

Spanaway Elementary Student Handbook



412 165th Street S.
Spanaway, WA 98387
(253) 800-5300

Jaguars, STRIVE and RISE!

Principal: Kimberly Kosa

Assistant Principal: Rob Hurst



Welcome to Spanaway Elementary

Motto **Jaguars, STRIVE and RISE!**

Our Mission

Together we will establish a culture of high expectations and perseverance to ensure success for ALL students in partnership with families and the community.

Our Vision

Fostering a community where EVERYBODY belongs and realizes their full potential for a successful future

Student Mission Statement

As students of Spanaway Elementary, we will practice and never give up. We believe that to be successful we will overcome any obstacle. When things get hard we know what to do! We are respectful, responsible, safe and perseverant!

AS A JAGUAR STUDENT...

I believe in myself.

Staff are here for me.

I am capable of great things.

I am worthy of respect.

My voice is important.

I am unique.

I am worth it.

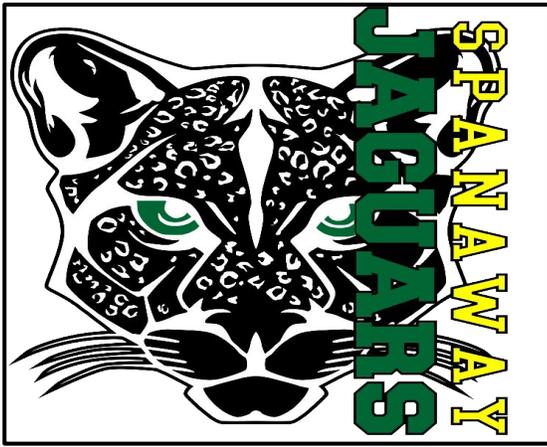
I can do great things.

I will never give up on myself.

I care about myself.

My success is important.

We are in this together.



Spanaway is a PBIS, Restorative Practices & Social-Emotional Learning school.
Jaguars are respectful, responsible, safe and kind!



PBIS

“The goal of Positive Behavior Support is not “perfect children.” Rather the goal should be creating the perfect environment for enhancing their growth.”

Randy Sprick



Restorative Practices

*“The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things **WITH** them, rather than **TO** them.”*

Ted Wachtel, International Institute for Restorative Practices



Social-Emotional Learning

“Social & emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

The Collaborative for Academic, Social & Emotional Learning (CASEL)

Monthly Learner Qualities

September-Review of all
October-Attentive Listener
November-Active Participant/Engaged
December-Collaborative
January-Growth Minded
February-Reflective
March-Inquisitive
April-Perseverant
May-Motivated
June-Review of all



Spanaway Elementary Learner Qualities



We show our best learner skills every day!

September	October	November	December	January
<p>Overview of all Learner Qualities</p>	<p>Attentive Listener</p> <p>S - Sit Up </p> <p>L - Lean Forward</p> <p>A - Ask and answer questions</p> <p>N - Nod head</p> <p>T - Track the speaker</p> <p>Attentive listening means your BRAIN IS TURNED ON and you are READY TO LEARN!</p>	<p>Active Participant</p> <p> Engaged! </p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Activate thinking <input checked="" type="checkbox"/> Stays on topic/on task <input checked="" type="checkbox"/> Focus on learning intention and success criteria <input checked="" type="checkbox"/> Works through distractions <input checked="" type="checkbox"/> Gives suggestions/ideas <input checked="" type="checkbox"/> Raises hand to ask/answer questions (SLANT) 	<p> Collaborative </p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Works well with others <input checked="" type="checkbox"/> Encourages peers <input checked="" type="checkbox"/> Makes sure all voices are heard <ul style="list-style-type: none"> o Takes turns o Listens attentively <input checked="" type="checkbox"/> Holds each other accountable <input checked="" type="checkbox"/> Works together to accomplish tasks <input checked="" type="checkbox"/> Gives and accepts feedback (peers, teachers, adults) <input checked="" type="checkbox"/> Willing to work with anyone 	<p>Growth-Minded</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learns from mistakes (it's okay to make mistakes!) <input checked="" type="checkbox"/> Has a plan to achieve goals and willing to adjust the plan <input checked="" type="checkbox"/> Believes that anything is possible with hard work <input checked="" type="checkbox"/> Positive self-talk  <input checked="" type="checkbox"/> Sets personal goals: <ul style="list-style-type: none"> o Your only competition is YOURSELF! o Celebrates personal success
February	March	April	May	June
<p> Reflective </p> <p>Asks self:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> What went well? <input checked="" type="checkbox"/> If I was not successful, what can I do now? <input checked="" type="checkbox"/> If I was successful, what are my next steps? <input checked="" type="checkbox"/> Can I do better? Is this my best? <input checked="" type="checkbox"/> Do I need to revisit the success criteria? 	<p> Inquisitive </p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Not afraid to ask questions (who, what, when, where, why, how) <input checked="" type="checkbox"/> Try to answer your own wonderings - uses problem solving skills and creativity <input checked="" type="checkbox"/> Eager to learn more <input checked="" type="checkbox"/> Clarify if you don't understand <input checked="" type="checkbox"/> Makes connections 	<p> Perseverant </p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Never gives up! <input checked="" type="checkbox"/> Tackles tricky problems/tasks <ul style="list-style-type: none"> o Tries another strategy o Breaks the task into smaller pieces o Takes a break and come back to it o Look at the success criteria <input checked="" type="checkbox"/> Stays positive - don't let frustrations get in the way <input checked="" type="checkbox"/> Asks for help 	<p> Motivated </p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Makes an effort to complete work and master the learning intention <input checked="" type="checkbox"/> Sets goals and works hard toward achieving them <input checked="" type="checkbox"/> Overcomes obstacles <input checked="" type="checkbox"/> Celebrates personal success <input checked="" type="checkbox"/> Seeks to understand the importance of what is being learned 	<p>Review of All Learner Qualities</p>

Students can earn Jaguar Paws for showing these learner qualities each day!



Spanaway Elementary School

412 165th Street S., Spanaway, WA 98387

Phone: 253.800.5300 Fax: 253.683.5398

Kimberly Kosa, Principal

Rob Hurst, Assistant Principal

Dear Spanaway Families:

Welcome to Spanaway Elementary School. We are excited to begin a great year with you and your child on our Jaguar team! We know this year may continue to pose challenges for us all and our goal is to provide high quality education for all Jaguars. Throughout the year we will be asking for your feedback to help us determine areas we need to strengthen and supports you need. Together we will STRIVE and RISE!

