



Dr. Richard Carter
Superintendent

Get ready for a great year!

Welcome to Walla Walla Public Schools and another exciting school year. We are committed to ensuring all children have opportunities to be successful learners. Our dynamic team of educators and support services personnel are ready to serve your child.

We have much to accomplish this year as we strive to maintain our position as one of the state's premier school districts. I encourage you to get involved in our community-wide effort to improve our schools. This year we'll conduct several public information and success building forums to help develop a long-range strategic plan for the next five or six years. We will also use information gathered from this process to help craft a long-range facilities plan to help guide our future facilities decisions. Your input will be crucial to the success of these efforts.

As in years past, we again have several new teachers and administrators on staff. Please help us as we welcome them to our community and school district. With your support, we expect to achieve even more this school year. As *Partners in Learning* with our community, we continually emphasize our core values. We believe quality, integrity, accountability, respect and courtesy are priorities in all services and relationships. We look forward to working with you this school year!

District Office
364 South Park Street
Walla Walla, WA 99362
(509) 529-7713 (FAX)
(509) 527-3000
www.wwps.org

Walla Walla Public Schools

District Elementary Schools

Berney Elementary

1718 Pleasant
509.527.3060
Principal: **David Talley**

Edison Elementary

1315 E. Alder
509.527.3072
Principal: **Nancy Withycombe**

Green Park Elementary

1105 E. Isaacs
509.527.3077
Principal: **Michael Lambert**

Sharpstein Elementary School

410 Howard St.
509.527.3098
Principal: **Laure Quaresma**

Blue Ridge Elementary

1150 W. Chestnut
509.527.3066
Principal: **Linda Boggs**

Child Development Center

1150 W. Chestnut
509.527.3066
Director: **Lloyd Commander**

Prospect Point Elementary

55 Reser Road
509.527.3088
Principal: **Rick Nebeker**
Assistant Administrator: **Chris Gardea**

Walla Walla Public Schools

364 South Park Street
Walla Walla, WA 99362
(509) 529-7713 (FAX)
(509) 527-3000
Email: mhiggins@wwps.org
Website: www.wwps.org

Walla Walla Public Schools is an equal opportunity employer and complies with all ADA guidelines.



Table of Contents

Superintendent's Message _____ pg. 1
 Welcome to Walla Walla _____ pg. 2
 School Registration _____ pg. 3
 Support Services _____ pg. 4
 School Closures _____ pg. 5
 School Hours _____ pg. 6
 Resolving Concerns _____ pg. 7
 Special Programs _____ pg. 8
 Online Resources _____ pg. 9
 Districtwide Elementary Information _____ pg. 10
 Elementary Curriculum _____ pg. 13
 State/Federal Requirements _____ pg. 21
 School Calendar _____ pg. 24

Visit Us Online!
www.wwps.org

Welcome to Walla Walla

Named for the Native American tribe that inhabited the valley, Walla Walla means 'the place of many waters' and was once a stopping point along the Oregon Trail.

At the foot of the rugged Blue Mountains in one of the nation's most fertile valleys, Walla Walla sustains a variety of agricultural crops - most notably sweet onions - and has a growing wine industry, boasting world class wines, more than 50 local wineries, and a wine-making school.

The city is home to approximately 30,000 residents, three colleges, three hospitals, and headquarters for the regional Army Corps of Engineers.

It serves as the medical, cultural, educational, and commercial center of Southeast Washington and Northeast Oregon.

The city is home to approximately 30,000 residents, three colleges, three hospitals, and headquarters for the regional Army Corps of Engineers.

Whitman College, chartered in 1859, is a nationally renowned liberal arts college; Walla Walla College, founded in 1892 by the Seventh Day Adventist Church, is a four-year comprehensive college; and Walla Walla Community College, started in 1967, is the fastest growing community college in the state.

The colleges, hospitals, school district, Corps, Washington State Penitentiary, and agriculture related businesses provide a stable economic platform in the community.

Cultural activities, including theater, museums, art galleries, antique displays, lectures, and concerts equal those of communities several times its size. The Walla Walla Symphony is the oldest symphony west of the Mississippi.

The Walla Walla Valley provides year-round recreational opportunities for boating, sailing, canoeing, skiing, hunting, snowmobiling, mountain biking, fishing and golfing.

Area Web Sites

- **Walla Walla Valley Chamber of Commerce**

<http://www.wwchamber.com/>

- **City of Walla Walla**

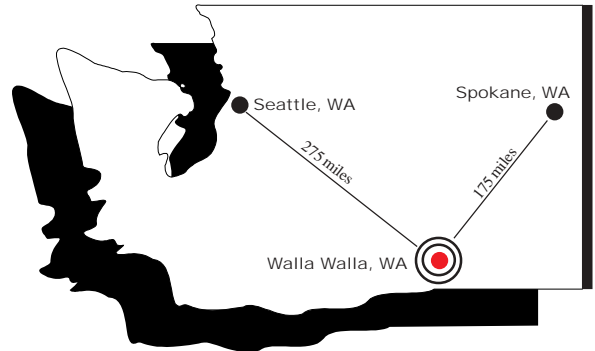
www.walnet.walla-walla.wa.us/

- **Walla Walla Community College**

<http://www.wallawalla.cc/>

- **Downtown Walla Walla Foundation**

<http://www.downtownwallawalla.com/>



Walla Walla...

Community • Recreation • Family



How to register for school

Students may register year-around (except mid-June to mid-August) at their attendance area school. District boundary maps detailing your attendance area are available at all Walla Walla Public Schools and the district office. Attendance area is based on street address.

Elementary School

Students entering kindergarten or first grade must be five years old and six years old respectively on or before August 31.

What is needed:

- birth certificate or hospital birth record
- list of immunizations
- social security number

Secondary School

What is needed:

- list of immunizations
- withdrawal sheet or report card from the previous school
- social security number

Kindergarten

Prospective kindergartners should register at their attendance area elementary schools. Registration is typically the third week of March. Please see the district's website and local newspapers for specific dates. District boundary maps detailing your attendance area are available at all Walla Walla Public Schools and the district office. Attendance area is based on street address.

Visitors

Please Check In!

Visitors are welcome at all our schools and the Walla Walla Public Schools District Office.

Upon arrival, everyone **MUST** first register at the office or reception area and receive a visitor's badge to wear while visiting the building.

This precautionary effort helps ensure Walla Walla Public Schools are safe and secure at all times.

District staff members also wear identification badges for quick, easy identification. Anyone not wearing a badge will be stopped and asked to leave if they don't comply with this policy.

It only takes a minute to check in and we appreciate your help with this safety issue.

Attendance Area Schools

Students living within the attendance boundaries are given preference to attend that school. If students in an attendance area fill that school to its capacity, open enrollment and transfer requests from outside the district into the school may be denied.

Open Enrollment

Parents/guardians of students who reside within the Walla Walla Public Schools district may request open enrollment to another school within the district provided that: the school has the attendance capacity and programs to meet the student's needs; and the parent/guardian provides transportation to the school of choice for the student.

Open enrollment forms are available at the student's attendance area school (K-8). Application for open enrollment must be requested annually on a first-come, first-served basis. A designated open enrollment period is scheduled the third week of March to help establish placement priorities. Open enrollment procedures are available at your attendance area school. The Superintendent of Public Instruction's annual information booklet on enrollment options in the state are also available at each school and the central office.



Support Services

Food Service

All schools offer students nourishing meals. Our professional culinary staff take pride in serving Walla Walla youth.

Each day our staff prepares more than 4,000 meals for students at all grade levels. We continually receive superior inspection reports for cleanliness, quality and service.

