

**Lacamas Lake Elementary School  
2023-2024**



**Lacamas Lake Elementary  
Parent and Student Handbook**

**4825 North Shore Boulevard  
Camas, WA 98607  
(360) 833-5740  
(360) 833-5741- FAX  
<http://www.camas.wednet.edu>**

**Julie Mueller – Principal  
Katie Knoepfel – Counselor**

**This Handbook belongs to:**

**Name:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_ **Room Number:** \_\_\_\_\_

**School Hours: 8:00 to 2:30**

**Wednesday Hours: 8:00 to 12:10**

*Investing Together; Inspiring Today; Impacting Tomorrow*

## THE SCHOOL MISSION

The mission of LLE is to foster *growth* for each individual in a learning environment that is *inclusive*, *compassionate* and *intentional* so students develop academically, socially and emotionally as *contributing* members of their community and world.

To meet this mission:

- We *believe* all children can learn.
- We work *collaboratively* with students, staff and the community.
- We maintain high expectations and prioritize individual *growth*.
- We support a *positive* and *compassionate* environment where all citizens are valued.

*Investing Together; Inspiring Today; Impacting Tomorrow*

**SCHOOL MASCOT:** Leopard

**SCHOOL COLORS:** Purple and Yellow

## ATTENDANCE

Attending school regularly positively contributes to students' academic success and social-emotional well-being. Building positive attendance habits early helps kids understand that being at school on time, every day is important. State law (RCW.28A 225) requires students to attend school daily, unless excused for illness, doctor's appointments or other family emergencies. If your child is absent, you need to call the office or email [Kari.child@camas.wednet.edu](mailto:Kari.child@camas.wednet.edu) before 8:00am. If we don't hear from the family within 3 days of your child's absence, the absence will be unexcused. 3 unexcused absences will result in a conference with the principal and/or counselor to discuss a plan to support and enter into an attendance agreement. 7 unexcused absences in one month or 10 in the school year result in a truancy petition filing with Clark County. Thank you for making attendance a priority!



Being on Time to School is Important...  
Every Minute Counts for Student Success!

## BEFORE SCHOOL PARENT-STUDENT DROP-OFF

If you are transporting your child to school, please use the front drive through "Drop and Go" loop to drop them off in front of the school building. Remember to be courteous and pull all the way forward when dropping off your child. **Students should not arrive before 7:45 AM.** We do not have staff to supervise students before this time.

## EMERGENCY CLOSURE

In the event that school closes during the school day and we need to send students home early, students will be sent on their regular home route unless a family provides a "back-up" plan at the beginning of the year. There is not time to make individual personal phone calls for arrangements. It is essential that we have information about where, in our school's busing or walking boundaries, your child will go in the event that we close due to an emergency. Please complete a [Student Emergency Closure Form](#) each year if your child's back up plan is different from their regular home route and return it to the school in September.

## MEALS

Students are able to purchase breakfast and lunch at school. Funds may be deposited to student accounts by sending cash or checks to school. Checks can be made payable to "Lacamas Lake Elementary." Online payments may be made at [www.mymealtime.com](http://www.mymealtime.com). To create an account, you will need your student's ID Number. This can be found in Skyward Family Access under the Student Info tab or by calling the school office at 833-5740. The cashier is set up to take payments in the morning from 7:45 to 8:00 in the cafeteria. When a student's account runs low (2-3 lunches left), the cashier will stamp their hand with a reminder stamp. A reminder note can also be given if parents would prefer. A courtesy reminder e-mail is also sent once a week if the school district has an e-mail address in Skyward.

**Prices for the 2023-2024 school year:** Student Breakfast \$1.80/Reduced Breakfast is Free, Student Lunch \$2.80/Reduced Lunch is Free. For students bringing a lunch from home, milk or juice is available for \$0.75. Adult Full Meal \$4.60, Adult Salad Bar Only \$3.00, Adult Entrée Only is \$2.00. Prices are subject to change during the school year. Free & Reduced Meal applications are available online through your Skyward Family Access Account! Please log into your Skyward Family Access account with your district issued username and password and click on Food Service/ Applications/ Add Application. Forms are also available for pickup in the office; this information is kept confidential. If you have questions or concerns, please contact Tamara Westmoreland at 360-335 3000 ext. 79094. A monthly menu is sent home with students and is available on line at the Camas School District website.



Dear Lacamas Families,

Welcome to Lacamas Lake Elementary School! We are excited to start a new year of learning and growing together. As a community, we are dedicated to providing a respectful, safe and positive learning environment for our kids. Our building affords us many unique opportunities through our flexible classroom spaces, creative Idea Lab and connections with our beautiful natural surroundings. Our continued desire is to build strong relationships to support all kids. We encourage your participation in any way that you can, whether school activity, special events, or daily learning. Our work together plays a key role in our students' success.

This handbook contains information about the day-to-day operations of our school along with district wide information for students Kindergarten through Fifth grade. Each teacher will provide teaching and learning around our expectations. We ask all families to review and discuss with your child the content in the handbook, then sign and return the "Student Behavior Agreement" to your child's teacher. Your classroom teacher will collect and maintain all forms.

To keep you up-to-date, we will post information about events and special programs through our Parent Square app. You can help us keep connected by taking time to review all school flyers and messages together with your child. You may also visit our school website to learn more, view our Leopard Updates and keep in the loop with upcoming events. We want to assure that all families are informed and encourage your participation in our Lacamas community!

We look forward to a great year and continuing to build our relationships as we work together to foster excellence in all we do for our kids!

Sincerely,

*Julie Mueller*

Principal  
Lacamas Lake Elementary



## Positive Behavioral Interventions and Supports (PBIS)

Lacamas Families:

At Lacamas, our mission is to foster growth for each individual in a learning environment that is inclusive, compassionate and intentional so students develop academically, socially and emotionally as contributing members of their community and world.

One way we support our students to achieve this mission is through our Positive Behavior Interventions and Supports (PBIS). The foundation of PBIS emphasizes teaching students the behaviors we expect to see, reminding them to use those behaviors, acknowledging them when they do and correcting them when they do not. PBIS includes school-wide procedures and processes intended for all students and all staff in all settings.

PBIS was developed from research in the fields of behavior theory and effective instruction. PBIS supports all students through intervention ranging from a school-wide system to a system for developing individualized plans for specific students. School-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all students and improve school climate.

The basic philosophy of PBIS is:

- Teach students a few, simple, positively stated rules for how they are expected to behave across all school settings
- Reinforce and acknowledge positive behavior and the use of tools and strategies that support
- Provide support for students as they learn to manage their behavior
- Evaluate and adapt based on team recommendations

Students learn appropriate behaviors through teaching, practice, feedback and encouragement. Through the consistent focus on teaching behavioral expectations, kids learn that there are both consequences and rewards for their choices.

