

Orcas Island Elementary Handbook



2011-2012

Draft

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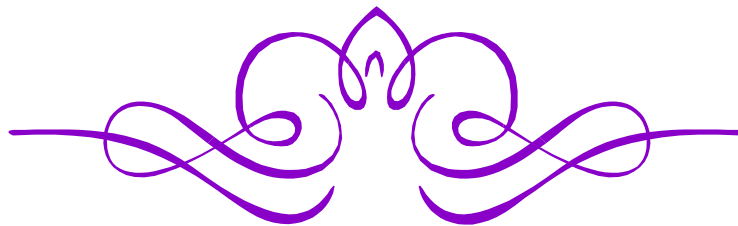
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Section I: About Our School

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Our School Goal

Orcas Island Elementary School is committed to
outstanding student achievement
in a safe and supportive environment.

Orcas Island Elementary

611 SCHOOL ROAD, EASTSOUND, WA 98245-9411 PHONE: 360-376-2286 FAX: 360-376-5410
www.orcaslandschools.org or www.orcaselementary.org

Orcas Island Elementary Staff

Principal Kyle Freeman
Office Manager Roann Mietzner
Kindergarten Teachers Pam Jenkins
Mathew Chasanoff
Grades 1/2 Teachers Lorena Stankevich
Anne Ford McGrath
Montessori Teacher (Grades 1-3) Martha Inch
Grade 3 Sharon Harvey
Grade 4 Teacher Marny Gaylord
Grade 4 Student Teacher Monica Erickson
Grade 5 Teacher Nancy Knapp
Grade 6 Teachers Paula Towne
Farm to Classroom Teacher Mandy Randolph
Physical Education Teachers Dennis Dahl
Dan Drake
Custodian Karl Petree
Special Education Teachers Suzanne McClure
Kim Freeman
Title 1 / Reading Recovery Teacher Susan Stolmeier
Occupational Therapist Kristie Billgren
Speech Therapist Gail Glass
Psychologist
Spanish Teacher Natasha Meskew
Elementary Music and Strings Pamela Wright
5th and 6th Band Martin Lund
Playground Monitor Patty Sawyer
Gardent Manager Chelsea Cates



School Nurse Iris Graville
PIP Program Coordinator Margie Sabine
*Family Support Specialist
and School Counselor* Nancy O'Brien
RTL Program Manager Margie Doyle
ELL Coordinator Catherine Laflin
Para Professionals Patty Sawyer
Kathryn Kier
Mary Gropp
Kathy Eastman
Marie Hilje
Kathy Staub
Natalie Herner
Robin Freeman

Need to reach us? All staff have email accounts and they check their mail frequently.
The address is first name initial and last name followed by '@orcas.k12.wa.us'
For example: Roann Mietzner can be reached at rmietzner@orcas.k12.wa.us

All District Staff

<i>Librarian/Media Specialist</i>	Maria Doss
<i>Library Assistant</i>	Karen Schalka-Turner
<i>School Psychologist</i>	Chris Bartness
<i>Head of Maintenance, Grounds and Custodial Services</i>	David Johnson
<i>Head of Transportation Bus Drivers</i>	Joyce Nigretto Jodi Luft Carl Colburn
<i>District Nurse</i>	Iris Graville
<i>Food Service Dept. Head</i>	Debbie Guilford
<i>Chef</i>	Zach Holley
<i>Asst. Food Service</i>	Bing Mowrey

District Office

376- 2284

<i>Superintendent and Special Services</i>	Barbara Kline
<i>Business Manager</i>	Keith Whitaker
<i>Executive Secretary</i>	Cathy Ferran
<i>Human Resources</i>	Sharron Mierau Sara Morgan
<i>Accounts Payable</i>	Dali Cuthbert Heidi Eylers

SCHOOL BOARD MEMBERS

Chris Sutton	376-6056	csutton@orcas.k12.wa.us
Serving Director at Large, position #1 808 Pioneer Hill Road, Olga, WA 98279		

Scott Lancaster	376-2065	slancaster@orcas.k12.wa.us
Serving Director District, position #3 477 MacNallie Lane, Eastsound, WA 98245		

Jim Sullivan	376-3822	jsullivan@orcas.k12.wa.us
Serving Director District, position #1 PO Box 309, Olga, WA 98279		

Janet Brownell, Chairman	376-4376	jbrownell@orcas.k12.wa.us
Serving Director at Large, position #4 481 Lovers Cove Road, Eastsound, WA 98245		

Tony Ghazel	376-6296	tghazel@orcas.k12.wa.us
Serving Director District, position #2 260 Sunset Ave., Eastsound, WA 98245		

Regular meetings of the Board of Education are held at 5:30 in the school Library on the fourth Thursday of each month. Notices for any special board meetings are posted in the windows near the school entrance.

WORKING TOGETHER

The staff, administration and Board of Directors for the Orcas Island School District have made a commitment to provide quality education for your child in a safe and nurturing environment. This Parent/Student Handbook is provided as a guide to help you become better acquainted with our school policies and procedures. Please read this information carefully, and share your suggestions for other information that would be useful to you as parents.

Any questions you might have concerning your child's progress or problems should be directed to the teacher first and then, if necessary, to the principal. Our goal is to make your child's experience in our school educationally productive, as well as enjoyable. This goal requires a partnership between the school and parents. We look forward to working together.

OUR SCHOOL

Located on beautiful Orcas Island, Orcas Island Elementary School is a K-6 school with an enrollment of approximately 200 students. The Nellie S. Milton Building was erected in 1948 to house all grades, K-12. In 1980 a new high school reduced us to a K-8 building and then in 1992, with a growing population, more building took place and the present K-6 elementary school was completely remodeled with a new addition to the north. We believe our beautiful maple tree was planted in the 1930's. We have no idea how many children have climbed its branches!

