

Finley Elementary Cougars

Cougars



2026-2027
Student Handbook

Finley Elementary School
213504 E Cougar Road
Kennewick, WA 99337
(509) 586-7577
Pam Kinne, Principal

Dear Parents and Students,

Welcome to or welcome back to Finley Elementary. I'm beginning my 18th year here at this school and I'm so glad I'm doing that with your child/children and with this staff.

The handbook has gone through some revisions for this school year so it will be important to read through the entire document. To help cut down on costs, the handbook will be available on the Finley School District Website. However, if you would like a printed copy, just contact the office and we can make one for you.

This handbook reflects the school's philosophies, policies, and expectations we feel are important for the learning, safety, and well-being of each person: child and adult.

Teachers will be reviewing safety procedures, general expectations and some of the policies with students in class. Please take the time to review the handbook yourself and talk about it with your child(ren).

Sincerely,

Pam Kinne
Principal

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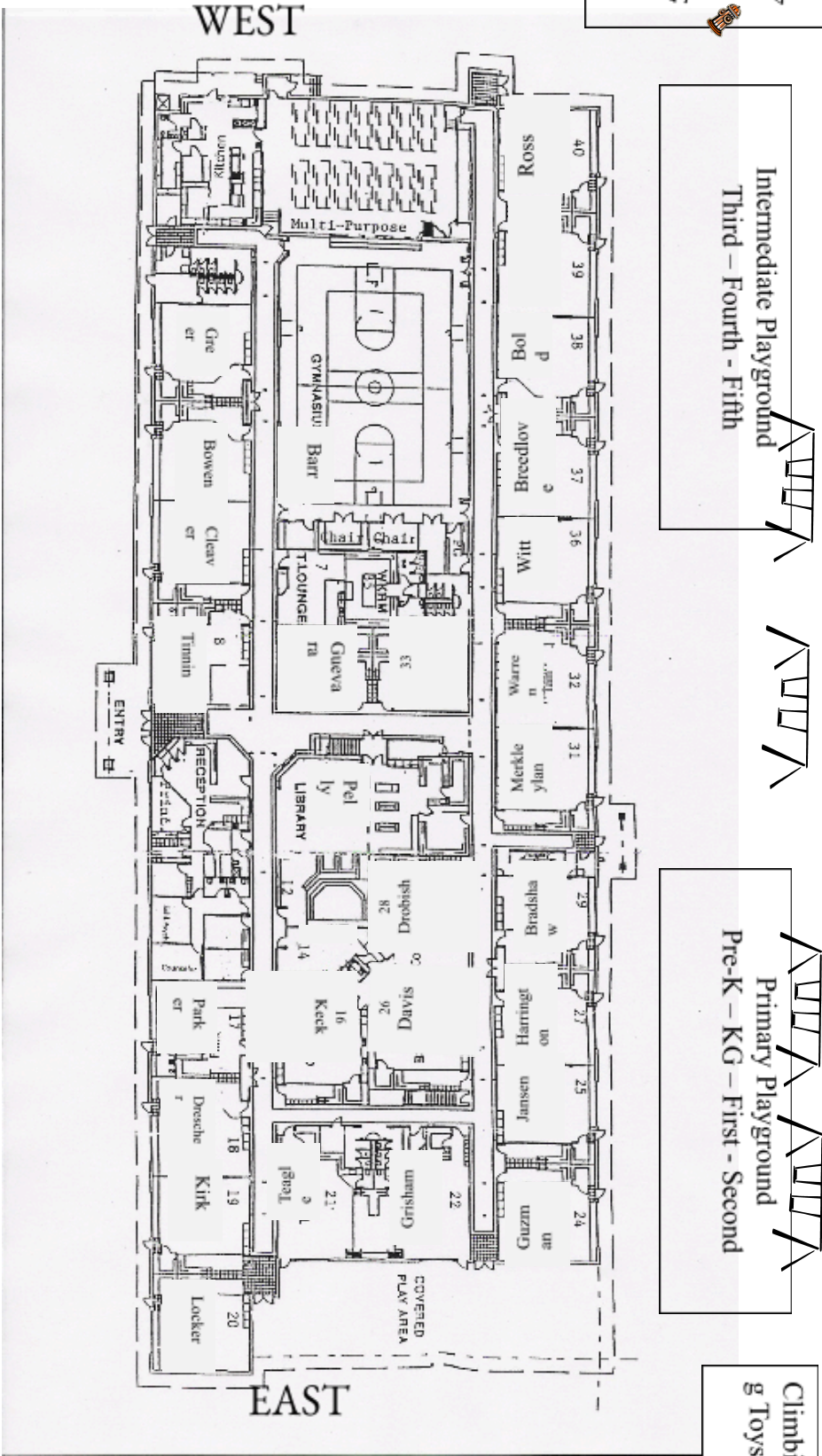
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Finley Elementary Staff 2026-2027

Pam Kinne	Principal	April Breedlove	Fourth Grade
Abigail Grisham	Kindergarten	Rachel Merkley	Fourth Grade
Leslie Parker	Kindergarten	Chris Witt	Fourth Grade
Karli Teagle	Kindergarten	Mike Bold	Fifth Grade
Jessica Guzman	First Grade	Carolyn Ross	Fifth Grade
Tanner Harrington	First Grade	Angel Tinnin	Developmental Preschool
Elizabeth Jansen	First Grade	Patricia Keck	Special Education
Nicole Drescher	Second Grade	Chrissy Drobish	Special Education
Beth Kirk	Second Grade	Stephanie Bradshaw	LAP/Title 1 Reading
Kathy Locker	Second Grade	Wendi Warren	ELD Teacher
Ashley Bowen	Third Grade	Carah Barr	PE
Cami Cleaver	Third Grade	Caleb Davis	Music
Cari Greer	Third Grade	Danielle (HJ) Guevara	Art
		Athena Pelly	Library
Joelle Sumner	Speech Therapist	Nancy Rieke	Occupational Therapist
Sonya Bell	Counselor	Daniel Aguilar	Communities in Schools
Dawn Renders	Day Custodian	Christina Queener	ELD Para-Educator
Teah Schoenwald	Night Custodian	Rae Venegas	Resource Room Para-Ed
Gary Wakefield	Night Custodian	Catherine Massengale	Resource Room Para-Ed
Mary Rowe	Supervision/Para-ed	TBD	Resource Room Para-Ed
Monica Silva	Title/LAP Para-Educator	Karla Nunez-Herera	Extended Resource Para-Ed
William Keck	Title/LAP Para-Educator	Nancy Smith	Extended Resource Para-Ed
Breann Mirus	Title/LAP Para-Educator	Viviana Barajas	Extended Resource Para-Ed
Tabitha Smith	Title/LAP Para-Educator	Dixieray Kendall	Kitchen
Erin Knighten	Title 1 Para-Educator	Lora Lancaster	Kitchen
Kristi Sumner	Pre-K Para-Educator	Brandi Lane	Kitchen
April Wood	Pre-K Para-Educator	Stephanie Tyutyunnik	Kitchen
Paula Smith	Health Room	Julia Mendoza	Secretary
Maria Villegas	Student support Aide	Cassie Suarez	Secretary

Building/Playground Map

AM
Recess
5th Only
PM
Recess
4th Only
for
soccer



Full Court Game	
Half Court	Half Court
1	1

3rd-5th BB court

Pre-K playground

PUMP
house



OUR MISSION

“All Kids Achieving”.

OUR VISION

Finley Elementary School provides a safe, positive, challenging learning environment, encouraging children to become responsible citizens.

WE BELIEVE

- ☐ Early intervention is a significant key to success in school.
- ☐ Attendance is essential for successful learning.
- ☐ Students are accountable for their own learning and behavior.
- ☐ Actively involved parents and communication between home and school is essential.
- ☐ All children can learn.
- ◆ Home, community and school, work together to develop successful children.

Finley School District provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, 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.

TIPS FOR PARENTS

A parent is a child's first and most important teacher. We encourage families to participate in some of the following activities with their children.



READ WITH YOUR CHILD DAILY. Have your child read to you. Remember that there are many ways to reinforce reading skills, for example, reading maps, grocery lists, recipes, directions for models, patterns, games, informational brochures, etc.

ENCOURAGE YOUR CHILD TO WRITE AT HOME. Letters to friends and relatives, grocery lists, new endings for T.V. shows watched, stories about trips taken and places visited, and parent/child authored stories with illustrations, are all excellent ways to encourage your child to write.

TALK WITH YOUR CHILD. The greater a child's speaking vocabulary, the easier learning to read will be.

SHARE PLACES AND EVENTS WITH YOUR CHILD. There are many interesting places to go in southeast Washington, such as: Fort Walla Walla, the airport, colleges, the public library, Mary Hill Museum, the post office, historical museums, the fire station, the dairies, the Children's Museum and local farms. Have your child talk and write about these experiences.

PLAY GAMES WITH YOUR CHILD. There are many excellent educational and inexpensive games for children that reinforce reading, thinking, and math skills. Some of them include Boggle, Spill and Spell, Master Mind, Scrabble, Yahtzee, Concentration, Chutes and Ladders etc.