Every elementary grade sets the foundation of your child's success in the coming school years. In order to provide a well-adjusted, relaxing beginning, we need to work together to make the transition between home and school a positive, happy experience. Here are some suggestions you may want to follow.

- Please monitor the school's website, Facebook, and your email for the most up-to-date information about Spanaway Elementary.
- Visit the district website at www.bethelsd.org for district information.
- Visit our school website at www.bethelsd.org/ses
- Visit our school Facebook page @spanawayelementary for the most up-to-date information and to stay connected!
- Communicate with your child's teacher often on their successes and areas needing additional support.
- Ensure your child attends school each day, engages daily in schoolwork and communicates with their teacher about their learning.
- Talk to your child each day about school, be encouraging and help them to be perseverant when they are challenged.
- Talk to your child about responsible ways to use his/her iPad and practice digital citizenship.
- Read to your child daily or have them read to you.
- Practice basic math skills that will be helpful in their grade level.
- Encourage adequate rest and good nutrition to be alert and ready to learn.
- Become actively involved in your child's education through PSTA, register to vote, and most importantly share in the daily school experience.
- Attend school events throughout the year.

Parents are encouraged to be involved their child's school career from the first day to the last. This is one of the best ways to ensure your child's success and provide your child with a positive self-concept. As a staff we look forward to partnering with you to strengthen our team.

We are looking forward to working with you and your child during this school year at Spanaway Elementary School. If you have any questions, please do not hesitate to call, 253-800-5300.

Sincerely,

Kimberly Kosa, Principal

Rob Hurst, Assistant Principal



Welcome to Spanaway Elementary! Home of the Jaguars!

Principal: Kimberly Kosa
Assistant Principal: Rob Hurst
Secretary: Mandi Mayr

Registrar: Carmen Totten
Counselor: Valorie Camacho
Attendance/Health Clerk:

School Hours

Office Hours -----	8:15 AM - 3:45 PM
Breakfast -----	8:30 AM – 8:45 PM
Campus open to Non-breakfast students-----	8:35 AM
Arrival/Tardy Bell -----	8:45 AM
Dismissal -----	3:15 PM
Late Arrival -----	9:45 AM
Early Dismissal -----	11:15 AM

Lunch and Recess Schedule

Grade Level	Lunch	Recess
Kindergarten	10:55-11:20	11:20-11:45
1st Grade	11:10-11:35	11:35-12:00
2nd Grade	11:25-11:50	11:50-12:15
3rd Grade	11:40-12:05	12:05-12:30
4th Grade	11:55-12:20	12:20-12:45
5th Grade	12:10-12:35	12:35-1:00

Office Phone
253-800-5300

Attendance Office
253-800-5393

Please call the 24-hour attendance line to report absences.

Online Resources

School Website www.bethelsd.org/ses

Facebook Page <https://www.facebook.com/spanawayelementary/>

Transportation
253-800-5900

STUDENT CALENDAR

2023-2024



		AUGUST					FEBRUARY							
		M	T	W	T	F	M	T	W	T	F			
22 – Bethel Professional Learning Day (Provisional)				1	2	3	4					1	2	5, 12, 26 - Late Arrival
23-24 – Bethel Professional Learning Days		7	8	9	10	11	5	6	7	8	9	16 - Snow Make-up Day or No School		
25 – State Professional Learning Day #1		14	15	16	17	18	12	13	14	15	16	19 - Presidents' Day – No School		
28 – State Professional Learning Day #2		21	22	23	24	25	19	20	21	22	23	20 - Waiver Day #2 – No Students		
29 – Back to School Prep / Staff		28	29	30	31	26	27	28	29					
30 – First Day of School														
		SEPTEMBER					MARCH							
		M	T	W	T	F	M	T	W	T	F			
1 – Non-student Day						1					1	4, 11, 18 - Late Arrival		
4 – Labor Day – No School		4	5	6	7	8	4	5	6	7	8	14 - End of 2nd Tri & Elem/MS/HS Grade Prep – Early Dismissal K-12		
11, 18, 25 – Late Arrival		11	12	13	14	15	11	12	13	14	15	25-29 - Elementary Conference Week Early Dismissal, Grades K-5		
22 – State Professional Learning Day #3 No Students		18	19	20	21	22	18	19	20	21	22	27-29 - Secondary Conference Week Early Dismissal, Grades 6-12		
		25	26	27	28	29	25	26	27	28	29			
		OCTOBER					APRIL							
		M	T	W	T	F	M	T	W	T	F			
2, 9, 16, 30 – Late Arrival		2	3	4	5	6	1	2	3	4	5	1-5 - Spring Break		
20 – Waiver Day #1 – No Students		9	10	11	12	13	8	9	10	11	12	8, 15, 22, 29 - Late Arrival		
23-27 – Elementary Conference Week Early Dismissal, Grades K-5		16	17	18	19	20	15	16	17	18	19			
25-27 – Secondary Conference Week Early Dismissal, Grades 6-12		23	24	25	26	27	22	23	24	25	26			
		30	31				29	30						
		NOVEMBER					MAY							
		M	T	W	T	F	M	T	W	T	F			
6, 13, 27 – Late Arrival				1	2	3			1	2	3	6, 13, 20 – Late Arrival		
10 – Veterans Day – No School		6	7	8	9	10	6	7	8	9	10	24 – Snow Make-up Day or No School		
22-24 – Thanksgiving Break		13	14	15	16	17	13	14	15	16	17	27 – Memorial Day – No School		
30 – MS/HS End of 1st Tri/Grade Prep Early Dismissal, Grades 6-12		20	21	22	23	24	20	21	22	23	24			
		27	28	29	30	27	28	29	30	31				
		DECEMBER					JUNE							
		M	T	W	T	F	M	T	W	T	F			
4, 11 – Late Arrival						1	3	4	5	6	7	3 – Late Arrival		
18-29 – Winter Break – No School		4	5	6	7	8	10	11	12	13	14	11 – Elem/MS/HS Grade Prep Early Dismissal, Grades K-12		
		11	12	13	14	15	17	18	19	20	21	14 – Last Day of School Early Dismissal, Grades K-12		
		18	19	20	21	22	24	25	26	27	28			
		25	26	27	28	29								
		JANUARY					JULY							
		M	T	W	T	F	M	T	W	T	F			
1 – New Year's Day – No School		1	2	3	4	5	1	2	3	4	5			
8, 22, 29 – Late Arrival		8	9	10	11	12	8	9	10	11	12			
15 – Martin Luther King, Jr. Day No School		15	16	17	18	19	15	16	17	18	19			
30 – Elementary End of Semester Early Dismissal, Grades K-5		22	23	24	25	26	22	23	24	25	26			
		29	30	31			29	30	31					

– KEY –

- Late Arrival (1 hour)
- Early Dismissal Elementary
- Early Dismissal MS & HS
- Early Dismissal All Grades
- No School for Students
- Non School Days

Elementary = Grades K-5*
 Middle School = Grades 6-8
 High School = Grades 9-12

Student Calendar = 178 school days for students and 2 waiver days for teachers.