We strive to keep our meal prices to a minimum and our free and reduced-price meal program is available to eligible children.

Stop by and join us for a hot, nutritious, and most of all, delicious meal.

Breakfast Prices

| | |
|----------------|--------|
| Elementary | \$1.15 |
| Middle School | \$1.15 |
| High School | \$1.15 |
| <i>Reduced</i> | \$.30 |
| Adults | \$1.65 |

Lunch Prices

| | |
|----------------|--------|
| Elementary | \$1.70 |
| Middle School | \$1.90 |
| High School | \$1.90 |
| <i>Reduced</i> | \$.40 |
| Adults | \$2.50 |

Milk (*all schools*) \$.30

Prices subject to change



Free and Reduced-Price Meal Program

Parents whose family income falls within specified guidelines set by the U.S. Department of Agriculture may apply for free or reduced-price meals for their children. Applications are sent to Walla Walla Public Schools families at the beginning of the school year.

Families eligible for free or reduced-price meals may be eligible for other services such as health services. For more information, contact Food Services Director Pam Milleson, 527-3016.

Transportation Services

All qualified students living outside a one mile radius or more from their school may ride a school bus. Transportation funding is supplied by the state of Washington and Walla Walla Public Schools.

Parents are asked to review bus safety rules (*provided at beginning of school year*) with their child, and remind their child that they must maintain good self-discipline.

This helps ensure each child enjoys a safe ride to and from school or other activities. Please remember, bus riding is a privilege. Parents are also encouraged to teach their children safe walking habits while walking to and from the bus stops and while waiting for the buses.

NOTE: Prior arrangements must be made with the principal if a child is to be transported to a destination other than the regular bus stop or if parents will be transporting the child on a temporary or permanent basis.

The Transportation Department received its 10th consecutive Washington State Patrol Inspection award last year for operating a safe bus fleet.

School Closures

If school is delayed or closed due to poor weather, announcements are made on local radio and TV stations beginning at 6:00 a.m. If no announcement is made by 6:30 a.m., you should assume schools are rerunning on time.

If there is a one-hour delay, there will be morning kindergarten, if there is a 2-hour delay, there is no morning kindergarten. School closure notices will also be posted on the school district website (www.wwps.org) by 6:30 a.m. and be updated throughout the day as needed. If schools are closed once classes are already in session, information will be announced over the local radio stations and be posted on the district website.

Children who live within walking distance will be released to walk home. If no one is at home, please make alternate arrangements for your child. Buses will meet scheduled city and rural routes as soon as possible.

RADIO

| | |
|------|-------------------|
| KONA | 610 AM / 105.3 FM |
| KGTS | 91.3 FM |
| KUI | 1420 AM / 99.1 FM |
| KWHT | 103.5 FM |
| KZHR | 92.5 FM |
| KORD | 87 AM / 102.7 FM |
| KALE | 960 AM / 94.9 FM |
| KLKY | 97.9 FM |
| KFAE | 89.1 FM |
| KEYW | 98.3 FM |
| KTEL | 1490 AM |

TELEVISION

| | |
|------|-------|
| KEPR | CBS 2 |
| KNDU | NBC 6 |
| KVEW | ABC 4 |

ONLINE

www.wwps.org

Closure Updates

Online school closure information is posted by 6:15 a.m. and is updated throughout the day as needed.

www.wwps.org

No School Days

| | |
|---|---------------|
| Learning Improvement Day | Sept. 3 |
| Labor Day | Sept. 6 |
| Fall Professional Day | Oct. 8 |
| Fall Conferences | Nov. 4 & 5 |
| Veterans Day | Nov. 11 |
| Thanksgiving Break | Nov. 25 & 26 |
| Winter Break begins | Dec. 20 |
| Winter Break ends (<i>classes resume</i>) | Jan. 3 |
| Martin Luther King, Jr. Day | Jan. 17 |
| Presidents Day | Feb. 21 |
| Spring Conferences | March 10 & 11 |
| Spring Vacation | April 4-8 |
| Spring Professional Day | May 13 |
| Memorial Day | May 30 |

Get Involved!

Walla Walla County PTA Council President
• Carol Morgan: 525-3531

Explorer Parent Association
• Kate Venneri: 526-1706

Berney PTA President
• Missy Peterson: 525-3194

Blue Ridge PTA President
• Mary Calder: 526-7048

Edison PTA President
• Laura Schueller: 526-4549

Green Park PTA President
• Barbara Hoffman: 525-2632

Prospect Point PTA President
• Jackie Scholl: 525-1327
• Lura Hafen: 525-8976

Sharpstein PTA President
• Susie Golden: 529-8870

School Hours

| School | Start | Stop | Early Dismissal |
|-----------------------|------------------|-----------------------------|---------------------------------|
| Berney | 8:30 a.m. | 3:00 p.m. | 12:30 p.m. |
| AM Kindergarten | 8:30 a.m. | 11:15 a.m. | |
| PM Kindergarten | 12:15 p.m. | 3:00 p.m. | |
| Blue Ridge | 7:55 a.m. | 2:30 p.m. | 12:00 p.m. |
| AM Kindergarten | 7:55 a.m. | 12:00 p.m. | |
| Preschool AM | 8:15 a.m. | 11:30 a.m. | <i>(no students on Fridays)</i> |
| Preschool PM | 12:30 p.m. | 3:30 p.m. | <i>(no students on Fridays)</i> |
| Edison | 8:25 a.m. | 2:45 p.m. | 12:15 p.m. |
| AM Kindergarten | 8:10 a.m. | 11:00 a.m. | |
| PM Kindergarten | 12:00 p.m. | 2:45 p.m. | |
| Green Park | 8:15 a.m. | 2:40 p.m. | 12:10 p.m. |
| AM Kindergarten | 8:15 a.m. | 11:00 a.m. | |
| Prospect Point | 8:30 a.m. | 2:45 p.m. | 12:15 p.m. |
| AM Kindergarten | 8:30 a.m. | 11:15 a.m. | |
| PM Kindergarten | 12 p.m. | 2:45 p.m. | |
| Sharpstein | 8:00 a.m. | 2:35 p.m. | 12:00 p.m. |
| Kindergarten | 8:00 a.m. | 2:30 p.m. (Monday-Thursday) | |
| Kindergarten | 8:00 a.m. | 11:30 a.m. (Friday) | |



School Board

JOIN US!

Our hope is that you will leave school board meetings with a better understanding of your public schools and the school board that you've elected to oversee them.

OUR MEETINGS ARE OPEN

Our meetings are open to the public and nearly all our discussion will be held in the open. The exception would be if it is necessary to discuss personnel, litigation, bargaining agreements, complaints against an officer or staff member, or real estate transactions where disclosure would be damaging. In those cases, we may occasionally go into a closed or "executive" session.

WE HAVE SOMETHING IN COMMON

School board members are elected officials, who serve four-year terms of office. In addition to making a number of decisions at school board meetings, we try to keep lines of communications open with our community and represent the needs of the district before state and national representatives.

We serve on the school board because we care about providing quality education in our community. We appreciate your interest and would welcome comments toward meeting that goal.

Board Meeting Schedule

- Meetings are generally held the first and third Tuesdays of each month.
- Meetings are held in the district board room, 364 South Park Street.
(Special and study sessions are scheduled as needed.)
- All board meetings begin at 7:30 p.m.

- Leadership
- Values
- Dedication

Resolving a Concern

Walla Walla Public Schools staff strive to address all concerns. *Those closest to the concern can most accurately and efficiently address the problem.* You are encouraged to follow the steps detailed below when addressing a concern. You may also call the Communications Department for assistance at 526-6716.

