

Helen Haller Elementary Parent Student Handbook 2021-2022



Kristi Queen, Principal
Sarah Decker, Assistant Principal
Dr. Jane Pryne, Interim Superintendent

Helen Haller Elementary
350 W Fir St
Sequim WA 98382

Telephone (360) 582-3200
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hhe.sequimschools.org

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Welcome

Welcome to Helen Haller Elementary School. In the following pages, you will find information that will help you to understand many of the policies and operational processes for our school.

At Helen Haller, our highest priority is to create a safe and nurturing learning environment that develops positive relationships, meets the needs of all students, builds their self-esteem, and touches personal and social responsibility. Haller is a wonderful place to learn because of the students, teachers, parents and community members that participate in the learning process every day.

I am honored to have the opportunity to serve as Principal of Helen Haller Elementary School. I hope you have a wonderful year.

Sincerely,
Kristi Queen, Principal
Helen Haller Elementary



Helen Haller Staff

Principal

Kristi Queen

Assistant Principal

Sarah Decker

Office Staff

Crystal Brown

Kimberly Bushy

Kindergarten

Lorrie Corder

Joey Marcey

Stephanie Nash

Melissa Novak

Vanessa Rayburn

First Grade

Pattie Hagan

Christine MacDougall-Danielson

Ione Marcy

Kelly Miller

Second Grade

Doreen Minard

Kristin Mooney

Renee Mullikin

Sarah Sullivan

Third Grade

Emily Ellefson

Robin Forrest

Carolyn Luengen

Rachel Oden

Ann Riggs

Fourth Grade

Lisa Beaver

Patrick Caron

Jaysa Hill

Jesse Klinger

Fifth Grade

Eric Danielson

Saxon Holt

Debbie Rich

Brittney Rothwell

Living Skills

Kerry Ladd/Tiffany Malean

Mike McCann

Jennifer Thatcher

Tracy Venegas

Specialists/Support Staff

ASL Interpreter

Counselor

ELL

HiCap

Learning support

Librarian

Music

Native American Advoc.

Nurse

OT

bert

P.E.

PT

Psychologist

SEL

STEM

Speech

Reading Specialist

Title Math Specialist

Kristin Deverin

Jennifer Saul

Andrea Dietzman

TBA

Heather Riley (3-5)

Melissa Sagara (K-3)

Sheri Kruckeberg

Laura Lorentzen

Robin Hall

Sonja Bittner

Matthew Mitchell

COTA Vanessa Schu-

COTA Andrea Sims

Joclin Julmist

Molly Booth

David Updike

Marie Claire Bernards

Kieth Lee

Nachelle Jannetti

Kristine Sumner

Betsy Smith

Sheri Suryan

Custodians

TBA

Randy Johnston

Caleb Bankston

Paraeducators

Kyla Adolphe, Tammy Belfield, Karen Berna,

Emily Cable, Veronica Catelli, Rhonda Cays,

Cassie Cobb, Cheryl Daniels, Lesa Dippert, Jane

Dominguez, Stephanie Dormer, Marci Dotson,

Jay Earley, Michelle Earley, Carla German,

Monica Gonzalez, Michelle Haman, Cherie

Hendrickson, Elizabeth Joers, Alexa Justus, Eliza

Klinger, Kerry Ladd, Ardis Mangano, Katey Reno,

Lili Ring, Susan Slate, Robin Sullivan, Cally

Tauran, AnnaBelle Thomas, Michelle Tiller, Janet

Webb, Julie Zeller

SCHOOL HOURS

NO SUPERVISION AVAILABLE BEFORE 8:00

Monday - Friday

8:15 a.m. – 2:45 p.m.

Early Release Hours

8:15 a.m. - 11:00 a.m.

Office Hours

7:30 a.m. to 3:30 p.m. Monday - Friday

(360) 582-3200

Please leave a message before or after regular school hours.



2021-2022 CALENDAR

CLASSES BEGIN: September 1, 2021

KINDERGARTEN BEGINS: September 7, 2021

CLASSES END: JUNE 17, 2022

Vacation/Holiday/No School Days

Labor Day	September 6
No School Day	November 5
Veterans Day	November 11
No School Day	November 12
Early Release	November 24
Thanksgiving	November 25 & 26
Winter Vacation	Dec 20 - 31
MLK Jr. Day	January 17
Presidents' Day	February 21
No School Day	March 4
Spring Vacation	April 4 - 8
Memorial Day (obs.)	May 30
Last Day/early release	June 17

Snow Make Up Days (if needed)

February 18

May 13

June 20

Conference Days

November 16, 17, 18, 19

1/2 days with early release at 11:00

Collaboration Time

10/1, 12/3, 1/7, 2/4, 4/1, 5/6, 6/3

1/2 days with early release at 11:00

Elementary Grading Periods

1st Semester ends — January 21

2nd Semester ends — June 17

GENERAL INFORMATION

Up to date information about our school and district programs can be found at:

Sequim School District — www.sequimschools.org

Helen Haller — hhe.sequimschools.org

Email us: helenhaller@sequimschools.org

- ***Our building is currently closed to the public, but if you have an appointment, we ask that you check in at the front office window.***
- If you park and pick up your student there are two designated pick up spots. On the east side of the campus it is the reader board and on the west side of the campus it is the area toward the Boys & Girls Club. Teachers will be walking your student there for pick-up.



Skyward Family Access - This web based tool allows parents to check their child's lunch account balances, attendance, and contact information. Login information and passwords are available by contacting our office.