Above all, give your child the gift of time — your time. There is no substitute.

2026-2027 Daily Schedule

School starts at 8:00 a.m. **Please do not bring your children to school before 7:45 a.m.** We appreciate your help with this. Our office is very small, and we are not staffed to care for children before school or after school nor do we have supervision yet on the playground.

Breakfast is served after the bell in the classroom from 8:00-8:20. Students arriving after that will be offered breakfast in the cafeteria up to 9:00 a.m.

School Begins: 8:00 a.m. (Monday – Thursday)

<u>GRADE</u>	<u>LUNCH & RECESS</u>
Kindergarten	12:15-12:55
Grade 1	11:30-12:10
Grade 2	11:45-12:25
Grade 3	11:15-11:55
Grade 4	12:00-12:40
Grade 5	11:00-11:40

Afternoon Recess

1 st , 3 rd , 4 th	1:25-1:40
KG, 2 nd , 5 th	2:00-2:15

School Ends: 3:15 p.m. Monday-Thursday
No school on Friday.

Meal Costs: Breakfast and Lunch for students is 100% free.
Breakfast cost for adults is \$3.50
Lunch cost for adults is \$5.25

FINLEY ELEMENTARY SCHOOL CALENDAR 2026-2027

Labor Day/No School	September 7 th
Individual Pictures – All Students.....	October 16 th
2 nd Quarter Begins.....	November 9 th
Fall Conferences (No School).....	October 29 th -30 th
Veteran’s Day Observed (No School).....	November 11 th
Individual Picture Re-takes	November 19 th
Thanksgiving Vacation (No School).....	November 26 th -27 th
Winter Break (No School).....	December 23 rd – January 3 rd
Martin Luther King’s Birthday (No School).....	January 18 th
2 nd Semester (3 rd Quarter) Begins.....	February 1 st
Presidents’ Day (No School).....	February 15 th
Conferences (No School).....	March 4 th
Class Pictures.....	TBD
Spring Break (No School).....	April 5 th – April 9 th
4 th Quarter Begins.....	April 12 th
Memorial Day (No School).....	May 31 st
Last Day of School (Early Release).....	June 17 th

Spring State Testing Windows

WIDA (ELD Students K-5).....	January 25 th – March 19 th
SBA (3 rd – 5 th) ELA/Math.....	March 1 st – June 17 th
WCAS (5 th) Science.....	April 5 th – June 4 th

GENERAL INFORMATION

ATTENDANCE:

At Finley Elementary School, we believe that attendance is essential for successful learning. All students are expected to be regular and punctual in attendance. Not only is it essential for learning, it also helps teach responsibility and tells children you value school. School district policy 3122 states excused absences are: illness, health condition, medical appointment (including, but not limited to, medical, counseling, dental, optometry, pregnancy, and in-patient or out-patient treatment for chemical dependency or mental health). A family emergency including, but not limited to, a death or illness in the family; religious purposes; court, judicial proceeding court-ordered activity.

A parent/guardian may request that a student be excused from attending school in observance of a religious holiday. In addition, a student, upon the request of his/her parent, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property. A student will be allowed one makeup day for each day of absence.

When possible, the parent/guardian is expected to notify the school office on the morning of the absence by phone, e-mail or written note and to provide an 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 or written note upon the student's return to school.

You can call 586-7577 anytime 24 hours a day and talk with the secretary about your child's absence or leave a voicemail.

If the parent/guardian doesn't write an excuse note immediately following an absence or call the elementary office the day of the absence, the absence may be counted as unexcused.

1 or more unexcused absences: An automated phone call home that evening will inform you that your child has been marked with an unexcused absence.

3 unexcused absences within any month: A conference will be held between the parent, student and principal to analyze the causes/barriers of the student's absenteeism and talk about supports and resources that may be helpful to support the student with attendance.

Between 2 and 7 unexcused cumulative absences: A phone call home will be made to check on the students' attendance and tries to address barriers, provide interventions and offer support.

After 7 excused absences within any month or 10 cumulative excused absences in a school year: a conference will be held between the parent, student and principal to analyze the causes of the student's absenteeism.

Unenrollment due to absences:

If your child is absent 20 consecutive days, they will be unenrolled. You will need to re-enroll your child upon returning. This applies to excused and unexcused absences.

Absence versus tardy: A student will be marked tardy if they miss 30 minutes or less of each attendance period. After 30 minutes, they will be marked absent. If a student is checked out during the day and returns that same day, an absence or tardy mark will depend on the length of time they are gone. To achieve perfect attendance, a student must not have any tardies or absences regardless if they are excused or unexcused.

BEFORE AND AFTER SCHOOL SUPERVISION:

Our supervision schedule does not permit us to supervise children who arrive early. Please **do not** bring your child to school before **7:45**.

CHANGE OF ADDRESS, PHONE OR MOVING:

When you change address or phone numbers, the school needs to know so that you may be reached in emergencies. Please send a note or call the school. Inform the school as soon as possible if you are moving.

CLASS PARTIES:

Parties are scheduled by individual teachers and not held on a school-wide basis. This allows teachers more flexibility in planning their parties to meet curriculum and student needs. Students wearing costumes will be expected to follow the school dress code. Parent volunteers for helping in the classroom, field trips, classroom parties, etc. **MUST** have a WSP clearance. Please check with your child’s teacher to see if there are any students in their class with dietary limitations.

- For birthday celebrations, please check with your child’s teacher. Some teachers do one celebration at the end of the month.
- Please do not bring balloons, presents or gift bags for the class. Please only bring one treat per student and a juice if you like.

COMMUNICATING WITH YOUR SCHOOL:

Communicating is a two-way process between you and your school. It takes a little time and effort, but it is worth it to you and, most importantly, to your child. To help facilitate information sharing and communication, the district will be using **a new program/app called Parent Square** on top of phone conversations and/or notes you may/will have between home and school.

If you have a question about your child’s educational progress, or something that concerns you, we want to hear about it. It is important that we work with each other on your child’s behalf. The simple tips that follow are offered in an effort to make that partnership more effective for both us and your child.

1. Don’t wait until a small concern becomes a big concern.
2. Keep an open mind. Be willing to listen. Give the other person the benefit of the doubt. Remember that reports coming home from your child are not always accurate.
3. Concerns and/or questions should **first be taken to the staff member most closely ---involved.**
4. If you do not resolve your concern by talking to the staff member or you are not sure how to resolve your concern, please talk to the principal.
5. Keep the conversation between the adults. It puts the kids in a tough spot if they are put in a position where they are hearing negative comments about home or school.

In general, you’ll be most successful taking care of the matter if you contact the person who is most directly involved with the situation.

<u>For Questions/Concerns about:</u>	<u>Contact Your Child’s... (listed in order of preferred contact) :</u>
Attendance	Attendance Secretary, Counselor, Principal
Classroom lessons, assignments, homework, and organization	Teacher, Counselor, Principal
Student behavior	Teacher, Counselor, Principal
Grades or evaluations	Teacher
Classroom incidents	Teacher, Counselor, Principal

Health issues/medication	School Nurse
School activities	Teacher, Secretary, Principal
School regulations/policies	Principal, Superintendent
School facilities	Principal, Athletic Director
Discipline	Teacher, Counselor, Principal
School-wide curriculum	Principal, Curriculum Director (District Office)
Inability to communicate with your child's teacher	Principal
Student behavior before school or during recess	Principal, Counselor
Physical, emotional, social need affecting your child	Teacher, Counselor, Principal
Transportation	Transportation Director (District Office)

Employees of Finley Elementary School will treat parents and guardians with respect and expect the same in return. We acknowledge that disagreements are inevitable, but when they arise, all parties will conduct themselves with commonly accepted standards of respectful social interaction, including tone of voice, language, and body movements. Inability or refusal to comply will be referred to a District administrator and may result in enforcement of RCW 28A.635.010,020,090,100, 110,120.

CONFERENCES AND REPORT CARDS and CLASSROOM VISITS:

Our elementary school will report student progress through conferences. All other reporting will be done through written mid-semester progress reports (1st and 3rd quarter) and semester report cards (2nd and 4th quarter). Teachers will arrange conferences with parents throughout the school year whenever they see a need.

Parents can also request a conference at any time during the school year. Making an appointment for the conference in advance gives the teacher(s) an opportunity to collect necessary information to make the conference more profitable. We cannot schedule conferences while a class is in session.

Parents are welcome to visit classes while in session at any time with prior communication **and confirmation** with the teacher at least 24 hours in advance. (See Class Parties and Visitation information.)

COUNSELOR

Finley Elementary School has a counselor that is shared with Finley Middle School, who is available to assist your child(ren) with personal, social, and academic problems. Students may self-refer to the counselor, and parents or school staff may alert the counselor to student needs. All students will need a signed permission slip from their parents to speak with the counselor to participate in groups. Teachers will be notified of counseling sessions. Parents are encouraged to be part of the problem-solving process involving their student and may call the counselor for updates on progress. To learn more about the counseling program, please contact Sonya Bell, the counselor at the elementary school office.