School Related Concern

Discuss with staff member involved



Principal/Director



Superintendent



School Board

District Concern

Discuss with appropriate District Administrator



Superintendent



School Board

Any citizen may address the school board concerning district operations during the “Citizens Comments” portion of any regular board meeting agenda. Formal citizen’s complaint procedures are available in the Superintendent’s Office (364 South Park Street) and at all Walla Walla Public Schools.

Special Programs

Elementary Special Education

Multi-age Severe Profound: *Berney Elementary*

Provides self help, sensory stimulation, communication, fine and gross motor skills, and orientation and mobility in a self contained setting. Serves moderately to severely involved students elementary through middle school age.

Teacher: Karen Scott

• **K/1 Inclusionary self-contained:** *Green Park Elementary*

Provides self-help, pre-academic and behavioral support in a partial self-contained setting with supported inclusion.

Teacher: Kathy Smith

• **Autism classroom:** *Edison Elementary*

Provides communication, self help, academic and behavioral support in a TEACH model classroom with supported inclusion. For students with a diagnosis of autism or autism spectrum disorders. Modified day program.

Teacher: Laurie Hersey

• **Resource Room:** Provides academic, behavioral, social, and self-help support to special needs students through pull out, in-class, co-teaching or consultation. Available at all buildings.

Berney: Justine Taylor, Ashley Goss

Blue Ridge: Meg Cochran, Karyl Dennis

Edison: Ladema Myers

Green Park: Diana Evenson

Sharpstein: Darlene Greenwood

Prospect Point: Sara Seltmann, Jennifer McCulloh

• **Primary Multi-age:** K-2 academic environment utilizing individual and small group instruction in conjunction with a level system to address behavior concerns. Mental health components include individual therapy, group social skills, self esteem building and child and family therapy.

(Prospect Point Elementary)

Teachers: Margo Piver

• **3-5 Multi-age:** 3-5 academic environment utilizing individual and small group instruction in conjunction with a level system to address behavior concerns. Mental health components include individual therapy, group social skills, self esteem building and child and family case management activities. (Prospect Point Elementary)

Teacher: TBD

• **Home bound:** Students are provided special education support by a special education teacher, speech therapist, occupational or physical therapist.

Contact the Special Services Department at 527-3000 for more information about available special education programs and services.

Transitional Bilingual Program

Program Overview

Walla Walla Public Schools believe in ensuring that second language learners do not fall behind academically while they learn English. We believe that English should be taught gradually as a second language without sacrificing content knowledge. If students first learn to read in their native language, then transfer skills to English, they will develop stronger literacy skills in the long term. In our increasingly global society, we encourage native language retention as students are taught English.

Program Highlights

The program begins at kindergarten and continues each year to the next grade level. Students are taught the same curricula as in other grade level classrooms.

• *Transitional Bilingual Classrooms: Grades K, 1, 2 and 3*

Students are taught in Spanish during the majority of the day with the amount of English instruction steadily increasing at each grade level. By the end of 3rd grade the majority of instruction is in English. Daily English language instruction may include science and social studies concepts, music, physical education and library.

• *Sheltered English Classrooms: Grades 4 and 5*

Most students learning English in these classrooms receive all of their instruction in English. Teachers use strategies specific to students acquiring English. Students who qualify for additional services may receive at least 30 minutes of intensive English language instruction outside of their classroom. Some students may continue to receive Spanish reading instruction as well.

• *Two-way Language Enrichment: Grades K-5*

Sharpstein Elementary offers Two-way Language Enrichment classrooms. Native English speakers and native Spanish speakers are placed in the same classrooms. Instruction occurs in English for 50 percent of the day and in Spanish for 50 percent of the day. This program continues through 5th grade. Speaking fluency as well as literacy in both English and Spanish are two goals of this program for all children participating.

Schools offering bilingual services

Blue Ridge Elementary

1150 W. Chestnut
Walla Walla, WA 99362
(509) 522-4480 (FAX)
(509) 527-3066

Sharpstein Elementary

410 Howard Street
Walla Walla, WA 99362
(509) 527-3065 (FAX)
(509) 527-3098

Green Park Elementary

1105 Isaacs Street
Walla Walla, WA 99362
(509) 522-4487 (FAX)
(509) 527-3077

Prospect Point Elementary

55 Reser Road
Walla Walla, WA 99362
(509) 522-4489 (FAX)
(509) 527-3088

Online Resources

Office of Superintendent of Public Instruction

<http://www.k12.wa.us/>

The Washington State Board of Education

<http://www.sbe.wa.gov/EdLinks.htm>

U.S. Department of Education

<http://www.ed.gov/>

Explorers Parents of Walla Walla

<http://www.innw.net/explorers/>

Walla Walla Valley Care Net

<http://home.bmi.net/carenet/>

Walla Walla High School PTSA

http://wwhs.wwps.org/wwhs_ptsa/default.htm

Education Gate

<http://www.schoolnotes.com/>

Education World

<http://www.education-world.com/>

The Library of Congress

<http://lcweb.loc.gov/homepage/lchp.html>

Educational Service District 123

<http://www.esd123.wednet.edu/index.html>

Space Link

<http://www.spacelink.msfc.nasa.gov/home.index.html>

Newton's Apple

<http://www.ktca.org/newtons/>



Districtwide Elementary School Information

Welcome to Walla Walla Public Schools

Education is our mission and your child's success is our goal. We believe parents are educators and essential to their child's academic success. We value our partnership with parents as we strive to offer endless educational opportunities for students. Please help us make each child's experience in the school district safe and positive. Take time to review school rules and general safety tips with your child. Set aside homework and reading time each evening, and be sure to communicate with your child's teacher. As Partners in Learning, we will make a difference!

Accidents: If your child is injured at school, s/he will be cared for in the health clinic. If the injury is serious, a parent will be immediately contacted. If the parent cannot be reached, the Emergency Contact Person designated by the parent (**please keep all our information current**) will be notified.

Attendance: Washington State Law requires children ages eight through 15 to attend school daily and students six and seven years old attend school daily once registered. Illness and family emergencies are considered excused absences. Students will be allowed to make up missed assignments due to excused absences. **Parents are expected to call the school secretary by 9 a.m. to inform staff members of a child's absence.**

Parents/guardians will receive written notice from the school for an unexcused absence. Two unexcused absences in a calendar month mandates a parent/teacher conference according to the compulsory school attendance law (RCW 225.030).

Students who are tardy or who are returning from an appointment should check in with the school secretary prior to attending class.

Change of Address/ Phone Numbers: Please notify the school secretary if your address or telephone number changes during the school year. Current information is vital at all times.

Conferences: Parent/Teacher conferences are scheduled each Fall and Spring. Parent/teacher conferences present an opportunity for parents and teachers to meet at regular intervals to discuss student progress. Conferences are also an opportunity to share ideas about activities, habits, experiences, and achievements. Parents will also receive student progress reports throughout the school year and are encouraged to discuss specific concerns at any time.

Dress Standards: Clothing must not be distracting and/or hazardous. Students' dress should reflect a basic standard of health, decency, and safety.

Any apparel, jewelry, accessory, notebook, or manner of grooming which, by virtue of its color, arrangement, trademark, or any other attribute denoting membership in a gang or advocating drug use, violence, or disruptive behavior is prohibited. Clothing such as hats, shirts, or jackets with personalized messages, nicknames or slogans written in "gang style writing" are not to be worn. Examples of inappropriate clothing would include, but not be limited to, head bands, hairnets, bandanas (rags), hanging belts, sagging or extremely loose fitting clothing and coveralls which are not completely fastened.

