

Evergreen Elementary Handbook 2023 – 2024



We are college bound!

1311 172nd St E,
Spanaway, WA 98387

(253) 800-8200

Lisa Whitmire
Principal

Alicia Thurston
Assistant Principal

*Together, we ensure every student, without excuse and without exception,
will meet or exceed proficiency in reading, language and math!*

Message from Administration

Greetings Evergreen Eagle Students & Families,

We are excited to welcome you to the start of an amazing school year. The coming year is met with great anticipation, here at Evergreen! As a school and community partner, we are committed to providing the highest quality education and support for your child. Our mission is, “Together, we ensure every student, without excuse and without exception, will be proficient in reading, language, and math.” Throughout the year we will be gathering data and asking for feedback from both students and families to help us determine areas we need to strengthen and to provide additional support.

Elementary school is especially crucial in that it lays the foundation of literacy, communication, math, social-emotional development, and habits of mind for the rest of students’ academic career and beyond. We have a splendid opportunity to work together and make the transition between home and school a smooth, positive experience in a safe, motivational, and academically rigorous school.

Strategies to promote the home-school connection and student success include:

- Monitor the school’s website, ParentVue, email, and the weekly Family Bulletin for the most up-to-date information about Evergreen Elementary.
- Engage in regular communication with the classroom teacher(s).
- Attend Open House on September 1, 2022 to learn about our school goals and meet teachers and other staff members.
- Commit to daily, on-time attendance and maximize learning opportunities.
- Have a conversation each day about school. Encourage and recognize successes, while developing strategies to persevere through challenges.
- Teach responsible ways to practice digital citizenship and monitor the use of technology.
- Read daily with your child. Take turns being the reader and the listener.
- Schedule adequate sleep, activity, and good nutrition.
- Attending Fall and Spring Conferences to discuss successes and develop plans for challenges.
- Attend school events, and be involved in the community/school experience.

All students desire to be successful. We recognize that in addition to academics, behavior can play a large role in this success. Our staff explicitly teaches our students school-wide behavior expectations not only at the beginning of the year, but throughout the year. We emphasize positive and proactive approaches in teaching our students positive behaviors that lead to success.

Within this handbook, you will find information regarding our school procedures and expectations. It is very important that you and your child are fully informed regarding standards for a safe and productive school.

We look forward to partnering with you! Together we make a strong team to support all students. Our staff is looking forward to a great year at Evergreen Elementary School! If you have any questions, please do not hesitate to call, 253-800-8200. Go Eagles!

Sincerely,

Lisa Whitmire
Principal

Alicia Thurston
Asst. Principal

Table of Contents

Message from Administration	2
MISSION STATEMENT	5
NO EXCUSES UNIVERSITY	5
CHANGE OF STUDENT INFORMATION	5
IMPORTANT PHONE NUMBERS	5
VISITORS	5
SCHOOL HOURS	5
ATTENDANCE PROCEDURES	6
HOW TO REPORT ATTENDANCE:	6
DAY OF TRANSPORTATION CHANGE	6
HOW TO SUPPORT GOOD ATTENDANCE	6
PREARRANGED ABSENCE	6
TARDIES	7
EXCUSED ABSENCES (Policy 3122)	7
UNEXCUSED ABSENCES	7
STATE LAWS AND CONSEQUENCES	7
BUILDING-WIDE DISCIPLINE SYSTEMS	8
EVERGREEN SCHOOL WIDE EXPECTATIONS	10
CELL PHONES/SMART WATCHES	13
STUDENT SAFETY (Board Policy #3249)	13
DISCIPLINE MATRIX	14
PROGRESSIVE BEHAVIOR INTERVENTIONS	15
POSITIVE BEHAVIOR SUPPORTS	17
UNIFORM DRESS CODE POLICY	18
GENERAL INFORMATION	19
STUDENT BREAKFAST AND LUNCH PROGRAM	19
FREE AND REDUCED BREAKFAST AND LUNCH	19
CURRICULUM	19
LIBRARY	19
TECHNOLOGY/IPAD	19
CONFERENCES	20
HEALTH SERVICES	20
ACCIDENTS AND ILLNESS	20
STUDENTS AT SCHOOL BEFORE AND AFTER HOURS	20
SOCIAL EMOTIONAL SUPPORT	20
REPORT CARDS	20
FIELD TRIPS	20
HOMEWORK	21
HOMEWORK TIPS FOR PARENTS	21

STUDENTS GOING HOME WITH FRIENDS	21
STUDENTS TRANSPORTED BY AUTOMOBILE	21
WALKING TO SCHOOL	21
BIKE RIDERS	21
VOLUNTEERS	22
EVERGREEN PTA	22
HARASSMENT, BULLYING, OR SEXUAL HARASSMENT (Policy 3206 and 3207)	23
SECTION 504 (Policy 2161 and 2162)	25

MISSION STATEMENT

Together, we ensure every student, without excuse and without exception, will meet or exceed proficiency in reading, language and math.