Update information - Parents are encouraged to update your child's information through Skyward Family Access or with the school office **any time** you have a change in address, telephone number, work number, emergency contact numbers, email address, etc. Addresses and telephone numbers can also be updated through Skyward Family Access.

Emergency contact numbers - In the event we are unable to contact a parent when a child is ill or injured during the school day, we will call your emergency contacts. Emergency contacts should be people your child knows and who you are authorizing to transport your child home if we are unable to contact you. Keeping this information current is very important.

GENERAL INFORMATION (cont.)

Thursday take home folders - Thursday is our regular day to send home information. Students will receive a “take-home” folder in their classroom. Be sure to check the folder weekly for important communication. Parent newsletters will go out via email on Friday.

Emergency school closures - In the event of snow, ice and other emergency school closures current information will be posted on the Sequim School District web site at www.sequimschools.org. The school district will also notify local TV and radio stations and activate the automated calling system. Alternate snow-day bus schedules will be available on the district web site.

Lost & Found - Put your child’s name on all of his/her outerwear and backpack in a safe spot - inside the sleeve or on the inside flap of a pocket; inside the backpack or underneath the straps. Items with names are easily returned to their owners. We have a rack outside the north office door for lost coats, lunch boxes, back packs, water bottles, etc. if you want your student to check for an item. This area is also available to parents outside of school hours.



POSITIVE BEHAVIOR INTERVENTION & SUPPORT (PBIS)

The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience.

Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding.

KIDS AT HOPE

Helen Haller is proud to be part of the growing number of schools across the United States that have chosen to become a **Kids at Hope School**. We believe that "All the children of Helen Haller are capable of success, NO EXCEPTIONS!" Our school is committed to be a school where all students are surrounded by caring adults. These adults have high academic and behavioral expectations for our students and will provide all of them with opportunities to be successful. To learn more about **Kids at Hope** and its role in our school community, please see any of our staff or the Kids at Hope website.

The Pledges:

I am a Kid at Hope.

I am talented, smart and capable of success.

I have dreams for the future and I will climb to reach those goals and dreams every day.

**All Kids are capable of success,
NO Exceptions!**

As an adult and a Treasure Hunter

I am committed to search for all the talents, skills and intelligence that exist in all children and youth.

**I believe all children are capable of success,
NO EXCEPTIONS!**

HELEN HALLER ELEMENTARY BIG THREE

RESPECTFUL

I show respect to others, all property, and myself.

RESPONSIBLE

I use responsible behavior with my words, actions, and attitudes.

SAFE

I make safe choices so Helen Haller Elementary continues to be a great place to learn.

HELEN HALLER ELEMENTARY CODE OF CONDUCT

- I am respectful to others, all property, and myself.
- I use responsible behavior with my words, actions, and attitudes.
- I make safe choices so that Helen Haller Elementary continues to be a great place to learn.

I AM HERE TO LEARN

Therefore I will contribute to the
learning process
by letting my teachers teach and
my classmates learn.



ROLES & RESPONSIBILITIES

Teacher Responsibilities:

- Read and discuss rules and procedures with your students each start of the school year. Review this periodically throughout the school year.
- Consistently enforce school-wide expectations.
- Teach and reteach behavior expectations and implement restorative practices when needed.
- Contact parents when behavior interferes with child's learning or the learning of others.

Parent Responsibilities:

- Review school rules with your child.
- Contact the school if you have concerns.
- Send your child to school well rested, fed properly, and in appropriate clothing.
- Discuss with your children proper language, courteous behavior, and respect for the rights and property of others.
- Encourage your child to do their best.

Student Responsibilities:

- Follow the Guidelines for Success.
- Be Safe.
- Understand that the purpose of Helen Haller Elementary is for learning and that each student must show effort toward reaching the learning objectives set forth by the teacher.
- Follow the guidelines for success; be respectful, responsible and safe.
- Always do your best.

ROLES & RESPONSIBILITIES (cont.)

Our primary goal at Helen Haller is for students to be successful 100% of the time in class. At times students may struggle behaviorally, so teachers use research-based interventions. If these interventions are unsuccessful, further steps may be taken to improve student behavior.



Student Conduct/Discipline Policy & Procedures

Sequim School District Policy #3240 and Procedure #3241 address student discipline. Please refer to the handbook titled Student Rights and Responsibilities Handbook 2021-22 the district emailed to families in September.



Homework Guidelines

Homework varies from teacher to teacher. These guidelines are designed to help staff, students, and families have common expectations.

Homework is one of many learning activities in which students engage. Its purpose should be to:

- extend learning and/or provide practice in applying concepts initially presented in the classroom.
- provide opportunities for independent and guided work (depending on grade level and task).
- develop initiative, responsibility, self direction and organizational skills.

Guidelines

- All assignments will be clearly explained in the classroom.
- Homework will grow from classroom tasks and projects or will focus on skill/strategy reinforcement.
- Homework will not be assigned over weekends or long holidays.
- **In addition** we strongly recommend reading for 20 minutes
- everyday with your student.
- We request that problems/concerns be communicated to the teacher.

Toys – Electronic Devices —Cell Phones

There should be no buying, selling, or exchanging of toys and/or trading cards at school. It distracts from the teaching and learning process.

Please leave all electronic devices at home.

This includes all hand held items such as cell phones, cell watches, tablets, games, PDAs, etc. These items are often the target of theft and/or misbehavior at school.

If your child must have a cell phone at school, they need to keep it turned off or on silent and in their backpack. At no time during the school day are students to use their cell phones or watches. If you must talk to your child, please call the school office at (360) 582-3200. Policy #3245.