Explorer Program: Walla Walla School District's Explorer (Gifted) Program is designed for third through eighth grade students with unusual academic ability and a high degree of drive and motivation to learn.

There are two selection periods for entry into the elementary Explorer Program. One of these is for students new to Walla Walla since the beginning of the calendar year. Parents of new students may nominate their child for Explorers by completing a parent nomination and information form and returning it to the school office before the testing dates. The deadline for new student nominations is in September. The second selection period for all in-district students takes place during the spring. The deadline for nominations is in January. A brochure containing more detailed information about the Explorer Program and curriculum is available in the Curriculum Office at the district office, 364 South Park Street.

Homework: Homework is assigned to provide practice and reinforcement for skills already taught. It provides extra drills for those students who require practice, establishes a sense of responsibility, allows for make up assignments due to absences, and helps the teachers communicate with parents. The district has established Homework Guiding Principles for grades K-5. Contact your classroom teacher or school secretary for a copy.

Districtwide Elementary School Information

Immunization: New students, kindergartners and first grade students are required by law to show proof of immunization against diphtheria, whooping cough, tetanus, polio, measles, mumps, and rubella prior to attending school. Students need an MMR booster prior to 6th grade.

Lost and Found: Clothing and school supplies should be labeled. Contact the school secretary to inquire about lost items. Items not claimed after a reasonable time will be boxed up and donated to charitable organizations.

Lunch/Breakfast Prices: School meals may be purchased (daily, weekly, or monthly) in the cafeteria before school each day. Meal prices are: (*please note: rates are subject to change due to market costs*)

| Breakfast Prices | | Lunch Prices | |
|---------------------------------|--------|-----------------------------|--------|
| Elementary | \$1.15 | Elementary | \$1.70 |
| Middle School | \$1.15 | Middle School | \$1.90 |
| High School | \$1.15 | High School | \$1.90 |
| <i>Reduced</i> | \$.30 | <i>Reduced</i> | \$.40 |
| Adults | \$1.65 | Adults | \$2.50 |
| <i>Prices subject to change</i> | | Milk (<i>all schools</i>) | \$.30 |

Free and reduced-price meal application forms are available in the school office. Adults are always welcome to have lunch at school. Please make a reservation with the school secretary prior to the visit.

Medication: A permission slip must be completed by a physician/dentist and be on file in the school office before prescription or nonprescription medication may be administered. **All medications are administered through the health clinic and must be in a pharmacist-labeled container.** Tylenol or aspirin are NOT supplied in the clinic.

Parties: Please contact your child's teacher for information regarding classroom parties.

Pre -Trips: Parents must complete a pre-trip request form to assure an excuse for a family trip. Approved pre-trip requests do not exempt the absences from being counted as excessive absences, should your child reach 10 or more excused absences throughout the year. Parents should make arrangements in advance for their child to complete work assignments for extended absences.

PTSA: We would like to offer you a special invitation to join the school Parent Teacher Student Association (PTSA). Positive encouragement for academic excellence, family involvement, and parent participation are priorities. PTSA provides financial support for special assemblies, classroom and school needs. PTSA sponsors many events throughout the school year to help support these efforts. PTSA membership information is sent home with each child at the beginning of the school year.

Progress Reports: Report cards are issued during fall and spring conference periods and at the end of the school year. A description of the curriculum offered during the school year is detailed on the back of your child's report card.

Recess: Children will be expected to go outside for recess. **Please dress your child appropriately for daily weather conditions.**

Student/Teacher Assistance Team: Student/Teacher Assistance Teams (S/TAT) meet each week to serve as a resource to teachers. Teachers may submit a "focus of concern" to the S/TAT when they have questions about a student's progress. The team then works with the child's teacher to explore strategies for enhancing the child's success at school.

Student Records: Parents have the right to review all official records maintained by the Walla Walla Public Schools concerning their children. These records may include identifying information, attendance, academic, or health records, achievement test scores, interest inventory results, and psychological and personality test scores. Parents have a right to due process and a hearing to challenge the contents of any information in the records. The contents of the records may be challenged on the grounds that the information is inaccurate, misleading, in violation of the privacy of students, or is inappropriate. Please see Family Education Rights & Privacy Act (Policy #3231 - Student Records) on page 21. A report card shall not be released until a student has made restitution for damages assessed as a result of losing or damaging school materials or equipment.

Districtwide Elementary School Information

Student Withdrawal: Parents are encouraged to provide the district at least two days notice before their child's last day once a decision to leave the district has been made. This allows time to prepare records and a report card prior to transferring to another school district.

Supply Lists: A supply list for each grade level is available in the school office. Lists are posted near the school main office area at the end of each school year.

Toys/Games: Parents are encouraged to be selective in what toys and games are allowed to be taken to school. Disruptive toys such as electronic items and noise makers should not be brought to school. Toys may also get broken or lost. Toys/games which include guns or weapons are prohibited at school. Students who bring these items to school may face disciplinary action.

Telephone Use: Student use of the school telephone is restricted in order to properly conduct the business of the school. Permission to use the phone will be granted in cases of emergency or legitimate school business. After school arrangements should be made outside of school.

Visitors (Please see: Policy #4200 - Safe and Orderly Learning Environment on page 23): Visitors are welcome! Parents are asked to **call the school secretary one day in advance to schedule a visit.** This helps ensure parents have an opportunity to participate in what they want. This is also a courtesy to teachers. Prior arrangements must be made with the classroom teacher for **school age visitors, including friends or relatives.**

For school safety reasons, all visitors must sign in at the school office and pick up a visitor's badge!

Volunteers: Volunteers are appreciated and welcomed. Please contact the school secretary to inquire about volunteer opportunities. Volunteers regularly share their time and talent to enhance our school's program through classroom assistance, clerical work, or PTSA activities. Washington State Law has established the following volunteer requirements: 1) all volunteers must successfully clear a Washington State Patrol background check; 2) A Volunteer Disclosure Statement must be completed by the volunteer each year s/he will work in the school. These forms are available at the school office.

Voter Registration: Voter registration forms are available in the school office or the district central office - 364 South Park Street. Registered voters are encouraged during all elections to exercise their right to vote.

Elementary Curriculum and Assessment

Curriculum

The Walla Walla Public Schools elementary school curriculum is a comprehensive one, including reading skills, math, writing, science, and social studies. In addition, students in the Walla Walla Public Schools have library, music, and physical education classes from kindergarten through fifth grade.

Learning Goals are developed for each subject at each grade level. These are the same for each elementary school. Comprehensive information about what is taught at each grade level may be found in the district's Curriculum Department at 364 South Park Street.

If you have any questions about the curriculum, please don't hesitate to call the Curriculum Department at 527-3000.

Assessment

A variety of tests are used to measure student learning in the Walla Walla Public Schools. They are: classroom assessments (all grades); the Walla Walla Achievement Level Test (WALT) which is given in the fall and spring to children in grades 3 through 8; and the Iowa Test of Basic Skills (ITBS), a national standardized test which is given to 3rd & 6th and the Iowa Test of Educational Development (ITED), administered to 9th grade students.

In addition, the State of Washington has developed new tests which measure the Washington State Essential Learnings (these tests do not replace the ITBS, the WALT, or regular classroom assessments). Washington Assessment of Student Learning (WASL) tests are given to students in 4th, 7th and 10th grades and assess reading, writing, math and science achievement.

District Assessment Plan Objectives:

- continually review instructional program
- correlate curriculum, instruction, and assessment; assess student progress and achievement
- ensure appropriate program placement
- identify students who are in need of special programs
- provide progress reports

Information from these tests will help administrators, teachers, parents, and students see where instructional programs are working, and where changes are needed.