CROSSWALKS AND PARKING LOTS:

Student drop off:

There is a designated student drop off located on the east end of the parking lot along the curb. Please use that area to drop off your student. Please do not stop in the middle of the parking lot or on crosswalks to drop off your child. Please either pull alongside the drop off curb or park in a parking spot for the safety of all students.

Students have been instructed to always cross at the crosswalk and parents are requested to do the same. Please drive carefully in the parking lot whether you are dropping off, picking your child up, or visiting our school. All the curb area in front of the school entrance needs to be kept free for buses from 7:15-3:30.

DRESS AND PERSONAL PROPERTY:

Hat Day: The last school day of each month is “hat day”. Students and staff are invited to wear a hat to school and keep it on all day if they wish. Hats can range from something simple like baseball hats to something a bit goofier. If a hat becomes a distraction, interferes with safety, learning or well-being, that student will be asked to remove their hat for the remainder of the day.

PE: Tennis/athletic shoes are required for indoors and outdoors. No Crocs, sandals or boots. No gum, candy or food in the gym or during PE class. Only non-colored water is allowed.

Face paint: Face paint is not allowed at school except on special occasions. Makeup needs to be left at home. School is not the appropriate place for makeup application.

Special Occasions: Face paint may be allowed on special occasions such as Halloween parties if pre-approved by their teacher and/or principal. This will be a case-by-case determination.

Clothing: District Policy #3224 and RCW 28a.320.140 stress that “preserving a beneficial learning environment and assuring the safety and well-being of all students are primary concerns of the board of directors”.

The student and parent may determine the student’s personal dress and grooming standards, provided that the student’s dress and grooming shall not:

- A. Lead school officials to reasonably believe that such dress or grooming interferes with the well-being and/or safety of themselves or others.
 - * Shorts, skirts, skorts, dresses, or other attire that covers the bottom half of the body should have a length that reaches the end of the student’s longest finger when their arm is extended at their side. Undergarments should not be visible.
 - * Half shirts, see through tops or bottoms, oversized arm holes and pajama bottoms are not appropriate for school.
 - * Pants should not be more than one size larger than a normal outfit unless they can be secured with a belt.
 - * Holes/tears in pants (accidental or by design) should be below the student’s longest finger when their arm is extended at their side. If there are holes/tears in pants above that level, parents may be called to bring tights or leggings to be worn underneath.
 - * All shirts should cover the chest area completely, stomach and midriff (even when student’s arms are lifted above the head).
 - * Open toed shoes (such as sandals and flip flops) and high heeled shoes are strongly discouraged. For safety purposes, students may be asked to sit out for recess time if inappropriate shoes are worn to school. (If a student wears sandals, we recommend the student wear socks to protect their toes).
 - * Heelies (shoes with wheels), athletic cleats and slippers may not be worn.
- B. Create an atmosphere in which a student, staff or another person’s well-being is hindered by undue pressure, behavior, intimidation or overt gesture of violence (i.e. weapons, etc.); or
- D. Imply gang membership or affiliation by written communication, marks, drawings, painting, and/or design, emblem upon any school or personal property or one’s person.
 - * Prohibited apparel also includes the use of lewd, sexual, drug or alcohol-related messages.

If a student's clothing is deemed inappropriate for school, they will call home to see if a change of clothing can be brought to the school or clothing can be borrowed from the school health room.

Personal Property: The district assumes no responsibility for damage to or loss of students' personal property. To avoid problems, students should not bring **toys, sports equipment, etc.** to school unless it is **pre-arranged between the parent and the teacher and/or principal.** Skateboards or roller skates are NOT to be brought to school as they interfere with the safety of the student and others. Radios, video games, personal music devices and other electronic items should be turned off, kept in backpack. If an item becomes a problem, it may be confiscated by school personnel **and may not be returned until June as determined by the supervising teacher or staff member.** See *"Cell Phones"* on p. 20

EARLY DISMISSALS AND RE-ADMITTANCE:

Students are not authorized to be dismissed early or be excused for any part of the regular school day unless arrangements are made through the school office with the student's parent/guardian.

If a student needs to be dismissed early from school, he or she must bring a note from home signed by the parent or a phone call from the student's parent. **The office needs to be notified by 2:30** on Monday through Thursday if you are changing how a student will go home at the end of the day.

When the student's parent arrives at school, he/she must come to the office to sign out their child. To minimize disruption to the classroom, parents are asked to wait in the office or in front of the school. Even when it is close to the end of the school day, we ask that parents **do not** go directly to the classroom to get their child(ren).

Our elementary school is a closed campus and students may not leave the school grounds unless due authorization has been given by the principal or by her designee or checked out by a parent/guardian. (Students who leave without permission will be disciplined.)

When students leave school early and re-enter school the same day, the student must report directly to the school office and notify the secretary that he/she has returned. Following this notification, he/she will get a pass to return to the classroom.

EMERGENCY SCHOOL EVACUATION:

The Finley School District has potential industrial hazardous sites within its boundaries. In the case of an accident involving the atmospheric release of volatile and toxic materials, it may be necessary to evacuate one or more of the Finley Schools. In other cases, we may seal the buildings and shelter in place.

Therefore, the Finley School District wants its patrons to know about and understand the school evacuation plan. It has been designed to ensure the safety of the students and staff in case of an accident requiring an evacuation.

Should an emergency or disaster situation ever arise in our schools or community, we want you to be aware that the schools have prepared to respond effectively to such situations. Our school district has a detailed disaster plan formulated to respond to major catastrophes, including earthquakes. Should we experience an emergency or disaster during school hours, your child/children will be cared for at their school until you pick them up, or until it is safe to transport students' home by school district transportation.

Your cooperation and assistance are necessary in the following ways during any emergency.

1. Do not telephone the school. Telephone lines may be needed for emergency communications.
2. In the event of a serious earthquake or disaster, students will be kept at their school until they are picked up by a responsible adult who has been identified as such on the School Emergency Information Form. Parents are required to fill out this form at the beginning of every school year.
Please be sure to consider the following criteria when you authorize another person on the card to pick up your child:
 - * They are 18 years of age or older
 - * They are usually home during the day
 - * They could walk or drive to school, if necessary
 - * They are known to your child
 - * They are both aware and able to assume the responsibility
3. If students are to be kept at school, the Emergency Radio/TV system will be used to notify the public. The decision will be based upon the emergency/disaster and whether roads in the area are open. All efforts will be made to contact parents as well. However, please keep in mind the enormity of attempting to contact all parents/guardians. ParentSquare will also be used to inform families.
4. Impress upon your child the need for him/her to follow the directions of any school personnel in times of an emergency.

Students will be released only to parents or persons identified on the School Emergency Information Form. During an extreme emergency, students will be released at designated areas on the school campus. Parents should be patient and understanding with the student release process. Please instruct your student to remain at school until you or your designee arrives.

School evacuation may be triggered by notification from Benton County Emergency Management, Benton County Fire, or other emergency agencies. The Superintendent of Schools or her designee will direct the evacuation. In the case of a hazardous release or chemical spill near the school, "Shelter-in-Place" procedures will be implemented to provide protection. As per the building plan, all students and staff will report to their classrooms or designated shelter areas. All efforts will be made to keep the outside air from entering the classrooms. Benton County Emergency Services will notify the district when the danger is over.

In all instances of an emergency, parents will be directed to the destination student pickup points using School Messenger. We ask that parents DO NOT come to the school location during an emergency or evacuation, and please stay away from the evacuation routes.

FEDERAL FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT:

The Federal Family Educational Rights and Privacy Act per Finley School District Policy Number 3250 states the following information may be released by the district unless a student's parents/and or guardian has previously filed a written objection to the release of directory information including: Student name, address, and phone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and photographs and other similar information.

FOOD SERVICE INFORMATION:

Finley Elementary is an approved Community Eligibility Provision school (CEP), meaning all students at Finley Elementary can receive one free breakfast and one free lunch per day.

Breakfast In the Classroom at Finley Elementary

Finley Elementary School uses “*Breakfast In the Classroom*” model. Breakfast is available to students after the start of the school day in their classrooms. Students have an opportunity during the first 20 minutes of class to grab a pre-packaged breakfast from meal carts in their classrooms and eat breakfast at their desks.

Lunchtime

Lunch is free for all students and will be served at the student’s grade level lunchtime in the cafeteria. Extra menu items can be purchased if a student has money in their meal account. Charging lunch is not allowed. Funds can be added to a student’s account via the eFunds Parent Portal on the district’s main webpage. Adults need to pay for their meals. Payment will be deducted from the eFunds Portal.

Food/Gum/Liquids (Beverages):

Students may bring food to supplement their school lunch. However, students will not be allowed to bring large bags (bags with multiple servings) to the lunchroom. They will be asked to put a serving size in a baggie and leave the large bag in the classroom. It would be wonderful if you could help with this before the snacks come to school.

Chewing gum is not allowed at school whether it be in the building or at recess.

Students will not be allowed to drink colored liquids in the classrooms or in the cafeteria. Colored liquids, when spilled, stain the flooring.

Students will also not be allowed to drink any brand of soda or energy/caffeinated beverages at school even when it is sent in their lunch. If the can/bottle is unopened, the staff member may send that item home with the student at the end of the day.