Failure to follow these expectation may result in:

- Confiscation of phone or other distracting items until end of day.



NOTES

FROM THE COUNSELOR'S ROOM

We will be learning, reviewing, and strengthening problem solving and self regulating skills throughout the school year.

Our goal is to teach students several positive ways to deal with difficult situations. To solve **minor problems**, we have introduced the program called Kelso's Choices. Students can use Kelso's wheel and try two ideas from it to solve their problem.



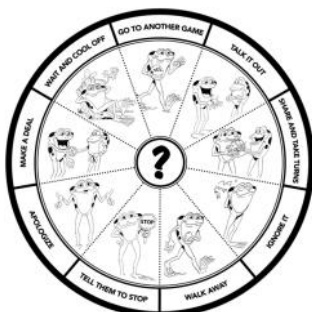
Problem Solving

1. What is the problem?
2. What are some solutions?
3. Choose a solution and use it.
4. For each solution, ask yourself....
 - Is it safe?
 - How might people feel about it?
 - Is it fair? Will it work?
 - Is it working? Yes!
 - If not, what can I do now?

**Kindergarten, 1st, 2nd, 3rd grades
KELSO'S CHOICE WHEEL**

IT'S YOUR CHOICE!

**DO YOU HAVE A SMALL PROBLEM?
TRY 2 OF KELSO'S CHOICES**



IF YOU HAVE A BIG PROBLEM, TELL AN ADULT YOU TRUST.

**Fourth & Fifth grades
K.C.'S CHOICE WHEEL**

CHOOSE 2 AND DIFFUSE



**GOTTA SERIOUS PROBLEM?
TELL AN ADULT YOU TRUST.**

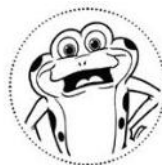
KELSO'S CHOICES

Kindergarten, 1st, 2nd, 3rd grades

Do you have a small problem? Try 2 of Kelso's choices.

- **Wait and cool off.**
- **Go to another game.**
- **Talk it out.**
- **Share and take turns.**
- **Ignore it.**
- **Walk away.**
- **Tell them to stop.**
- **Apologize.**
- **Make a Deal.**

If you have a BIG problem, tell an adult you trust.



KELSO'S CHOICES

Fourth and fifth grades

Choose 2 and Diffuse

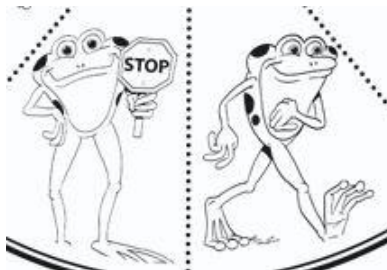
Verbal

- Talk it out.
- Apologize.
- Tell them to stop.
- Make a deal.

Non-Verbal

- Wait and cool off.
- Walk away.
- Ignore it.
- Go to another game.

Serious problem? Tell an adult you trust.



ZONES OF REGULATION

Helen Haller students are also learning about being in different ZONES OF REGULATION.

The different ways we feel can be categorized into four concrete zones, with GREEN being the best learning zone.

red zone	very excited lots of energy in your body	mad angry mean yelling hitting terrified	<u>OUT OF CONTROL:</u> Stop.... time out and effort to get to green
yellow zone	silly little or medium excited wiggly	upset frustrated irritated worried annoyed nervous	<u>LOSS OF SOME CONTROL:</u> able to get to green with some effort
green zone	calm happy feeling okay focused ready to learn	<u>MIND'S ON</u> for the awesome challenge of learning	<u>IN CONTROL:</u> able to make good decisions, solve problems, and to keep on learning
blue zone	sad sick bored tired moving slowly unmotivated	stuck in sad unmotivated feeling blue depressed	<u>LOSS OF SOME CONTROL:</u> able to get to green with some effort and / or time

The Zones curriculum provides strategies to teach students to become more aware of, and independent in, controlling their emotions and impulses and improving their ability to problem solve conflicts.

Please ask your child about the different zones and Kelso's Choices. We invite you to bring these strategies into your home.

If you have questions or would like to learn more about either of these strategies you are welcome to contact Jen Saul, HHE school counselor at jsaul@sequimschools.org.

PLAYGROUND EXPECTATIONS

- Students need to wear proper shoes for PE and/or recess. No flip flops, skate shoes, skateboards, or roller blades are permitted.
- **Leave personal toys at home.**
- Dress appropriately for changing weather conditions. Recess is usually held outside except in severe weather.

Interventions

1. One minute intervention. Talk with an adult.
2. Reflection time at the bench. One minute per age of student. Follow up with an adult.
3. Removal from a game or activity.
4. Referral to an administrator.

Leveled Recesses

The purpose of recess is to move, play, and to participate in social interactions during an unstructured break in the school day. All recess experiences should be **safe** and comfortable for each student. Conflicts often do arise during unstructured and high energy activities and each student has the **responsibility** to handle his or her conflict in a **respectful** manner; as to align with the school expectations. When students do not handle their recess interactions in a safe manner, or they do not keep their energy in a level of control, they may be placed in a more structured recess program. Here, they can obtain the skills and control necessary to create safe interactions during the recess period.

Level Rec



Level 1

Most Structured

Check in, intention run/walk, observe

The student will check in with a playground supervisor before and after each recess.

All recesses will begin telling the supervisor the student's intention, running or walking once or twice around the field, and end with playground observation.

Playground observation will take place next to the playground supervisor and allow students the opportunity to identify safe, respectful, and responsible behaviors on the playground.