In May of 2006, Orcas Island was honored to be identified by Standard and Poor's School Evaluation Services as one of 12 academic out-performing school districts in Washington State. Our academic program is strong and we work to support other areas where children can show strength. We have a great music program, encompassing music comprehension, composition, appreciation and performance. Chorus, Beginning Band, and Strings are offered in 5th and 6th Grades. This offering is supported, in part, by the generosity of the Music Advocacy Group. We also offer a one of a kind class known as Farm to Classroom. This class is designed in partnership with our Farm to Cafeteria program to help educate our students about healthy food choices, farming, gardening, food production, ecology, and other topics. This program is made possible with the support of the Orcas Island Education Foundation. Thanks to the hard work of Orcas Open Arts, each class enjoys a visiting artist during the year and our volunteer Art Docents work with each grade to help develop art appreciation. Our Physical Education program develops skills for life long fitness. We also have a fine library that serves students from kindergarten through 12th Grade.

In addition, OIES offers a 1st—3rd grades Montessori classroom. The goal for the school and the administration is to offer as many educational options as possible to our community.

INTEGRATED CURRICULUM

Within our school, we work in planning teams to design new learning themes in order to integrate concepts and skills from a variety of disciplines. A study of sea life, for example, may produce charts, graphs, poems, vocabulary lists, reports, artwork and even dance or movement. An important curriculum goal of our school is to assist children in the development of their reasoning and problem solving abilities while learning to communicate in a variety of forms. As we develop and deliver curriculum, we are guided by the Essential Academic Learning Requirements developed by teachers and parents in the State of Washington. You will find an abbreviated copy of these EALRs in this booklet.

Curriculum

LANGUAGE

Children acquire language skill by actually using language for purposeful communication. We are working to provide children with activities that will naturally engage all forms of expression - reading, writing, listening, speaking - by using a child's own wealth of experiences and the richness of literature. In facilitating students' learning we use combinations of discovery, cooperative learning, whole group, small group, individual direct instruction, group projects, individual research, and the arts. Each child has his or her own mode of acquiring knowledge and it is our goal to afford the opportunity to all children to learn, because all children can learn.

READING

As you walk through the school, it is difficult not to notice that each classroom is overflowing with books. Among the techniques we use to bring literacy to children are fiction and non-fiction guided reading with groups of students and all classrooms observe periods of silent reading. We also make use of read aloud books because research tells us that all reading experiences: shared reading, silent reading, being read to and even living around books are all important ingredients to acquiring and developing the skill of reading. As our guide to specific skills, the primary grades use a literature-based program published by Rigby Books called *Literacy Tree*. In the upper grades we use a fiction/non-fiction comparative program published by Scholastic Books entitled *Literacy Place*.

WRITING

Writing occurs in all subject areas. We teach specific writing skills using a variety of text forms such as poetry, persuasive writing (with the purpose of convincing), narrative (with the purpose of telling) or expository (with an on-the-spot topic) and more. Accompanying these forms, we use what is called the 6+1 Traits of Writing method to help children develop skills in writing. The 6 traits are identified as ideas, organization, content, voice, sentence fluency, and word choice. The +1 refers to the conventions of writing: punctuation, spelling, appearance, etc. Writing is complicated, and doing it well is important to communication.

MATHEMATICS

We are currently in the process of adopting a new mathematics curriculum for grades K-5. This will be the final step in a district wide math adoption that has been designed to bring our current teaching practice in line with new state and national mathematics standards. During the school year our teachers will be piloting the two math programs that we are examining for final adoption. Both of these programs Math Expressions and Math Connects are recommended curriculum by the Office of the Superintendent of Public Instruction and are highly aligned with the state standards at all grade levels.

SCIENCE

Calendar fits here

School/classroom
map here

ELEMENTARY SCHOOL DAY

The first bell will ring at 8:20 a.m. and the tardy bell at 8:30 a.m.. School will be dismissed at 3:05 p.m. (although many classes begin to head to the bus at 3:00). After school times can be scheduled for student help or parent conferences, please contact your classroom teacher. Elementary faculty meetings are scheduled for Tuesday afternoons so conferences should be scheduled on other days if possible.

AM Recess

K-2.....9:55-10:05

Mid Day Recess

1st and 2nd 11:00-11:35

Montessori 11:05-11:40

3rd and 4th..... 11:40-12:20

5th 11:50-12:30

Kindergarten 11:50-12:30

6th Recess 12:00-12:35

Lunch

Kinder Lunch 11:20-11:50

1st and 2nd Lunch 11:40-12:05

Montessori Lunch 11:45-12:10

3rd and 4th Lunch 12:25-12:50

5th Lunch 12:35-1:00

High School Lunch 12:30-1:15

6th Grade Lunch 12:40-1:05

PM Recess

3rd-5th 1:55-2:10

6th grade 1:55-2:10

BREAKFAST and LUNCH PROGRAMS

The Orcas Island Elementary School offers both a breakfast and hot lunch program. Parents are welcome to join their children for lunch. We have one of the best salad bars in town! Meals are purchased from the school office manager prior to the beginning of the school day. Applications for free and reduced price lunches and breakfasts are available in the school office or district office. A new application MUST be submitted each year in order to maintain your family qualification. (An application can be found on [page 54](#)).

Meal costs:

Breakfast: full breakfast price \$1.50-\$2.00 Reduced price.....Free
prices vary for single items

Lunch: K-6 full lunch price.....\$2.50 Reduced price..K-3: Free & 4-6 \$.40

SNOW? ICE? NO ELECTRICITY?

EMERGENCY SCHOOL CLOSURE:

Please call the district notification line at 376-1596 which will have an updated message explaining any schedule change. Updated information will also be posted on the school website and sent out via the district listserve when possible. School closure or late start announcements will also be made on the following radio and television stations:

KGMI AM 790 Bellingham
KAFE FM 104.3 Bellingham

KOMO Channel 4 TV
KCPQ Fox Channel 7 TV
KING Channel 5 TV



If the power goes out mid day, or the weather takes a nasty turn, please come pick your child up. We are not allowed to stay in session if we do not have electricity.

SCHOOL VISITORS

Visitors are welcome in our school. We want you to feel comfortable here. However, in respect for the safety of our children, as well as the need for minimal interruption in the classrooms, we ask **ALL** visitors to please stop by the office to let us know you are here. If you would like to observe in a classroom, please contact the teacher to make an appointment. A new or different adult presence in the classroom has an effect on what happens there, so it is a courtesy to prearrange your visit. We appreciate your cooperation.