The Washington State Learning Goals are:

- GOAL 1
Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings.
- GOAL 2
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 3
Think analytically, logically, and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems.
- GOAL 4
Understand the importance of work and how performance, effort, and decisions directly affect career and educational opportunities.

Washington State Content in Kindergarten

By the end of kindergarten, most students will:

Mathematics

- Recognize, count, compare, and order numbers or objects to 31
- Solve simple addition and subtraction problems using concrete models
- Measure objects with a variety of nonstandard units
- Compare, describe, and classify 2D and 3D geometric figures
- Discriminate between impossible, probable, and certain events in a real world context
- Answer questions by collecting and sorting data
- Describe and create patterns
- Recognize and search for patterns in everyday situations
- Identify questions to be answered in everyday situations
- Answer questions by organizing relevant information
- Predict results in everyday problem situations
- Reflect on results in everyday problem situations
- Follow a plan for collecting information
- Organize and clarify mathematics information in at least one way
- Express ideas orally or in writing, using models and/or pictures
- Explain the process used to solve a problem. Use mathematical knowledge to solve everyday problem situations
- Recognize equivalent mathematical models in familiar settings
- Recognize mathematical patterns in familiar situations in other disciplines

Reading

- Understand that pictures and text convey meaning
- Show an awareness of print in the environment
- Know and use letters and their sounds to predict and confirm text
- Recognize some words in different contexts
- Understand the way we read affects the meaning
- Reread a range of books and explore new ones.

Writing

- Identify topics by talking, drawing, thinking or writing
- Recognize and use beginning, middle, and end
- Begin to dictate and write complete sentences
- Share illustrations and writing with different audiences
- Begin to use correct manuscript formation and spacing

Communication

- Speak clearly to others
- Listen for specific information in stories or directions
- Imitate patterns of language

Spelling

- Begin to use temporary spelling with letters representing the major sounds in a word
- Write a few words correctly

Washington State Content in First Grade

By the end of First Grade, most students will:

Mathematics

- Count, recognize, write, and order whole numbers to 100
- Identify the position of an object within a set of no more than 10 objects
- Identify halves and fourths of an object or set of objects
- Compute to solve whole number problem situations involving addition and subtraction
- Estimate to determine if a solution to an addition or subtraction situation is reasonable
- Create and use strategies to solve addition or subtraction facts (counting on, counting back, doubles, etc.)
- Use nonstandard units to measure length, area, capacity, and time
- Recognize units of currency up to a dollar and express values using cents notation
- Use attributes to identify, compare, and sort 2D and 3D geometric figures
- Identify which event is more or less likely to occur in a real world context
- Describe and create patterns using sounds, objects, and symbols when solving problems or making conjectures
- Solve expressions with $<$, $>$, or $=$ using a variety of strategies and physical models
- Use objects and bar graphs to organize and interpret data collected to solve everyday problem situations
- Use a variety of strategies and approaches to solve problems (act out, draw a picture, guess, and check)
- Define problems that arise naturally in everyday situations
- Distinguish between relevant and irrelevant information when solving problems
- Select and use appropriate math tools to measure length, area, capacity, weight/mass, time, and temperature
- Interpret and compare information occurring in everyday problem situations
- Use models, patterns, words, pictures, or numbers to explain/justify methods used to solve problems
- Make and test conjectures based on collected data
- Check for reasonableness of answers when solving addition or subtraction problems
- Organize and clarify mathematical information using words, pictures, or numbers
- Recognize mathematical patterns and ideas in everyday situations in other disciplines
- Give examples of how mathematics is used in everyday life

Reading

- Show evidence of confirming predictions
- Attend to more than the initial letter
- Use multiple strategies to predict, confirm, and make meaning of text
- Read and reread to gain fluency and meaning
- Read different materials for a variety of purposes

Writing

- Identify topics by talking, reading, drawing, thinking, and writing
- Use sequence of beginning, middle, and end
- Identify and write complete sentences
- Use correct manuscript letter formation and spacing
- Begin to use writing conventions, grammar, capitalization, punctuation, spelling
- Share writing with a variety of audiences

Communication

- Listen for specific purposes when the teacher provides direction and focus
- Exhibit willingness to speak and listen in groups
- Follow simple oral directions
- Communicate with expression

Spelling

- Correctly spell the designated priority words (Rebecca Sitton) in daily writing
- Demonstrate confidence in using the core words in skill building activities, such as: dictation, sentences, homework, and seatwork

Washington State Content in Second Grade

By the end of Second Grade, most students will:

Mathematics

- Count, compare and order whole numbers to 1,000
- Demonstrate the meaning of place values up to 1,000
- Use physical objects to describe the difference between odd and even numbers
- Accurately apply addition and subtraction strategies to problems (doubles, doubles plus one, doubles plus two, and their reverses)
- Add and subtract two-digit numbers
- Use a variety of strategies to describe and solve situations involving multiplication and division (use physical models, draw diagrams, act out)
- Identify halves, thirds, and fourths of objects and sets of objects
- Apply and justify estimation techniques when solving addition and subtraction problems
- Estimate and measure length, area, weight/mass, capacity/volume, time and temperature using standard units in the U.S. Customary system (to the nearest whole unit)
- Describe and justify own methods of estimating in measurement situations
- Make change from one dollar
- Identify, sort, classify, and use 2D and 3D geometric figures to help solve problems
- Collect, organize, and display information, using tables, bar graphs, pictographs, and Venn diagrams
- Describe possible outcomes in a simple experiment where outcomes are not equally likely
- Recognize, describe, and extend patterns
- Use a variety of strategies and approaches to solve problems and to validate own thinking (use physical models, draw diagrams, act out)
- Define problems in everyday situations involving all four operations
- Organize, interpret, and compare relevant information using bar graphs, tables, pictographs, and Venn diagrams
- Select and use appropriate math tools to measure length, area, capacity, weight/mass, time, and temperature
- Make and test conjectures based on collected data
- Check for reasonableness of answers when computing or solving problems involving addition, subtraction, multiplication, and division
- Extract mathematical information from pictures, diagrams, and physical models
- Explain the process used to solve problems involving any of the four operations on whole numbers, using words, pictures, or numbers
- Recognize mathematical patterns and ideas in everyday situations in other disciplines
- Give examples of how mathematics is used in everyday life
- Make connections between multiplication and division situations

Reading

- Notice errors and use a variety of strategies to self correct and gain meaning
- Read and reread to gain fluency
- Consider more than one possible meaning while making inferences from text and illustrations
- Read different materials for a variety of purposes

Writing

- Use a variety of sentence lengths and types
- Identify and begin to write using paragraph form (indentation, topic sentence, supporting details)
- Begin to write and illustrate in more than one genre (informational, argumentative, narrative)
- Begin to use capitalization, punctuation, and correct spelling in final draft
- Write appropriately to a variety of audiences
- Read own writing to make improvements

Communication

- Exhibit attentiveness when listening
- Respond to stories and demonstrations with comments and questions
- Follow oral directions
- Speak with fluency, confidence, and clarity to the class or groups

Spelling

- Correctly spell the designated priority words (Rebecca Sitton) in daily writing
- Demonstrate confidence in using the core words in skill building activities, such as: cloze, dictation, sentences, homework, and seatwork

Washington State Content in Third Grade

By the end of Third Grade, most students will:

Mathematics

- Count, compare, order, and understand place values of whole numbers through 1,000
- Use physical models, pictures, and symbols to compare and order fractions with common denominators
- Add and subtract multi-digit numbers using the strategy most appropriate to the situation (mental math, calculator, paper, and pencil)
- Create and use strategies to solve simple multiplication and division basic facts
- Use models to demonstrate the relationship between multiplication and division
- Use mental math to multiply one-digit numbers by 10s and 100s
- Apply and justify estimation strategies to addition, subtraction, and multiplication situations
- Use perimeter and area to describe attributes of geometric figures
- Describe and justify reasonableness of estimates involving length, area, weight/mass, time, and temperature in other disciplines
- Measure length, area, weight/mass, time, and temperature to the nearest whole and common fractional parts of units in realistic situations in other disciplines
- Read and interpret tables, charts, pictographs, bar graphs, and line graphs in order to make predictions and comparisons
- Order events in terms of likelihood of occurrence and conduct experiments to determine the probability of events
- Recognize, describe, and extend patterns of numbers and objects
- Find a rule that describes numerical and geometric patterns
- Use a variety of strategies and approaches to solve problems (make a table, find a pattern, make the problem simpler)
- Recognize when an approach is unproductive and try a new approach (in computation and problem solving)
- Identify the unknowns in everyday situations
- Apply appropriate methods, operations, and processes to construct solutions to addition, subtraction, and multiplication problems
- Validate thinking using models, known facts, patterns, and relationships
- Make conjectures, collect data, support arguments, and justify results
- Reflect on and evaluate procedures used to solve a problem
- Use available technology to browse and retrieve mathematical information (CD-ROMs, e-mail, Internet)
- Explain the process used to solve problems involving any of the four operations on whole numbers using words, pictures or numbers.
- Organize and clarify mathematical information through narrative expression
- Recognize mathematics in everyday situations
- Use mathematical thinking in familiar situations in other disciplines
- Identify how mathematics is used in career settings

Reading

- Use a variety of strategies and show flexibility and confidence
- Think and talk about the author's intended purpose
- Pursue interests through the written word, showing preference for fiction or nonfiction, for books dealing with a particular theme, or books by a particular author
- Choose to read for pleasure
- Summarize text with clarity and well-supported opinions

Writing

- Write in more than one genre (informational, argumentative, narrative)
- Identify and write using paragraph form (indentation, topic sentence, supportive details)
- Write for a variety of audiences
- Use capitalization, punctuation, and correct spelling in final draft
- Begin forming cursive letters correctly
- Share writing with a variety of audiences
- Listen to response of audience and begin to incorporate some suggestions

Communication

- Maintain focus and attention in listening situations and group discussions
- Communicate clearly and appropriately in individual interviews and in group contexts
- Seek clarification when listening
- Help others to communicate by asking questions, listening, and responding
- Present information clearly and in a well-organized manner in formal presentations

Spelling

- Correctly spell the designated priority words (Rebecca Sitton) in daily writing
- Demonstrate confidence in using the core words in skill building activities, such as: cloze, dictation, sentences, homework, and seatwork

Washington State Content in Fourth Grade

By the end of Fourth Grade, most students will:

Mathematics

- Identify, compare and order numbers to 1,000,000
- Identify, compare, and order simple common fractions
- Add, subtract, multiply, and divide multi-digit numbers
- Write number sentences that represent addition, subtraction, multiplication, and division situations
- Demonstrate relationships between fractions with related denominators
- Apply estimation strategies to all four operations (computation as well as problem solving)
- Select appropriate tools and measure length, area, weight, capacity, time, and temperature using standard units of measure
- Identify and describe attributes of geometric figures using adjectives such as parallel, symmetric, congruent, similar, and perpendicular
- Use sets of ordered pairs to describe the position of a geometric figure on a coordinate plane
- Read and interpret charts, table, and graphs in order to make predictions and comparisons
- Use organized counting to find possible outcomes of an event
- Make inferences and predictions based on simple experiments
- Construct, extend, and generate rules for numeric patterns and sequences
- Use a variety of strategies and approaches to solve problems, (work backwards, make an organized list, make a table to graph, write number sentences)
- Recognize an approach is unproductive and try a new approach (in computation and problem solving)
- Identify the unknowns in problem situations
- Apply appropriate methods, operations, and processes to construct solutions to addition, subtraction, multiplication, and division problems
- Validate thinking using models, known facts, patterns, and relationships
- Use data to make conjectures, support arguments, and justify results
- Reflect on and evaluate procedures used to solve a problem
- Use available technology to browse and retrieve mathematical information
- Organize and clarify mathematical information through reflection and discussion (CD-ROMs, e-mail, Internet)
- Express the process used to solve problems involving any of the four operations on whole numbers using words, pictures, or numbers
- Recognize mathematics in familiar, everyday situations
- Use mathematical thinking in familiar situations in other disciplines
- Identify how mathematics is used in career settings

Reading

- Reread to gain greater levels of understanding
- Apply skills and strategies automatically and with increasing confidence when reading fiction or nonfiction texts
- Choose appropriate ways of responding to text, either to share reading interests or perform tasks

Writing

- Include relevant details in writing
- Use paragraphs to organize text
- Use capitalization, punctuation, and correct spelling in final draft
- Write legibly using cursive letter formation
- Write in a variety of forms and genre (narratives, journals, poems, essays, reports, stories)
- Show an awareness of audience needs
- Accept and employ feedback on own writing when appropriate

Communication

- Focus attention independently
- Respond thoughtfully and appropriately to presentations
- Use standard grammar and complete sentences in classroom and formal contexts
- Contribute to problem solving through discussion
- Differentiate between language for formal contexts and informal contexts
- Listen for main ideas, details, facts/opinions, meaning

Spelling

- Correctly spell the designated priority words (Rebecca Sitton) in daily writing
- Demonstrate confidence in using the core words in skill building activities, such as: cloze, dictation, sentences, homework, and seatwork

Washington State Content in Fifth Grade

By the end of Fifth Grade, most students will:

Mathematics

- Use models to describe the meaning of fractions, decimals, and percents
- Identify, compare, and order non-negative whole numbers
- Order fractions with fractions and decimals with decimals
- Identify equivalent fractions and simplify fractions to lowest terms
- Use models to describe prime and composite numbers, factors and multiples, and determine divisibility by 2, 5, and 10
- Use objects, pictures, and symbols to illustrate equivalent ratios
- Make comparisons between two part and part relationships
- Add, subtract, multiply, and divide non-negative whole numbers
- Add and subtract decimals, fractions, and mixed numbers
- Use models to demonstrate and explain the meaning of multiplication of a fraction by a whole number and a fraction by a fraction
- Use mental arithmetic, paper and pencil, calculator, or computer as appropriate for a given situation
- Determine and justify the reasonableness of answers by estimating prior to actual computation with whole numbers
- Choose the appropriate standard unit and tool and measure objects directly
- Choose standard units of measure yielding the most appropriate measurement
- Explain the advantages of standard units of measure
- Make conversions within the U.S. Customary System and within the Metric System
- Use estimation to obtain reasonable approximations
- Identify and describe properties of geometric figures and find examples in the physical world
- Describe the location of points on coordinate grids in the first quadrant
- Identify simple transformations using combinations of translations, reflections, or rotations
- Construct angles using tools such as a compass, straight-edge, and/or transparent mirror
- Prepare and organize displays of all possible results for a given probability experiment
- Carry out experiments to determine probabilities and compare predictions to experimental results
- Use and describe strategies for determining the probability of an event
- Identify a random sample taken from a described population
- Organize and display data using frequency tables
- Identify outliers in a set of data
- Describe mean, median, mode, and range for simple data
- Recognize number patterns and sequences
- Use physical and visual materials to model operations performed on both sides of an equation
- Use variable to describe patterns and sequences
- Translate problem-solving situations into simple mathematical equations containing a single variable
- Evaluate simple expressions using manipulatives