The student will have developed an intention or learning goal that will help remind them of what skills they are learning or strengthening.



Level 2

Structured

Check in, intention run/walk, and play plan in proximity

The student will check in with a playground supervisor before and after each recess.

All recesses will begin by telling the playground supervisor her or his intention and where s/he will be playing after he or she has run or walked the field once or twice

All play must be within 15 feet of a supervisor and the student must stay at the chosen area until the end of recess.

At times, the last recess may be a guidance lesson from the counselor.



Level 3

Less Structured

Check in, intention run/walk, and play plan in proximity

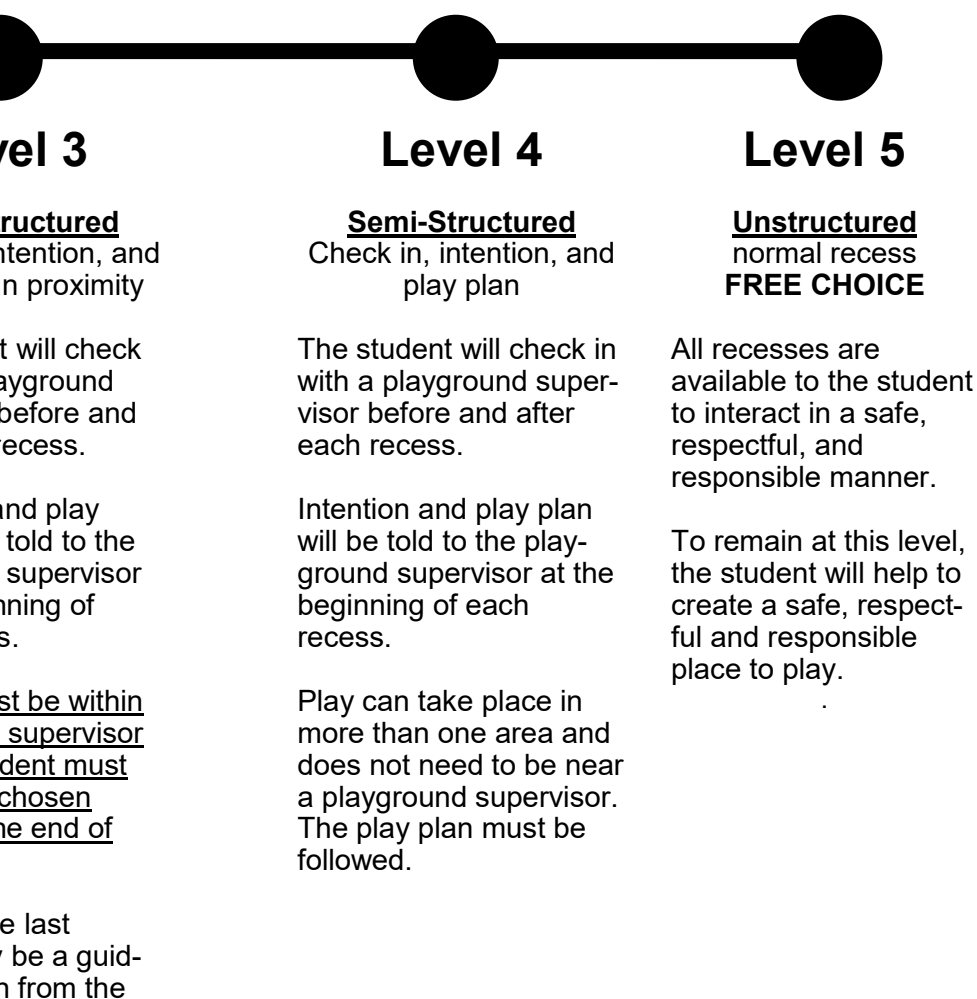
The student will check in with a playground supervisor before and after each recess.

Intentions and play plans will be discussed with the playground supervisor at the beginning of each recess.

All play must be within 15 feet of a supervisor and the student must stay at the chosen area until the end of recess.

At times, the last recess may be a guidance lesson from the counselor.

Process Chart





Be Safe.....Be Respectful.....Be Responsible
Have Fun and Allow Fun to Happen

Covered Area and Walkways

- These areas are off limits unless directly supervised by an adult.

Climbing Toys

- Use all equipment as it was built to be used.
- Monkey bars are for hands going across (no climbing on top).
- Jump only from a height no taller than you.
- Go up and down, or up and over the walls (no sitting on top of wall).
- Tag is to be played on the field only.

Swings

- Sit on the swing and swing straight.
- Take turns - 25 pumps equal a turn (if someone is waiting).
- Leave the swing when your feet are on the ground.

Slides

- Slide sitting down, feet in front of you.
- Go down the slide only.
- One person on the slide at a time.



Be Safe.....Be Respectful.....Be Responsible
Have Fun and Allow Fun to Happen

Big Toy

- *Walk* when you are on the big toy.

Wall Ball

- To be played on the north outside wall of covered play area.

Field

- Play tag, football, soccer, and kickball only in the field.
Two finger touch or tag below the neck.

Tetherball/Four Square

- After three wins, the winner goes to the end of the line.

Hard Blacktop Equipment

- Use all equipment as it was made to be used.
- Hula hoops and jump ropes stay on the hard surface blacktop area.
- Balls stay on the hard surface blacktop or the field.

SCHOOL MEALS

(Sodexo 360-582-3432)

Lunch Times

Kindergarten: 11:00 - 11:15
LS & 1st Grade: 11:00 - 11:20
2nd Grade: 11:20 - 11:40
3rd Grade: 11:40 - 12:00
4th Grade: 12:00 - 12:20
5th Grade: 12:20 - 12:40

Menus are sent home each month in the Thursday folders. Breakfast and lunch are served every day with a variety of menu items available. You can also find the menu on any school website or the district website under LINKS or at http://sequimschools.org/departments/nutrition_services/menus2.