NO EXCUSES UNIVERSITY

We believe that every child deserves the opportunity to be educated in a way that prepares them for college and career. At Evergreen Elementary we have high expectations for all students and believe when students work hard they will be successful. In addition, we will provide all students at Evergreen with the academic and social skills necessary to be successful in middle school, high school, and beyond.

CHANGE OF STUDENT INFORMATION

[ParentVUE](#) is the main portal to enroll new students and to complete the required annual information updates. Parents will receive an email at the address we have on file that describes the process for activating your [ParentVUE](#) account. Please follow the instructions within that email to activate your account. When you first sign in, you will view the Introduction page. Please read through this information and click "Continue" at the bottom to be guided through a process to validate your student's information. If you did not receive this email, please check your Junk or Spam folders. If you still do not receive it, please contact us at ParentVUE@bethelsd.org

IMPORTANT PHONE NUMBERS

Office	800-8200
Health	800-8293
Attendance	800-8293
Social Worker	800-8270
Food Services	800-8294
Bethel Emergency Line	800-6001
Transportation	800-5900
Bethel Recreation	800-7751
PTA	800-8200



VISITORS

It is wonderful to see families and volunteers visiting our school during the day. Parent and community involvement is encouraged and very much appreciated. We strive to make sure all feel welcomed, while also ensuring the educational process is not disrupted. Our staff cares deeply about the well-being of each child's safety; therefore school security is taken very seriously.

All Bethel Schools require visitors to enter through a secure door, which requires you to call into the office. Staff will answer the call and ask you to state the reason for your visit, then show identification. Visitors must then check in at the office and obtain a visitor badge.

SCHOOL HOURS

Breakfast:	8:30
First Bell:	8:35
School begins:	8:45
School dismissal:	3:15
Early dismissal:	11:15
1-hour late arrival:	9:45

ATTENDANCE PROCEDURES

If no notification is received for an absence, an automated message system will call and notify the family that the child is listed as **unexcused**. You must notify the office **each day** your child is absent.

At Evergreen Elementary School, we expect all students to attend class daily. Learning at Evergreen is designed to take place in class. We recognize a direct correlation between attendance and achievement. Daily attendance is one of the keys to a student's educational success. Every subject taught requires a student's active and continuous involvement in order to develop skills and knowledge of the particular subject. Most classroom experiences cannot be duplicated on an individual basis; an absent student loses the experience of direct instruction, exploration, group work, and participation. Missing more than 10 percent (**2 absences a month**) increases the chance that your student will not read or master math at the same level as their peers.

HOW TO REPORT ATTENDANCE:

- Call the attendance office
253-800-8293
- Send a note when your child returns to school.
- Log onto Family Access and enter an absence request

DAY OF TRANSPORTATION CHANGE

All changes to a student's typical mode of transportation home must be to the main office **no later than 2:00 PM** to ensure we safely get all students to their proper destinations. For your convenience, you may send a note with your child to give to the main office, email your child's teacher, or call the main office and leave a message detailing the change to transportation.

HOW TO SUPPORT GOOD ATTENDANCE

1. Set a regular bedtime and morning routine.
2. Prepare for school the night before, finishing homework and setting out uniform and backpack the night before.
3. Make sure your child has the required immunizations.
4. Only let your child stay home when they are truly sick.
5. Make appointments and plan extended trips when school is not in session
6. Develop backup plans for getting to school in case of an unforeseen emergency
7. Keep track of your student's attendance with a goal of less than 9 absences for the year.
8. Talk to your student's teacher if you notice sudden changes around your student's attitude toward school.
9. Talk to your student about the importance of attendance.

PREARRANGED ABSENCE

Students whose parents request pre-approval for an absence of three or more days need to fill out a Pre-arranged Absence Form. Administration may deny approval of the absence if the absence does not meet the excused absence criteria. The following are steps for a pre-arranged absence:

- Bring a note from the parent or guardian.
- Get a "Planned Absence Form" from the attendance clerk.
- Turn the signed form into the attendance clerk **at least 3 days prior** to the leave.
- Students will make up all work and assessments as determined by the teacher.
- It is the student's responsibility to check with their teacher about work when it is due.