Our expectations are: **Lacamas Leopards are Respectful, Responsible, Safe and Kind**

As students demonstrate their personal successes, teachers and staff will encourage their growth through our school-wide reward system. "Spot Ya" tickets, Character Awards and Spot Light Referrals recognize students for their positive behavior and efforts. PAWS for Practice and Behavior Referrals support lagging skills and reinforce expected behaviors. Our desire is to provide a system that supports your child's personal growth and focuses on teaching skills for all students to accomplish our school's mission. This is best realized when there is consistency between home and school. When a child has challenging behavior at school, a strong partnership between the school and family is important. Parent involvement is a vital aspect of PBIS. We are a community that is committed to supporting our kids through high expectations while building positive relationships.

The Lacamas Staff

# Positive Student Behavior Agreement

Sign and return this page to your child's classroom teacher

We have great kids at Lacamas Lake Elementary school! We want all students to be successful. Part of students' learning requires teaching around making positive choices and developing independence in academic, social, emotional and behavioral strategies. Students will have lots of opportunities to learn, practice and grow around making positive choices that impact themselves and their community.

Our foundational school guidelines are "Lacamas Leopards are: Respectful, Responsible, Safe, and Kind." These simple rules frame our expectations for student behavior in all areas of our school. These expectations are explicitly taught, reinforced, and celebrated with students all year. Please review our common behavior expectations in this handbook.

Lacamas believes students deserve to be acknowledged and rewarded for their positive behavior and recognized for their learning and growth. We will celebrate students in many different ways throughout the year. At the same time, we know that students need help learning strategies to support positive behavior. Our first intervention will be education. Staff will make sure that students clearly know what is expected of their behavior through a variety of teaching opportunities. Using our school wide Behavior Flow Chart provides a framework for disciplinary levels of support.

## Family Handbook and Positive Student Behavior Agreement Sign-Off

As a family, we agree to support our child this school year. We will celebrate their successes, hold them appropriately accountable and help with teaching around their areas for growth. We will ensure that they are at school on time, help them to be ready to learn each day, and make their academic, social, emotional and behavioral growth a family priority. We have reviewed the contents of this handbook.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

## Lacamas Leopards are: Respectful, Responsible, Safe and Kind

As a student at Lacamas Lake, I agree to participate in learning and practice doing my best to meet our Lacamas expectations. I will strive to be a positive, contributing member of my school community. I have reviewed the contents of this handbook and know what the school wide expectations are for Lacamas Lake Elementary school.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

As a school, we agree to support all students. We will build relationships, teach expectations and strategies, and provide support and positive reinforcement for students' academic, social, emotional and behavioral learning and growth. We will be respectful of all people in all circumstances. We will work hard to keep families informed and strive to nurture a safe and positive learning environment for all students.

*Julie Mueller*  
Principal  
2023-2024 School Year





Lacamas Leopards are...

**RESPECTFUL**

**RESPONSIBLE**

**SAFE and**

**KIND**



# BEHAVIORAL EXPECTATIONS

We believe it is important to teach children the behaviors we expect at school so they can learn how to be responsible citizens. Each student develops at different rates. Our goal is to create an environment focused on learning and growing not only academically, but socially, emotionally and behaviorally to be respectful, responsible, safe and kind.









**Tier One:** Teaching and reinforcement of expected behaviors for all students. This meets the needs of 80-90% of our students.

**Tier Two:** Designed for 5-10% of our students who need further teaching and small group and/or individualized supports.

**Tier Three:** School Team support for 1-5% of our students who require more specific and individualized intervention support.

## COMMON BEHAVIOR EXPECTATIONS


We teach the following expectations through Top Spot Training, Character Trait lessons, and classroom lessons throughout the year. We hold students, staff and our community accountable to common standards and encourage all to be positive citizens of our school.

	<u>I am Respectful</u>	<u>I am Responsible</u>	<u>I am Safe</u>	<u>I am Kind</u>
<b>All Areas</b> 	<ul style="list-style-type: none"> <li>Wait your turn</li> <li>Use appropriate voice volume</li> </ul>	<ul style="list-style-type: none"> <li>Clean up after yourself.</li> <li>Take care of school materials and belongings</li> </ul>	<ul style="list-style-type: none"> <li>Hands, feet, &amp; objects to self</li> <li>Walk facing forward &amp; to the right</li> </ul>	<ul style="list-style-type: none"> <li>Smile and welcome others</li> <li>Use kind words and actions</li> </ul>
<b>Bathroom</b> 	<ul style="list-style-type: none"> <li>Use a quiet voice</li> <li>Give people privacy</li> </ul>	<ul style="list-style-type: none"> <li>Flush toilets</li> <li>Follow classroom checkout</li> <li>Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>Keep water off floors</li> <li>Wash hands</li> <li>Report problems</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words and actions</li> </ul>
<b>Commons</b> 	<ul style="list-style-type: none"> <li>Use your manners: please, thank you, excuse me</li> <li>Use appropriate voice volume</li> </ul>	<ul style="list-style-type: none"> <li>Clean up after yourself</li> <li>Eat what you take</li> <li>Raise your hand for permission to leave your seat</li> </ul>	<ul style="list-style-type: none"> <li>Eat only your own food</li> <li>Remain sitting</li> <li>Walk at all times</li> </ul>	<ul style="list-style-type: none"> <li>Welcome anyone to sit by you</li> </ul>
<b>Walkways</b> 	<ul style="list-style-type: none"> <li>Walk silently as a class</li> <li>Be aware and considerate of learning spaces</li> <li>Hold the door for others</li> </ul>	<ul style="list-style-type: none"> <li>Be on time</li> <li>Go straight to your destination</li> <li>Use voice volume 1-2</li> </ul>	<ul style="list-style-type: none"> <li>Walk in line and to the right</li> <li>Keep hands, feet &amp; objects to self</li> </ul>	<ul style="list-style-type: none"> <li>Greet others with a smile</li> </ul>
<b>Technology</b> 	<ul style="list-style-type: none"> <li>Keep computer safe and clean</li> <li>Follow classroom expectations</li> </ul>	<ul style="list-style-type: none"> <li>Access only your file</li> <li>Stay on school appropriate sites</li> <li>Report any concerns</li> </ul>	<ul style="list-style-type: none"> <li>Stay on school appropriate sites</li> <li>Keep food and drink away for technology</li> <li>Report any concerns</li> </ul>	<ul style="list-style-type: none"> <li>Help others</li> <li>Be positive in words and actions</li> </ul>
<b>Recess</b> 	<ul style="list-style-type: none"> <li>Follow the rules and play fair</li> <li>Take turns and share</li> </ul>	<ul style="list-style-type: none"> <li>Listen and follow directions</li> <li>Take care of equipment and belongings</li> </ul>	<ul style="list-style-type: none"> <li>Stay within boundaries</li> <li>Keep hands, feet &amp; objects to self</li> <li>Follow expectations and use equipment safely</li> </ul>	<ul style="list-style-type: none"> <li>Include others</li> <li>Use kind words and actions</li> </ul>
<b>Assemblies</b> 	<ul style="list-style-type: none"> <li>Keep eyes on the speaker</li> <li>Clap appropriately</li> <li>Listen attentively</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit with class</li> <li>Follow signals</li> <li>Stay in your space</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions quickly</li> <li>Walk quietly and calmly</li> <li>Sit in assigned area</li> </ul>	<ul style="list-style-type: none"> <li>Greet others with a smile</li> <li>Be positive in words and actions</li> </ul>
<b>Safety Drill</b> 	<ul style="list-style-type: none"> <li>Listen carefully</li> <li>Remain calm</li> </ul>	<ul style="list-style-type: none"> <li>Follow adult directions</li> <li>Never play with school safety alarms or extinguishers</li> </ul>	<ul style="list-style-type: none"> <li>Line up and walk quickly, quietly and calmly</li> <li>Face away from the building</li> </ul>	<ul style="list-style-type: none"> <li>Help others if needed or asked</li> </ul>