We recognize that our schools are a center of the community and love the amazing amount of activities that take place on our campus on a daily basis. We would like to make sure that all parents are aware that students should not be unsupervised on campus after-school hours. Please make sure that your student has an after school plan that ensures their safety. If a student is taking part in an after-school program that does not begin immediately following the dismissal time we ask that they not be left at school without adult supervision. Please also be aware that we have a number of school and community sports groups using our fields and facilities after-school and we ask that you respect their scheduled time on these fields. If you have any questions about after-school options please let us know and we will be happy to assist.

We are happy to share the campus with families and the community and hope you will take advantage of the space and facilities we have here at the school. To formally reserve field or facility space please contact Sharon Mierrau @ 376-1502.

MESSAGES

Delivering messages around the school is a time-consuming practice for the office staff. Obviously some messages are very important and understandably must be delivered. Others are not. ***Please use discretion when calling.*** We can not guarantee to get messages into the classrooms. Please try to make and stick to plans set in the morning.

Students love to make plans during the school day to go over to someone's house. Large crowds tend to gather in the office at key times during the day asking to use the phone to make arrangements for their after school social life. These plans need to be made at home. ***Children cannot use the office phone for making social plans.***

ATTENDANCE

Regular school attendance is important for success at school. Washington State law requires that all children eight to eighteen years of age regularly attend school or have an approved home school program.

Absences: Students who have been absent need to report to the office on their return. **They must have a note from a parent or guardian** stating the reason for their absence. An excused absence is for doctor, dentist, illness, or family emergency. If a student returns to school without an excuse, the school is required to contact the parent. After 10 unexcused absences, we are required by a law referred to as the *Becca Bill* to notify truancy court.

Tardies: If a student is late to school, he/she must report to the office before going to class.

Off Campus Permits: The Orcas Island Elementary School has a closed campus policy. Students needing to be excused for doctor or dentist appointments need a note stating the time, date and doctor they are seeing. Students must present the note to the teacher and BEFORE LEAVING SCHOOL, CHECK OUT OF THE OFFICE. Upon returning to school students must report to the office before going back to class. Students may NEVER leave the school during class time without checking out with the office first!!! Parents picking up children before the end of the school day are asked to check the child out through the office. Children are not allowed off campus during lunchtime to go to town.

STUDENT ASSESSMENTS

CATEGORIES:

Assessments fall into four general categories: *screening, classroom, achievement and psycho-educational*. Each type has its own purpose and use in school.

SCREENING:

Each spring our school holds a Pre-school Round-up. The purpose of the round-up is to screen all children 3 to 5 years old to assure they are growing strong and well in a variety of areas and to identify any areas of concern where we might be able to support the children.

Kindergarteners and first graders are screened using a quick and fun assessment called *DIBLES* which assesses phonemic awareness, a good predictor of reading readiness.

CLASSROOM ASSESSMENT:

These assessments are the most varied and widely used. In our school, a variety of methods are used to assess the growth and progress of our students: informal tests and quizzes, portfolios, anecdotal records, projects and teacher observation. The core subjects:

MAP Tests: All students K-6 will be assessed using the Measure of Academic Progress. This is an adaptive test that evaluates Reading and Math. The MAP test serves as an interim test to benchmark student growth and as a formative assessment for early learners. The MAP test system is a computer adaptive test that helps to pinpoint—to the goal-strand level—where students are ready to advance, and where they need help. This test will be administered three times per year and results will be shared with families. The goal of this testing is to help teachers to formulate targeted instruction for all students in their classroom and to help develop a better understanding of a student's readiness to learn.

Reading: in the primary grades, the school has adopted the *Developmental Reading Assessment (DRA)*, an individual assessment, given to all our primary grades students twice yearly to measure reading skills acquisition. Also our primary students are given the simple assessment of *DIBLES (Dynamic Indicators of Basic Early Literacy Skills)*. These tools help teachers locate, monitor, and intervene with at risk students. All students in a class are given the Benchmark Assessments three times per year and only the at-risk students are given the progress-monitoring assessment.

In grades 2 through 6 the students in our school are assessed frequently using the *Accelerated Reader* program which measures reading vocabulary and comprehension skills growth. The goal of AR is to help to ensure that students are reading choice books at the appropriate reading level for their ability.

Writing: Classroom teachers will conduct writing assessments in conformation with the Classroom Based Assessment model provided by the State.

Math: concepts and operations are assessed regularly with unit tests, mid year and end of the year assessments.

STANDARDS TESTS:

Standards based achievement tests in are based on the Essential Academic Learning Requirements (see Section 3) of Washington State. These EALRs identify what a student needs to know and be able to do to be graduated from high school.

Standardized achievement tests are used for the following reasons:

1. to flag pupils for possible support in compensatory education programs
2. to plot general academic trends
3. to help identify strengths and weaknesses in the instructional program

The achievement test administered in our school (and all schools in Washington) is the Measure of Academic Progress (MSP). It is administered to the following grades over a 3 week period in the month of May: 3rd (Math and Reading); 4th (Reading, Writing, Math); 5th (Science, Math and Reading) and 6th (Math and Reading)

Results of these tests are sent to parents as soon as possible after the results are received in the district, usually early September.

PSYCHO-EDUCATIONAL TESTS:

These tests are administered by specialists and our school psychologist on the recommendation of the Professional Education Group (PEG: a team of teachers, specialists and parents) to individual pupils who are usually referred for possible special intervention or support. These tests can only be administered upon prior parent notification and written parental approval.

The 2011-2012 School Cafeteria

This year we have lowered the cost of our breakfasts to \$1.25 for students and \$1.65 for adults to provide a nutritional, economical breakfast for all. The new menu is as follows:

1. Bagel and cream cheese with milk or juice
2. Bagel or English Muffin with either sausage and cheese, hash brown and cheese, ham and cheese or egg and cheese with milk or juice
3. Blueberry muffin with milk or juice
4. Hot or cold cereal and milk, juice or your choice of protein

All breakfasts will be served with a fruit option. In order for their meal to qualify for free or reduced, students must select from the above menu. Any additional items will be charged a la carte.

A la carte menu:

Fruit .25

Egg .25

Sausage .50

Ham .25

Hash brown .50

Yogurt .50

String Cheese .25

Cereal .50

Milk .25

Juice .25

Canned Juice 1.00

Water .75/1.00

Breakfast will be served from 8 am - 8:30 however the cafeteria will be opened earlier for those who need to get in from the cold. Middle school and High school breaks will NOT include hot sandwich items and will only be served during the scheduled break times.