Reading

- Show confidence in transferring information and strategies learned in one material to another
- Show confidence in transferring information and strategies learned from one type of resource to another (i.e. technological and conventional print)
- Use a range of resources to gather, evaluate, and synthesize information
- Demonstrate flexibility in the use of application of strategies
- Read and use reading beyond the classroom setting

Writing

- Write in a variety of forms and genre
- Construct sequenced paragraphs and events using transitions
- Select and consistently use same voice in a piece
- Incorporate dialogue
- Write to persuade, inform, amuse, explain, compare/contrast
- Seek and accept feedback, edit, and revise own writing as appropriate

Communication

- Use listening strategies for gaining meaning
- Communicate ideas clearly and effectively for a variety of audiences and purposes
- Prepare and present information in a clearly understandable and appropriate way
- Differentiate between language for formal contexts and informal contexts

Spelling

- Correctly spell the designated priority words (Rebecca Sitton) in daily writing
- Demonstrate confidence in using the core words in skill building activities, such as: cloze, dictation, sentences, homework, and seatwork

Mathematics Processes for All Grade Levels

Problem solving, mathematical reasoning, communication, and connections are necessarily infused throughout the curriculum. Although the processes are the same for each grade level, implementation of them will vary based on the developmental level of the students.

- Develop and use a variety of strategies, such as act it out, make a physical model, and look for a pattern
- Identify missing or extraneous information
- Define questions to be answered in new situations
- Organize relevant information from multiple sources
- Validate thinking and mathematical ideas using models, known fact, and patterns
- Make conjectures and inferences based on analysis of new problem situations
- Test conjectures and inferences and explain why they are true or false
- Check for reasonableness of results
- Develop a plan for collecting mathematical information
- Organize and clarify mathematical information by reflecting and verbalizing
- Express ideas clearly and effectively using everyday and mathematical language appropriate to the office
- Relate and use different models and representations for the same situation
- Identify mathematical patterns and relationships in other disciplines
- Use mathematical thinking and modeling in other disciplines
- Describe examples of contributions to the development of mathematics
- Recognize the extensive use of mathematics outside the classroom
- Investigate the use of mathematics within several occupational/career areas

State and Federal Requirements

Asbestos Management: In April, 1997, the mandatory three-year inspection of the Walla Walla Public Schools facilities was successfully completed. This inspection is required by the Asbestos Hazard Emergency Response ACT (AHERA) of 1986. AHERA regulations also require that annual notification be given to teachers, workers, and the students' parents/guardians to update them on the status of asbestos in their schools and of the availability of the management plans. Walla Walla Public Schools conducts six-month periodic surveillance inspections in September and March to check the condition of the asbestos-containing building materials. The inspection reports are included in the updated copies of the AHERA Management Plans that are located in the district plant facilities office and the administrative office of each school. For more information contact the Plant Facilities Director (Asbestos Designated Person) for the district (325 S. Park Street, Walla Walla, WA 99362, 527-3018).

Child Custody (Policy 3126 - Child Custody): The parents/legal guardians who enroll a student in school will be considered as the residential parent/legal guardian of the student. The residential parent/legal guardian is responsible for decisions regarding the day-to-day care and control of the student. Parents, guardians, or surrogate parents have the two-fold right to receive information contained in the school's written records concerning their child and to forbid or permit the disclosure of such information to non-parents.

The nonresidential parent has the right, upon request, to be kept informed of the student's school progress and activities unless there are court restrictions. These include, but are not limited to: written grade reports, notices of school activities, reports of discipline actions, notices of teacher or principal conferences or summaries.

If restrictions are made relative to the above rights, the residential parent will be requested to submit a certified copy of the court order which curtails these rights. If these restrictions are questioned by the nonresidential parent, the parents will be expected to resolve the situation between them. The student is not permitted to visit with or be released to anyone, including the nonresidential parent. The only exception to this portion of the policy is law enforcement officials acting in that capacity and emergency medical personnel providing care in the event of a medical emergency. The residential parents have access to their children and their classrooms pursuant to RCW 28A.605.

Directory Information (Policy 3233): Federal law allows the school district to release certain student directory information for legitimate education purposes. Directory information is defined as the student's name, address, age, birthplace, participation in officially recognized school events and programs, weight and height of athletic team members, awards, diplomas, and photographs. Photos of students are sometimes used in district or school-produced publications or for use by the news media. Published photos in yearbooks, student/school newspapers, school handbooks, and other official school publications are considered public domain and can be reproduced by the media. **Parents/guardians of students under 18 years of age who do not want this directory information or photographs released must notify the school principal in writing.**

Internet Access by Students (Policy #2022 - Electronic Information System - Networks): Each student attending Walla Walla Public Schools has the privilege of Internet access. This access is meant to serve as an extension of instructional materials to help meet curriculum goals. Teachers will provide appropriate supervision and will instruct students about their role as "network citizens" and the etiquette and conduct expected in this global community. Parents and guardians of minors are expected to assist the school by setting and conveying the standards that their son/daughter should follow when using the Internet. Misuse of the Walla Walla Public Schools Electronic Information Network may result in loss of access privileges, disciplinary action in compliance with existing district policy, or other legal or criminal action, including restitution, if appropriate.

PLEASE NOTE! A parent/guardian who does not want their student to participate in the use of the Internet as an extension of instructional materials and curriculum must notify the school principal in writing. The parent/guardian acknowledges that information and resources available to their student may be limited due to lack of Internet access. All users of this network are governed by the district Acceptable Use Guidelines which should be reviewed annually. These guidelines may be found at http://tech.wvps.org/technology_documents.htm or obtained from the school office.

Family Educational Rights and Privacy Act (Policy #3231 - Student Records): The district shall maintain those records necessary for the educational guidance and/or welfare of students, for orderly and efficient operation of schools, and as required by law. The parent or eligible student has a right to: 1) Inspect and review the student's education records; 2) Request amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other right; 3) Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the Act and regulations in this part authorize disclosure without consent; 4) File with the U.S. Department of Education a complaint under Section 99.64 concerning alleged failures by the agency to comply with the requirements of the Act.

State and Federal Requirements

Drug Free Schools (Policy #5201 - Drug Free Schools, Community and Workplace): The Federal Drug Free Schools and Communities Act requires all school districts to communicate to their employees, students, and parents the necessity of maintaining a drug-free working and learning environment. This requirement places emphasis on conveying to students, employees, and parents the standards of conduct that are applicable to students and employees regarding illicit drugs and alcohol. Compliance with the following standards of conduct is mandatory.

1. The unlawful possession, use, sale or distribution of alcohol or illicit drugs by students and/or employees on school district property or as part of any school district activity is wrong and harmful. It is strictly prohibited and will not be tolerated under any circumstances.
2. Violation of this policy or any other district policy prohibiting drug or alcohol activity will subject students to disciplinary action (consistent with district discipline policies and local, state, and federal laws). Disciplinary action may include expulsion, completion of an appropriate rehabilitation program or referral for prosecution.
3. Violation of this policy or any other district policy prohibiting drug or alcohol activity by employees, consistent with any applicable Collective Bargaining Agreement, will subject employees to disciplinary action (consistent with local, state, and federal laws). Disciplinary action may include termination of employment, completion of an appropriate rehabilitation program or referral for prosecution.
4. The district will provide information about any available drug and alcohol counseling and rehabilitation and re-entry programs that are available to students and/or employees.