**Elk Plain School of Choice follows elementary schedules.*



SE PTSA Events 23-24

<u>Month</u>	<u>Event</u>
September Fall Fun Run Fundraiser Sept.25 - Oct.6	AUGUST Blacktop Bash! Date: 8/23 Time: 4:30-5:30pm
	Open House Date: 9/14 Time: 5-6:30pm
October Halloween Run Fundraiser October 31st	Jaguar Fun Night: Trunk or Treat Date: 10/26 Time:5:30-7pm
November Hat Day Fundraiser	Canned Food Drive Date: 11/1-11/15
December	Glow Dance Date: 12/7 Time: 5:30-7pm
January	Science/Art Show Date: 1/25 Time: 5:30-7pm
February Reading Rally Fundraiser 2/20-3/3	Jaguar Fun Night: Multicultural Night Date: 2/29 Time: 5-7
March Reading Rally Fundraiser 2/20-3/3	Movie Night Date: 3/21 Time 5:30-7pm
April	Jaguar Fun Night: BINGO Date: 4/25 Time: 5:30-7pm
May	Staff Appreciation Week!
June Fun Run Fundraiser 6/5-6/16	Fun Run TBD Date: 6/16/22 During the school day Time: TBD During the school day Kinder and 5th Promotion Date/Time TBD



Accessing & Volunteering in the School



Our #1 priority is to keep our staff, students, and families safe & healthy.
To do so, please follow our *Office Safety Process* below.
Thank you so much for your help! We appreciate you!

PROCESS TO ACCESS THE BUILDING

- 1) Locate the silver camera box located on the left of the front doors.
- 2) Push button: An office staff member will assist you.
(It is a district expectation to require all visitors state the purpose of their visit and show a valid form of photo ID)
- 3) An office staff member will unlock the doors and invite you to enter.

Thanks for visiting and have a fantastic day!

VOLUNTEERS

If you are interested in volunteering in any capacity in our building you must complete the volunteer form.

A volunteer form is also required to attend any portion of the school day alongside your student. These visits must be pre-arranged with the classroom teacher.

Volunteer Form Access: bethelvolunteers.hrmlplus.net

CLASSROOM CELEBRATIONS

Please contact your child's teacher in advance if you wish to celebrate them for any occasion. If providing food items, please note the following:

- Store bought items only
- Be aware that some students may have allergies to peanuts and tree nuts
- Be sure items are brought to school in their original sealed containers.

PARENT-TEACHER-STUDENT CONFERENCES

Formal conferences are scheduled twice a year. Parents/guardians may also set up conferences with the classroom teacher at other times as needed.

BETHEL SCHOOL DISTRICT-BOARD POLICIES

www.bethelsd.org



How Will The School Communicate With Me?



PARENTVUE

The ParentVUE web portal and mobile app will serve as direct lines to your child's classroom/school – anytime, anywhere, and in any language, so you always have access to the information you need to help your child succeed.

Both ParentVUE and StudentVUE will be available in Self Service on student iPads, on any web browser, or in the app store on your personal device.

Click here to watch a brief video introduction to ParentVUE:

<https://vimeo.com/396566366>

[Click HERE to login to ParentVUE](#)

PAW PRINT NEWSLETTERS

Parent newsletters, called the "Paw Print," will be shared weekly via email. If we have your current email address, please watch regularly for communication from the school. If you are not receiving these please update your email address in ParentVue or contact the school.

SCHOOL WEBSITES

Bethel School District Website www.bethelsd.org

Spanaway Elementary Website www.bethelsd.org/ses

Spanaway Elementary Facebook Page <https://www.facebook.com/spanawayelementary/>

AUTO-CALLS

Throughout the school year we will keep you up-to-date on events, other important information and reminders via auto-calls. If you miss these calls, they will go to your voicemail. Please listen to the entire voicemail before calling the school. If you have questions after listening to the auto-call, please do not hesitate to contact us.

EMAIL

Throughout the year your child's teacher, the school and district may send communication through email. Please be sure we have the correct email on file so you can receive the most up-to-date information.

PEACHJAR

Peachjar is an electronic communication tool that Bethel School District uses as well as Spanaway Elementary. Flyers and other items will be sent to the email address that we have on file. Some of the information sent comes directly from our school and others include information about community organizations and opportunities for your family to participate in.

Attendance at Spanaway Elementary

Laws and Policies

DID YOU KNOW?

- Starting in kindergarten, too many absences can cause students to fall behind in school.
- Missing 2 days per month or about 18 days per year can make it harder to learn to read.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school does affect attendance.
- Absences affect the whole classroom because the teacher has to slow down learning to help students catch up.
- Attending school regularly helps students feel better about school—and themselves.
- Start building positive attendance habits early so students learn right away that going to school on time, every day is important. Good attendance will help students do well in high school, college, and at work.

HOW CAN YOU HELP?

- Avoid medical appointments and extended trips when school is in session.
- Set a regular bedtime and morning routine.
- Lay out clothes and pack backpacks the night before.
- Find out what day school starts and make sure your student has the required shots.
- Introduce your student to their teachers and classmates before school starts to help them transition.
- 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 not a reason to stay home.
- If your student seems anxious about going to school, talk to teachers, school social worker or counselor, or other parents for advice on how to make your student comfortable and excited about learning.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Remember you are part of the Jaguar family and we are here to support. Contact us at anytime.

Student/Parent Procedures

- Students arriving late to school will go directly to the attendance clerk in the office, Mrs. Schaub. Students without a guardian's/doctor's excuse will be marked unexcused.
- Phone calls to our attendance clerk at 253-800-5393 stating the reason for lateness or absences are **required** and will be excused if they meet the criteria.
- If your student is leaving the school before our dismissal time (3:05), parents/guardians must complete a sign-out form located in the office.
- Get a "Pre-arranged Absence Form" from the attendance office (at least 4 days prior) to report upcoming absences extending 4 or more days. The administrator may or may not excuse the absences depending on the reason for the absences and the student's academic status.
- Students will make up all work and tests as determined by their teachers. It is a student/parent's responsibility to check with teachers about work that is to be made up and when the work is to be turned in.
- Parents/Guardians are encouraged to view "ParentVue" on our district website (www.bethelsd.org) to report absences. Contact our office (253-800-5300) if you are new to ParentVue and need more information.
- If you would like additional support to increase your child's attendance, please reach out to our school counselor at (253) 800-5370 and/or refer to the Bethel School District Resources Website (www.bethelsd.org/domain/4979).