Section II:

School Services



HEALTH AND MEDICAL SERVICES

If a student should become ill while at school, he/she should report to the school office. The school nurse or the office manager will contact the parent regarding health concerns, as needed. If the parent cannot be reached, we will try to reach the emergency contact person listed on the student's card. Students may not leave the school without checking through the office. In an emergency health situation, 911 emergency medical help will be called.

Any child who needs medicines at school (even if it is medicine they self administer) MUST have an authorization form completed. This includes over the counter medicines.

SPECIAL ASSISTANCE PROGRAMS

RESOURCE/SPECIAL EDUCATION

The special education program is federally funded with very specific guidelines concerning students' qualifications for service. Teachers and/or parents can refer students for assessment for possible service.

TITLE 1

This, too, is a federally funded program that targets for service those students who are in need of some special academic attention. This program instructs participating schools to choose to serve students in either language arts (reading and writing) or math, depending upon the greatest needs in the school. Our school has assessed its greatest need in reading, but we also serve students in the area of writing when needed. Again, a teacher or parent can refer a student for assessment.

LAP (LEARNING ASSISTANCE PROGRAM)

This program is funded by Washington State and was designed to complement the Title 1 program. Therefore, our school serves students who need some additional assistance in math.

VOLUNTEER PROGRAM

Our volunteers are involved all over the school as PIP Helpers, Artists in Residence, tutors for children needing an extra boost and helping hands in the office. There are PTSA room parents and teacher helpers doing anything from creating bulletin boards to computer tutoring to calling for field trips. **WE LOVE OUR VOLUNTEERS** and are grateful for any time given. If you think you might like to spend an hour or two with a student who may need some extra attention, help with our monthly newsletter, share a skill or information or just get involved, please call us at 376-2286. **Volunteers are always needed!**

PIP (Primary Intervention Program)

PIP is a program specifically designed to help very young children in school who are identified by parents or the school staff as having emotional or behavioral difficulties that are interfering with their ability to focus on tasks in the classroom and learn to their full potential.

Children are referred to the program by the school staff or by the parents/guardians. The program is explained to the parents and a mutual decision is made on whether it would be helpful. When parent permission is obtained a child may enter the program.

Each child accepted into the program is assigned a Child Assistant who works with the child in the playroom for 30-45 minutes once a week. This room is set up so that the child and his/her assistant can be involved in various play activities (clay, games, doll house, painting, etc.).

LOST AND FOUND

PLEASE keep name labels on all items your children bring to school: clothing (sweaters, caps and jackets), as well as lunch boxes, back packs and musical instrument cases. **Unclaimed clothing will be donated to a worthy cause after one month.**

PARENT SUPPORT

We are rich in parent organizations that support programs at the school. All of them welcome your assistance. Groups that work with the school for the benefit of our children include:

OIEF (Orcas Island Education Foundation)	President: Janet Brownell 376-4376
PTSA	President: Holly King 376-8274
Orcas Open Arts	Contact: Penny Sharp-Skye 376-4632
Farm to Classroom Contact	Contact: Mandy Randolph 376-2286
School Garden Contact	Contact: Chelsea Cates 376-2286
Music Advocacy Group	Contact: Catherine Pederson 376-4658 Marilyn Anderson

PARENT/SCHOOL COMMUNICATION

Each month parents receive a school newsletter and updated calendar to keep parents informed of events and activities at school. In addition to the district newsletter, the Orcas Island School District website www.orcasislandschools.org and the elementary school website www.orcaselementary.org are valuable resources for communication. We also maintain a district email listserv to help expedite the delivery of information to families. If you have questions or suggestions about the content of the district newsletter or websites, we'd like to hear about it.

PARENT'S CORNER IN LIBRARY

The school librarian, Maria Doss, maintains a "Parent's Corner" in a special library space. If you have suggestions for material to include in this section, please contact Maria.

PARENT CONCERNS

The staff and administration of the Orcas Island Elementary School welcome parents into the school. If you have a specific concern about your child's welfare or schoolwork, you are encouraged to request a conference with your child's teacher. The order of proper channels for getting questions answered and problems solved are as follows:

1. Conference with the teacher
2. Conference with the principal
3. Conference with the superintendent
4. Hearing before the school board

At each step you will be asked if you have gone through the appropriate prior steps to have your problems or concerns addressed. It is important to schedule a time with the appropriate party to meet and discuss your concerns. Dropping in without an appointment may just add frustration to your concerns if the parties can't meet with you at that time.

*TO GIVE YOU QUALITY TIME, IT IS IMPORTANT
THAT YOU SCHEDULE THE MEETING AHEAD OF TIME.*

Regularly scheduled conferences are held in October and at the end of the second trimester in March.



CLASS PLACEMENT POLICY

We assign children to classrooms based on the criteria listed below to ensure that each class is organized in a way to maximize the intellectual, emotional and social development of each child, while also creating a balance of children by age and gender.

The following criteria are used to place students:

- The child's academic needs
- The child's social/emotional needs
- Information from parents
- Overall balance of age, gender, ethnicity, academic performance, social and emotional strengths and student compatibility within the group
- Balance of class size
- Integration of special needs children in regular classrooms

Parent Input:

In the spring parents are asked to submit **in writing** any concerns or considerations that will assist in successful placement of their children. Parents are discouraged from requesting specific teachers.

Placement Policy Procedures (K-5):

Placement proceedings begin each spring and include the following steps:

1. Parents input is sought. During the spring of the preceding year
2. School administration/staff determine teaching assignments for the coming year.
3. Placement teams (comprised of the principal, the sending and receiving teachers of the age level being placed, and resource teachers) meet to form and recommend class placements.
4. The principal, using the recommendations of the placement teams, makes final determination on the placement of each child in accordance with the established criteria and the unique needs of the child and/or the school organization.
5. Class lists are posted outside the school office two weeks prior to the start of the new school year.

Enrollment in the Montessori classroom is done much the same way as all the classes with teacher recommendation and principal placement. First consideration for placement is given to 1st graders. If there are openings in the 2nd or 3rd grades, placement may occur at the discretion of the teacher and the principal. If you are interested in a Montessori classroom opportunity for your child, we request that you indicate that in writing during the spring of the preceding year.