TARDIES

Students not in the classroom by 8:35 am will be marked tardy. For 2nd -5th graders, after the third tardy within 30 school days, students will receive Recess Reflection where they can reflect on the impact of their late arrival to class.

EXCUSED ABSENCES (Policy 3122)

The following are valid excuses for absences:

- **Illness, health condition, or medical appointment:** A doctor's note is **required** for more than 3 days missed in a row due to illness.
- **Appointments:** If possible, try to make medical, dental, and eye appointments at the beginning or end of the day. **A note from your healthcare provider is required when appointments take place during school hours to excuse the absence.**
- **Family Emergencies:** Including but not limited to a death or illness in the family. While we understand that family emergencies do occur occasionally, excessive emergencies will not be excused.
- **Religious or cultural purposes:** Including observance of religious or cultural holidays or participation in religious or cultural instruction.
- **Court or judicial proceeding:** A note from the court verifying the date(s) must be returned to school to excuse the absence.
- Absence resulting from disciplinary action (short- or long-term suspension, emergency expulsion)
- **School and district approved activities**
- Absences due to student safety concerns including threats, bullying, or assaults.
- Absences due to a student's migrant status.

UNEXCUSED ABSENCES

Any absence from school for more than 50% of an average school day is unexcused unless it meets one of the criteria listed for an excused absence.

STATE LAWS AND CONSEQUENCES

- **Three unexcused absences** in one month, state law (RCW 28A.225.020), requires a scheduled conference with you and your student 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 meet the needs of your student and reduce absenteeism.
- **Five excused absences** in any month, **ten or more excused absences** in a school year, requires the school district to contact you to schedule a conference at a mutually agreeable time with at least one district employee, to identify the barriers and supports available to you and your student. A meeting is not required if your student has provided a doctor's note, a pre-arranged absence in writing, or the parent, student and school have made a plan, so your student does not fall behind academically. If your student has an Individualized Education Plan or a 504 Plan, the team that created the plan needs to reconvene.
- **Seven unexcused absences** in any month or **ten unexcused absences** within the school year, requires a petition to be filed with Pierce County Juvenile Court, alleging a violation of RCW 28A.225.010, the mandatory attendance laws. If your student continues to be truant, you may be required to appear in court.

BUILDING-WIDE DISCIPLINE SYSTEMS

DISCIPLINE PHILOSOPHY

1. We expect all students, staff and visitors to exhibit the SOAR Character Traits:

- **Safety** - To participate and take leadership in promoting attentive practices which protect themselves and others from danger and/or harmful risk (physical/emotional/intellectual) in all areas of the school.
- **Ownership** - To believe that taking action is not someone else's responsibility. You, as an individual, are accountable for your participation and the quality of an outcome, even when you're working with others.
- **Achievement** - To attain short and long-term educational, social-emotional, and behavioral goals.
- **Respect** - To allow yourself and others to do and be their best.; to create a mutually considerate, polite and cooperative atmosphere between all individuals involved within our school.

2. At Evergreen Elementary, we are focused on strong academics and student achievement. Students will actively participate in their own learning and will not interfere with the learning or safety of others.

3. At Evergreen, we use a positive behavior intervention system for managing student behavior. We believe it is the responsibility of Evergreen Elementary staff to identify and teach the desired school behaviors to all students. At Evergreen, we begin the year by teaching students about the SOAR Character traits and about what each trait exemplifies. School wide lessons are taught by all teachers at the beginning of the year so that students know how to conduct themselves in the classroom, hallway, bathroom, commons and any other portion of our building and grounds. Lessons are also taught throughout the year as teams determine behavioral needs for students.

4. In the event a student does not demonstrate expectations, staff will redirect and reteach these expectations as needed. Students may be expected to participate in restorative actions and/or assignments to help repair relationships. Repeated violations of school expectations will result in progressive discipline to reinforce appropriate behaviors in the school setting in order to support student achievement.

At Evergreen we believe:

- Every attempt should be made to maintain the dignity of both the adult and the student.
- Misbehavior should be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on the school or staff. Therefore, students should be guided and expected to help solve issues in a positive manner.
- Misbehavior should be handled with natural (logical) consequences instead of punishments whenever possible.
- It is best if the student does most of the thinking and reflecting.
- Students should have the opportunity to be heard and tell their perspective of a situation.
- Restorative Practices are essential to a safe and cooperative school culture.