Lunchroom Expectations

1. Enter lunchroom quietly. No talking in the hallways and use inside voices in the cafeteria.
 - a. Lunch is social time. However, please limit conversations to students that are sitting near you at your table. Do not turn around to talk to students at other tables or yell at other students.
2. Stand in line appropriately using patience, respect and politeness to all.
3. Sit in your designated grade level and table area unless advised to move to the overflow table.
4. Once you have sat down at your table you may not get up again for forgotten items. (i.e. dressing, straw, etc.) **Raise your hand if you need something.**
5. Be responsible – clean up after yourself
 - a. Wash the table where you sat.
 - b. Pick up any trash that is under or on your area of the table.
 - c. Empty your tray carefully in the trash. Pick up anything that doesn’t make it in the trash can.
6. Cafeteria dismissal
 - a. You must be seated to be dismissed.
 - b. If you need to be excused to the restroom, raise your hand. Someone will give you a pass.
7. Lunch time
 - a. There are 20 minutes allotted for eating and 20 minutes for recess. Please save your playing for recess so you have plenty of time to eat. If you are still eating when your grade level/table is dismissed, you may stay inside until you’re done eating.

8. **Food is not allowed to leave the cafeteria.** If you have a home lunch and want to take home what isn't eaten, it needs to remain in your lunch box/sack when you are outside.
9. Sharing of food **is not allowed** due to nutrition and allergy concerns.
10. STEPS AND CONCERNS
 - a. **Step 1:** If you choose Step 1, you will be asked to turn around at your seat or be asked to sit in a different location. Anyone interfering with the student in Step 1 will be shadowing and will choose Step 1 as well.
 - b. **Step 2:** If you talk or misbehave in Step 1, you will choose Step 2 and be directed to stand in that same location or a different location in the cafeteria.
 - c. **Step 3:** If you should choose to escalate to a Step 3, you will be given the school rule and you will read or concentrate on that rule.
 - d. You will be allowed to move back down through the steps.
 - e. **Concerns:** – Raise your hand if you have a concern. Someone will come and address the concern you have.
11. All other school rules apply to the cafeteria.

Hopefully, this information will help you and your students understand the expectations. Thank you in advance and if you have any questions, please ask. See page 7 for lunch times.

LIBRARY PROCEDURES:

Check Out Policies:

KG: May have one (1) book checked out at a time.

1st & 2nd: May have two (2) books checked out at a time.

3rd – 5th Grade: May have up to three (3) items checked out at a time.

Books will be considered overdue after three (3) weeks. Students are encouraged to return books promptly, so more students will have access to the same books. Students may renew a book unless a hold is already placed on it.

Overdue/lost book policy:

Parents will be contacted on ParentSquare if a book is more than one (1) week overdue. Students will not be able to check out additional books if they have an overdue book.

Students are not charged for normal wear and tear on materials. They will be charged for any water damage, animal damage, drawing and/or scribbling, and pages damaged by siblings or others. Fines are levied for all lost or damaged materials at the time they are lost or damaged. Library privileges will resume when the fine begins to be paid or books are returned. A payment plan can be established to pay fines.

Report cards are held at the end of the year unless all books and materials are returned or fines paid. Having a lost or overdue book may result in the student not participating in Field Day.

Fines

Lost BooksReplacement cost of book

DamageFines will be up to the cost of the materials. If a book is damaged severely enough to make major repair necessary, the fine will be the cost of the replacement.

LOST AND FOUND:

We maintain a lost and found table by the office and parents or students are encouraged to call the office if articles of clothing, lunch boxes, etc., have been lost or misplaced. Parents are requested to place identification in clothing, lunch boxes, glasses, watches, etc., so that we may return such articles to the owners. This identification can be as simple as the child's initials.

“MAKE YOUR DAY”

Why “*Make Your Day*”?

- The *Make Your Day* (MYD) program provides a uniform discipline and citizenship program for all grades and all classes.
- It teaches students to solve problems at the lowest level and encourages them to speak up for themselves.
- It promotes communication between the school and parents.
- The system empowers all school personnel to interact with all students in a fair and consistent manner.
- Students can monitor, evaluate, and reflect on their behavior.
- It improves the quality and quantity of student learning each and every day.

Classroom expectations:

Make Your Day is our school-wide student owned and generated discipline/citizenship program. With *Make Your Day*, students understand that “No one has the right to interfere with the learning, safety and well-being of others” and that each student is to “Do what is expected and do it the best you can”.

When a child makes their day, it means that they have been responsible for coming to school ready to learn. By doing what's expected the best they can, students:

1. Are prepared with materials for class
 - a) Pencils, texts, notebooks, etc.
2. Behave as expected in the classroom, in the cafeteria, on the playground and on campus.
3. Are involved in learning by;
 - a) Actively listening
 - b) Participating
 - c) Completing their assignment
4. Put forth their maximum effort.
5. Choose appropriate methods for solving peer interaction problems such as:
 - a) Reporting to the teacher on the playground or in the classroom
 - b) Walking away
 - c) Talking the situation through
6. Acknowledge the impact of their actions on others.
7. Accept and give constructive suggestions in a helpful way.

Points:

Students earn points by not interfering with the learning, safety, or well-being of others and by doing what is expected and doing it the best they can. Students self-assess during each period and verbally award themselves points. Other students are given an opportunity to express their concerns with points. Safeguards are in place so that this cannot be abused and tattling is stopped. So, what happens at the end of the school day if a child does not Make Their Day? A home communication paper is sent home to the parents/guardians informing them of the child's difficulty. This communication is used to provide parents

the opportunity to help their child by reflecting on the problem and ways to improve. This note is to be signed and returned the next school day. This daily communication with parents is critical for changing behaviors that get in the way of your child's success and is a strength of this program.

Through the *Make Your Day* program, all students can succeed each day to make their day, be congratulated and leave school feeling good that they made their day. *Make Your Day* is positive, not negatively motivated. It constantly puts students in positions to succeed, to be uninterrupted by others and to know that they must be the best they can be. Under *Make Your Day*, the students who are on task working and not interfering with others, are the ones who get the praise and attention of the teacher. *Make Your Day* constantly points out to students that being responsible for their learning is the key to school and lifelong success.

Steps:

If students do not interfere with others rights and do what is expected the best they can, they Make Their Day. If they do interfere with the rights of others, they follow a series of "steps" that are designed not to be punitive, but to help them change that inappropriate behavior through recognition of the problem, identification of a different appropriate behavior and an understanding as to why the correction needs to take place. The time at each "step" usually ranges from 3-5 minutes. When the student is on steps, he/she is not allowed to talk, move around excessively, or make noises. "Steps" are progressive if the student fails to meet the expectations of the step they are on. Progression through steps is ENTIRELY THE STUDENT'S CHOICE.

STEPS

- | | |
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| Step 1 | When a problem occurs for a student, the student will sit in a chair facing away from the learning environment. (In certain circumstances, there will be other accommodations relevant to the situation). The student is to spend an appropriate time period quietly thinking about the problem he/she has. The student then may choose to return to the class activity. |
| Step 2 | If the student chooses not to sit appropriately on Step 1, he/she forfeits the chair and stands facing away from the learning environment for an appropriate time period before returning to Step 1. |
| Step 3 | If the student chooses not to stand appropriately on Step 2, he/she will stand facing away from the learning environment while focusing on the school rule. The purpose of this is to assist concentration on appropriate behaviors. After an appropriate time period, the student may return to Step 2. |

PLEASE NOTE THAT STEPS 1-3 ALLOW THE STUDENT TO REMAIN IN THE CLASSROOM AND RECEIVE INSTRUCTION AS THEY ATTEMPT TO CORRECT BEHAVIOR.

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| Step 4 | Inappropriate behavior on Step 3 indicates that the student has requested an immediate conference with his/her parent/guardian. The student will go to the office to phone a parent, with an adult present. Parents will be requested by the student to come in for an immediate conference to facilitate the student's returning to class. The student will remain out of class activities until a parent, student and teacher/supervisor conference can be held. At this conference, the student states the problem honestly and takes responsibility for his/her actions. The student uses problem solving skills to verbalize positive alternatives. If the student/parent agree that student is ready to return to class for the purpose of learning, the student returns. If not, the student may go home and may return the next morning. If the parents are not able to meet on the day the child chooses to go to Step 4, the student will be kept in a "Buddy Room" for the remainder |
|---------------|---|

of the day. The parents will need to come to school for the Step 4 conference in order for the student to return to school.

*Immediate Step 4 placement will occur should the student demonstrate extreme, inappropriate behavior.

Step 5 This step is used only when a child has exceptional misconduct or is not functioning appropriately in the school setting. At this point, the principal or designee will contact the parent and indicate that the child needs to be picked up at school immediately. The office Waiting Room may be used for the remainder of the day if a parent contact is unable to be made. The student will remain at home the following day or until they have satisfied the corrective action as determined by the administrator. The “Exceptional Misconduct” guidelines and range of corrective actions are outlined in Finley School District’s Policy 3241P. The Step 5 conference will be scheduled by the administrator. PLEASE NOTE that a Step 5 may involve a short-term suspension and/or an expulsion.