*Lacamas Leopards are: Respectful, Responsible, Safe and Kind*



# Lacamas Lake Behavior Chart

	<b>Level 1 Unexpected Minor Behavior</b>	<b>Level 2 Continued Minor Behavior</b>	<b>Level 3 Unexpected Major Behavior</b>
<b>Possible Behaviors</b>	<ul style="list-style-type: none"> <li>Failure to follow expectations or directions</li> <li>Rude or dismissive messages (arguing, talking back, defiance, disrespect...)</li> <li>Disrupting and/or Interrupting Learning (Blurting, Off task, note passing, talking out, cheating...)</li> <li>Dress Code Violation</li> <li>Inappropriate physical contact (non-serious pushing, grabbing, hand, feet, object on others...)</li> <li>Unsafe use of equipment</li> <li>Minor Stealing</li> <li>Inappropriate verbal/nonverbal language (inappropriate jokes, gestures, profanity...)</li> </ul>		<ul style="list-style-type: none"> <li>Fighting</li> <li>Major Theft</li> <li>Vandalism (major destruction vs fixable offense)</li> <li>Tech Code of Conduct Violation</li> <li>Threats</li> <li>Weapon</li> <li>Harassment/Intimidation/Bullying</li> <li>Profanity directed at a person</li> </ul>
<b>Possible Responses for Behaviors</b>	<b>Classroom Managed:</b> <ul style="list-style-type: none"> <li>Reminder</li> <li>Redirect</li> <li>Reteach</li> <li>Natural-Logical Consequence</li> <li>Loss of Privilege</li> <li>Reflection Time/Form</li> <li>Parent Contact</li> </ul>	<b>Classroom Managed:</b> <ul style="list-style-type: none"> <li>Reteach</li> <li>Problem Solving</li> <li>Natural-Logical Consequence</li> <li>Reflection Time/Form</li> <li>Restorative Solutions</li> <li>Loss of Privilege</li> <li>CARE Team</li> <li>Parent Contact</li> <li>3 PAWS for same behavior in a month <i>(teacher will set up a meeting with the family and may involve Administration-Counselor)</i></li> </ul>	<b>Office Managed:</b> <ul style="list-style-type: none"> <li>Student Conference with Principal or Staff</li> <li>Problem Solving</li> <li>Natural-Logical Consequences</li> <li>Reflection Form</li> <li>Restorative Solutions</li> <li>Restitution</li> <li>Loss of Privilege</li> <li>Alternate-Individualized Plan (BIP)</li> <li>In-School Suspension</li> <li>Out-of-School Suspension</li> <li>Threat Assessment</li> <li>Parent Conference/Call/Contact</li> </ul>
<b>Documentation</b>	<b>No Form</b>	<b>PAWS for Practice Form</b> <i>Incident recorded in SWIS</i>	<b>Office Major Referral Form</b> <i>Incident recorded in SWIS and Skyward</i>

**Addressing Behaviors:** In order to address unexpected behaviors, we first need to change the way we look at behavior. Behavior is a form of communication. Repeated, unexpected behaviors serve a purpose for a student. Unexpected behaviors may provide attention or escape from uncomfortable, difficult or even boring situations. Our job is to collaborate and problem solve how best to meet students' needs and teach alternate ways to meet needs in a safe and respectful way. Parents are an important part of this intervention to help teach and develop the positive behavior skills that are the foundations for a successful future.

**Tier 1:** Minor Behaviors are handled in the classroom using intervention strategies and teachable moments including verbal reminders, re-teaching, positive reinforcement (5:1), redirecting, individual classroom behavior systems

**Tier 2:** Minor Behaviors are ones that the student has been taught and retaught the expectations and received positive reinforcement to promote. However, the student is not responding and the unexpected behavior continues. When a teacher determines a student's behavior should be documented, the following will take place:

- PAWS for Practice form will be completed for minor behavior
- The student will complete a Reflection Sheet (In class or a buddy class)
- The teacher will review with the student and problem solve, documenting their Collaborative Plan
- The teacher will contact the family and turn the completed PAWS into the office by the end of the day
- If a student receives three PAWS for the same unexpected behavior within the month, the teacher will set up a meeting with the student and family to continue problem solving with the family's support. The Counselor may be involved to identify Leopard Learning Lab opportunities, and/or Administration to move to a Major Referral.

**Tier 3:** Major Behaviors are those that require a mandatory office referral or when the teacher has followed through with the PAWS process and the student requires Level 3 support.

If a student exhibits a Major Behavior, the following will take place:

- If a Major Behavior, the student will be removed from the area to the office or calm space
- The teacher will complete a Major Referral form and send to the Office
- The principal will conference with student, complete an investigation and follow the behavior matrix to take action
- If the principal is not available, the Office or Counselor will help support the situation until an administrator is available
- Administration will follow up with the teacher and family

## SOCIAL EMOTIONAL LEARNING:

Social emotional learning (SEL) starts at home. Parents and families are a child's first teachers of SEL. As children grow, parents and families continue to support the social emotional lives of their children in the home. SEL continues at school. For children, school is another environment that offers opportunities to become aware of their emotions, show empathy for others, and contribute to the well-being of the community.

**Why focus on SEL at school?** Learning is inherently social and emotional. When students feel connected to their teachers, peers, and school, the learning networks in their brain become stronger. Emotions and relationships can either motivate students to engage in learning, or, interfere with learning, memory, and positive behaviors. Decades of research tells us that social emotional skills are critical to both academic learning and to the competencies our children will need to be successful in life. Children's social emotional development is best supported when families, schools, and community partners all work together.

**What is Social-Emotional Learning?** SEL is broadly understood as a process through which people build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life. (See WA State's SEL Implementation Guide) SEL supports education equity by emphasizing whole-child development, drawing attention to the social nature of learning, advancing the belief that all children can learn, developing young people's skills to navigate social contexts, and improving relationships between students and educators—a key protective factor for all students.

### Washington State's SEL Standards

- **Self-Awareness:** Individual has the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports.
- **Social-Awareness:** Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.
- **Self-Management:** Individual has the ability to regulate emotions, thoughts, and behaviors.
- **Social Management:** Individual has the ability to make safe and constructive choices about personal behavior and social interactions.
- **Self-Efficacy:** Individual has the ability to motivate themselves, persevere, and see themselves as capable.
- **Social Engagement:** Individual has the ability to consider others and show a desire to contribute to the well-being of school and community.

**2<sup>nd</sup> Step:** Second Step is our district wide SEL curriculum. It is a research-based social-emotional learning program designed to improve children's social-emotional skill. Through the program, classes will focus on four units: Growth Mindset and Goal-Setting; Emotion Management; Empathy and Kindness; Problem-Solving.