Breakfast and lunch is free for all students this year. For milk only there is a charge of 50 cents, even for free and reduced.

Free & Reduced lunch forms - Applications are available online through Skyward Family Access. Even though meals are free this year for students, if you think you qualify, we encourage families to complete and submit an application online as it may qualify you for additional benefits. A new application must be submitted every year. You may apply any time during the year if circumstances change.

Do you qualify for Free & Reduced?

USDA Child Nutrition Program Income Guidelines Effective July 1, 2021–June 30, 2022					
Household Size	Annual	Monthly	Twice Per Month	Every Two Weeks	Weekly
1	\$23,828	\$1,986	\$993	\$917	\$459
2	\$32,227	\$2,686	\$1,343	\$1,240	\$620
3	\$40,626	\$3,386	\$1,693	\$1,563	\$782
4	\$49,025	\$4,086	\$2,043	\$1,886	\$943
5	\$57,424	\$4,786	\$2,393	\$2,209	\$1,105
6	\$65,823	\$5,486	\$2,743	\$2,532	\$1,266
7	\$74,222	\$6,186	\$3,093	\$2,855	\$1,428
8	\$82,621	\$6,886	\$3,443	\$3,178	\$1,589
For each add'l family member, add:	\$8,399	\$700	\$350	\$324	\$162

Helen Haller PTO

Parent Teacher Organization - Our PTO is a big part of our Haller family. Every parent is a member – no dues are required. Meetings are held the second Monday of every month at 6:00 p.m. on Zoom. PTO sponsors fund raisers and many activities throughout the year.

Contact: SequimHHEPTO@gmail.com

Officers for 2021-22

Interim President: Jenn Lawless

Vice President: Robyn Bacchus

Treasurer: Michelle Ridgway-sunvally@olypen.com

Secretary: Sarah Castell

Teacher Rep: Kristin Mooney

Box Tops for Education - At ten cents each, these little Box Tops add up to big money for our PTO. All money raised is used to fund various student activities. Ask relatives and friends to get involved too. Become a Box Tops Booster and earn extra points for our school at <https://www.boxtops4education.com/>.

Online Shopping:

- smile.amazon.com - Under “Account & Lists” choose “Amazon Smile Charity Lists” and search for “Helen Haller Parent Teacher Organization” and click “Select.” Amazon will donate .5% of eligible purchases to Helen Haller PTO.





HEALTH ROOM

Phone Number: (360) 582-3239

COVID CENTRAL - A “centralized” place for Covid-19 information, concerns, and questions within our school district.

Please contact Karen Huber or Julie Toth at the District Office’s COVID Central for all schools: (360)582-3433 or email khuber@sequimschools.org and jtoth@sequimschools.org

They are available to:

- Help guide families with COVID symptom concerns and decisions regarding keeping their student home from school and testing for COVID; **Clallam County Return to School Flow Chart** ([Link to Chart](#)) as seen on next page.
- Answer questions related to **COVID Travel Guidance** and
- Intake all **COVID test results** for students to get authorization to return to school.

Covid Central will be available every school day from **9:00am to 3:00pm**. As you may have information about your student’s COVID concerns, or have questions before 9:00am, please leave a phone message for them and be available for their return call as soon as they get into the office.

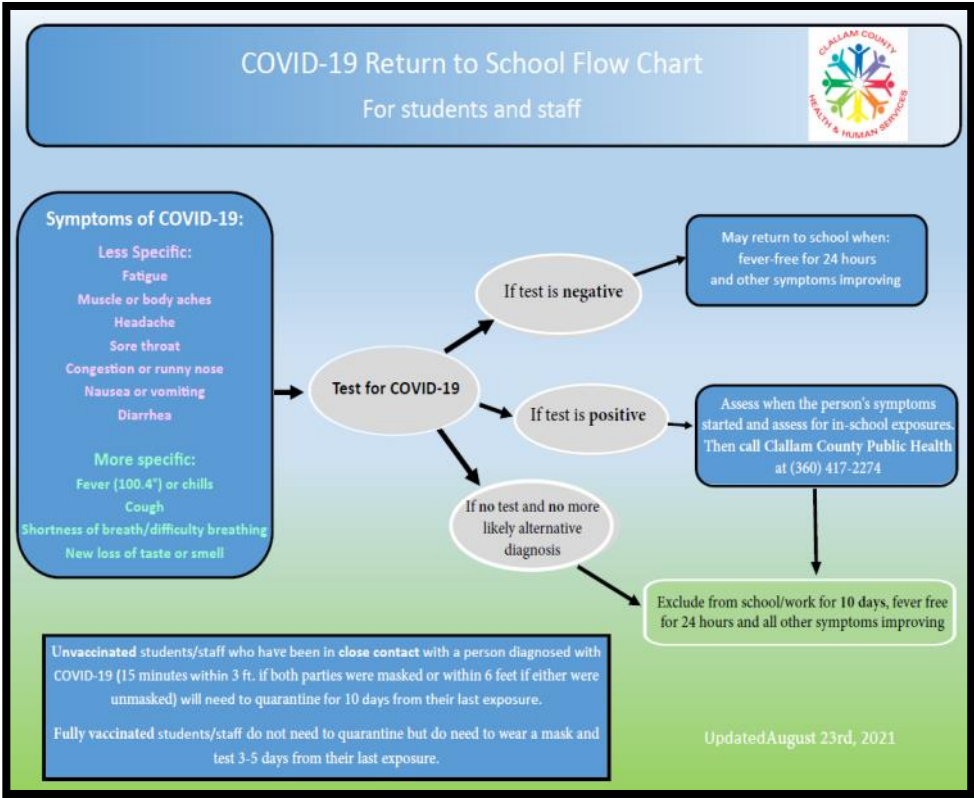
Immunizations - There are required immunizations for school attendance. Please contact the school district nurse for questions or your health provider.