Shadowing When another student responds to or interacts in any manner with a student on steps, he/she has chosen to “shadow” or follow his/her fellow student through the steps. Choosing steps is only the business of the student making the choice. No other student will be allowed to interfere or become involved.

Automatic Step 4:

Students choosing to behave in the following manner may receive an automatic Step 4. Professional judgment will be used in all cases in regards to student’s age, maturity level and severity of offense. Staff may choose to call a parent instead of using Step 4 if that is deemed more appropriate.

Examples of highly inappropriate behavior include but are not limited to the following:

Abusive Language/Gestures: Profanity, inappropriate gestures, or ethnic, racial, and sexual slurs directed at others.

Disrespect of Authority: Disrespectful attitude in response to authority; refusal to follow reasonable directions of staff, etc.

Unsafe Behavior: Any action deemed to be dangerous by an adult, e.g. kicking, punching, throwing objects to inflict harm, etc.

Theft: Unlawfully taking another person’s property without his/her consent.

Destruction of Property: Purposefully destroying personal or school property, including graffiti. Students that intentionally destroy school property may be fined for repairs or replacement costs.

Threats of Violence: Any threat of harm to others.

Harassment/Bullying: Any inappropriate comments, touching, gestures, drawing, or jokes that interfere with the well-being of others to include but not limited to those actions made based on sex, race and/or disability.

*STEP 4’s MAY RESULT IN A STEP 5– see previous page

“I did not make my day” slip:

These slips are not sent home to result in disciplinary action taken by the parent. They are part of the school/home communication. If your child did not make their day, please talk to them about the struggles they had, if there was a reason for it and what could be done differently to make it better tomorrow. If you have concerns, please contact their teacher.

MONEY: Children should bring money to school ONLY for specific reasons. Money is often lost, misplaced or stolen. The school is not responsible for replacing lost or stolen money however, if notified right away, we will do our best to find it.

OUT OF DISTRICT: If you are an out of district family, you may be asked to have a conference with the principal to go over the “Out-of-District Expectations” for out of district students.

PETS:

Pets may be brought for sharing with students only after a conversation between parent, teacher and building principal. Animals are not allowed on school buses; therefore, parents will need to deliver and depart with the pet on the day the sharing takes place. Pets, like valuable items, need special care and attention which cannot be given to them during the normal classroom day.

PLAYGROUND:

Only school equipment is to be used for play during recess. **Please do not bring toys from home.** Also, the playground is a large area and requires students to be safe, respectful and responsible. Adult supervisors expect students to follow Finley Expectations as they apply to the playground.

- Be safe by playing with the equipment in the way it was designed to be played with. For example, slides are for only going down feet first and one at a time and swings are meant to be sat on.
- Be safe by running on the grass only and wearing appropriate shoes. If you are wearing shoes that expose your feet, slides, etc. (see dress code) you may not be able to participate in activities that require running or quick movements.
- Be safe by not using rocks, sticks, snow, ice and other objects not found in the playground toy box for throwing games.
- Stay healthy by wearing clothing appropriate for the weather. The health room has a minimal assortment of clothing/shoes to borrow.
- Be safe by not rough housing, tackling or play fighting. We do not have the mats or padding to make this kind of play safe. Football can only be “Flag Football”. “Play fighting” may be treated as “Real Fighting”.
- Be respectful by listening to the adults on the playground.
- Be respectful by being kind to others on the playground.
- Be respectful and responsible of the playground equipment. If you borrow a ball/toy from the box, please return it to the box. If you see one lying on the ground after the bell rings, please be helpful by picking it up and putting it away.
- Be respectful by practicing good sportsmanship. Recess is a time to have fun. Getting mad or being a poor sport takes the fun out of the game and takes up playing time.
- Be responsible by asking for a pass from an adult supervisor before entering the building.
- **Eating food is not allowed on the playground. Any leftover lunch brought from home must remain in the lunch box or bag.**

If you have trouble remembering the expectations of the playground, you will be asked to go to a different area of the playground, adjust points and/or choose Step 1 to reflect on your behavior. If the behavior is repeated or serious, you will be asked to go to the office to discuss your behavior and possible consequence(s).

RECESS:

Recess is an important part of the student's day. There are many articles showing the benefits. On the site www.movingandlearning.com there are 7 reasons why kids need recess:

1. Everyone benefits from a break.
2. Recess increases on-task time.
3. Children need outside light.
4. Unstructured physical play reduces stress.
5. Children need to learn to be social creatures.
6. Our children's health is at risk.
7. Physical activity feeds the brain.

In general, the 17/17 rule will be applied for determining outside recess: 17 degrees air temp or 17 degrees wind chill. This will be used to separate inside versus outside recess for most recesses but not necessarily all. Please send your child to school with the most appropriate outside weather gear you have available to you as **all** kids will be expected to go outside when deemed so by the building administrator or responsible staff member.

If your child has a health issue that prevents them from participating outside, a **doctor's note** will be necessary outlining the parameters of inside versus outside recess. As there aren't staff available to provide direct supervision for children staying inside, a plan will need to be developed between the school, parent, and child.

SNOW DAY, EXTREME WEATHER, DISASTER POLICY:

In the event that school is closed or buses are running on a different schedule due to extreme conditions, the local radio stations will keep you informed **and** a notification will be sent out to families through Parent Square. If our school is on a "two-or three-hour delay", school will start at **10:00 or 11:00 a.m.**

respectively. There will not be A.M. Pre-School and breakfast **will not** be served.

Remember, Finley School District and area districts (Kennewick, Pasco, Richland) are not always on the same snow delay/closure. **PLEASE DO NOT CALL THE SCHOOL FOR INFORMATION**. When students are on a delay, so are the staff.

STUDENT INSURANCE:

If you are interested in obtaining student insurance, the forms were sent home in the first day packet and are available in the office.

For information on free or low-cost health insurance for Washington's Kids contact the school secretary or call toll free 1-877-KIDS-NOW (1-877-543-7669).

TELEPHONE/CELL PHONES:

As a general rule, pupils are not allowed to use the school phones except in emergency situations or to request a Step 4 conference. Likewise, we will not call children out of class to accept phone calls except in emergencies. Arrangements for children to go to another child's home after school, and similar situations, should be handled with a note or phone call before 2:30 before school whenever possible. We will be glad to deliver messages to students when parents must change plans without warning.

Cell Phones, Smart watches, electronic devices and other disruptive devices: During the school day (from time of morning drop off until afternoon pickup/bus boarding), telecommunication devices must be turned off and kept in backpacks.

Students are responsible for the devices they bring to school. The District shall not be responsible for loss, theft or destruction of devices brought onto school property.

At Finley Elementary we require that students turn off cell phones during school hours and place the cell phones in their backpacks. These devices may also be turned into the office for safekeeping and picked up at the end of the day. Cell phones may not be kept in their clothing or be in their possession during class or on the playground. Students shall comply with any additional rules included in the student handbook concerning the appropriate use of telecommunication or other electronic devices.

Cell phones may not be used at all during the school day.

Smart watches: Please go into parental controls and disable your child's Smart watch during school hours. Smart Watches may not be used for texting and/or phone calls during school hours (see cell phones above).

All parent contact with their child must go through the office. If a student is feeling ill, the student must report to the health room and parent contact will be made through the office/health room.

Students who violate this Smart Watch policy will be subject to disciplinary action similar to the cell phone policy above. If there are repeated problems of following the expectations listed above, the parent will be contacted asking that the child not bring these devices to school again or turn them into the office each morning and pick them up at the end of the day. **(Policy No. 3245)**

TEXTBOOKS: If a textbook is checked out to your child, they are responsible for that book. Lost or damaged books will be the financial responsibility of the student that checked out the book. Lost book cost will be based on the current replacement cost. Damages will be based on severity of damage up to the amount of a replacement textbook at current replacement cost.

VIDEO TAPING & PHOTOGRAPHING:

Videotaping and photographing the students at Finley Elementary takes place from time to time in conjunction with classroom projects, bulletin boards, memory book, special events, and local news media coverage. While many parents enjoy viewing a videotape of their child on the news or in a school production, other parents do not want their child videotaped or photographed.

1. If you do not want your child's picture taken or your child videotaped while at Finley Elementary School for any reason, please call Cassie Suarez or Julia Mendoza at the elementary office, 586-7577, or send a note stating your wishes.
2. If we do not hear from you, we'll assume we are free to photograph and videotape your child at any time during the school year.

If you have any questions or would like an "Opt Out" form, please contact the school.

VISITORS:

Parent visitation: Parents of Finley Elementary students are invited to visit the classrooms and to confer with the teachers and principal about the school program and/or the child's progress. To visit the classrooms, parents are requested to obtain pre-approval of the principal and to allow time for consultation with the teacher before or after the visitation. Out of consideration and respect for your child's teacher, please talk with their teacher at least 24 hours in advance before your classroom visit.

Student visitors: All visitors to Finley Elementary School must check in at the elementary office and obtain a visitor badge prior to entering the campus or classrooms. To avoid disruption of the educational process, student visitation is greatly discouraged. All requests must be previously approved by the principal and the teacher. If approved, student guests will be allowed a maximum of one day's visit to the elementary school. Visitation beyond one day will not be permitted.