5. At Evergreen, we are dedicated to our students' ability to learn to their full potential and to feel safe at school. When student behavior interferes with their own or others' ability to learn or feel safe and interventions do not successfully redirect the behavior, disciplinary action will be taken. This is also true for misbehaviors outside of the classroom setting. The nature of the consequence for any misbehavior will be dependent upon its frequency, severity and/or the presenting circumstances of the issue.

RESTORATIVE PRACTICES ARE . . .

- Using other means of discipline to help students learn from their behaviors.
- Working with the stakeholders to help restore what has been damaged and work together to help the student change his/her negative behavior.
- Taking time to learn what triggered the behavior, by allowing all involved party voices are heard.
- Holding students accountable for their actions while educating them on how their behavior impacts others.
- A method of delivery that requires stakeholders to work together and ensure components of the positive behavioral supports are put into place and implemented with fidelity

RESTORATIVE PRACTICES ARE NOT . . .

- Stopping the suspension of students in order to meet a school or district behavior data quota.
- Ignoring the stakeholders who have been affected by the student's behavior.
- Assigning the same discipline for every student without knowing the reason for the misbehavior.
- Consequences assigned without consistent implementation and follow-through.
- An easy way out.

EVERGREEN SCHOOL WIDE EXPECTATIONS

	Safety	Ownership	Achievement	Respect
Arrival/ Dismissal	<ul style="list-style-type: none"> ➤ Go directly to your destination, using the most direct route ➤ Stay on sidewalk behind yellow line or bus rails ➤ Keep all electronics put away ➤ Always use crosswalks ➤ Follow adult instructions the first time 	<ul style="list-style-type: none"> ➤ Walk with a purpose to your location ➤ Keep track of your belongings ➤ Keep food and homework in backpack ➤ Wait in your designated line quietly with hands and feet to self ➤ Watch and listen for your car or your bus color. 	<ul style="list-style-type: none"> ➤ Be on time ➤ When arriving to class, get straight to work ➤ When departing from class, leave your area cleaned up and ready for the next day. 	<ul style="list-style-type: none"> ➤ Use Level 0 voice when entering the classroom ➤ Use Level 2 when waiting for a bus or pick up ➤ Use kind words and actions
Assembly	<ul style="list-style-type: none"> ➤ Voice level 0 when entering and exiting ➤ Walk at all times ➤ Stay in designated area ➤ Keep hands and feet to yourself 	<ul style="list-style-type: none"> ➤ Follow adult directions the first time. ➤ Sit on your pockets, hands in lap, facing forward. 	<ul style="list-style-type: none"> ➤ Participate appropriately the entire time ➤ Enjoy the assembly 	<ul style="list-style-type: none"> ➤ Use Voice Level as directed by the presenter(s) ➤ Eyes and ears on speaker ➤ Use appropriate applause ➤ Give positive feedback
Breakfast/ Lunch	<ul style="list-style-type: none"> ➤ Use Level 1 voice in line and at the table ➤ Follow directions from adults the first time ➤ Walk at all times ➤ Stay seated until dismissed by adult 	<ul style="list-style-type: none"> ➤ Eat only your food (Please no sharing of food or beverages.) ➤ Clean up your garbage, leftovers, and spills ➤ Keep track of your belongings 	<ul style="list-style-type: none"> ➤ Use time this time to eat your food ➤ Enjoy your meal time ➤ Leave your eating area clean ➤ Report problems to adult 	<ul style="list-style-type: none"> ➤ Use good manners and respectful communication ➤ Raise hand to be released ➤ Help others, when needed