Accident insurance - The Sequim School District does not provide medical insurance coverage for school accidents. Parents are responsible for their child’s medical bills if their child gets hurt during school activities. Student accident insurance is available to purchase to help you pay those bills. Application forms will be sent to family emails in October. Health Services staff can also give you information to help you sign you up for Washington State Health Insurance.

The use of crutches or wheel chairs at school, requires specific information from your doctor. Please contact the school health room or nurse before your child returns to school .

Illness or FEVER- If your child is absent from school because of illness, he or she should not return to school until fully recovered. Under normal conditions the child should not attend school for at least 24 hours after his or her temperature has returned to normal or vomiting and diarrhea have ceased. Please, notify the school secretary when your child will be absent.

Medication at school - Any child taking medication at school must have on file in the health office an Authorization for Medication at School form signed by the parent and the physician, each school year. We cannot give any prescription or over the counter medication (including cough drops) without a doctor’s order with directions to the school nurse. Bring the medication in the original bottle and your completed forms to the **health room** for processing. Adults should always deliver medicine to school – it should never be sent with the child. All medication is kept in the



TRANSPORTATION INFORMATION

Phone Number: (360) 582-3274

Bus route information - Information will be posted on the school district website. Be sure your child knows how they are going home and the name of their bus – don't assume they know. If you are unsure of the bus stop/time, you can contact the bus garage at (360) 582-3274.



Bus Safety Rules - The bus garage will distribute bus safety rules to each child who rides a bus. Bus slips will be issued for students not complying and may result in the loss of bus riding privileges.

Pink Slip Information - Pink slips are used to notify students, teachers and office staff of changes in plans or routine for Students. They are also used as bus passes and bus drivers will not let a child ride any other bus except his own without a pink slip. **If a child is doing anything other than what he/she normally does, he/she needs a pink slip.** (*Examples: being picked up from school instead of riding the bus, walking to a friend's house, doctor appointments, going to Boys & Girls Club, etc.*). We sent a couple pink slips home the first week of school and we are happy to send home more if you let us know. If a child has a change of plans for the day, please complete ALL sections of the pink slip and send it with him/her in the morning.

After school plans need to be made prior to coming to school or arranged through our office before 2:00.

SSD Transportation Pass	
GW - HH - MS - HS - SOS - OPA	
Date of Pass: _____	<input type="radio"/> Permanent
Student Name: _____	
Teacher Name: _____ <input type="checkbox"/> OK <input type="checkbox"/> NOK	
<input type="radio"/> Bus Name: _____	
Bus Stop: _____	
Emergency Phone Number: _____	
<input type="radio"/> Pickup Drive Through Looper Park & Pick-up	
Pickup By: _____	
<input type="radio"/> Walk To: _____	
Person Completing Form: _____	
Relationship to Student: _____	
v2 9/2018 Original to Office - Duplicate to Student/Driver	

DOES YOUR CHILD WALK TO SCHOOL?

Please review with your child safe walking habits and routes. Crossing guards are available at 3rd & Fir and 4th & Fir fifteen minutes before and after school. Students may not cross anywhere but in designated crosswalks.

Plan a safe route to school. Go over the route with your child, explaining traffic hazards and the safest places to cross the streets. Select the most protected and safest route. Utilize crossings with crossing guards.

The following simple rules must become a part of your child's thinking in order to prevent accidents. Teach your child to:

- Walk on the left side of the road, facing traffic, when there is no sidewalk.
- • Walk single file as far off the edge of the road as possible where there are no sidewalks or pedestrian-bicycle paths.
- Cross streets only at designated crosswalks.
- Stop! Look both ways! Be sure the way is clear before stepping into the street.
- Check behind the car that might be coming up to the corner to make a right turn.
- Walk – not run – straight across the street.
- Do not walk out from behind parked cars.
- Obey adult guards, traffic control signals, and signs.
- Always play away from traffic.
- Be extra alert on rainy, dark, icy, foggy or snowy days.
- Wear light colored clothing or make use of reflectorized tape on clothing to be seen readily by drivers on dark days.
- Always wear a helmet when riding a bicycle.

If you walk and pick up your student please wait by the reader board on the east side of the campus, or toward the Boys & Girls Club at the west side of the campus.



DO YOU DRIVE YOUR CHILD TO SCHOOL?

The parking lot at Haller is very congested just before and after school. If you drop off and/or pick up your child, please read the following information:

1. **Please follow directions of parking lot patrols!**
2. Parking lot traffic is one way; east to west. Do not park.
3. Enter the parking lot on the east end of the campus. Exit on the west end. This is also the exit for the Boys & Girls Club. This area is always very congested.
4. STAY IN YOUR CAR
5. STUDENTS ARE READY TO EXIT – STUFF READY TO GO
6. STUDENTS EXIT ON THE SIDE CLOSEST TO THE SIDEWALK (For safety)
7. CONSIDER SENDING YOUR STUDENT ON THE SCHOOL BUS – call (360) 582-3274. They follow all of the same safety protocols that we do at school.