VOLUNTEERS:

If you would like to volunteer in our school, please contact your child's teacher and/or the office. To provide for the protection of all our children, Washington State is now requiring that all volunteers be checked for past history of child abuse and other offenses. Anyone who interacts with students in our school, whether helping in the classroom, at parties, supervising field trips or other school activities, is required to have the WSP clearance.

As long as volunteers work with children in supervised areas, this check will not involve fingerprinting and will cost nothing. Please contact the office or your child's teacher for the volunteer application form or further information.

HEALTH ROOM

HEAD LICE PROCEDURES AT SCHOOL:

The OSPI Infectious Disease Control Guide for School Staff has revised its procedures as to how schools should handle head lice infestations. At Finley Elementary we periodically check students in the school for head lice. If we find live lice in a child's hair, parents will be notified. Students can remain in class and go home at the end of the school day, be treated, and return to school after the appropriate treatment has begun. Students can return to school with nits following treatment. It is very important that parents let the school know if they suspect their children have head lice. As a proactive measure, all students are asked to keep their coats behind their chairs or in their cubby. Coats may be placed in their backpack; gloves and hats should be kept inside the pockets of their coats.

PINK EYE:

Conjunctivitis ("Pink Eye") is common in schools and spreads easily through close contact and shared items. Symptoms include red eyes, itching, tearing, and discharge. Viral and bacterial forms are contagious while symptoms are present, typically for a few days up to 1-2 weeks. Treatment depends on the cause: bacterial cases may use antibiotic eye drops, viral cases usually clear on their own, and allergic cases can be treated with antihistamines.

Students should generally stay home **until symptoms improve and any discharge has stopped**. For bacterial conjunctivitis, according to CDC clinical guidelines and common school policies, individuals with bacterial Pink Eye can return to school **24 hours** after starting antibiotic treatment, provided symptoms have improved.

Good hygiene, like handwashing and not sharing personal items, helps prevent spreading it to others.

ILLNESS AT SCHOOL:

Your child will be sent to the health room if he/she becomes ill at school. Parents will always be notified if the situation needs further medical attention. It is very important that the office has an active emergency phone number when parents cannot be reached. It is also very important that the office be made aware of any exceptional medical conditions. **If your child has a temperature of 100.4° or more in the last 24 hours**, please keep your child at home. Your child needs time to recuperate and it will reduce the amount of contagious illnesses to other people in the building.

Other guidelines on when to keep your child(ren) home from school:

- Rash associated with a fever
- Vomiting or diarrhea in the last 24 hours
- Draining rash or sore
- Eye discharge or pink eye

A child must be fever free for **24 hours** and/or completed a **full 24 hours** of antibiotics treatment before returning to school.

LIFE THREATENING CONDITIONS:

A new law has been enacted in Washington State that requires children with life-threatening conditions to have a medication or treatment order on file prior to attending school.

The medication or treatment order must address the life-threatening condition and it must be on file with the school prior to the child attending school. Under the law, "life-threatening condition" means a health condition that will put the child in danger of death during the school day if a medication or treatment order and a nursing plan are not in place.

MEDICATIONS:

Our school district is not required, by law, to provide for school staff to supervise students taking medication at school. We also know that in some cases a student who is under a physician's care must adhere to strict medication schedules. To administer medication, Prescription or Over the Counter drugs, parents must do the following: **(Policy 3416)**

- A licensed health professional with prescription authority must fill out the appropriate authorization form for a prescription or over the counter drug to be administered by a school employee and the parent portion of the form must be completed and signed.
- Medicine must be brought to school by the parents or a responsible adult.
- Medicine (prescription or non-prescription) must be brought to school in its original container.
- Prescription medicine should have the name of the student, the name of medication, dosage, mode, and time of administration and the name of physician.

MEDICATION FORMS ARE AVAILABLE IN THE SCHOOL OFFICE.

- Under no circumstances will medications be given without proper documentation.
- Parents may come to school and administer medications without a doctor's prescription or orders.

Please do not send medication to school with children. This includes aspirin, ibuprofen, acetaminophen, cough drops, vitamins, ointments, nose spray, sunscreen, etc.

Be sure to notify the school of any specific medical problems which could require attention at school such as bee sting reactions, allergies, asthma, frequent nosebleeds, etc. If your child is too sick to go outside, please do not send them to school. Students will not be allowed to stay in their classrooms at recess times.

STUDENT RIGHTS AND RESPONSIBILITIES

INTRODUCTION:

This code sets forth the written rules and regulations of the Finley School District regarding student conduct, corrective action and rights, and it indicates the types of misconduct for which discipline, suspension, and expulsion may be imposed. In addition to these rules and regulations, each school in the district may provide additional rules and procedures regarding student conduct and the administering of corrective action at that school.

This handbook is promulgated and distributed pursuant to Washington Administrative Code Chapter 180-40, which prescribes substantive and procedural due process rights of students. A copy of board policies and WAC 180-40 may be obtained from the Office of the Superintendent of the District.

This handbook is also in compliance with Public Law 101-2226, the Drug-Free Schools and Communities Act Amendments. Compliance with standards of conduct is mandatory.

STUDENT RIGHTS:

Recent court decisions have clearly indicated that young people in the United States have the right to receive a free public education, and a deprivation of that right may occur only for good and sufficient cause and in accordance with due process of law. In addition to other rights established by law, each student served by the school district possesses the following rights:

1. No student shall be unlawfully denied an equal education opportunity or be unlawfully discriminated against because of natural origin, race, religion, economic status, sex, pregnancy, marital status, previous arrest, previous incarceration, or a physical, mental or sensory handicap.
2. All students possess the constitutional right to freedom of speech and press, the constitutional right to peacefully assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have their schools free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising such right.

3. All students possess the constitutional right to be secure in their persons, papers and effects against unreasonable searches or seizures.
4. All students shall have the right to be free from unlawful interference in the pursuit of an education while in the custody of the common school district.
5. No student shall be deprived of the right to an equal educational opportunity in whole or in part by a school district without due process of law.

Administrators and teachers also have rights and responsibilities. The teacher is required by law to maintain a suitable environment for learning and administrators have the responsibility for maintaining and facilitating the educational program. With the cooperation and support of parents, school staff seeks to establish conditions within the school setting that will be conducive to learning.

Every teacher, school administrator, school bus driver, and other school employee designated by the school board shall have the authority to impose discipline on any student for misconduct in accordance with the procedures specified in this handbook; to temporarily remove a student from a class, subject, or activity as provided for herein, and to make recommendations to appropriate school authorities for the suspension or expulsion of any student. Except as otherwise provided for, only a building administrator, the superintendent or designee may initiate a suspension or expulsion.

BULLYING, INTIMIDATION AND HARASSMENT (HIB)

Our Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)

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

What is HIB?

HIB is any intentional electronic, written, verbal, or physical act of a student that:

- Physically harms another student or damages their property;
- Has the effect of greatly interfering with another student's education; or,
- Is so severe, persistent, or significant that it creates an intimidating or threatening education environment for other students.

HIB generally involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.

How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whoever you are most comfortable with!). You may use our district's reporting form to share concerns about HIB ([Finley School District Anonymous Reporting Platform \(jotform.com\)](https://www.jotform.com)) but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based **solely** on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer Bryan Long, blong@finleysd.org 509-586-3217 that supports prevention and response to HIB.

What happens after I make a report about HIB?

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.

Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

What is the investigation process?

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

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:

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

What are the next steps if I disagree with the outcome?

For the student designated as the “targeted student” in a complaint:

If you do not agree with the school district's decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

For the student designated as the “aggressor” in a complaint:

A student found to be an “aggressor” in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

For more information about the HIB complaint process, including important timelines, please see the district's HIB webpage [Nondiscrimination Statement - District \(finleystd.org\)](https://www.finleystd.org/Nondiscrimination-Statement-District) or the district's HIB Policy 3207 and Procedure 3207P [Policies & Procedures - District \(finleystd.org\)](https://www.finleystd.org/Policies-&Procedures-District)

OUR SCHOOL STANDS AGAINST DISCRIMINATION

Discrimination can happen when someone is treated differently or unfairly because they are part of a **protected class**, including their race, color, national origin, sex, gender identity, gender expression, sexual orientation, religion, creed, disability, use of a service animal, or veteran or military status.

What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student's protected class and is serious enough to create a hostile environment. A **hostile environment** is created when conduct is so severe, pervasive, or persistent that it limits a student's ability to participate in, or benefit from, the school's services, activities, or opportunities.

To review the district's Nondiscrimination Policy 3210 and Procedure 3210P, visit [Policies & Procedures - District \(finleystd.org\)](https://www.finleystd.org/Policies-Procedures-District)

What is sexual harassment?

Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

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

To review the district's Sexual Harassment Policy 3205 and Procedure 3205P, visit [Policies & Procedures - District \(finleystd.org\)](https://www.finleystd.org/Policies-Procedures-District)

What should my school do about discriminatory and sexual harassment?

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

What can I do if I'm concerned about discrimination or harassment?