**Class Character Lessons:** Teaching staff will use Community Circles, Literature, Art, and/or a variety of learning opportunities to focus on the monthly Character Traits and Social Emotional Learning standards. We strive to build relationships and create a class environment that provides learning around Character and how it contributes to being a positive member of our community.

### Zones of Regulation:

The Zones of Regulation® is a framework for teaching student's strategies for emotional and sensory self-management. The Zones uses four colors to help students identify how they are feeling based on their emotions and guide them to strategies to support regulation. When students understand their body's signals, triggers, read social clues and consider how their behavior impacts those around them, students improve their emotional control, sensory regulation, self-awareness, and problem-solving abilities.

Blue Zone	Green Zone	Yellow Zone	Red Zone
Slow Zone	Comfort Zone	Challenge Zone	Stress Zone
Sad	Ready to Learn	Frustrated	Mad/Angry
Sick	Happy	Worried	Terrified
Tired	Calm	Silly/Wiggly	Yelling/Hitting
Bored	Feeling Okay	Excited	Elated
Sluggish	Focused	Loss of Some Control	Out of Control

## Monthly Character Traits 2023-2024

September-Celebrate Community: Respectful, Responsible, Safe and Kind

October-Acceptance and Belonging

November-Gratitude

December-Caring and Compassion

January-Perseverance and Self-Management

February-Kindness

March-Integrity and Courage

April-Service and Leadership

May-Spotlight Award

**Incentives:** Spot Ya's, Character Awards, BIG Spot Ya's, Golden Awards, Spot Light Referrals, Classroom Incentive Systems

**Top Spot Training:** All students will participate in Top Spot Training to teach, practice and reinforce school wide behavior expectations. Top Spot Training will take place at the start of the year and following all extended breaks. This is our opportunity to come together as a school community to focus on our common expectations.

## School Song:

Let's hear it for Lacamas, hip hooray! (3x)

We're proud to do our best, we stand up to the test, we're Leopards on the prowl and you can hear us growl...

Let's hear it for Lacamas, hip hooray! (3x)

# Camas School District Elementary Handbook

## THE CAMAS SCHOOL DISTRICT MISSION

The mission of the Camas School District is to provide students with the abilities to communicate effectively, use technology, reason, be self-confident, possess mental and physical health, and work effectively with others. In broader terms, our mission is to create a learning community where teachers and citizens are jointly involved in the advancement of knowledge and personal growth.

## Parent Involvement

### VOLUNTEERS AND VISITORS

We invite parents and guardians to visit and participate in school activities as volunteers. Parents are welcome to chaperone students on field trips and to share their time and special talents with students. If you wish to volunteer in the school, an online volunteer application can be found at the district website by going to "Schools & Resources" > How to get involved. You will receive an email when you have been cleared to volunteer, please wait until then before helping out at school or chaperoning. **An approved volunteer application lasts for 2 years.**

Parents and other visitors are always welcome in our school. For the safety of our children, we must insist that all visitors come to the office before going to any location on campus to sign in and get a visitor sticker. Additionally, this check-in procedure allows staff to know who is in the building in case of an emergency. So please, come to the office to check in even if you have been here many times or are just having lunch. Our intent is never to offend or discourage your visits; we just need to account for everyone in our building.

If an adult visitor wishes to observe a classroom, a time should be prearranged with the classroom teacher and the principal. Inviting friends or other children to visit is not permitted during the regular school day.

There is much more information about visitor and volunteer policies in the flier: "A Guide for Volunteers and Visitors to Building in the Camas School District", available in the school office or online.

### REPORT CARDS

Report cards go home to parents three times each year: in early December and mid-March with each child and mailed to parents/guardians at the end of the school year.

## Coming to School

### SCHOOL HOURS:

Doors Open to Students	7:45 AM
School Begins	8:00 AM
End of Day (M, T, TH, F)	2:30 PM
Early Release Wednesday	12:10 PM

See the district calendar on the Camas School District website for a view of school holidays.

### EARLY RELEASE:

The Camas School District has early dismissal every Wednesday at 12:10 PM. Teachers use early release time to plan and prepare lessons, attend in-service trainings, and meet with teaching teams in professional learning communities.

### TARDINESS = ARRIVAL AFTER 8:05 AM

Students are expected to be in each classroom when their doors open at 8:00 AM, but no later than 8:05 AM when the tardy bell rings. Students late to school need to report to the office for an admittance form to class.

**NOTE: Contact the school office before 1:30 PM (10:30 AM on Wednesdays) if your child will be going home from school a non-typical way.** (Example: He/she usually rides the bus, but will be picked up by parent today.)

### ABSENCES: SEE APPENDIX C FOR ADDITIONAL INFORMATION

Student attendance is essential to success in school. Most subjects are taught in sequence, requiring understanding of each concept in order to make progress. Sending work home to a student that was absent is not a replacement for the rich learning that takes place in the classroom. Parents play the key role in stressing the importance of regular, on-time attendance. Please remember that according to state policy, illness, medical appointment, religious observance and family emergency are the only reasons for having an excused absence. Persistent absenteeism and/or tardiness create a genuine hardship for a student and the teacher and is regarded as a very serious problem. Special requests and family vacations will not be excused if they are determined by the school to adversely affect the student's educational progress per district policy.

Parents are asked to notify the school each day their child is absent. An automated phone message will be sent on each day that your child is not at school. We request that you call, send a note, or email each day your child is gone with a detailed explanation of why they were not at school.

Students are responsible for making up missed work. Requests for homework for absences due to illness can be made through the office.

Family trips should be planned on non-school days in order to support each student's education. Teachers are not expected to produce homework for students going on family trips in advance. Students gone for reasons unrelated to illness or emergency will have assignments available to them to make up upon their return.

If he or she is out for 5 consecutive days or more due to illness, a doctor's excuse is necessary. Students with ongoing health issues will be contacted by our school health officials to develop a plan to ensure good attendance.

### **DRESS CODE**

Students come to school to learn. To set a tone and ensure a positive, supportive learning environment, we set building wide expectations. One thing that impacts the learning climate for a school community, is setting expectations for dress. It has been established at the federal, state, and district level that schools may establish a dress code in order to support the learning environment.

Any clothing article, makeup or accessory which detracts from instruction is not school appropriate. We request our parents and students to use their best judgment and if questions arise, please ask our staff. Lacamas staff reserves the right to ask any student to remove or change any item of clothing or accessory if it becomes a source of distraction to the learning environment or an individual student's ability to learn. The following is not an inclusive list.