Attendance Matters

Helping Your Child Attend School Regularly



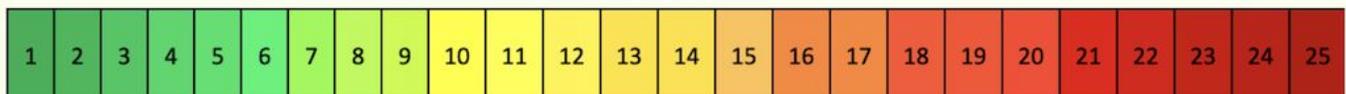
Student Name _____

Grade _____

Satisfactory
9 or fewer absences

Warning Signs
10 - 17 absences

Chronic Absences
18 or more days



Excused Absences _____

Tardies _____

Unexcused Absences _____

Total Absences _____

How you could support your **STUDENT**

- Set a regular bed time and morning routine.
- Prepare for school the night before.
- Get a good night's sleep.
- Don't keep your child at home, unless they are truly sick.
- Avoid appointments and extended trips when school is in session.
- Keep track of your child's attendance.
- Talk to your child about the importance of attendance.
- If your child seems anxious about going to school, talk to teachers, school counselors, and other parents for advice.

Attending school regularly helps children feel better about school--and themselves. Start building this habit in preschool, so they learn, right away, that going to school on time, every day is important. Eventually, good attendance will be a skill that will help them succeed in middle school, high school, and college.



Expectations, Procedures, and Policies



WHAT IS PBIS?

PBIS is short for:

Positive
Behavioral
Intervention &
Supports.

- It is a proactive, team-based framework for creating and sustaining safe and effective schools.
- Emphasis is placed on:
 - A. Preventing problem behavior
 - B. Development of prosocial skills
 - C. The use of data-based problem solving for addressing existing behavior concerns.

School-wide PBIS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions.

PBIS PHILOSOPHY AT SPANAWAY

At Spanaway, we believe in:

- Explicitly teaching, re-teaching, and reinforcing behaviors using common language
- Consistently acknowledging positive behaviors
- Building positive, respectful relationships between students, teachers, and families
- Knowing our students and proactively addressing possible triggers
- Providing students with tools, support & strategies to reach behavioral goals & build confidence in their abilities
- Using data to make decisions, establish goals, and celebrate successes
- Implementing restorative practices



Expectations, Procedures, and Policies



WHAT ARE RESTORATIVE PRACTICES?

A restorative school is one which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen. Restorative practices provide our students with a voice and opportunities to determine next steps on their own. Restorative practices happen WITH the students not TO them.

When conflicts arise a staff member will lead the students through the following questions. They will be asked of both the student who was “harmed” and the student who did the “harm” individually. When all parties are ready, they will come together and answer the questions in front of each other so they work towards a positive solution to the problem and take ownership of their actions.

To help those harmed by others' actions:

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

To respond to challenging behavior:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- What do you think you need to do to make things right?

WHAT IS SEL/CLASSROOM MEETING/CIRCLES?

Morning meeting occurs in each classroom everyday to build a sense of community. These meetings are structured in a circle to build inclusion. Teachers will facilitate discussions around how students are feeling, interests, topics of concern, expectations, appreciation, etc. Each meeting will include lessons from our Second Step Curriculum. All meetings end with a class chosen mantra to start the day!

“The circle represents a fundamental change in the relationship between students and authority figures. It creates a cooperative atmosphere in which students take responsibility for their actions. Students respond because they feel respected and realize that what they say matters. Circles make students feel like partners, and they respond by working to help create a more positive atmosphere. When the light dawns in students' minds and they begin to understand that they are truly being given a stake in their class and school, they rise to the occasion.” (Costello, Wachtel, Wachtel)



SEL at Spanaway EL



CALM KITS

If a student is having a hard day, every classroom has a space/kit where students can take a very short break to get their brain ready to learn.

VIRTUAL WELLNESS CENTER

If a student needs more than the use of the calm kit in their classroom, they can access our "[Virtual Wellness Center](#)" to be guided through activities to get their brain ready to learn.

WELLNESS CENTER

Some students may experience emotions that cannot be addressed in the classroom setting. They take a pass and go to our "Wellness Center" where they are taught how to choose strategies that will help them get their brain ready to learn.

THE ZONES OF REGULATION

As a school, we use the "Zones" as a way to check in prior to the start of the day during morning circles. They are also used as a way for students to communicate their needs when they are experiencing strong emotions.

THE ZONES OF REGULATION™

Blue Zone	Green Zone	Yellow Zone	Red Zone
Bored, Hurt, Exhausted	Calm, Happy, Proud	Frustrated, Nervous/Worried, Excited	Overjoyed/Eated, Wild, Terrified
Sick, Tired, Sad	Okay, Focused, Relaxed	Silly, Annoyed, Overwhelmed	Mad/Angry, Out of Control, Furious
Blue Zone Tools	Green Zone Tools	Yellow Zone Tools	Red Zone Tools
Stretch	Drink water	Deep breaths	Take a break
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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Jag Teams

Jag Teams are groups of student Jaguars mixed by grade level (K-5). They are led through community building lessons by staff members and 5th grade leadership members.

All SE Jaguars participate every month!

For more information check out the following page!

Jaguar Behavioral Expectations Matrix

Be aware of how your actions affect others.

