

# Selah Intermediate School

1401 W Fremont Avenue  
Selah WA 98942  
509-698-8300

2020-2021



## **IMPORTANT PHONE NUMBERS**

Selah Intermediate Office	698-8300
Attendance Office	698-8304
Health Room	698-8321
Selah Intermediate Fax	698-8313
Spanish Line	698-8302

## **SCHOOL HOURS (online learning)**

Office hours	7:30AM-4:00PM
Classes Begin	8:30AM
Classes End	3:00PM

## **FRONT OFFICE**

We are so excited to have a newly redesigned front office to maximize the safety of our students and staff! Selah Intermediate loves having parent volunteers. If you would like to **volunteer or visit** SIS here are the steps, in order, that you will need to follow:

1. Visit our online Visitor Management System at <https://selahvolunteers.hrmplus.net/>. You will need to upload your drivers licence as well as fill out the other information. Please give us a call if you have any questions on this process.
2. Contact the classroom teacher who you would like to visit. By contract, they need at least 24 hours notice and may approve or deny any request.
3. On the day of the visit, sign in and put on a name badge in the main office. Name badges must be worn while in our school.
4. Once your activity or the class is complete, sign out of the building.

Please note: If you have made arrangements with one teacher, once the activity or period is over, you will need to return to the main office and check out of the building.

If you plan on visiting your student during lunch you will just need to be cleared through the volunteer application/background check before visiting your student in the lunchroom.

If you have any questions or concerns please contact our main office at 698-8300.

## **HOMEWORK REQUESTS FOR STUDENT ABSENCES**



If an absence is **excused**, the student shall be permitted to make up all missed assignments outside of class. He/she will have the number of days absent, plus one, to make up the work except that in participation-type classes a student's grade may be affected because of the student's inability to make up the activities conducted during a class period.

Students expecting homework for pre-approved absences and extended illness must submit a request to the teacher at least 24 hours in advance. Teachers will use their best professional judgment to determine what will be assigned and when it is due. The primary factors in this decision are the ability of the student, the learning style of the student and whether the learning unit is new information, review or practice.

## **EARLY DISMISSAL/ LATE ARRIVAL/ OFF GROUNDS**

Students must present to the attendance office a written request from a parent **before school on or before the day they wish to be excused**. An early dismissal slip will then be issued, and the student should then make arrangements to make up class work missed.

Students are required to check out through the attendance office with a parent/guardian or approved emergency contact when leaving campus.—Parents: for liability reasons, we appreciate your cooperation in notifying the attendance office any time your child comes and goes during regular school hours.

Students cannot be picked up within 15 minutes of the end of the school day. Please allow 15 minutes to transition time when picking up your student for early dismissal.

## **MESSAGES TO STUDENTS**

Messages to students must be called in no later than 2:45pm. Any message received after 2:45pm will not be guaranteed to get to the student before the end of the day.

# **ATTENDANCE**

Attendance is one of the most important habits we can teach our children. It is vital to students' academic and social growth. Our guidelines for keeping students home can be summed up with the table below.

<b>Big Sick</b> (Stay at Home)	<b>Little Sick</b> (Come to school/stay at school)	
Fever Throwing Up Diarrhea An emergency	Runny nose Sore throat Tired Little cough	Tummy hurts Just "do not feel great" Skinned knee Sliver

**\* Whether "Big sick" or not, absences add up. Missing just 2 days a month means a child misses 10% of the school year.**

Our number one priority is to work with families to break down barriers to attending school. Besides these beliefs we are also required by Washington State Law to enforce attendance compliance.

## **Excused Absence**

A student in K-5 grade who has 5 or more excused absences in a single month or 10 excused absences in the current school year will be contacted by the school to schedule a conference with the students team to create a success plan. At any point after 9 absences the school may require doctors notes for future absences.

**\*Excused absence means that a parent or guardian notified the school that their student would be absent.**

## **Unexcused Absence**

A student who has 3 unexcused absences in a single month will conference with the parent. If the student is on an IEP or 504 it is required that the team meet with the family. Before the 5th unexcused absence the school will conference with the parent. If the student is on an IEP or 504 it is required that the team meet with the family. At this time court paperwork may be filed due to the absences. At 7 unexcused absences in a month or 10 in a year the case may go to court.

**\*Unexcused absence means that the school was not notified that the student would be absent.**

## **Reference Documentation**

For more detailed information on the law for Excused Absences please reference RCW [28A.225.010](#) or [28A.225.015](#).

For more detailed information about the conference please reference RCW [28A.225.018](#).

For more detailed information about a required doctors note please reference [School Board Policy #3122 page 1](#).

For more detailed information on the law for Unexcused Absences please review RCW [28A.225.020](#).

**\*For further information please reference our district handbook.**

# VIKING PRIDE and PBIS


## What is PBIS?

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional.