- Appropriate clothing includes: jeans, long pants, sweatshirts, T-shirts, blouses, sweaters, dress shirts, dresses, or shorts that meet arm's length.
- All clothing must fully cover the abdomen, back and all undergarments when the child is standing, bending and sitting. Shirts must have shoulder straps at least one inch in width and shorts must meet arm's length.
- Students need to wear good shoes when at school to support safe physical activity when running in P.E. and at recess. (During pajama spirit day, slippers are only allowed if they have a solid shoe bottom. These can only be worn as a part of an intentional costume.)
- Understanding that there is a broad range of reasons that students may want to cover their heads, some religious, some cultural, some economic and some deeply personal, students may wear hats on the playground, in the hallways, and commons during lunch. Teachers will make the decision for hats in their individual learning environments, and hats may be requested to be removed during assemblies. This includes boys and girls wearing hats for fashion purposes. Our goal is to focus on teaching students what matters most: fostering the respect, understanding, support and self-expression that all students need to be successful.
- If sunglasses are needed to protect eyes, they may be worn outside with a parent note, inside with a doctor's note or per an individualized student plan.
- Students may not wear clothing or accessories having logos with inappropriate language or reference to inappropriate language, messages that promote anger and/or violence or clothing with demeaning/offensive/drug/other inappropriate referenced messages. Clothing items showing alcohol, sexually suggestive, profanity or implies profanity, tobacco, or illegal drug messages will not be worn at school.
- Please do not allow students to wear or bring makeup, including lipstick, to school.
- Exceptions to the dress policy are allowed if they are part of a permitted costume and they do not disrupt the individual's learning or the learning of others. Guidelines during spirit days will be provided by their teacher for students.

### **LOST AND FOUND**

Items that are found are placed in our lost and found. Three times during the school year (winter, spring and summer breaks), the clothing that is not claimed will be given to charitable organizations. Have your child frequently stop by and check to see if there are any articles that belong to your family.

**PLEASE PUT YOUR STUDENT'S NAME ON THE TAG OF THEIR COATS, HAT, GLOVES, & LUNCH BOXES, ETC. SO WE CAN RETURN THEM TO THE CLASSROOM.**

### **PHONE USAGE**

Students are allowed to use school telephones for school business or in case of an emergency. Personal phones/devices need to remain in student's backpacks during the school day.

### **SCHOOL SUPPLIES**

Copies of the requested grade level supply list can be picked up in the school office or accessed on the web site. Any student who needs support in acquiring the necessary supplies throughout the year should contact our counselor, or the front office. We have provisions to help students in need of school materials and backpacks.

### **STUDENT POSSESSIONS—CELL PHONES, SMART WATCHES, TOYS, IPODS, CAMERAS, ETC.**

Toys, cell phones, Smart Watches, cameras, gaming devices and all other electronic devices, etc. are a distraction to the learning environment. These items should not be brought to school unless they are for a teacher/parent authorized show and tell event. They must be kept out of sight, zipped up in the students backpack and will not be allowed on the playground.

The school provides sports equipment for recess. Therefore, students should not bring personal tennis balls, basketballs, footballs or other items to play with on the playground.

While the district school bus driver may allow some electronic items on the bus, they are prohibited at school. From the moment a student steps on school property, such items must be zipped away in a backpack and not accessed at school. Should students violate this policy, the electronic item will be taken away and returned at the end of the day as a warning. A second offense will cause the item to be kept in the office until it can be picked up by an adult. A third offense will signal a parent meeting and plan for the remainder of the year.

The school cannot assume responsibility for lost or damaged personal items. We do collect toys and other items that may be harmful or disruptive to the learning environment. Parents may pick up these items from the teacher or principal.

Cellular phones and/or Smart Watches are not to be used during school hours. All cellular devices must be off and in students' backpacks. Having them out in the open, whether turned off/on/vibrate, is not acceptable. See Appendix C for more information.

### **STUDENT SALES AT SCHOOL**

Any type of selling by students (outside of school fundraisers) will not be allowed during the school day.

### **STUDENT'S TYPICAL EXIT PLAN ESTABLISHED EACH YEAR**

In order to make sure we are accountable for the safety of every student, our school has parents/guardians establish their "typical exit plan." This is the plan that their student(s) will follow on most days. Any day in which the plan is altered, the school needs this information provided to the office in writing at the start of the day.

Individual office notes are provided daily to students who vary from the typical plan. Teachers will not allow students to change their exit plan without an office note that came from direct parent/guardian permission.

If we don't have a note, phone call, or email, the child will be sent home on their typical exit plan.

### **YOUNG CHILD WITHOUT AN ADULT AT A BUS STOP**

In the event that a kindergarten student is not met by an adult at their bus stop after school, the bus driver will reroute the student to Camas Extended Day at the JWR Center, 2033 NE Lone Street, where the student will be supervised until the parent/guardian arrives. Similarly, an older student may be rerouted to Camas Extended Day Childcare if circumstances warrant it by the driver and contact cannot be made with parent/guardian. The phone number is 833-5540.

## **Student Services**

### **COUNSELING**

Our school counselor is here to support all the students and families. Our counselor provides whole class lessons, small group and 1:1 support. A parent can make an appointment with the school counselor through the office at any time. The counselor will help students with academic, personal, social, or behavioral issues. The main goal is to help students understand themselves, so they can make good decisions.

Conversations between the school counselor and students will remain confidential, within legal limits. For example, reports of abuse and/or neglect must be reported to the proper authorities. Parents are informed about safety issues that emerge during this process.

### **DELIVERIES**

Deliveries to the school, such as mylar balloons or flowers can be a distraction to the learning climate. We discourage families from sending items like this to the school. Should a student receive a delivery that would be appropriate to take to the classroom, the student will be called at the next available scheduled break to come to the office to retrieve the item.

### **HEALTH ROOM**

Students who become ill or injured should check into the health room in the office. The health room is staffed daily by a health assistant with a nurse who supervises and is on campus one day a week. It is important for the school to be able to contact parents/guardians or a trusted friend/relative in case a student becomes ill while at school. Students will not be allowed to leave school without the permission of one of these people. At the beginning of each year, families provide the school with accurate phone numbers for work, home and emergency contacts. If any of these numbers change, please notify the school office immediately.

### **SUPPORT SYSTEMS**

It is our goal to help every child be successful in school, ensuring a bright future for all. For some students this can mean receiving more individual services in order to address significant issues that impact a student's academic, social, emotional and/or behavioral success. Like all schools in America, there are students with disabilities, students with varied socioeconomic backgrounds, and students with different cultural and language experiences in every classroom. We believe such diversity is an asset to the students of Camas as they learn to be accepting and respectful of all people. We encourage families to communicate with the school about the needs of your student.

Information about Special Education Services, 504 Plans, ELL Programs, TITLE/LAP Reading, sensory accommodations and other intervention supports can be found on the school web site.

### **WITHDRAWAL**

Parents wishing to withdraw their child from school on a permanent basis must contact the school office. Records will be forwarded upon receipt of a signed request by the parent. Any student not in attendance for 20 consecutive days will be automatically withdrawn from the school district per state policy.

## **Health and Safety**

### **BIRTHDAY CELEBRATIONS**

In order to support healthy habits at school per school district policy, students shall not bring cupcakes, cookies, or other sugary foods to celebrate student birthdays in the classroom. Parents are encouraged to find non-food celebration items if they wish to acknowledge a student's birthday within the classroom setting. Suggestions include pencils, small erasers, or donating a book to the classroom in the student's name. See Board Policy 6700.

### **EMERGENCIES**

The school participates in monthly, school-wide safety drill rehearsals. All staff are provided with training for handling various school emergency situations with student safety as a top priority. Systems are in place to account for the location of each and every student during an emergency.