Area	Be Safe	Be Respectful	Be Responsible
Arrival and Dismissal	<ul style="list-style-type: none"> ❖ Use sidewalks & crosswalks ❖ Walk directly to class ❖ Walk bicycles on school grounds ❖ Bicyclists must wear helmets 	<ul style="list-style-type: none"> ❖ Use kind words & actions ❖ Follow adult directions ❖ Respect others property 	<ul style="list-style-type: none"> ❖ Arrive on time ❖ Leave on time
Bus	<ul style="list-style-type: none"> ❖ Stay behind the railing while you wait to board your bus ❖ Keep hands and feet to self 	<ul style="list-style-type: none"> ❖ Use kind words & actions ❖ Level 2 voice so the bus driver can get you home safely ❖ Use affective statements (I feel... when ...) ❖ Let others sit next to you on the bus unless you have assigned seats ❖ Follow the directions of your bus driver at all times 	<ul style="list-style-type: none"> ❖ Walk directly to/from your bus ❖ Kindergartners in line first
Walking To and From School	<ul style="list-style-type: none"> ❖ Cross only at the crosswalks ❖ Walk on sidewalks & trails ❖ Be aware of your surroundings 	<ul style="list-style-type: none"> ❖ Make sure drivers see you before crossing in front of the bus 	<ul style="list-style-type: none"> ❖ Walk directly home or directly to school
Emergency Procedures and Drills	<ul style="list-style-type: none"> ❖ Follow procedures with Voice level 0 ❖ Keep hands & feet to yourself ❖ Stay single file & on route when evacuating ❖ Find line or place as quickly as possible and stay there 	<ul style="list-style-type: none"> ❖ Voice level 0 ❖ Listen & follow directions 	<ul style="list-style-type: none"> ❖ Voice level 0 ❖ Stay single file ❖ Follow directions immediately – the first time they are given
Lunch (Cafeteria or Classroom)	<ul style="list-style-type: none"> ❖ Wash/sanitize hands before eating ❖ Stay in seat until dismissed ❖ Keep hands and feet to yourself ❖ Eat own food only 	<ul style="list-style-type: none"> ❖ Voice level 2 ❖ Say please & thank you ❖ Give others personal space in line ❖ Respectfully follow adult instructions the first time given. 	<ul style="list-style-type: none"> ❖ Clean up my own area ❖ Recycle ❖ Appropriate conversation ❖ Take only the amount of food you are going to eat. ❖ Use hand signals to show needs
Bathrooms	<ul style="list-style-type: none"> ❖ Wash hands, use 2 pumps of soap and keep water in the sink for at least 20 seconds 	<ul style="list-style-type: none"> ❖ Voice level 0 ❖ Give others privacy ❖ What comes out of your body goes in the potty 	<ul style="list-style-type: none"> ❖ Return to class promptly ❖ Enter bathroom with empty hands ❖ 3 turns for paper towel ❖ Put all litter in garbage can ❖ Only one boy and one girl may be in the bathroom at the same time in each class.

Jaguar Behavioral Expectations Matrix

Be aware of how your actions affect others.

Area	Be Safe	Be Respectful	Be Responsible
Health Room	<ul style="list-style-type: none"> ❖ Follow the adults' directions ❖ Walk directly to the health room ❖ Keep 3 foot distance ❖ Wear a mask 	<ul style="list-style-type: none"> ❖ Check in at the office if no adult is in health room ❖ Give others privacy 	<ul style="list-style-type: none"> ❖ Voice level 1 ❖ Have a health room pass
Hallways and Stairs	<ul style="list-style-type: none"> ❖ Walking feet ❖ Walk on right side ❖ Shoulders behind shoulders ❖ One stair at a time ❖ Keep one hand on the rail 	<ul style="list-style-type: none"> ❖ Voice level 0 ❖ Hold the door open for the person behind you ❖ Keep body to self ❖ Allow others to pass 	<ul style="list-style-type: none"> ❖ Voice level 0 ❖ Go directly to your destination
Jaguar Pride/ Assemblies	<ul style="list-style-type: none"> ❖ Go directly to class line and sit down ❖ Hands & feet to yourself 	<ul style="list-style-type: none"> ❖ Voice level 0 during presentation ❖ Eyes on speaker ❖ Allow anyone to sit next to you ❖ Respect personal space ❖ Sit criss-cross on bottom ❖ Respectful applauding 	<ul style="list-style-type: none"> ❖ Watch & listen for attention signal and respond immediately ❖ Follow directions ❖ Set a good example for others ❖ Remember line expectations
Office	<ul style="list-style-type: none"> ❖ Have a pass ready to show an adult ❖ Walk 	<ul style="list-style-type: none"> ❖ Wait until someone greets you before you begin talking ❖ Use a kind voice 	<ul style="list-style-type: none"> ❖ Voice level 1 ❖ Follow the directions of the adult who sent you and the adults in the office

Jaguar Playground Behavioral Expectations Matrix

Play Area	Be Safe	Be Respectful	Be Responsible
Overall	<ul style="list-style-type: none"> ❖ Walk to and from the playground ❖ Keep your hands & feet to yourself ❖ Stay away from the fence ❖ Stay within the "zones" ❖ Keep wood chips & rocks on the ground ❖ Be aware & use caution with equipment ❖ Be sure all parts of your body are below the top of the Big Toy ❖ Use the bench for sitting 	<ul style="list-style-type: none"> ❖ Play by the rules of each zone ❖ Include everyone ❖ Play only with approved equipment ❖ Share & take turns ❖ Bully Free Zone ❖ Use school appropriate language ❖ While using chalk, drawings should be school appropriate and only on the ground 	<ul style="list-style-type: none"> ❖ Voice level 0 before entering the building ❖ Be where an adult can see you ❖ Line up quickly in designated area when the whistle is blown 2 long times ❖ Return equipment ❖ Throw any trash in garbage can. ❖ Follow teacher direction for where to eat ❖ Use problem-solving skills

To be responsible...have candy and toys at **teacher designated times**.

Cell phones and other electronics stay in your backpack and turned off during the school day.

If conflict arises use restorative language such as affective statements (I feel ___ when ___) and/or request a circle.



Spanaway Elementary Progressive Discipline



Step 1: Daily For All Students. Proactive Strategies to Avoid Progressive Consequences

Clear Expectations taught and posted.

Redirect student, verbal reminder using affective statements (I feel ____ when....), seek to understand using [Restorative Questions 1](#), reteach behavior, calm zone, visit a buddy teacher (option), Wellness Center, etc.

Step 2: Teacher Directed Consequence

Ex. Student and/or teacher call home, student may write a reflection with goals to change behavior, during 2nd recess engage in [restorative conversation](#) while student sits on bench.

Step 3: After two or more teacher directed consequences for similar behavior ...

Staff member contacts parent seeking to team up on solutions for behavior.

Step 4: Seek additional support

Staff member will complete a major office referral which is sent to the assistant principal for review.

POSSIBLE NEXT STEPS

- Engage in administrative restorative conversations with student(s).
 - Student driven consequence.
- Assign the closest recess, lunch and/or after school detention following incident.
- Restorative Conference with all stakeholders.
- Refer student for SSP if behavior is ongoing to create a Student Success Plan with the classroom teacher, parent, and assistant principal.
- Suspension (In-School, Out-of-School).
 - Re-Entry Meeting.

Classroom Expectations for Teacher, Specialists, and Intervention Rooms



Recognizing our Jaguars!