We are committed to making a satisfactory classroom placement for your child initially. We highly discourage changing placements after the school year has begun because such transfers often result in difficult adjustments for all the children involved and can adversely impact class balance.

Section III:

Academic Goals and Learning Requirements



Orcas Island And Washington State

Goals and what's important for our children to learn.

Our School Goals

Each year the Orcas Island Site Council works to develop and update our school improvement plan. This document can be found on the school district website and in any school office.

Orcas Island Elementary School's student achievement goals:

MATH GOAL

The OIES students will improve knowledge and skill in math as measured by consistent, classroom based assessments and by increasing the number of students meeting the MSP math standard by 80%.

WRITING GOAL

The OIES students will improve knowledge and skill in writing as measured by consistent, classroom based assessments and by increasing the number of students meeting the MSP writing standard by 80%.

SCIENCE GOAL

The OIES students will improve knowledge and skill in science as measured by consistent, classroom based assessments and by increasing the number of students meeting the MSP science standard by 80%.

STUDENT LEARNING GOALS

As established by the 1993 Washington State Legislature

- Goal I: *Read* with comprehension, *write* with skill, and *communicate* effectively and responsibly in a variety of ways and settings.
- Goal II: *Know* and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness.
- Goal III: *Think* analytically, logically, and creatively and integrate experience and knowledge to form reasoned judgments and to solve problems.
- Goal IV: *Understand* the importance of work and how performance, effort, and decisions directly affect career and educational opportunities.

Based on these goals, the state legislature appointed a Commission on Student Learning to define the essential academic learnings for all our students. The commission held hundreds of meetings throughout the state to gather opinions from parents, educators, community members and students about just what is essential to know to go forward in today's world based on the above stated goals. From those meetings and many hours of debate, the **Essential Academic Learning Requirements** for the students of Washington State were developed. (Have you heard any people in education talk about "ealers"? They're talking about the EALRs.)

Our task as a school district, along with all the others in the state, has been to continually comb our curriculum to make sure it is aligned with the EALRs. Our progress is measured by our growth on the standardized assessments listed below, most particularly the rigorous 4th grade WASL (Washington Assessment of Student Learning). Beginning in 2005, the ITBS will be discontinued and replaced by a WASL in Reading and Math. 5th, 8th, and 10th grades will also be assessed in Science.

Insert Washington State Learning Goals

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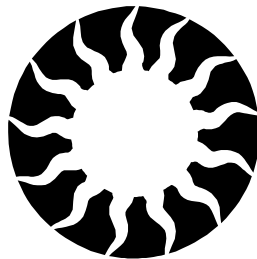
Insert Washington State Learning Goals

Section IV:

STUDENT RIGHTS AND RESPONSIBILITIES

**Parents, students, teachers and principals
all working together.**

It's the partnership that works.



STUDENT RESPONSIBILITIES

***BE ON TIME**

***BE PREPARED**

***DO NOT DISTURB OR DISTRACT OTHERS**

***TREAT ALL PEOPLE WITH RESPECT AND DIGNITY**

***DO YOUR BEST**

BEHAVIOR EXPECTATIONS

Our expectations are based on *Positive Discipline* (see books for parents by *Jane Nelsen*). This discipline involves working to develop a sense of community wherein each person has the power and responsibility to allow the group to work together productively. Inappropriate behavior is followed by natural or logical consequences. While we find that this method of working with children allows most disciplinary problems to be solved in the classroom with a conference with the teacher or a class meeting, some more serious problems are referred to the principal.

TEACHER AND STAFF RESPONSIBILITIES:

Each teacher and staff member is responsible to set and teach specific expectations of responsible and productive student behavior in the classroom and the common areas of the school, as well as take the appropriate steps or corrective actions to resolve problems when they occur. All the adults in our school are responsible for the welfare of all the children.

REMOVAL FROM CLASS:

If a student has excessive difficulty settling down to do work or is a disruption to the learning process, the teacher may send the student to the school office for a short time-out period. The teacher will notify the office why the child is being removed from the class and how long he or she is to remain in the office.

PRINCIPAL RESPONSIBILITIES:

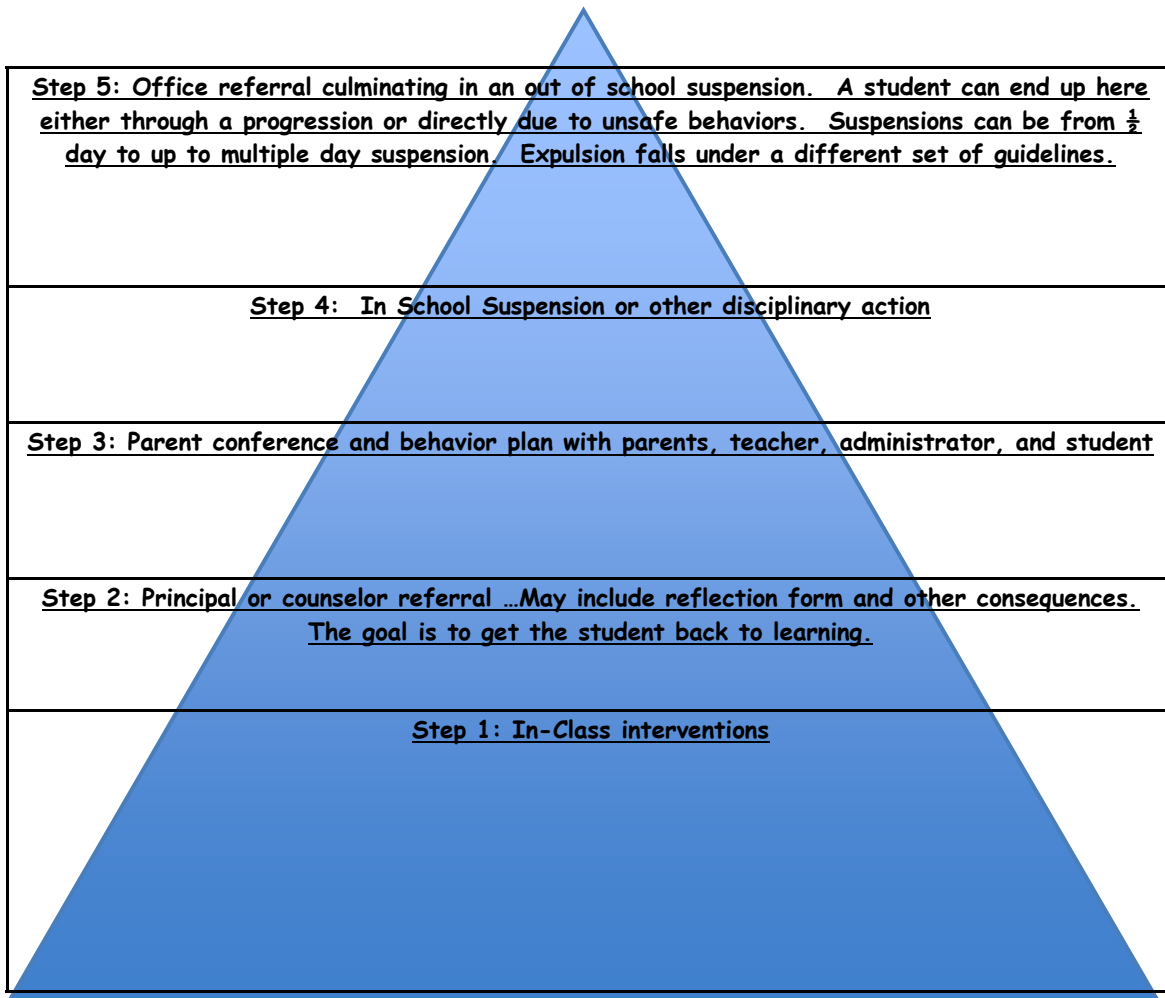
While most student behavior problems are expected to be resolved at an early stage, if a problem persists or is of a serious nature, the student will be referred to the principal for disciplinary action. This type of problem may be disrespect or defiance of adults, chronic defiance of a school rule or procedure, dangerous violation of a school rule or procedure, classroom disruption, hurting others, stealing, damaging personal or school property or using inappropriate language. The principal will review the student's discipline problem and previous corrective actions, if any, to determine the appropriate level of disciplinary action or "step" to be taken. Each step may be repeated as many times as deemed appropriate. Each time a student is referred to the principal *for a serious offense* his or her parents will be notified by a phone call.

PARENT RESPONSIBILITIES:

The school personnel and parents must work in a partnership to ensure the success of our children. It is so important for a child's readiness to learn to have a good night's sleep and a hearty breakfast.

It is also critical to the child's success to perceive that the school and the family are working together for his or her sake. WE NEED YOUR SUPPORT. If you have a concern regarding anything that is happening in your child's world, please make an appointment with the teacher to discuss the concern. The child's perception that the teacher, school and parents are standing together DOES MAKE A DIFFERENCE!

Student Behavioral Intervention Pyramid



STEPS IN DISCIPLINE PROCESS

STEP 1 Can include any of the following: removal from the class for a time-out period; private conference with the student; apology offered to and accepted by the teacher/classmate; detention during recess or after school. If the child is sent to the principal's office for a serious offense, parents are notified by a phone call or a written disciplinary note explaining the nature of the problem and consequences given. This notification will also explain the consequences for recurrent or further misbehavior. Most problems dealt with initially at Step 1 will move to Step 2 if repeated.

** ANY FELONIOUS ACTIVITY WILL RESULT IN NOTIFICATION OF THE PROPER AUTHORITIES.*

Orcas Island Elementary School-Wide Personal Responsibility Expectations

Looks Like

Sounds Like

DISCIPLINARY CONSEQUENCE

The **initial** level of corrective action for each particular rule infraction is shown below. Students who commit repeated offenses will move to the next step.

INFRACTION	STEP 1	STEP 2	STEP 3	STEP 4
1. Disrespect or defiance toward adults. Bullying or harassing behavior toward another student.	X			
2. Chronic defiance of a school rule or procedure such as tardiness, nonexcused absences, incomplete class assignments	X			
3. Dangerous violation of a school rule or procedure	X			
4. Classroom disruption	X			
5. Hurting others (fighting, throwing, objects, name calling, vulgar language, etc.)	X			
6. Truancy	X			
7. Tobacco, alcohol and use or possession of illegal substances or weapons.			X	
8. Threatening the safety or well-being of others (i.e., false alarm)			X	
9. Stealing		X		
10. Damaging personal or school property			X	
11. Posing extreme danger or disruption to the educational process				X

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Playground Guidelines



Our goal is to keep the playground a safe and enjoyable place for everyone. We want to encourage students to use the equipment appropriately and to learn to play cooperatively. The following rules have been developed to help.

First and foremost, please follow the instruction of the playground supervisors and adult helpers.
Rocks, sticks, and sand stay on the ground. Shoes stay on feet (especially while swinging or kicking balls!)
Use respectful voices and language. Put downs, and inappropriate language will not be tolerated.

You can't say "You can't play."

Finish food and drink in the cafeteria before going out for recess.
Respect the boundaries. Stay out of the off limit areas and the bushes.
Stay outside of the building unless you have permission from an adult.
When the whistle blows, stop all games.
When returning to the building, remember to WALK, hold balls, and return to your inside voice.

Football:

No tackling
One hand touch
Supervisor picks captains and captains single pick only

Slides:

Go down feet first on your bottom
No standing
One way traffic-down only

Swings:

Sit down
Front to back only
No sideways swinging
Take turns (feet count to 25)
One person per swing
No twisting or wrapping chains
No jumping out of swings

Dome:

No jumping off
Climbing up and down only

Rings:

Line forms at one end only
One way traffic
One at a time; down and back then off

Monkey and Parallel Bars:

Maximum of four students.
No standing
No pushing
No jumping off
Take turns (5 minutes)

Tether Ball:

No sitting on the stand
No pulling the stand over

CONSEQUENCES:

1st misbehavior– Verbal warning
2nd misbehavior– Time out during that recess or the next recess (in a space with no interaction).
3rd misbehavior– Refer to office

**ANNOUNCEMENTS OF OUR COMPLIANCE WITH THE LAW
FOR THE GOOD OF OUR STUDENTS AND OUR COMMUNITY**

New Immunization Requirements

Several new immunization requirements have taken effect for children attending school in Washington State since 1996.