Talk to a Coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination:

Civil Rights Coordinator: Bryan Long, Superintendent, 224606 E Game Farm Rd Kennewick, WA 99337, blong@finleystd.org, 509-586-3217

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: Bryan Long, Superintendent, 224606 E Game Farm Rd Kennewick, WA 99337, blong@finleystd.org, 509-586-3217

Concerns about disability discrimination:

Section 504 Coordinator: Amy McLaughlin, Director of Special Programs, 224606 E Game Farm Rd, Kennewick, WA 99337, amclaughlin@finleystd.org, 509-586-3217

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: Bryan Long, Superintendent, 224606 E Game Farm Rd Kennewick, WA 99337, blong@finleystd.org, 509-586-3217

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

What happens after I file a discrimination complaint?

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

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

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

What are the next steps if I disagree with the outcome?

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

I already submitted an HIB complaint – what will my school do?

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

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

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

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

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

Washington State Governor's Office of the Education Ombuds (OEO)

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

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

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

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

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

Our School is Gender-Inclusive

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

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

To review the district's Gender-Inclusive Schools Policy 3211 and Procedure 3211P, visit [Policies & Procedures - District \(finleystd.org\)](http://Policies & Procedures - District (finleystd.org)). If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: Bryan Long, Superintendent, 224606 E Game Farm Rd Kennewick, WA 99337, blong@finleystd.org, 509-586-3217.

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

PEER CONFLICT, RUDE, MEAN OR BULLYING

It's important to be able to tell the difference between conflict, mean, rude and bullying behavior. This is a learned or taught skill. Children's cognitive development makes it difficult for them to differentiate them sometimes. As an adult in their life, we need to ask questions to help determine the right course of action. Please use the following definitions to help you and your child identify the behavior:

Peer Conflict (Bump) = When two people say or do something unintentionally hurtful to each other. Examples of this may be two friends arguing, a disagreement about whether a ball was "in or out" during a game, or a person choosing to play with someone different at recess.

Rude (Bump) = Inadvertently or unintentionally saying or doing something that hurts someone else. This may look like burping in someone's face, cutting in line, throwing grass on someone or taking their ball at recess. The determining factor is to see if the behavior is spontaneous, inconsiderate or just poor manners.

Mean (Bother)= Purposefully saying or doing something to hurt someone once (or maybe twice). Being intentional about the action is what separates it from being rude. Someone being mean may be angry or upset about something and is lashing out. However, it could be someone saying something to intentionally hurt feelings. Being mean may seem "bullyish" but there are distinct differences.

Bullying (Bully)=Intentionally aggressive behavior, repeated over time, that involves a balance of power. Kids who bully do so to hurt other students verbally or with threats of aggression **and** it's done repeatedly.

All 4 are important behaviors to address but they are addressed differently. Please help by sharing concerning behaviors with teachers and the principal.

EXCEPTIONAL MISCONDUCT

Any conduct that materially and substantially interferes with the educational process is prohibited. The following list of offenses (some of which are also listed on p. 15 of this handbook) generally describes such conduct but is not intended to be exclusive. Each is specifically prohibited on school grounds, on school-sponsored transportation, and at school events off school grounds and each will lead to corrective action.

Conduct that has been judged to be (a) of such frequent occurrence, notwithstanding past attempts to control such misconduct with other forms of corrective actions, or (b) so serious in nature and/or so serious in terms of the disruptive effect upon the operation of the school, that students may be subject to suspension for a first-time offense, and to expulsion if there is good reason to believe other forms of corrective action would fail if employed. Administrative discretion is allowed on each individual case, and law enforcement may be informed in appropriate cases.

Alcohol – The use, attempted use, possession, distribution or sale of alcoholic substances.

Arson – Intentional burning of property

Defiance – Refusal to comply with reasonable requests of school personnel

Destruction or Defacement of Property – Destroying or mutilating objects and materials belonging to the school, school personnel, or other persons. The school will bill students for the total cost including labor for repair of damage.

Disorderly Conduct – Conduct and/or behavior that is disruptive to the orderly educational procedure of the school (including profanity and obscene behavior).

Drugs – The use, attempted use, possession, distribution or sale of any illegal substance, narcotic or hallucinogenic drug, noxious inhalant, drug paraphernalia, prescription drug prescribed to another, or any item purported to be such.

Explosive Devices – The use, possession, or sale of explosive devices, such as firecrackers.

Extortion – The solicitation of money, or something of value, from another person in return for protection or in connection with a threat or implied threat to inflict harm.

Fighting – Engaging in or threatening physical contact for the purpose of inflicting harm on another person.

Physical Assault – Physical attack of one person or a group of persons, upon another person, who does not wish to engage in the conflict and who has not provoked the attack.

Smoking/Tobacco – The use, attempted use, possession, distribution or sale of tobacco or tobacco products of any kind on school property. Non-tobacco chew or snuff will be treated the same as tobacco for sanitation reasons.

Theft – Taking property that does not belong to you.

Weapons – The possession, use, transmission, or transporting of any object that could reasonably be considered a firearm, air gun, nunchuk sticks, throwing star, club, dagger, spring blade knife, or any knife the blade of which opens, or falls, or is ejected into position by gravity, or by an outward, downward or centrifugal thrust or movement or any other dangerous weapon; and the possession of any exploding item or device that would be capable of producing bodily harm, damage to property or disruption of the educational process. Educational House Bill 1581 (Firearms) mandates a one-year expulsion for students who possess firearms on school grounds or at school events. Required is notification to parents and local law enforcement. This bill also allows districts to suspend students for one full year “if a student acts with malice” and displays an instrument that appears to be a firearm on public school property, transportation, or other facilities when being used exclusively by public schools. In addition, at Finley Elementary School we help students understand that a pocketknife is considered a weapon and will immediately result in a minimum of a one-day suspension. Toys representing weapons or other items used in a threatening way may bring about the same disciplinary actions.

SEARCHES OF STUDENTS AND PERSONAL PROPERTY:

Personal privacy is a fundamental aspect of individual liberty. All students possess the constitutional right to be secure in their persons, papers, and effects against unreasonable searches and seizures.

School officials are required to maintain order and discipline in the schools and to protect students from exposure to illegal drugs, weapons, and contraband. The superintendent, the principal, and other staff designated by the superintendent shall have the authority to conduct reasonable searches on school property as provided by district policy.

A search is required when there are reasonable grounds to suspect a student has a firearm on school grounds, transportation or at school events. No student shall be subject to a strip search or body cavity search by school staff.

Lockers, desks, and storage areas are the property of the school district. No right or expectation of privacy exists for any student as to the use of any space issued or assigned to a student by the school and such spaces are subject to search in accordance with district policy.

No student may use a locker, desk, or storage area as a depository for any substance or object which is prohibited by law or school rules or which poses a threat to the health, safety or welfare of the occupants of the school building or the building itself.

Any student's locker, desk or other storage area shall be subject to search if reasonable grounds exist to suspect that the search will yield evidence of the student's violation of the law or school rules.

STEP 5 / SUSPENSIONS:

The definitions and limitations are defined by the State WAC codes 392-400.

Suspension (Step 5) shall mean a denial of attendance at any single subject or class, or at any full schedule of subjects or classes for a stated period of time. A suspension also may include a denial of admission to or entry upon real and personal property that is owned, leased, rented, or controlled by the school district.

Short-term suspension shall mean a suspension for any portion of a calendar day up to and not exceeding ten (10) consecutive school days.

*Kindergarten through grade four – no student in grades kindergarten through four shall be subject to short-term suspension for more than a total of total of ten (10) school days during any single semester or trimester as the case may be and no loss of academic grades or credit shall be imposed by reason of the suspension of such a student.

*Grade five and above – no student in the grade five and above program shall be subjected to short-term suspensions for more than a total of fifteen (15) school days during any single semester or ten school days during any single trimester as the case may be.

Long-term suspension shall mean a suspension which exceeds a “short-term suspension” as defined above. No student in grades kindergarten through four shall be subject to long-term suspension during any single semester or trimester, as the case may be, and no loss of academic grades or credit shall be imposed by reason of the suspension of such a student.

No student, grade 5 and above, shall have a long-term suspension exceeding the length of an academic term as defined by the school board, from the time of the disciplinary action.

EXPULSIONS:

Emergency Expulsion A student may be excluded from school prior to a hearing without other forms of corrective action if the principal reasonably believes the student is an immediate and continuing danger to himself / herself, other students, staff, or administrators or is a substantial disruption to the educational process of the district. Such emergency expulsion shall continue until the student is reinstated by the principal or until a fair hearing is held and a final determination reached. The hearing officer may continue the emergency expulsion if he/she finds that the student continues to present an immediate and continuing danger to himself / herself, other students, staff, or administrators or continues to cause a substantial disruption to the educational process of the district.

Expulsion shall mean a denial of attendance of any single subject or class or at any full schedule of subjects or classes for a length of time not to exceed the length of an academic term as defined by the school board from the time of the disciplinary action.

An expulsion also may include a denial of admission to or entry upon real and personal property that is owned, leased, rented, or controlled by the school district.