Spanaway Elementary

PAWsitive Office Referral



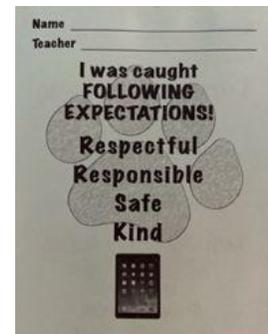
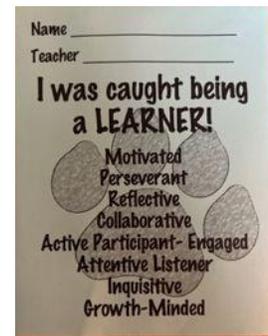
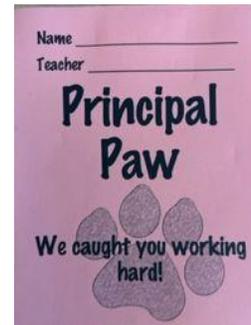
Student: _____ Date: _____

Referring Staff Member: _____

Learner Qualities Caught in Action:	Social Behaviors Caught in Action:
Attentive Listener Active Participant/Engaged Collaborative Growth-Minded Reflective Inquisitive Perseverant Motivated	Respectful Responsible Safe Kind

Staff Member Comments:

Admin Comments:



All staff in our school look for students who are showing our social behaviors as well as our Learner quality behaviors each day in the following ways:

- **Pawsitive Office Referral**-This goes straight to the Principal and is read over the morning announcements. Students also choose a prize out of the prize box and sign our "Superstar Board!"
- **Jaguar Paws**-Students earn paws for showing Respectful, Responsible, and safe behavior as well as showing our Learner Qualities. One paw from each grade level is pulled out of a bin in the office to be announced over the morning announcements. Students also pick a prize out of the principal's prize box and sign the "Superstar Board!"

Goals for Recess

- ★ Recess is a break from classroom structure and expectations, children have an opportunity to take control of their play, and recess develops special skills.
- ★ Recess may be the only time during the day when children have an opportunity to experience socialization and real communication skills.
- ★ We want to be able to support them as they learn how to play well together.

- ❖ Teaching Social Skills
- ❖ Problem Solving
- ❖ Conflict Resolution
- ❖ Healthy Play



Model

- ★ The playground is divided into 8 zones, each zone will be a different game or activity.
- ★ A “game of the month” is taught in PE the month prior and added to the games rotation as an additional choice for students.
- ★ Recess will be monitored by the classroom teachers.
- ★ Students will be taught the games in the classroom and in PE.

When Recess is Better Students Learn...

Conflict Resolution

Recess doesn't have to be chaotic. Kids can acquire tools to work out disagreements and differences that occur. We want to help teach kids how to solve problems and recess is a great place to practice this skill.

Leadership Skills

When they're playing with their peers, kids have a valuable opportunity to develop a sense of fairness, confidence, and communication.

Academic Success

Kids who are engaged during recess are more likely to participate in class, which means better attendance and better academic success.



iPad Expectations



I can show Digital Citizenship by being respectful, responsible and safe with my iPad, and agree to the following expectations and requirements of using it in class:

How?

By being Respectful:

- I will be respectful when using the iPad camera, including asking for permission before taking or sharing photos, audio and videos.*
- I will treat my iPad respectfully by not removing district labels or markings, or changing iPad settings.*
- I will use my iPad in ways that are appropriate, educational, and meet BSD expectations.*
- I will abide by the BSD Internet Use Agreement.*

By being Responsible:

- I will be a responsible user of my iPad including knowing where it is at all times, and properly returning my iPad to the classroom cart so that it can charge.*
- I will provide proper care for my iPad, such as using clean hands and carrying the iPad with two hands.*
- I will keep my iPad in a designated spot when not in use.*
- I will only download the apps required for classroom use.*
- I will stay on task when using my iPad.*
- I will immediately report to an adult if my iPad is missing or broken.*

By Being Safe:

- I will not lend my iPad to another person.*
- I will not use another person's iPad.*
- I will protect my iPad by keeping it in the provided protective case and keep all food and liquids away.*
- I will keep all the passwords for my device private and never share any personal information.*
- I understand that my iPad is subject to inspection at any time, without notice, and remains the property of Bethel School District.*

I understand the use of this device is a privilege that will be revoked at any time should I violate the above requirements, and that I may be unable to complete assigned work if I lose the use of this device.



Expectations, Procedures, and Policies



DRESS CODE

Preserving a beneficial learning environment and assuring the safety and well-being of all students are primary concerns of the Board of Directors.

Students' choices in matters of dress should be made in consultation with their parent(s)/guardian(s)/caregiver(s). It is the policy of the Bethel School Board that the student and their parent(s)/guardian(s)/caregiver(s) hold the primary responsibility in determining the student's personal attire, hairstyle, jewelry, and personal items. It is the responsibility of schools to ensure that student attire, hairstyle, jewelry, and personal belongings do not pose a health or safety risk to any student and do not create a hostile or intimidating environment that disrupts learning for any student.

In relation to student dress, the district's values include the following:

- Students should be able to dress and style their hair for school in a manner that expresses their individuality without fear of unnecessary discipline or body shaming;
- Students have the right to be treated equitably. Dress code enforcement will not create disparities, reinforce or increase the marginalization of any group, nor will it be more strictly enforced against students because of racial identity, ethnicity, gender identity, gender expression, gender nonconformity, sexual orientation, cultural or religious identity, household income, body size/type, or body maturity;
- Students and staff are responsible for managing their personal distractions; and
- Students should not face unnecessary barriers to school attendance.

UNIVERSAL DRESS CODE

Students must wear:

- Top (shirt, blouse, sweater, sweatshirt, tank, etc.);
- Bottom (pants, shorts, skirt, dress, etc.); and
- Footwear.

This policy permits additional student attire requirements when necessary to ensure safety in certain academic settings (e.g. *physical activity, science, or CTE courses*). Additionally, this policy allows for reasonable variation in required student attire for participation in activities such as swimming or gymnastics.

Students may not wear clothing, jewelry, or personal items that:

- Displays obscene or sexual words, pictures, messages, innuendoes, etc.;
- Displays drug or alcohol-related words, pictures, messages, innuendoes., etc.;
- Displays threats, violent conduct, weapons, etc.;
- Demonstrates hate group association/affiliation and/or use hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, other protected groups, or gang association/affiliation, etc.;
- Shows private parts (*clothing must cover private parts in opaque - not able to be seen-through material*);
- Covers the student's face to the extent that the student is not identifiable (*except clothing/headgear worn for a religious or medical purpose*);
- Attire worn in observance of a student's religion is not subject to this policy.



Expectations, Procedures, and Policies



WHAT IS SECTION 504?

