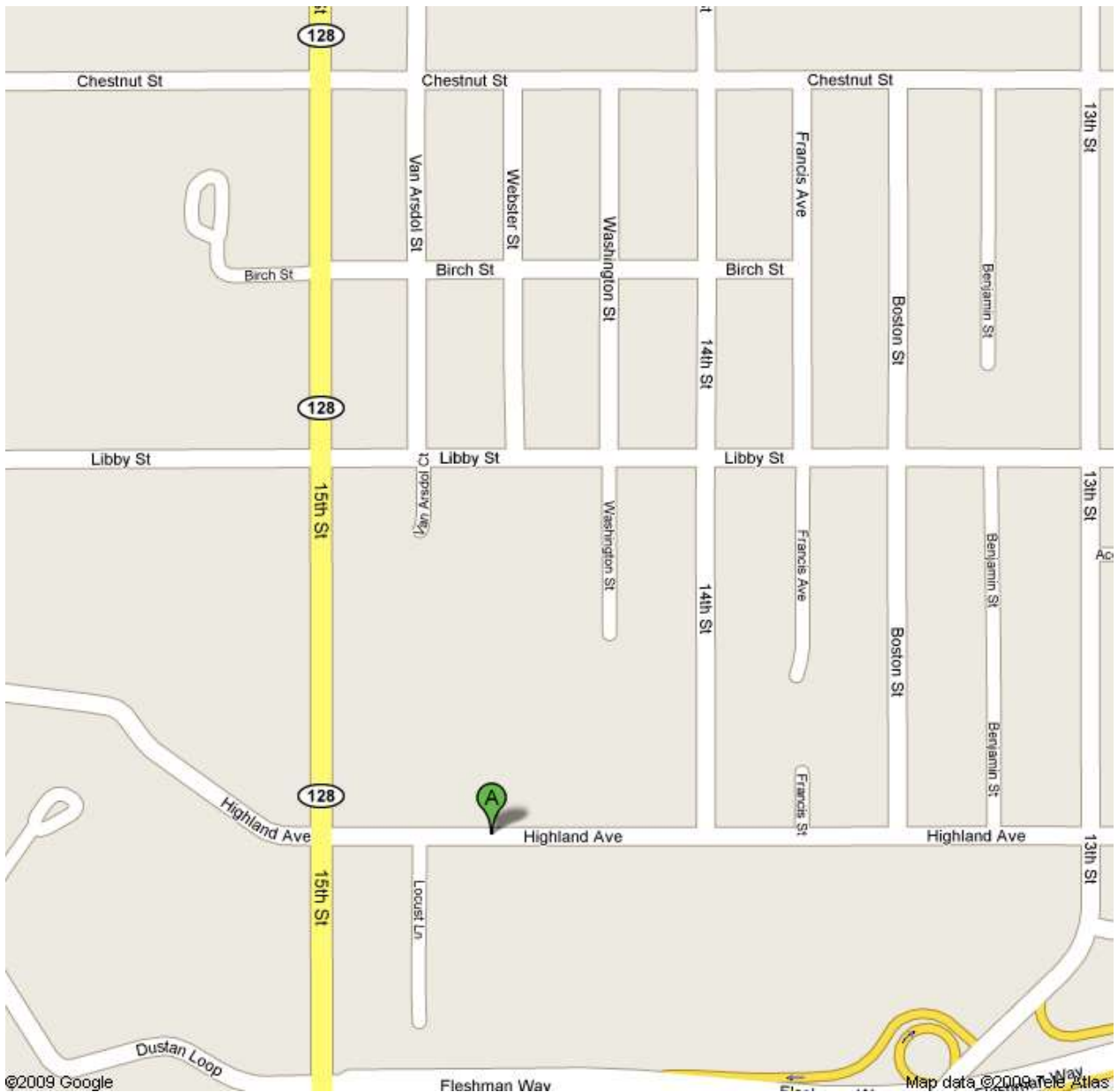
APPENDIX

SAFE WALKING MAP

DROP OFF/PICK UP ZONE

Highland Elementary School Pedestrian Safety Walking Map

The safety of children walking to and from school is a major concern of parents, school, and law enforcement. In an effort to insure complete understanding of the walking routes to and from Highland Elementary, the following map is being distributed to all parents/guardians of Highland. Please note that an adult crossing guard is positioned at 15th St. and Highland at 8:00-8:30am and 3:00-3:30pm each day and at the crosswalk at Highland School and Highland Ave. each day when school is released. Walkers should always use sidewalks and cross only at marked crosswalks and still look both ways before crossing. Bikes must be waked across roadways.



DROP OFF/PICK UP ZONE