AFTERSCHOOL PICK-UP

1. Kindergarten parents may enter the main lot at 2:25. All other grades enter at 2:40.
2. If you have a kindergartener and an older sibling please pick up your kindergartner then exit and get back in line so that we can get most of the kinder families out of the parking lot to make space for other grades.
3. STAY IN YOUR CAR – There is no parking and walking in.
4. STUDENTS ENTER ON THE SIDE CLOSEST TO THE SIDEWALK (For safety)
5. PULL AS FAR FORWARD AS POSSIBLE (We get more cars in the parking lot that way).
6. HAVE YOUR SIGN WITH YOUR STUDENT'S INFO IN YOUR WINDOW SO WE CAN GET YOUR STUDENT TO YOU—Signs will be sent home on the first day of school.
7. ONCE YOU HAVE YOUR STUDENT YOU ARE ABLE TO PULL OUT OF THE LINE AND EXIT.
8. THE ENTRANCE TO THE PARKING LOT IS ONE WAY ONLY – IN.
9. BE PATIENT AND COURTEOUS TO YOUR FELLOW HALLER DRIVERS
10. CONSIDER SENDING YOUR STUDENT ON THE SCHOOL BUS – call (360) 582-3274. They follow all of the same safety protocols that we do at school.

No Tobacco - Smoking or any other use of tobacco products shall be prohibited on school district property. This shall include all district buildings, grounds and district-owned vehicles. (Policy #4215)



Gun Free Zone/Dangerous Weapons - It is a violation of district policy and state law for any person to carry a firearm or dangerous weapon on school premises, school-provided transportation or areas of other facilities being used exclusively for school activities. (Policy #4210)

Notification Regarding Asbestos Re-inspections in Sequim School District - In compliance with the U.S. Environmental Protection Agency (EPA) Asbestos Hazard Emergency Response Act (AHERA), in the fall of 1988 we performed inspections of each of our school buildings for asbestos-containing building materials. The results of that inspection are available for public view and are on file in the Facility Management Plan located in each school building's administrative office.

Pesticide Policy - The 2001 Legislature passed a law requiring school districts to develop notification procedures related to the application of pesticides on school grounds and school facilities. Parents, please notify our District office in writing if you would like to be notified of any pesticide use. (Policy #6895)

Other policies - District policy manuals are available for review in all district offices.

MCKINNEY-VENTO HOMELESS EDUCATION ASSISTANCE ACT

The McKinney-Vento Homeless Education Assistance Act is a federal law that ensures immediate enrollment and educational stability for homeless children and youth. McKinney-Vento provides federal funding to states for supporting district programs that serve homeless students.

Defining Homeless - The McKinney-Vento Act defines homeless children as "individuals who lack a fixed, regular, and adequate nighttime residence." Our office administrators check for homeless status when students are enrolled. If your housing status changes, please contact the school counselor, Jennifer Saul or Merrin Packer at the District Office.

jsaul@sequimschools.org or (360) 582-3203
mpacker@sequimschools.org or (360) 582-3251

ATTENDANCE INFORMATION

DID YOU KNOW?

- Starting in kindergarten, too many absences (excused and unexcused) can cause children to fall behind in school and can set poor habits for the future.
- Missing 10 percent (or about 18 days) is considered chronic absenteeism and increases the chance that your student may not read or master math at the same pace as their peers.
- Students can still fall behind if they miss just one or two days every few weeks.
- • Being late to school can add confusion and stress to a student's day and may lead to poor attendance.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.
- By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
- By being present at school, your child learns valuable social skills and has the opportunity to develop meaningful relationships with other students and school staff.
- Absences can be a sign that a student is losing interest in school, struggling with school work, dealing with a bully or facing some other potentially serious difficulty.
- By 9th grade, regular on-time attendance is a better predictor of graduation rates than 8th grade test scores.

WHAT WE NEED FROM YOU

We miss your student when they are gone and we value their contributions to our school. We would like you to help ensure that your student attends regularly and is successful in school. If your student is going to be absent, please contact **our office at (360) 582-3200. You may also send a note when your child returns, email or tell office staff in person. Please see information that follows for anticipated absences and make-up absence process.**

OUR PROMISE TO YOU

We know that there are a wide variety of reasons that students are absent from school, from health concerns to transportation challenges. There are many people in our building prepared to help you if you or your student face challenges in getting to school regularly or on time. **You can contact our principal, assistant principal, counselor or your child's teacher.** We promise to track attendance daily, to notice when your student is missing from class, communicate with you to understand why they were absent, and to identify barriers and supports available to overcome challenges you may face in helping your student attend school.

We, the school, are required to take daily attendance and notify you when your student has an unexcused absence.

If your student has one unexcused absence in one month, state law (RCW 28A.225.020) requires we notify the guardian in writing or by phone.

After three unexcused absences, the school will connect with you to identify the barriers and supports available to ensure regular attendance. The district is obligated to develop a plan that may require an assessment to determine how to best meet the needs of your student and reduce absenteeism.

After an absence, the school allows five school days to excuse the absence(s). After five days, attendance records will not be changed.

Excessive excused and unexcused absences will result in a letter being sent home, an attendance conference with student, family, and an administrator, and a possible referral to the Community Truancy Board (CTB) or court.

ATTENDANCE INFORMATION (cont.)

Excused Absence:

- Personal illness
- (illness or quarantine), illness, health or appointments
- Funeral/religious services
- Appointments
- Family emergency
- **Pre-approved** family vacations

Excessive Excused Absences:

- Defined as students who accumulate 20 days of excused absences in a school year.