LIMITATIONS

School districts must not use long-term suspension or expulsion as a form of discretionary discipline. “discretionary discipline” is a disciplinary action taken by a district for student behavior that violates the rules of student conduct, except for actions taken in response to:

1. A violation of the prohibition against firearms on school premises, transportation, or facilities;
2. Certain violent offenses, sex offenses, offenses related to liquor, controlled substances, and toxic inhalants, and certain crimes related to firearms, assault, kidnapping, harassment, and arson;
3. Two or more violations within a three-year period of criminal gang intimidation or other gang activity on school grounds, possessing dangerous weapons on school facilities, willfully disobeying school administrators or refusing to leave public property, or defacing or injuring school property; or
4. Behavior that adversely impacts the health or safety of other students or educational staff.

STUDENT DUE PROCESS PROCEDURES GRIEVANCE, HEARING AND APPEAL PROCEDURES:

The administrators and teaching staff of Finley Schools desire to treat each student fairly and firmly in instances of misbehavior. Parent understanding, support and cooperation are essential to their efforts.

District Policy #3241 and the State of Washington, its laws and codes, support this mutual understanding, support and cooperation of the school and the home. To this end, grievance procedures are provided for discipline situations and short-term suspensions. Similarly, hearing and appeal procedures at the building

level and at the District level are provided for more serious offenses which result in long-term suspension, emergency expulsion and expulsion.

Prior to the imposition of a corrective action or punishment upon a special education student, the school principal and special education staff who have knowledge of the student's disability will determine if there is a causal relationship between the disability and the misconduct giving rise to the corrective action or punishment. When a relationship is found to exist, special education programming procedures shall be employed.

The essential features of legal student grievance procedures for discipline and short-term suspension are listed below for your information. If you would like a copy of the entire District Policy 3241, please contact the Elementary School Office.

APPEAL PROCESS FOR DISCIPLINARY ACTION:

Any parent or student who is aggrieved by the imposition of discipline shall have the right to an informal conference with the principal for the purpose of resolving the grievance. At such conference, the student and parent shall be subject to questioning by the principal and shall be entitled to question staff involved in the matter being grieved.

The parent and student after exhausting this remedy, shall have the right, upon 2 school business days' prior notice, to present a written and/or oral grievance to the superintendent. If the grievance is not resolved, the parent and student, upon 2 school business days' prior notice, shall have the right to present a written grievance to the disciplinary appeal council during its next regular meeting, or at a meeting held within 30 days, whichever is earlier. A closed meeting may be held for the purpose of considering the grievance. The council shall notify the parent and student of its response to the grievance within 10 school business days after the date when the grievance was presented. The disciplinary action shall continue notwithstanding implementation of the grievance procedure unless the principal, superintendent or board elects to postpone such action.

REENGAGEMENT PLAN:

School districts must convene a reengagement plan meeting with the student and family when a long-term suspension or expulsion is imposed. Families must have access to, provide meaningful input on, and can participate in a culturally sensitive and culturally responsive reengagement plan.

EMERGENCY EXPULSION:

The provisions governing notice and hearing of regular long-term suspensions or expulsions shall apply except:

- a. Written notice of the emergency expulsion shall be sent by certified letter deposited in the U. S. mail within twenty-four hours of the expulsion or by hand delivery to the student's parent(s) or guardian(s) within twenty-four hours of the expulsion and documenting delivery by obtaining his or her signature acknowledging receipt or the written certification of the person making the delivery.
- b. The parent and student shall have ten school business days after receipt of the notice during which to request a hearing. A schedule of "school business days" potentially applicable to the exercise of such hearing right should be included with the notice; and
- c. The hearing officer shall render the decision within 1 school business day after the conclusion of the hearing.
- d. If the emergency expulsion is based on a failure to comply with the state immunization law, WAC 180-38, the notice must be received by the student's parent/guardian prior to the emergency expulsion regardless of the method of delivery.

Such written or oral notice shall:

- a. Be in the primary language of the student and parent/guardian to the extent feasible.
- b. Specify the alleged reason(s) for the emergency expulsion.
- c. Set forth the corrective action taken and proposed.
- d. Set forth the right of the student and parent/guardian to a hearing for the purpose of contesting the allegations as soon as reasonably possible.
- e. Set forth the fact that a request for a hearing must be received by the district on or before the tenth school business day after receipt of the notice; and
- f. State that if such a timely request is not received, the right to a hearing may be considered waived and the emergency expulsion may be continued as deemed necessary without any further opportunity for the student or parent/guardian to contest the matter.

A schedule of school business days potentially applicable to the exercise of such hearing right should be included with the notice.

Emergency Expulsion Hearing Process

If a timely request for a hearing is received, the school district shall immediately schedule and give notice of a hearing to commence as soon as reasonably possible, but not later than the third school business day after the district's receipt of the request for the hearing.

At this hearing the student and parent/guardian shall have the right to inspect in advance of the hearing any documentary or other physical evidence the school district intends to introduce at the hearing, to be represented by legal counsel, to question and confront witnesses, to present an explanation of the alleged misconduct, and to make such relevant showings by way of witnesses and the introduction of evidence as desired.

The school district representative assigned to present the district's case shall have the right to inspect in advance of the hearing any documentary or other physical evidence that the student or parent/guardian intends to introduce at the hearing.

The hearing officer assigned to hear the case shall not be a witness and the truth of the allegations shall be determined solely based on the evidence presented at the hearing. The hearing officer shall schedule the hearing and give written notice of the date, time and place of the hearing to the principal and the parent/guardian and student. Either a tape recorded or verbatim recording of the hearing shall be made. During the hearing, the hearing officer may answer any questions that the parent/guardian and student or counsel may have about the nature and conduct of the hearing. The hearing officer shall conduct the hearing with full authority to control the conduct of all persons present and to limit questioning that is unproductive and irrelevant. The hearing officer may not provide testimony.

TRANSPORTATION Raechel Knight – Transportation Director 586-1394**TRANSPORTATION AND SAFETY CONCERNS:**

It is the intent of the Finley School District to provide a safe and efficient means of transport for all students to and from school. (*Finley Elementary students are not permitted to walk or ride bicycles to school.*) Our driver's train annually and review industry standards to achieve this goal, however, it is largely dependent on good student behavior for this to succeed. Students must understand and comply with rules set forth in this manual and by their driver. There are several times throughout the year the students will be updated on

the driver's expectations, we would also encourage you to discuss the rules and the reasons for bus rules with your child.

It is imperative that the students understand the school bus and all stops associated with such are extensions of the school. All classroom rules shall be honored as well as additional rules the driver has specific to that route. No bullying in any form of any student will be tolerated; such behavior may result in immediate discipline for the student.

Good behavior at the bus stops is especially important. Please discuss with your children the importance of good behavior while waiting for the bus to come.

- You should plan to be at the bus stop five (5) minutes prior to the bus arrival time
- No horseplay shall be permitted at the bus stops
- Students must not stand or play in the roadway while waiting for the bus
- Students shall board the bus in an orderly manner utilizing all steps and the handrail; no cutting, pushing or shoving

Our drivers must always be vigilant to their surroundings; this includes all traffic conditions, pedestrians and railroad, as well as emergency vehicles. This is a delicate balance when students are added on the bus. To ensure that students are not distracting the driver from the duties of driving, students must exhibit good behavior on the bus. Good behavior on the bus includes:

- Remember the driver is in charge
- Students must limit the conversation with the driver to safety concerns
- If seats are assigned the students must sit in them
- No combustible material permitted on or near the bus
- No sharp objects shall be allowed on the bus
- No eating on the bus
- The aisle and emergency exits shall be clear of loose belongings
- Students must always remain seated while the bus is in motion, with their bottom on seat bottom and backs against the seat back with feet on the floor in front of them
- Students must only exit the bus at their scheduled destination (school or primary address)
- Students must exit the bus in an orderly manner utilizing all steps and the handrail
- Students crossing in front of the bus shall not do so until eye contact with the driver is made and the driver signals ok to cross.

Our drivers must constantly be aware of conditions surrounding them, and still have full control of the students who are loading and unloading at their bus stops. To assure safety of children riding the school buses, the Finley School District Transportation Department has placed a video camera surveillance system in each bus. In the event of a situation the transportation manager will review the video and if needed, provide a copy to the school principal for continued student management.

Any changes in the student's regular plan of transport may result in delaying other students from arriving home. If you request your child to ride a different bus than his/her usual one, the student must provide a note from the parent or guardian stating the needed change. The note must be reviewed by the school staff prior to the student boarding the bus.

Due to the limited seating for students on buses, we will not be able to transport extra students for club meetings or birthday parties.

Nondiscrimination, Title IX & Section 504: Finley School District complies with all federal and state rules and regulations. Finley School District does not discriminate in any program or activities on the basis of race, creed, religion, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation including 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 and provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) has been designated handle questions and complaints of alleged discrimination:

Nondiscrimination/ADA and Title IX-Bryan Long, Director of Human Resources & Student Learning; blong@finleysd.org;

Section 504-Amy McLaughlin, Director of Special Programs, amclaughlin@finleysd.org 509-586-3217. 224606 E. Game Farm Rd Kennewick, WA 99337