Here is a summary of the school requirements:

Hepatitis B vaccine

A three- shot series of hepatitis B vaccine is required for children entering school for the first time as kindergartners. (Children entering school for the first time as first graders must be immunized against hepatitis B by September 1, 1998)

Diphtheria /Tetanus/ Pertussis (DTP) vaccine

Many children have already received pertussis vaccine as part of a combined diphtheria/tetanus/ pertussis (DTP) immunization, so this may not seem like a new requirement to many families. The number of doses of DTP vaccine (4 shots - provided the last dose was on or after the 4th birthday) required for first-time entry to school has not changed.

A booster dose of tetanus/diphtheria (Td) vaccine is required after a child's 11th birthday and before his 17th birthday.

Measles (2 doses), Mumps and Rubella (MMR)

These to be given after the first birthday and at least 28 days apart.

These new requirements are established by Washington Administrative Code 246-100-166 and are based on the Recommended Childhood Immunization Schedule for the United States.

A measles booster is required prior to entry to 6th grade.

Varicella (2 doses)

Varicella must be given on or after the 1st birthday OR parent-reported history of disease. A second dose must given after the first birthday between ages 11 and 12 OR parent-reported history of disease. Vericella must be received the same day as MMR OR at least 28 days apart (four day grace DOES NOT apply).

Gun-Free Campus

The Orcas Island School District will not tolerate possession of weapons by students on district property, including school buses or school- provided transportation, or at district-sponsored activities. Students who possess, carry, exhibit, display or draw any weapon or any item apparently capable of producing bodily harm in a manner which, under the circumstances, intimidates another or warrants alarm for the safety of others shall be subject to discipline up to and including expulsion. Compliance is mandatory. Sanctions for violations will be imposed up to and including expulsion and referral for prosecution. A student expelled for a firearm violation is also expelled from *all* schools in the State of Washington (Washington Administrative Code 180-40).

Drug-Free Campus

The use of alcoholic beverages, controlled substances, items purporting to be alcoholic beverages or controlled substances or the possession of such substances or paraphernalia will not be tolerated by any person on school property, in school buses or school provided transportation, or at any activity sponsored or supervised by the Orcas Island School District. Compliance by students, staff, and all visitors is mandatory. Sanctions for violations will be imposed including expulsion or termination of employment and referral for prosecution.

Smoke-Free Campus

Because the use of tobacco/ tobacco products is harmful, the Orcas Island School District is a smoke-free campus. Compliance by students, staff and all visitors is mandatory.

Life Threatening Conditions

Children with Life Threatening Conditions, a law enacted in Washington State to help your child's school provide for the safety and health and children during the school day.

The law defines a life-threatening condition as "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." Children with life-threatening conditions such as severe bee sting or food allergies, severe asthma, unstable diabetes, severe seizures, etc. are now required to have a nursing plan and medication or treatment order in place at the school. The medication or treatment order must be from the child's licensed health care provider. This paperwork must be updated every new school year.

If your child requires over the counter or prescription medications at school it is required that the enclosed 2011-2012 school year medication school authorization form be signed. Your child may not carry prescription or over the counter medication at school without an authorized permission form on file.

**Notification of Rights
Under the Family Rights and Privacy Act (FERPA)
for Elementary and Secondary Institutions**

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

(1) The right to inspect and review the student's education records within 45 days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the Orcas Island School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading.

If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decisions and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. To contact the FERPA administrator, write to:

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

*State Law Qualification: Although FERPA allows 45 days to honor a request, the state policy records law requires an appropriate response to a "public records" request within five business days. RCW 42.17.320

NOTE: In addition, a school may want to include its directory information public notice, as required by 99.37 of the regulations, with its annual notification or rights under FERPA.

Equal Opportunity Employer

The Orcas Island School District #137 complies with all federal rules and regulations and does not discriminate on the basis of race, color, national origin, sex or handicap. This holds true for all district employment and opportunities. Inquiries regarding compliance procedures may be directed to Barbara Klein, Superintendent, at the District office (376-2284).

Students - Equal Educational Opportunity

The Orcas Island School District #137 complies with all federal rules and regulations and does not discriminate on the basis of race, color, national origin, sex or handicap. This holds true for all students who are interested in participating in educational programs and/or curricular school activities. Inquires regarding compliance procedures may be directed to Barbara Klein, Superintendent, at the District office (376-2284).

The Orcas Island School District recognizes its responsibility to provide an environment that is free from all types of discrimination, including sexual harassment. Sexual harassment is defined as deliberate verbal, visual, or physical advances unwelcome by the persons for whom they are intended. Sanctions for violations will be imposed and may include expulsion or termination of employment and referral for prosecution.

DRESS CODE



Students are expected to wear clothing appropriate to the school setting. T-shirts must not display inappropriate pictures or language, for instance those with references to tobacco or alcohol products are not allowed. In hot weather it is nice to be cool. Shorts and sleeveless tops are allowed. Shorts must be no shorter than mid-thigh length. Tops with spaghetti straps or those which expose midriffs are great at the lake, but not at school. Hats and hoods are removed inside the buildings. Platform shoes, some sandals and slip on shoes do not work out well for P.E. or recesses. Finally, please keep in mind that while make up is fun for dress up, it is not appropriate for elementary school.



Thanks for your support.

SEXUAL HARASSMENT

Informal Complaint Process: Anyone may use informal procedures to report and resolve complaints of sexual harassment. Informal reports may be made to any staff member, although staff shall always inform complainants of their right to and the process for filing a formal complaint. Staff shall also direct potential complainants to an appropriate staff member who can explain the informal and formal complaint processes and what a complainant can expect. Staff shall also inform an appropriate supervisor or professional staff member when they receive complaints of sexual harassment, especially when the complaint is beyond their training to resolve or alleges serious misconduct. Informal remedies include an opportunity for the complainant to explain to the alleged harasser that his or her conduct is unwelcome, offensive or inappropriate, either in writing or face-to-face; a statement from a staff member to the alleged harasser that the alleged conduct is not appropriate and could lead to discipline if proven or repeated; or a general public statement from an administrator in a building reviewing the district sexual harassment policy without identifying the complainant. Informal complaints may become formal complaints at the request of the complainant, parent, guardian, or because the district believes the complaint needs to be more thoroughly investigated.