(Policy 2161 and 2162)

Section 504 of the Rehabilitation Act of 1973, commonly called “Section 504,” is a federal law that protects students from discrimination based on disability. Section 504 assures that students with disabilities have educational opportunities and benefits equal to those provided to students without disabilities. To be eligible, a student must have a physical or mental impairment that substantially limits one or more major life activity.

Under Section 504, your child has the right to:

- Receive a free and appropriate public education.
- Participate in and benefit from the district's educational programs without discrimination.
- Be provided an equal opportunity to participate in the district's nonacademic and extracurricular activities.
- Be educated with students who do not have disabilities to the maximum extent appropriate.
- Be educated in facilities and receive services that are comparable to those provided to students without disabilities.
- Receive accommodations and/or related aids and services to allow your child an equal opportunity to participate in school activities.
- Receive educational and related aids and services without cost, except for those fees imposed on the parents of children without disabilities.
- Receive special education services if needed.

Under Section 504, parent/guardian has the right to:

- Review your child's educational records and to receive copies at a reasonable cost. You will not be charged if the cost would keep you from reviewing the records.
- Ask the district to change your child's education records if you believe that they are wrong, misleading, or are otherwise in violation of your child's privacy rights. If the district refuses this request, you have the right to challenge the refusal by requesting an impartial hearing.
- A response to your reasonable requests for explanations and interpretations of your child's education records.



Expectations, Procedures, and Policies



THE SECTION 504 PROCESS

Your child has the right to an evaluation before the school determines if he or she is eligible under Section 504. You have the right to:

- Receive notice before the district takes any action regarding the identification, evaluation, and placement of your child.
- Have evaluation and placement decisions made by a group of persons, often called a "504 team", including persons who know your child, the meaning of the evaluation information, and the placement options available.
- Have evaluation decisions based on a variety of sources, such as aptitude and achievement tests, teacher recommendations, physical conditions, medical records, and parental observations.
- Refuse consent for the initial evaluation and initial placement of your child.

If your child is eligible under Section 504, your child has a right to periodic re-evaluations, including re-evaluations before any significant change is made in your child's placement.

IF YOU DISAGREE WITH THE DISTRICT'S DECISION

If you disagree with the district's decisions regarding your child's identification, evaluation, educational program, or placement under Section 504, you may request mediation or an impartial due process hearing. You and your child have the right to take part in the hearing and have an attorney represent you. Hearing requests and other concerns can be made to your district's Section 504 Coordinator:

Andrea Landes

516 176th Street East Spanaway WA, 98856

[253-800-2301], alandes@bethelsd.org

You have the right to file a complaint of discrimination with the U.S. Department of Education's Office for Civil Rights (OCR), or to file a complaint in federal court. Generally, an OCR complaint may be filed within 180 calendar days of the act that you believe was discriminatory. The regional office is located at 915 Second Ave, Room 3310, Seattle, WA 98174-1099.

Phone: [206-607-1600](tel:206-607-1600)/TDD: [206-607-1647](tel:206-607-1647)

Website: www.ed.gov/OCR.



Expectations, Procedures, and Policies



HARASSMENT, BULLYING OR SEXUAL HARASSMENT

(Policy 3206 and 3207)

The district is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and patrons that is free from harassment, intimidation or bullying. "Harassment, intimidation or bullying" means any intentional written message or image – including those that are electronically transmitted – verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability, or other distinguishing characteristics, when an act:

- physically harms a student or damages the student's property; or
- has the effect of substantially interfering with a student's education; or
- is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- has the effect of substantially disrupting the orderly operation of the school.

Sexual Harassment—Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or of-campus, such as at school-sponsored field trips.

Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

- a student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or
- the conduct substantially interferes with a student's educational performance, or creates an intimidating or hostile educational or employment environment.

Sexual harassment as defined below includes conduct and communication of a sexual nature. Sexual harassment is unacceptable and will not be tolerated. It is a violation of district policy for a student to harass any other student, employee, volunteer, or agent of the district. Violations will be subject to discipline. (Policy 3206)

Student to Staff Sexual Harassment—Sexually harassing behaviors may include, but are not limited to, the following actions: remarks to or about a person with a sexual or demeaning implication, spreading sexual rumors, cornering or blocking a person's movement, using the telephone to harass, following, stalking, or any other conduct that creates a hostile environment for staff. Violations will be subject to discipline. (Policy 3206)



Expectations, Procedures, and Policies



Student to Student Sexual Harassment—Student to student sexual harassment is defined as any **unwanted** sexual behavior, such as sexually explicit gestures with hands or through body movements, sexual teasing or jokes, pressure for dates, sexually demeaning comments, deliberate touching or pinching, cornering or blocking a student's movement, pulling at clothing, attempts to fondle or kiss, pressure for sex or any other conduct designed to embarrass or to intimidate whenever such harassment occurs on school property or at a school-sponsored event. Sexual assault and/or rape is also a form of sexual harassment and is a criminal act that will be reported to law enforcement immediately for investigation and possible prosecution. Violations will be subject to discipline. (Policy 3206)

Racial Harassment—Slurs are the most common form of discrimination. A slur is defined as an insulting or disparaging remark or innuendo such as a word, phrase, or joke directed at or to any individual or group(s) which is based on perceived differences within our diverse population. Students should be taught to appreciate individual differences and staff should model appropriate behaviors. It is appropriate for public schools to teach these values not only as part of the curriculum but also by precluding slurs which demean others. Slurs, in the context of a school setting, constitute a disruptive influence and students or staff who make a slur shall be subject to appropriate disciplinary action. (Policy 5013)

How do I report harassment or sexual harassment? You can report harassment or sexual harassment to any school staff member or to the district Title IX Compliance Officer- Deb Carlman, Director of Equity & Achievement at 253-800-2019 or dcarlman@bethelsd.org

Non-discrimination Statement

Bethel School District is an Equal Opportunity Employer and complies with all federal rules and regulations, including Title IX, RCW 28A.640, RCW 28A.642 and Section 504. Bethel does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any disability, or use of a trained service animal by a person with a disability in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. Please contact Title IX officer Debbie Carlman, 253-800-2019, Section 504 coordinator Connie Martin, Executive Director of Special Education at 253-800-2302 or Civil Rights coordinator Debbie Carlman, Director of Equity and Achievement at 253-800-2019 with any questions or complaints.

Under the Open Records Act, the public is afforded full access to information concerning the administration and operations of the school district (policy 4040). This information is limited to records not protected by state and federal privacy laws. For more information on access to school district records, call the records department at 253-800-6000.