	Safety	Ownership	Achievement	Respect
Bus	<ul style="list-style-type: none"> ➤ Keep all food and drinks closed and in back pack ➤ Watch for traffic when entering/exiting the bus ➤ Stay behind the yellow Zone until entering the bus ➤ Stay in your assigned seat 	<ul style="list-style-type: none"> ➤ Remember and listen for your bus color ➤ Follow the directions of supervisors and your driver ➤ Keep track of your belongings 	<ul style="list-style-type: none"> ➤ Keep your backpack closed ➤ Report problems to adult ➤ Watch for your stop ➤ Enter and exit the bus quickly and quietly 	<ul style="list-style-type: none"> ➤ Stay seated facing forward ➤ Keep hands and feet to yourself ➤ Use kind words and actions
Classroom	<ul style="list-style-type: none"> ➤ Walk at all times ➤ Follow adult instructions the first time ➤ Use kind words and actions 	<ul style="list-style-type: none"> ➤ Maintain an organized space ➤ Keep hands, feet and objects to yourself ➤ What's your PLAN? <ul style="list-style-type: none"> ○ Posture, ○ Look and Listen, ○ All materials put away, ○ No talking, No excuses 	<ul style="list-style-type: none"> ➤ Be ready to learn ➤ Stay on task ➤ Participate appropriately ➤ Complete all work 	<ul style="list-style-type: none"> ➤ Raise your hand to speak ➤ Use classroom materials as instructed ➤ Use positive or neutral language ➤ Give others personal space
Crosswalks	<ul style="list-style-type: none"> ➤ Stay alert with your eyes and ears ➤ Wait for the crossing guard to put out the flag and walks with you in the crosswalk ➤ Use "walking feet" only ➤ Keep to the right 	<ul style="list-style-type: none"> ➤ Look left and right before beginning to cross ➤ Keep all items put away in backpack until you get home 	<ul style="list-style-type: none"> ➤ Use "walking feet" when crossing the ➤ Go directly to your destination, taking the most direct route 	<ul style="list-style-type: none"> ➤ Keep hands and feet to self ➤ Respect other people property ➤ Use positive or neutral language ➤ Give others personal space

	Safety	Ownership	Achievement	Respect
Hallway	<ul style="list-style-type: none"> ➤ Walk in a single file line, facing forward ➤ Use “walking feet” only ➤ Keep to the right ➤ Keep hallways clear and clean 	<ul style="list-style-type: none"> ➤ Follow directions the first time. ➤ Carry a pass ➤ Walk with a purpose 	<ul style="list-style-type: none"> ➤ Set a good example for others ➤ Arrive on time ➤ Go directly to your destination, taking the most direct route 	<ul style="list-style-type: none"> ➤ Level 0 Voice ➤ Keep hands and feet to self ➤ Respect other people property, including bulletin boards, books, and walls ➤ Use silent smiles, waves, and/or thumbs up to say, “Hi” to teachers and friends
Library (Open Check out)	<ul style="list-style-type: none"> ➤ Follow directions from adults ➤ Walk at all times 	<ul style="list-style-type: none"> ➤ Stay on task ➤ Put things away in their proper place ➤ Return materials on time 	<ul style="list-style-type: none"> ➤ Be quiet ➤ Use time wisely 	<ul style="list-style-type: none"> ➤ Take care of books and equipment ➤ Respect others trying to read and learn
PARENT PICK-UP/ DROP-OFF	<ul style="list-style-type: none"> ➤ Walk quickly and quietly to the playshed ➤ Follow directions from adults ➤ Keep all food in backpack ➤ Report problems to an adult 	<ul style="list-style-type: none"> ➤ Know how you are getting home ➤ Listen for Parent pick up announcement ➤ Watch for your car 	<ul style="list-style-type: none"> ➤ Find any siblings or carpool buddies ➤ Stand in designated grade level area ➤ Go to numbered car spot when you are called 	<ul style="list-style-type: none"> ➤ Use voice 0, 1 or 2 ➤ Keep hands feet to yourself ➤ Use kind words and actions
Playground	<ul style="list-style-type: none"> ➤ Stay in designated area ➤ Report problems to an adult ➤ Walk to and from building ➤ Keep hands and feet to yourself 	<ul style="list-style-type: none"> ➤ Line up quickly and quietly when you are called/whistle blows ➤ Wait in line quietly with hands and feet to self ➤ Set a good example ➤ Use equipment appropriately 	<ul style="list-style-type: none"> ➤ Play by the rules ➤ Invite others to play ➤ Be good sport 	<ul style="list-style-type: none"> ➤ Level 3 voice allowed ➤ Take turns ➤ Use kind words and actions ➤ Ask permission to leave the playground

	Safety	Ownership	Achievement	Respect
Restroom	<ul style="list-style-type: none"> ➤ Take care of your bathroom needs ➤ Wash hands for 20 seconds with soap and water ➤ Walk at all times ➤ Keep feet on the floor ➤ Report problems to an adult 	<ul style="list-style-type: none"> ➤ Throw trash in the garbage can ➤ Keep water in the sink ➤ Clean up after yourself ➤ Alert an adult if the bathroom needs supplies or attention 	<ul style="list-style-type: none"> ➤ Wait your turn (max 3 people at a time) ➤ Leave the restroom with your bathroom needs met and in clean, working order ➤ Return to class quickly and quietly 	<ul style="list-style-type: none"> ➤ Use level 1 voice ➤ Respect privacy ➤ Use kind words and actions ➤ Use equipment and supplies properly