Should an actual emergency occur, parents need to be aware that the school phone system could be overburdened with calls. We will utilize the district emergency phone calling system, emails, and our voicemail to provide timely information to parents.

Parents who come on campus to try and retrieve their student during a school emergency situation need to be aware that a parent staging area will be set up where families will be required to report. Students will be released to parents/guardians in a timely and orderly fashion once the immediate threat is passed. Parents wishing more information about the school safety plans and procedures are welcome to call the school and talk with the principal.

- **Earthquakes:** In the event of an earthquake, students should respond in the drop, cover and hold method as prescribed during regular earthquake drills. Students en route to school or home should stay away from power lines and proceed to their destination.
- **Fire Alarms:** In the event of an alarm, students are to proceed out of doors following methods prescribed during regular fire drills. A student who pulls the fire alarm for mischievous or false purposes will be suspended from school and local authorities will be notified. For detailed information regarding discipline, please refer to Appendix C for definitions and consequences and Appendix D for due process.
- **School Lockdown Drills:** The school will practice drills that lock down the school at various times throughout the school year. Lockdowns are identified as being two types. A full lockdown is the most serious where all students are brought into secured areas, lights are turned off, students are expected to be quiet, and staff keep students under desks and away from windows. A partial lockdown is a cautious procedure where movement inside the building is allowed, but outside doors are locked and students are not allowed outside.

### **EMERGENCY INFORMATION**

In the event of a school closure due to emergency, your student will be sent home according to the information you are asked to provide at the beginning of each year. Children should also be given clear instructions by parents about where they will go in case of unexpected school closure. During poor weather conditions, parents will receive an automated message phone call from the district office with information about any closures. Please also listen to the local radio and TV stations for late-start and closure information. Emergency closure information is also posted on the district web site at [www.camas.wednet.edu](http://www.camas.wednet.edu).

### **GUM**

Students are not allowed to be in possession of gum on campus, unless identified in an individualized student plan or special circumstances within the classroom setting only.

### **UNSAFE ITEMS BROUGHT TO SCHOOL**

Some items that may be appropriate for home, camping, etc. are not acceptable at school. Any kind of knife, matches, and many types of tools are unsafe to bring to school. Replicas of guns, knives, swords etc. are not permitted and could cause other students to be concerned and thus detract from learning. Squirt guns or toy guns are not allowed at school. Bringing weapons or using replicas for intimidation are never permitted and district policy regarding consequences is spelled out in Appendix C.

### **PLAYGROUND SUPERVISORS**

The playground supervisors #1 goal is to keep kids SAFE while playing. They usually do not referee games. The students in line are the judges. When something is unsafe or a problem occurs, playground supervisors are there to help. Playground supervisors are the authority at recess. They are responsible for safety and therefore will encourage positive behavior and give consequences for unsafe

behavior. Consequences may include: reminding, reteaching, restriction from activity, time out, referral to the office and/other logical consequences that reinforce respectful, responsible, safe and kind behavior.

## **Library/Media Center**

The Library/Media Center exists to help students and teachers carry out the school curriculum, to assist in research, and to promote an enjoyment of reading. The library is often open before school and during recesses.

Students should:

- Understand they are financially responsible for items they check out.
  - Understand if an item checked out is not returned or renewed after two weeks, it will be overdue. An overdue notice will be sent to the student's classroom and additional items cannot be checked out until the overdue ones are returned or renewed. Students with overdue books at the end of the year will have book fines placed on their Skyward file. This will follow them year to year until it is resolved.
  - Act in a responsible manner when in the library by being respectful to others with a quiet voice.
  - Not hesitate to ask the staff for assistance if they need help.
- 

## **Student Health**

### **STUDENT HEALTH INVENTORY (CSD Policy & Procedure 3414)**

A Student Health Inventory form is required annually. Registered nurses will create emergency care plans as necessary with parent/guardian.

### **ASTHMA/ANAPHYLAXIS (CSD Policies & Procedures 3419 and 3420)**

Students shall be authorized to self-administer asthma/anaphylaxis medication if the parent/legal guardian and licensed health care provider complete the Authorization for Administration of Medication form: <http://www.camas.wednet.edu/schools-resources/resources/health-wellness/>.

### **STUDENTS WITH LIFE-THREATENING ALLERGIES (CSD Policy and Procedure 3413)**

Camas School District is aware that anaphylactic reactions can be life threatening. Students with life-threatening allergies must have a medication or treatment order in place. Please refer to Life-Threatening Health Condition.

### **LIFE-THREATENING HEALTH CONDITION (CSD Policy 3413)**

Washington State law (RCW 28A.210.320) directs school districts to require the presentation of a medication or treatment order (Authorization for Administration of Medication ) for a child's life-threatening health condition that may require medical services to be performed at school, prior to the student's first day of attendance. Please contact the building registered nurse if your child has a life-threatening condition.

### **HEAD LICE (CSD Policy & Procedure 3414)**

Camas School District rejects having a no-nit policy, and uses head lice guidelines that reflect the best evidence-based management and treatment options. Please review Camas School District Parent Guidelines for Students with Head Lice, which can be found on the district website under "Schools and Resources" > Health and Welfare > Notices & Forms.

### **HEALTH ROOM**

There is a health room in each building staffed primarily by health assistants with access to district registered nurses.

### **IMMUNIZATIONS (CSD POLICY & PROCEDURE 3413)**

According to Washington State Regulation (WAC-246-105-120), starting with registration for the 2020-2021 school year, all immunization records turned in to schools or child care centers are required by state law to be medically verified. Complete immunization records or a signed exemption form from a licensed health care provider must be turned into the school on, or before the first day of attendance. **Forms must be from Washington State and can be found at the district website, by going to "Schools and Resources" > Health and Welfare > Notices & Forms. See Washington State Department of Health "Vaccines Required for School/Child Attendance"** <http://www.doh.wa.gov/CommunityandEnvironment/Schools/Immunization/> "VaccineRequirements."

### **KEEPING ILL CHILDREN HOME**

Please refer to Guidelines for Keeping Ill Children Home from School, which can be found on the district website under "Schools and Resources" > Health and Welfare > Notices & Forms.

### **OVER-THE-COUNTER OR PRESCRIBED MEDICATION AT SCHOOL (CSD Policy and Procedure 3416)**

All medication including prescriptions or over-the-counter (Tylenol, ibuprofen) requires an Authorization for Medication/Treatment at school form completed by the licensed health care provider and the parent/legal guardian if needed during a school day. This form can be found on the district website under "Schools and Resources" > Health and Welfare > Notices & Forms. Do not send the medication with your child, please contact the health room for questions.

### **NUTRITION GUIDELINES**

School Board Policy 6700 stipulates guidelines and advocacy for improved nutrition and fitness practices across our district. The policy can be found on the Camas School District website.



## Appendix A

### ANNUAL PUBLIC NOTIFICATION

#### **ASBESTOS PLAN**

The district engages in a continuous asbestos surveillance program to assure that there are no asbestos problems or danger to students and employees. A copy of the Camas School District asbestos management plan is available for review at the district office.