Formal Complaint Process: Anyone may initiate a formal complaint of sexual harassment, even if the informal complaint process is being utilized. Potential complainants who wish to have the district hold their identity confidential shall be informed that the district will almost assuredly face due process requirements that will make available all of the information that the district has to the accused. The district will, however, fully implement the anti-retaliation provisions of this policy to protect complainants and witnesses. Student complainants and witnesses may have a trusted adult with them during any district initiated investigation activities. The superintendent or designated compliance officer (hereinafter referred to as the compliance officer) may conclude that the district needs to conduct an investigation based on information in his or her possession regardless of the complainant's interest in filing a formal complaint. The following process shall be followed:

- A. The compliance officer shall receive and investigate all formal, written complaints of sexual harassment or information in the compliance officer's possession that the officer believes requires further investigation.
- B. All formal complaints shall be in writing; shall be signed by the complainant; and shall set forth the specific acts, conditions or circumstances alleged to have occurred and to constitute sexual harassment. The compliance officer may draft the complaint based on the report of the complainant for the complainant to review and sign.
- C. When the investigation is completed the compliance officer shall compile a full written report of the complaint and the results of the investigation. If the matter has not been resolved to the complainant's satisfaction, the superintendent shall take further action on the report.
- D. The superintendent shall respond in writing to the complainant and the accused within thirty days stating:
 1. That the district does not have adequate evidence to conclude that harassment occurred;
 2. Corrective actions that the district intends to take; and/or
 3. That the investigation is incomplete to date and will be continuing.
- E. Corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty days after the superintendent's written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.

If a student remains aggrieved by the superintendent's response, he or she may pursue the complaint as one of sexual discrimination pursuant to Policy 3210, Nondiscrimination. Similarly staff may pursue complaints further through the appropriate collective bargaining agreement process or anti-discrimination policy.

(Continued on next page)

A fixed component of all district orientation sessions for staff, students and regular volunteers shall introduce the elements of this policy.

Staff will be provided information on recognizing and preventing sexual harassment. Staff shall be fully informed of the formal and informal complaint processes and their roles and responsibilities under the policy and procedure. Certificated staff shall be reminded of their legal responsibility to report suspected child abuse, and how that responsibility may be implicated by some allegations of sexual harassment. Regular volunteers shall get the portions of this component of orientation relevant to their rights and responsibilities.

Students will be provided with age-appropriate information on the recognition and prevention of sexual harassment and their rights and responsibilities under this and other district policies and rules at student orientation sessions and on other appropriate occasions, which may include parents. Parents shall be provided with copies of this policy and procedure and appropriate materials on the recognition and prevention of sexual harassment.

As part of the information on the recognition and prevention of sexual harassment staff, volunteers, students and parents will be informed that sexual harassment may include, but is not limited to:

1. Demands for sexual favors in exchange for preferential treatment or something of value;
2. Stating or implying that a person will lose something if he or she does not submit to a sexual request;
3. Penalizing a person for refusing to submit to a sexual advance, or providing a benefit to someone who does;
4. Making unwelcome, offensive or inappropriate sexually suggestive remarks comments, gestures, or jokes; or remarks of a sexual nature about a person's appearance, gender or conduct;
5. Using derogatory sexual terms for a person;
6. Standing too close, inappropriately touching, cornering or stalking a person; or
7. Displaying offensive or inappropriate sexual illustrations on school property.

Annually the superintendent or designee will convene an ad hoc committee composed of representatives of certificated and classified staff, volunteers, students and parents to review the use and efficacy of this policy and procedure. The compliance officer will be included in the committee. Based on the review of the committee, the superintendent shall prepare a report to the board including, if necessary, any recommended policy changes. The superintendent shall consider adopting changes to this procedure if recommended by the committee.

STUDENTS' LEGAL RIGHTS AND RESPONSIBILITIES

The School Board and staff assure students of the legal rights guaranteed all persons under the federal and state constitutions and statutes. Students are reminded that rights are also accompanied by responsibilities. These rights and responsibilities include:

1. Civil rights, including the right to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others;
2. The right to attend free public schools; the responsibility to attend school and to observe school rules and regulations essential for permitting others to learn at school;
3. The right to due process of the law with respect to suspension, expulsion, or administrative decisions which the student believes have injured his/her rights;
4. The right to privacy, which implies the right of a person to dress as he pleases, within certain limits;
5. The right to free inquiry and expression, and the responsibility to observe reasonable rules regarding these rights;
6. The administration makes certain that students are made aware of their legal rights, of the legal authority of the Board and of the delegated authority of the staff to make rules and regulations regarding the orderly operation of the school. This handbook shall constitute the method of notification.

Adapted from Washington Administrative Code (WAC) 180-40

Section V: Bus Rules and Schedules

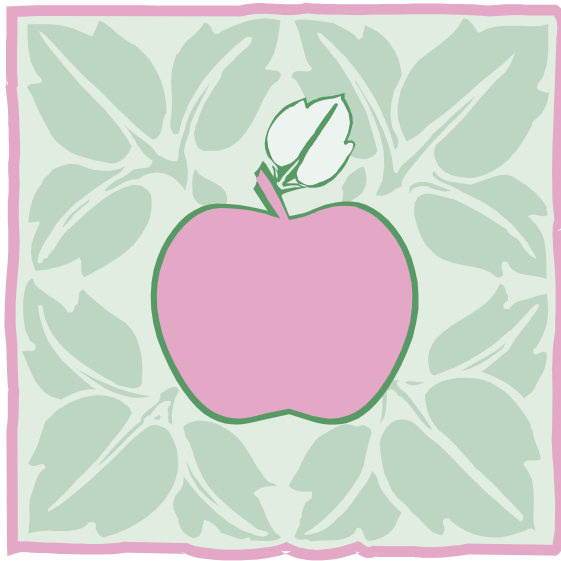


Bus rules

Bus rules

Bus Schedule

**Section VI:
Free and Reduced
Lunch Application**



Our school thrives with the help of countless volunteers. Thank you to the many folks in our school and community who help out every day and in every way.

Your participation and dedication make our school a wonderful place to learn and grow!