Anticipated Absences

Thank you for recognizing that attendance at school is vitally important if students are to be successful in their studies. If your child must be absent for a reason other than those listed as approved by the Sequim School District you may request that the days missed be excused.

If you know ahead of time that your child will be absent, we request that you let the office know at least three days in advance. This will allow time for the teacher to gather work for your child to complete during their absence.

At **Helen Haller Elementary** we have established the following rules on attendance that will help you ensure your student is attending regularly. **School attendance policies and procedures can be found at this link, [Policy #3122](#) on the school's webpage or are available in paper form at the school's front office and the Sequim branch of the North Olympic Library System. Please call us at Helen Haller Elementary, (360) 582-3200, if you have any questions.**

SSD TIERED SYSTEM OF SUPPORT

Mandated Interventions for Attendance and Truancy

1 unexcused absence/month

Auto call from the school to acknowledge the absence.

3 unexcused absences/month

Student's name is sent to the District Truancy liaison/s with attendance record.

8 unexcused absences/month

Mandatory Community Engagement Board meeting is scheduled. School Principal or Assistant Principal will be present and District Truancy Liaison/s. Student's supports will prepare letters and academic records.

5 unexcused absences/month

School Principal or Assistant Principal will send a "Truancy Letter" to student's parents or guardians.

6 unexcused absences/month

Mandatory TIA meeting is scheduled. School Principal or Assistant Principal will be present and District Truancy Liaison/s. Students with IEP's or 504's will have additional supports present.

5 excused absences/month

A "Check-in" will occur at the Elementary level. For Middle/High School student's name is sent to District Truancy Liaison/s. District will exercise discretion on whether a "Check-in" should occur. A check-in can occur after every 5th excused absence/month.

Excessive Excused Absences/year

At 20 excused absences, student's name will be submitted to the District Truancy Liaison/s. Academic records will be pulled and discretion will be used for additional interventions/steps.

WHAT YOU CAN DO

- Set a regular bed time and morning routine.
- Prepare for school the night before, finishing homework and getting a good night's sleep.
- Find out what day school starts and make sure your child has the required immunizations.
- Don't let your student stay home unless they are truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and may not be a reason to stay home.
- Avoid appointments and extended trips when school is in session.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Keep track of your student's attendance. Regular absences or tardies could put your student at risk of falling behind. Skyward Family Access can help with this.
- Talk to your student about the importance of attendance.
- Talk to your students' teachers if you notice sudden changes in behavior. These could be tied to something going on at school.
- Encourage meaningful afterschool activities, including sports and clubs.

HHE Elementary Home & School Pledge/Compact 2021-2022

We believe that students are most successful when families and school staff work together. The connections among school staff, families and students form a web of community. A school community is more than a place – it is found in the relationships among people attached to a school. To be successful, it would be most helpful if:

- Each person knows the purpose and shared values in the education of the children and what the roles are for each participant;
- Has open and ongoing communication about the successes and needs of children;
- Each member of this community educates themselves to best complete his/her role; and
- Each person shares information with each other to increase the effects of other's contributions to a child's learning and personal development.

Know that each school community member wants EVERY student to be successful. When you are unsure of another's choices and decisions, ask questions and be ready to hear answers with an open mind. To help students be best prepared for career and college paths, school staff, families and students share responsibilities:

School Staff will...

- Conduct daily differentiated small-group reading instruction;
- Help students believe they can achieve;
- Provide homework that supports content learning at school;
- Answer questions and/or provide additional information as it is requested.

Home & School Pledge/Compact (cont.)

School Staff will (cont.)...

- Keep families informed of children's reading progress and ways to support at home; and
- Answer questions and/or provide additional information as it is requested.

Families will...

- Attend family events at HHE when possible;
- Monitor homework completion and ask questions about books children are reading;
- Create opportunities to have positive conversations about school;
- Show children that school is important by making sure children are present and on time every day;
- And keep in touch with teachers about successes and challenges you see at home.

Students will...

- Follow the Big Three: Be respectful, be responsible, be safe;
- Follow directions, or ask questions when you don't know what to do;
- Be ready and prepared to do your best learning every day;
- Tell your family about what you do at school; especially when something makes you proud; and
- Tell your family and teacher when the work is too hard so they can help; persevere!

Sequim School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Victoria Balint, vbalint@sequimschools.org, Title IX Coordinators, Civil Rights Compliance Coordinator: Sequim School District Office, 503 N Sequim Ave., Sequim WA 98382, 360-582-3260, and for Section 504/ADA Coordinator, Cheryl McAliley, 503 N. Sequim Ave., Sequim WA 98382, 360-582-3260, cmcaliley@sequimschools.org.

El Distrito Escolar de Sequim no discrimina en ningún programa o actividad por motivos de sexo, raza, credo, religión, color, origen nacional, edad, estado de veterano o militar, orientación sexual, expresión o identidad de género, discapacidad o el uso de un guía para perros o animales de servicio y proporciona el mismo acceso a los Boy Scouts y otros grupos de jóvenes designados. Los siguientes empleados han sido designados para manejar preguntas y quejas de supuesta discriminación: Victoria Balint, vbalint@sequimschools.org, Título IX, y Coordinador de Cumplimiento de los Derechos Civiles, 503 N. Sequim Ave., Sequim, WA 98382, 360-582-3260, y para el Coordinador de la Sección 504/ADA, Cheryl McAliley, 503 N. Sequim Ave., Sequim, WA 98382, 360-582-32602, cmcaliley@sequimschools.org.