#### **CHILD ABUSE PREVENTION (CSD Procedure 3421)**

School districts must work with state agencies, including the Office of the Superintendent of Public Instruction to establish a coordinated primary prevention program for child abuse and neglect. All parents shall be given notice of the primary prevention program and may refuse to have their children participate in the program.

#### **CHILD IDENTIFICATION PROCEDURES (CSD Procedure 2161)**

The district conducts Child Find activities for the purpose of locating, evaluating, and identifying students with a suspected disability who are residing within district boundaries. Child Find activities apply to children who are not currently receiving special education and related services. Parents having concerns about their child's health, hearing, intellectual functioning, language, learning, movement, serious behavioral needs, speech, or vision can call the district's special services department at 360-833-5570.

#### **CONFIDENTIALITY – FERPA (CSD Procedure 3235)**

Parents in the Camas School District have rights to confidentiality under the Family Education Rights and Privacy Act (FERPA). The parent or eligible student has a right to:

- Inspect and review the student's education records;
- Request amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
- Consent to disclosures of personally identifiable information contained in the student's education records;
- File with the US Department of Education a complaint concerning alleged failures by the agency to comply with the requirements of the act;
- Obtain a copy of the policy, which is available on the district website under About CSD > Policies & Procedures.

#### **DISTRICT ATTENDANCE AREA TRANSFERS (CSD Procedure 3131)**

A parent's request for a student to attend a school within the Camas School District other than the one located in their residence area shall be directed to the principal of the requested school. The principal of the requested school will accept or deny the boundary exception on a first-come, first-serve basis. Each request is considered on an individual basis. The district strives to provide continuity in the educational experience of every child; however, if enrollment increases so the student's class is on overload, the boundary exception may be revoked at any time. Requests are approved on an annual basis and carry no expectation of future enrollment. Transportation is the responsibility of the parent.

The Learning by Choice guide answers the commonly asked questions about the Learning by Choice law, options created by the No Child Left Behind Act, and other enrollment options available to students in public, private, and home-based instruction. If you have questions not answered via this LINK, please call OSPI at 360-725-6000

#### **DRUG-FREE SCHOOLS (CSD Policy & Procedure 5201)**

Congress has adopted legislation requiring drug-free schools. A study by the National Commission on Drug-Free Schools indicated that drug and alcohol use among our nation's youth remains widespread. Appreciable numbers of students begin to use alcohol in the elementary grades and increasing numbers begin to use illicit drugs in middle school. Camas School District is committed to drug-free schools. The board has established a policy requiring that each student adhere to all the rules of conduct adopted by the district. Failure to do so shall be cause for corrective action enforced by school officials.

#### **LEGISLATION REGARDING MILITARY RECRUITERS (CSD Policy & Procedure 4260)**

Section 952B of the No Child Left Behind Act, also known as Armed Forces Recruiter Access to Students and Student Recruiting Information, requires schools to provide student contact information to military recruiters and other institutes of higher education. However, FERPA protects information about students from being released if parents opt out or require prior consent in writing. Please contact your student's school office for additional information.

#### **NON-DISCRIMINATION TITLE IX (CSD Policy & Procedure 3210)**

Every effort is made to ensure that all employment decisions are administered in accordance with the principles of equal opportunity. The Camas School District #117 does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, honorably-discharged veteran or military status, sexual orientation, gender expression or identity, marital status, the presence of any sensory, mental or physical disability, participation or the use of a trained dog guide or service animal by a person with a disability, or the Boy Scouts of America. The following employees have been designated to handle questions and complaints of alleged discrimination. Marilyn Boerke, Title IX and Compliance Coordinator, [marilyn.boerke@camas.wednet.edu](mailto:marilyn.boerke@camas.wednet.edu); 360-335-3000 or 841 NE 22nd Avenue, Camas, WA 98607.

### **RELEASING INFORMATION**

Schools may release specific directory-type information - including names, address, and phone number - without prior parental consent if the school both provides notification that it reserves the right to release such information and defines what kind of information will be considered directory information. However, under FERPA, parents must be given the right to opt out of the directory information for release. Though schools may release directory information without obtaining the prior consent of parents, school officials use their discretion as to whether they release such information to third parties. The opt-out form is available online under Schools and Resources > Forms.

### **PESTICIDES (CSD Policy & Procedure 6895)**

Best practices are used in our school district in the utilization of pesticides within our buildings and on our grounds. It is our intent to take steps that promote a healthy environment for our students, staff, and community. We use minimal applications directed at very specific problems. Our staff members use alternatives when possible. Applications are completed in a manner in which the chance of direct or indirect exposure is minimal. All pesticides are applied under the direction of trained, licensed staff members or contractors. If you would like to be directly contacted prior to an application in or around the building where your student(s) attend, please contact your school office and complete a contact form. More information about our pesticide practices can be found through our Board Policies on the school district website.

### **HARASSMENT (CSD Policy & Procedure 3207)**

Harassment can take many forms and can include bullying, slurs, comments, rumors, put-downs, jokes, innuendoes, unwelcome compliments, cartoons, pranks, and/or other electronic, verbal or physical conduct relating to an individual which (1) have the purpose or effect of creating and intimidating, hostile, or offensive working or learning environment; (2) have the purpose or effect of unreasonably interfering with an individual's work performance or education; or (3) otherwise unreasonably affects an individual's employment or education opportunities.

### **SEXUAL HARASSMENT (CSD Policy & Procedure 3205)**

Sexual Harassment is a type of harassment that occurs when the types of verbal and physical conduct described above are sexual or gender-based in nature or based on sexual orientation and/or gender expression or identity. Conduct is gender-based when it would not occur but for the sex of the person to whom it is directed. Sexual harassment is defined as verbal, visual, or physical advances made within the work and school setting and unwelcome by the person.

### **STAFF INTERVENTION (CSD Policy 3207)**

All staff members shall intervene when witnessing or receiving reports of harassment, intimidation, or bullying. For minor incidents that staff are able to resolve immediately or incidents that do not meet the definition of harassment, intimidation, or bullying, no further action under this procedure may be necessary.

### **INCIDENT REPORTING AND INVESTIGATIVE PROCESS (CSD Procedure 3207)**

Any student who believes that he or she has been the target of unresolved, severe, or persistent harassment, intimidation, or bullying, or any other person in the school community who observes or receives notice that a student has or may have been a target of unresolved, severe, or persistent harassment, intimidation, or bullying, may report incidents verbally or in writing to any staff member. All staff are responsible for receiving oral and written reports.

### **FALSE REPORT (CSD Policy & Procedure 3207)**

To knowingly report false allegations of harassment is a violation of this policy. Persons found to knowingly report false allegations will be subject to appropriate discipline.

### **TITLE I / LAP – PARENT INVOLVEMENT POLICY – ELEMENTARY SCHOOLS (CSD Policy & Procedure 4130)**

As part of Title I/LAP requirements each elementary school has on file a Parent Involvement Policy that explains various ways that parents can be involved and support the efforts of the school. This policy may be obtained by inquiring at each school office or by asking the Title I/LAP teacher.