2023-2024

Student Rights and Responsibilities

Bethel School District #403 • 516 E 176th St • Spanaway, WA 98387

This document may also be found at www.bethelsd.org.

Dear Students, Parents and Staff Members,

One of Bethel School District's primary goals is to provide a safe, positive learning environment for our students. The underlying purpose of a clear, fair discipline policy is to ensure that all Bethel's young people can be confident that their school is a safe, secure place to learn and grow.

This document contains the rights, responsibilities, and regulations for students who attend Bethel Schools. Parents, please join your son or daughter in reviewing its contents. If you have questions, please do not hesitate to contact the principal at your student's school.

Sincerely,

Superintendent

STUDENT RESPONSIBILITIES

In order to maintain and advance the mission of the Bethel School District, it is the responsibility and duty of each student to:

- Pursue a course of studies and make reasonable efforts to learn.
- Attend school daily and be on time to all classes.
- Be aware of and obey all school rules.
- Express opinions and ideas in a respectful manner without libeling or slandering others.
- Act in a manner that will not detract from the education of anyone.
- Respect the rights of others and exercise self-discipline.
- Follow established procedures in seeking changes in the school rules.
- Identify oneself to school staff when requested on any school property or at any school activity.
- Follow the requests of school employees in the performance of their duties.
- Comply with written school rules that are adopted to carry out WAC 392-400-225 and RCW 28A.600.010.
- Submit to reasonable corrective action imposed by school staff for violation of school rules.
- Ensure that the lockers assigned to them contain no illegal drugs, weapons, contraband, or other evidence of violations of public law or district policy or school rules. Lockers are subject to search without prior notice.
- Follow the requests of school officials for the purpose of maintaining a safe and orderly school environment.

[Responsibilities, Rights and Authority](#)

STUDENT RIGHTS

As citizens of the United States students have certain constitutional rights. The school system cannot unduly infringe on those rights. The school may, however, set reasonable limits on those rights in order to meet the district's obligation to educate.

[Nondiscrimination](#)

[Freedom of Expression](#)

[Freedom of Assembly](#)

[Religious-Related Activities and Practices](#)

[Student Privacy and Searches](#)

[Student-Owned and Provided Transportation](#)

[Athletic Activities](#)

[Student Activities](#)

[Noncurriculum-Related Student Groups](#)

[Student Clubs](#)

[Prohibition of Corporal Punishment](#)

[Grading and Progress Reports](#)

[Associated Student Body](#)

Each student is guaranteed the equal opportunity to have access to an education and the district may not limit this right except for good and sufficient cause. No student shall be deprived the right to an equal educational opportunity without due process as provided in WAC 392-400.

STUDENT ATTENDANCE AT SCHOOL

[Excused and Unexcused Absences](#)

PROHIBITED CONDUCT

[Student Discipline \(Policy\)](#)

[Classroom Management, Discipline, and Corrective Actions \(PR\)](#)

[Electronic Resources](#)

[Freedom of Expression](#)

[Campus Guidelines](#)

[Nondiscrimination](#)

[Slurs, A Form of Discrimination](#)

[Sexual Harassment Related to Students](#)

[Prohibition of Harassment, Intimidation and Bullying](#)

[Student Use and Possession of Tobacco and Nicotine Products](#)

[Use of Tobacco and Nicotine Products and Delivery Services](#)

FIREARMS/WEAPONS

[Possession of Weapons by Students](#)

BUILDING RULES AND REGULATIONS

[Student Discipline \(Policy\)](#)

[Student Dress](#)

HARASSMENT/BULLYING

The district is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and patrons, that is free from harassment, intimidation or bullying.

[Prohibition of Harassment, Intimidation and Bullying](#)

Sexual Harassment, Student to Staff Sexual Harassment,
Student to Student Sexual Harassment

[Sexual Harassment Related to Students](#)

Racial Harassment

[Slurs, A Form of Discrimination](#)

STUDENT DISCIPLINE

[Student Discipline \(Policy\)](#)

[Classroom Management, Discipline, and Corrective Actions \(PR\)](#)

QUALIFIED DISABLED STUDENTS

[Special Education and Related Services for Eligible Students](#)

[Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973](#)

[Student Discipline](#)

STUDENTS AND TELECOMMUNICATION DEVICES

[Students and Telecommunication Devices](#)

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

[Student Records \(Policy\)](#)

[Student Records \(PR\)](#)

For information from the Department of Education, you may call 1-800-872-5327 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339.

TRANSPORTATION AND BUS RULES

The following rules and regulations apply to all students using school district transportation to and from school and school-sponsored activities and events.

1. Respect the bus driver, other students, property, and yourself.
2. Obey the bus driver's instructions and directions.
3. Keep hands, feet, and body off of other people's bodies, and their property.
4. Use kind and appropriate language. Avoid words or gestures that offend others, including profanity, teasing, name-calling, etc.
5. Eating or drinking is not allowed on the bus.
6. Before disembarking, clear your seat of belongings and/or any trash or debris.
7. Cell phones should not be used to record, take a video, or take a picture of anyone or anything inside the bus.
8. Be at your designated stop 5 minutes prior to pick-up.
9. Only get off bus at your designated stop.
10. Inform the driver of any conflict as soon as it is safe to do so. Do not participate in conflict.
11. Make sure your response is appropriate to the circumstance, do not overreact.
12. Listen to others, be tolerant, and be fair.
13. Stay seated on the bus at all times, with feet on the floor, and facing body forward. Do not switch seats, stand up, or walk while the bus is in motion. Once seated, stay seated.

14. Keep seatbelt on and fastened if/when sitting in a seat with seatbelts.

15. Speak in a classroom level voice. Do not yell or scream.

16. Do not bring items onto the bus that would interfere with student and driver safety - animals, toys, insects, breakable containers, chemicals, explosives, flammables, balloons, skateboards, etc.

Bethel School District is an Equal Opportunity Employer and complies with all federal rules and regulations, including Title IX, RCW 28A.640, RCW 28A.642 and Section 504. Bethel does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any disability, or use of a trained service animal by a person with a disability in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For questions or complaints contact the Title IX Officer Bryan Stresleski at 253-800-4303. Contact Section 504 Coordinators Andrea Landes (students) at 253-800-2300 or Todd Mitchell (staff) at 253-800-2030. For compliance coordination for civil rights laws contact Debra Carlman at 253-800-2019. Bethel School District, 517 176th St E, Spanaway, WA 98387.

PLEASE NOTE:

The summary statements contained in this publication are for information only and are not to be construed as replacing established school district policies and procedures. A copy of this document and official district policies and procedures may be found online at www.bethelsd.org.

Revised: 8/23/23