## Why is it so important to focus on teaching positive social behaviors?

Teaching behavioral expectations and recognizing students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

### Classroom Behavior Board

<b>Refocus</b>	<b>-1</b>	 <b>Ready to Learn</b>	<b>V</b>	<b>I</b>	<b>K</b>	<b>S</b>
Needed an opportunity to refocus their thoughts and behavior	Required redirection after verbal warning		Recognized for meeting or exceeding classroom expectations one time	Recognized for meeting or exceeding classroom expectations two times	Recognized for meeting or exceeding classroom expectations three times	Recognized for meeting or exceeding classroom expectations more than three times

Examples of positive behaviors teachers will look for and recognize students with a positive “move up” include but are not limited to:

- \*hard work/effort
- \*participation
- \*following directions when others are not
- \*working quietly
- \*displaying P.R.I.D.E.
- \*exhibiting positive character traits (word of the month)
- \*being a role model for others

Due to the nature of a busy learning environment, teachers will do their best to move students up, but students may not be moved up for displaying these behaviors every single time.

The table below shows our common expectations throughout the building. These are reviewed and modeled on a regular basis in the classroom, announcements, and during assemblies.

	Hallways/Stairs	Cafeteria	Playground	Restrooms	Classroom	Bus Line/ Crosswalk
<b>P</b> ositive	*Show friendly behavior	*Include others at your table	*Include others *Take turns *Show good sportsmanship	*Use kind and appropriate words *Keep it clean	*Encourage others *Have a growth mindset *Learn from mistakes	*Use kind words
<b>R</b> espectful	*Voice level 2 *Be kind and pause for others	*Use your manners *Voice level 2	*Respect others playing space *Enter building quietly	*Respect other's privacy *Voice level 2	*Use kind words, actions, and body language *Respect the learning of others	*Maintain your personal space *Follow directions quickly *Stay on sidewalks
<b>I</b> n control	*Walk on the right side *Hands and feet to yourself *Take stairs one step at a time	*Keep hands and feet to yourself in line *Carry tray with two hands *Walk *Face forward in line	*Wait your turn *Use equipment appropriately *Play safely and fairly	*Wait your turn *Correct amount of towels, soap, toilet paper	*Keep hands and feet to yourself *Stay organized *Allow yourself and others think time	*Keep hands, feet, and property to yourself *Walking feet to you bus line or crosswalk *Stand in your correct line
<b>D</b> ependable	*Take a hall pass *Walk with a purpose	*Come prepared *Wait until dismissed *Clean up after yourself	*Come prepared *Follow directions quickly *Walk with purpose when the bell rings *Return playground equipment	*Flush toilet, put towels in garbage cans	*Arrive on time *Come prepared *Be where you're supposed to be *Practice best work and best self *Follow directions quickly	*Go directly to your bus line
<b>E</b> ngaged	*Pay attention to the world around you *Keep up with the group	*Fuel your body and mind	*Participate in physical activity *Stay in designated playground areas	*Wash hands with soap *Use time wisely	*Participate in your learning *Give your best effort *Take risks *Stay on task	*Listen for your bus to be called and be ready to go

## Vikings will respect the learning, safety, and well-being of others!

### What might occur if a student doesn't meet the behavioral expectations? Some examples include:

- Communication home from the classroom teacher.
- Student meeting with school administration
- Parent/student meeting with support team (teachers, counselor, PBIS Rep, Principal)
- Loss of recess/lunch, before/after school privileges.
- Booster session (behavioral expectations are re-taught)
- Conflict resolution session
- For detailed information about school discipline please reference our district handbook.

## Dress Code

Selah Intermediate expects student dress and grooming to reflect high standards of personal conduct so that each student's appearance:

- Promotes a positive, safe, and healthy atmosphere within the school.
- Does not present a health or safety hazard, violate municipal or state law,
- Does not present a potential for disruption to the instructional program.

If a dress code issue arises we will do our best as a school to assist the student so that they may stay in school. In the event that there is a dress code concern a representative from the school will call and communicate with families.

## Parking Lot Safety

Safety is our paramount concern during morning drop off and afternoon pick up. Please follow the map below and our parking lot personnel's directions while on our campus. Failure to comply with any lawful order or direction of any duly authorized flagger is a misdemeanor. Please reference RCW 46.61.015. Thank you for helping to keep all safe while on campus. Please adhere to the following:

1. If dropping off in the pickup/drop off lane please let your child exit the vehicle on the curb side.
2. Please do not drive to the end of the pickup/drop off lane and cut to the front of the line.
3. After your child is safely on the curb please pull out of line to your left.
4. Please keep your speed down.
5. Let's keep traffic moving. We are all in this together.



## **Discrimination**

Selah School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

### **Chad Quigley**

Civil Rights Coordinator, Title IX HIB & Gender Inclusive  
Schools  
[chadquigley@selahschools.org](mailto:chadquigley@selahschools.org)  
316 W. Naches Ave.  
Selah, WA 98942  
(509) 698 - 8004

### **Betty Lopez**

Section 504/ADA Coordinator  
[bettylopez@selahschools.org](mailto:bettylopez@selahschools.org)  
316 W. Naches Ave.  
Selah, WA 98942  
(509) 698 - 8016

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

## **Complaint Options**

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

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