### **LIMITING IMMIGRATION ENFORCEMENT IN SCHOOLS (CSD Policy & Procedure 4300)**

To view this policy and procedure on the CSD website go to "About CSD" > "Policy & Procedures" > "Policies" > "4000 - Community Relations" > 4300 for policy and 4300P for procedure.

# SCHOOL BUS EXPECTATIONS

Lacamas Leopards are Respectful, Responsible, Safe and Kind



## **Respectful:**

Follow directions

Be polite

## **Responsible:**

Sit back to back of seat and bottom to bottom of seat

Voice level 1, 2 or 3

## **Safe:**

Stay buckled

Stay seated

## **Kind:**

Use kind words and actions

## Appendix B

### CAMAS SCHOOL DISTRICT NO. 117

#### School Bus Safe Riding Rules

The mission of the Camas School District transportation department is to provide safe, responsible, and reliable transportation for all students. Any behavior which jeopardizes the safety of students and/or the driver will be sufficient cause to begin progressive discipline which can include loss of bus riding privileges.

1. All passengers will follow driver directions. The driver is responsible for the safety of the bus and all passengers. When transporting classes or teams, the teacher or coach is primarily responsible for the students.
2. To create a safe and respectful environment, students must observe classroom conduct while riding on buses. Students are expected to use quiet talking voices, keep hands, feet and objects to self, and refrain from teasing and using rude /obscene gestures or language.
3. For their safety, students must sit on the seat, facing forward.
4. When necessary, drivers have authority to assign seats.
5. Students may put windows down no further than halfway with driver permission. Students must keep all body parts inside the bus windows at all times.
6. Students must remain quiet at all railroad crossings.
7. Due to food allergies and choking hazards, eating and drinking is not allowed on the bus. Students need to assist in keeping the bus clean.
8. Students may only ride their assigned bus. If a student needs to ride to an alternate location, prior approval from the student's school must be obtained and there must be room on the bus. Any requests to change the route or bus stop location will be reviewed by the transportation office.
9. To prevent injury, students will follow safe loading/unloading procedures. Students must only cross in front of the bus at the driver's direction, never behind
10. Electronics are an everyday part of the lives of our students. Headphones must be used with all electronic equipment. The bus driver has the right to take away equipment which becomes a distraction or disruption on the bus. The district is not responsible for broken or missing equipment.
11. Students must refrain from carrying or possessing any items that may cause injury to other passengers. Such items include sticks, breakable or glass containers, weapons or firearms, pins protruding from clothing or bags, skateboards or large, bulky items that cannot be held on a lap or placed between the legs on the floor. Flammables or illegal substances of any kind will not be allowed.
12. Animals are not allowed on the bus with the exception of pre-approved service animals.
13. To ensure their safety, all kindergarten students must be received by a parent or guardian at their bus stop. If a parent or guardian is not present or cannot be reached, kindergarten students will be transported to the district daycare program.
14. Emergency evacuation drills will be conducted twice a year.

Please read and review with your child, and return this signed form to the bus driver.

STUDENT NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

STUDENT SIGNATURE \_\_\_\_\_

PARENT/GUARDIAN SIGNATURE \_\_\_\_\_



# Appendix C

## **ABSENCES & TRUANCY (CSD Policy & Procedures 3122 & 3241)**

Attendance Truancy Reporting: When a student has seven or more unexcused absences within any month during the current school year or fifteen or more unexcused absences in the current school year, the school will file a truancy petition with Juvenile Court. The court may then schedule a hearing with the student and his/her parents/guardians. (RCW 28A.225.030; ESSB 5439) Following are typical examples of excused and unexcused absences:

### **Excused**

Illness  
Health condition (dr., dental appt.)  
Religious observation  
Family emergency (funeral, serious injury to an immediate family member)  
Needed at home  
Emergency situations authorized by school officials  
Approved Conferences (school, police, DSHS)

### **Unexcused**

Overslept/parent overslept  
Alarm did not ring  
Babysitting, shopping  
Haircut  
Missed the bus/car trouble  
Trip to the beach  
Personal reasons (unless cleared by school)  
No reason was given for absence

## **DEFINITIONS OF STUDENT MISCONDUCT (CSD Procedure 3241)**

### **GUIDELINES FOR CELLULAR PHONE USE (CSD Policy & Procedure 3245)**

Cellular phone use will align with Policy 3245: Students and Telecommunication Devices.

### **NETWORK USE AND INTERNET SAFETY (CSD Policy & Procedure 2022)**

Internet use benefits students' education in the form of access to educational resources otherwise unavailable. General school and district rules for behavior and communications apply. Users should have no expectation of privacy in electronic files stored on school district computers. Network storage areas are the property of the district and may be searched.

The Camas School District intends to provide internet access as a tool for educational activities and does NOT intend to create a forum for discussion of "any topic at any time." Students using the district network are not permitted to do the following: Access offensive messages or pictures. Use obscene or defamatory language. Harass, insult, defame, or attack others, damage computers, alter computer systems or networks, violate copyright laws, use another's password, give out his/her name, address, or phone number, trespass in another's folders, work, or files, intentionally waste limited resources, or employ the network for commercial purposes.

Violations may result in loss of access as well as other disciplinary or legal action. All users of the district network are bound by the Network Use and Internet Safety policy 2022. Parents will need to give written notification, with the district opt-out form, if they do not wish for their child to have access to the Internet. This form can be found on the CSD website under Schools and Resources > Forms.

### **PROHIBITED STUDENT CONDUCT & EXCEPTIONAL MISCONDUCT DEFINITIONS (CSD Policy & Procedure 3241)**

Any conduct which interferes with teaching and learning is not allowed. The following acts are specifically not allowed on school property, on school transportation such as buses, or at school-sponsored events such as field trips. There will be consequences for doing these things. This list is not inclusive. Behaviors marked with a dot (\*) have been determined to be a serious disruption. Students may be suspended from school for doing these things even if it is the first time that they are involved. Behaviors marked with two dots (\*\*) will result in contacting the police as well.

### **STUDENT SELF-MANAGEMENT**

Students are expected to manage their behavior and to understand that the choices they make contribute to their success at school. Students have many opportunities to demonstrate their ability to make responsible choices at school, no matter where they are or what they are doing. Students should strive to do their best to develop a positive reputation for themselves and our school that demonstrates courtesy, cooperation and respect for people and property.

If students need help managing their behavior, they should understand that appropriate actions will be taken. In the event that disciplinary actions are necessary, parents will be notified and consequences may include:

- Intervention/discipline
- Peer mediation
- Conferences
- School or community service
- Social skills classes
- Individual contract(s)
- Short-term suspension
- Long-term suspension
- Expulsion
- Police Contact

The consequences given will depend on the severity of the incident(s), number and frequency of offenses of the same or different nature, and previous consequences given. Suspension could eliminate student opportunities to participate in school-sponsored activities or events.

# My Daily Schedule

## 2022-2023



- 7:45 Before School Supervision/Breakfast Program
- 8:00 Bell Rings/Staff at doors to greet kids
- 8:05 Tardy Bell Rings

Time	

- 2:30 Bell Rings School Dismissed
- 12:10 Every Wednesday Dismissal