Equal Opportunities/Americans With Disabilities (Policy #5010 - Nondiscrimination - Staff): The Walla Walla School District shall provide equal employment opportunity and nondiscriminatory treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion, and training. Such equal employment opportunity will be provided without discrimination with respect to all affected groups as set forth in the Washington State laws against discrimination in hiring or employment as now or hereafter enacted, except insofar as such factors are valid occupational qualifications. The Walla Walla School District complies with all Title IX/RCW 28A.640 and Section 504 requirements and does not discriminate against any protected class as defined by state and federal regulations. This holds true for all students who are interested in participating in educational programs and/or extra curricular school activities. The Work Place Diversity Plan is on file and available for review from building administrators and the Administration Office, 364 South Park Street, Walla Walla, WA. Copies are available upon request. Individuals with disabilities who require assistance or special arrangements to attend a program or activity sponsored by the Walla Walla Public Schools should contact the district's compliance officer 24 hours in advance of the event to arrange accommodation. Inquiries regarding accommodation, compliance and/or grievance procedures may be directed to the Personnel Department, 364 South Park Street, Walla Walla, WA 99362 (509) 527-3000.

Discrimination and Harassment Prohibited (Policy #6590 - Unlawful Discrimination and Harassment Prohibited): The district will not tolerate harassment or discrimination on the basis of race, color, religion, ancestry, national origin, gender/sex, age, sexual orientation or disability. All acts of harassment or discrimination should be reported immediately to a staff member or administrator. The procedures and forms for lodging an informal or formal complaint may be obtained upon request during business hours at the principal's office at each school building or by contacting the Personnel Department at the Walla Walla Public Schools Administration Building at 364 South Park Street.

Special Education (Policy #2161- Special Education and Related Services for Eligible Students): If your child has a mental, physical, or developmental impairment or disability that has a major impact on learning, seeing, hearing, breathing, speaking, working, and caring for oneself or performing manual tasks, s/he may be eligible for special education, related services and/or specialized educational accommodations. For more information, to refer your child for screening, or to make your youngster a focus of concern, please contact the Special Services Department at 364 South Park, 527-3000. The eligible age range is from birth to 21 years.

Students' Rights and Responsibilities (Policy #3200 - Students Rights & Responsibilities)

Walla Walla Public Schools Mission Statement:

Walla Walla Public Schools will provide academically challenging programs to meet the diverse needs of all students in a safe, supportive environment and, in partnership with families and the community, prepare students to become competent, creative, and contributing citizens of a rapidly changing world.

In order to maintain and advance this mission, it shall be the responsibility and duty of each student to pursue his/her course of studies, comply with written rules of the district which are adopted pursuant to and in compliance with WAC 180-40, RCW 28A.04.132, RCW 28A.305.160, RCW 28A.600.010, RCW 28A.600.200 and submit to reasonable corrective action or punishment imposed by the district and its agents for violation(s) of such rules. No student shall be deprived of the right to an equal educational opportunity without due process of the law. Detailed information concerning students' rights, responsibilities, discipline, disciplinary action and due process may be found in Walla Walla School Board Policy and Procedures 3200 and WAC 180-40. The Procedures that contain WAC 180-40 and information regarding student due process may be obtained upon request during business hours at the principal's office at each school building or by contacting the Personnel Department at the Walla Walla Public Schools Administration Building at 364 South Park.

State and Federal Requirements

Tobacco Free Schools and Grounds (Policy #4215 - Use of Tobacco on School Property): The Board of Directors of the Walla Walla School District recognizes that the use of tobacco may create a health hazard for tobacco users as well as non-users. In order to protect the health of students, staff, and the general public, and to provide a healthy working and learning environment, the Walla Walla School District prohibits the use of tobacco products on school district property or in school district buildings. Smoking or use of any kind of lighted pipe, cigar, cigarette, or any other lighted smoking equipment, material, or smokeless tobacco products shall be prohibited on all district property, other properties leased or rented to the Walla Walla School District for any educationally related purpose, and in district-owned vehicles. **THIS POLICY INCLUDES PUBLIC ATTENDANCE AT ALL EXTRACURRICULAR AND ATHLETIC EVENTS.**

Compulsory Attendance

(Policy #3110 - Qualification of Attendance & Placement & Policy #3121 - Compulsory Attendance): Children eight years of age and children under eighteen years of age are required by law to attend private or public school. Children six or seven years of age are required to attend private or public school once they have been registered for school. Under certain circumstances, children who are at least sixteen and less than eighteen years of age may be excused from further attendance at school. The superintendent shall exercise his or her authority to grant exceptions. A resident student who has been granted an exception retains the right to enroll as a part-time student and shall be entitled to take any course and receive any ancillary services offered by a public school to full-time students.

Excused and Unexcused Absences (Policy #3122 - Excused & Unexcused Absences): Regular school attendance is necessary for mastery of the educational program provided to students of the district. It is recognized that, at times, students appropriately may be absent from class. Therefore, the following shall govern the development and administration of attendance procedures within the district.

Excused

Absences due to illness or a health condition, school-approved activities, family emergencies, and as required by law, disciplinary actions or short-term suspensions shall be excused. In addition, the principal may, upon request by a parent, grant permission in advance for a student's absence, providing such absence does not adversely affect the student's educational progress. If an absence is excused, the student shall be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher(s) 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. An excused absence shall be verified by the parent or school authority responsible for the absence.

Unexcused

Absences not noted above may be considered as unexcused absences. A student's grade may be affected if a graded activity or assignment occurs during an unexcused absence. A student may be suspended or expelled for habitual truancy. Due process procedures as established in Policy #3200 shall be followed.

It shall be the responsibility of the building principals and certificated staff to enforce the district's attendance policies and procedures. Because the full knowledge and cooperation of students and parents is necessary for the success of the policies and procedures, procedures shall be disseminated broadly and made available to parents and students annually. Custodial parents, parents or guardians shall be notified by phone or in writing whenever a child has failed to attend school after one unexcused absence and shall be asked to attend a conference to analyze causes for a child's absences after two unexcused absences in any month during the current school year. Should the child's unexcused absences continue, the Interagency Truancy Committee shall be asked to take corrective action up to and including petitioning the courts for assistance.

Public Disclosure (Policy #4040 - Public Access to district records): Parents may make public records requests under the Washington public disclosure act, chapter 42.17 RCW, regarding school employee discipline.

Removal of Students from School Premises (Policy #3124 - Removal/Release of Student During School Hours): Except in cases of emergency, court order or arrests, schools will obtain written authorization from custodial parents, parents or guardians before permitting the removal of any child from school ground or buildings. Written authorization will also be required for students to participate in a field trip outside of the district. Custodial parents, parents or guardians will be notified immediately anytime it is necessary to allow a student to be removed without their written authorization.

Custodial parents, parents or guardians will be notified in advance by the school concerning any scheduled activities that will take the student away from the school site and be given the opportunity to request that their students be excused from participation.

School Visitors (Policy #4200 - Safe and Orderly Learning Environment): The district welcomes and encourages visits to schools by parents and community members. All visitors except those attending scheduled school activities must immediately register at the office upon their arrival at a school. Visitors will be asked the reason for their visit so that they may be appropriately accommodated. The district has adopted procedures for visitors requesting classroom observations, solicitations, meetings with staff members and deliveries to students. Visitations will be approved according to these procedures and depending on the scheduled activities taking place at the time of the visit.

Weapons (Policy #4210 - Regulation of Dangerous Weapons on School Premises): Students who are found in possession of weapons on school property are subject to a one-year mandatory expulsion, subject to appeal and notification of law officials and parents.