TOYS AND OTHER ITEMS FROM HOME

STUDENTS ARE NOT TO BRING ANY TOYS OR PERSONAL ITEMS TO SCHOOL unless it is cleared by a school official. Examples include but are not limited to: Pop Its, fidget spinners, putty, etc. Parents, please label all coats, sweaters, gloves or any other clothing item that might be lost so that it can be returned to your child quickly. *We are not responsible for lost or stolen items*

CELL PHONES/SMART WATCHES

Students who bring cell phones or smart watches to school must keep them in their backpacks and on silent during school hours. Students who have phones/watches out during school hours will be given a warning for the first offense. If a second offense occurs, the cell phone will be kept in the office for the day and returned to the student at the end of the day. The third offense will result in the phone being kept in the office until a parent or guardian can pick it up. All electronics should be put away at parent pick up and while waiting at the bus loop. *We are not responsible for lost or stolen items*

STUDENT SAFETY (Board Policy #3249)

FIREARMS- It is unlawful for any student to carry onto any school premises, school provided transportation, or areas with facilities being used exclusively by public school any firearm or weapon. Students who violate the firearm policy will be expelled from school for a minimum of one calendar year in accordance with RCW 28A.600.420. Parents must be notified of the imposition of the expulsion and their right to hearing and appeal. The principal or designee shall notify appropriate law enforcement personnel of known or suspected violations of the firearms policy

DISCIPLINE MATRIX

**Evergreen Elementary
Tiered Discipline**

Teach, Practice, Reteach, and Positively Reinforce

ALL Behavior Expectations

*See EVE discipline policy for more information

Positive Support and Progressive Discipline

1. Determine the **Behavior** you want to Target
2. Identify the **Baseline**
3. Get a **Behavior Goal** to Shape the Behavior.
4. Determine **Interventions** to be used
5. **Monitor** and **Measure** the growth.
6. **Evaluate** and **Adjust** the Interventions
7. Refer to SoC

**Level 4 (Major)
Handled by Admin.**

Behavior Examples

- Physically aggressive or dangerous
- Abusive language
- Harassment/bullying
- Sexual or lewd conduct
- Vandalism

Possible Behavior Interventions

- Call admin for support
- Teacher will contact parent, admin will follow up
- Interventions /Consequences decided by admin with teacher support
- After School Detention, Friday lunch detention with admin, OSS

Level 3 (Chronic)

Intervention handled by the adult in the moment

Possible Behavior Examples

- Repeated Level 1 or 2 behavior after interventions
- Leaving the classroom without permission
- Repeatedly not following adult directions
- Inappropriate display of affection
- Property misuse

Possible Behavior Interventions

- Calm down corners
- Recess reflection reflection w/teacher
- Restorative Conversation
- Student incident form in Synergy
- Teacher will contact parents
- Interventions/Consequences will be decided by Teacher or with admin support

Level 1 (Mild) & Level 2 (Moderate)

Low Intensity Prevention Strategies (Handled by the adult in the moment)

Possible Behavior Examples

- Refusal to follow directions
- Refusing to do work
- Blurting
- Defiance/disrespect/non-compliance
- Inappropriate Language

Possible Behavior Interventions

- Verbal/non-verbal reminders
- "HAT" conversations
- Class points
- Calm down corner
- Reflective/Restorative conversation
- Reteach expectations
- Recess Reflection
- Teacher contacts parents, if needed

Reminder: Behavior is communication. Ask yourself what conscious and/or subconscious need might they be trying to communicate.
If a child makes you aware of a personal/social/emotional concern, staff will refer the student to the school counselor.

PROGRESSIVE BEHAVIOR INTERVENTIONS

1. Classroom-Based Response

Definition: *The process by which teachers and schools create and maintain appropriate behavior of students in classroom settings.*

2. Regulation Station

Definition: *Proactive social-emotional Tier 1 or Tier 2 intervention that provides students with a safe space to engage in emotional identification and self-regulation, with the ultimate goal of rejoining the learning as quickly as possible.*

- Teacher/Grade Level determines the process for student access to the regulation station and explicitly teaches the process of engaging with the station to their students
- The students in the regulation station will select from a set of explicitly-taught strategies to utilize that are practices and consistently understood by all.
- Each teacher will be provided with the following supplies to create a regulation-station as a standard.
 - Fidget tools (stress ball, infinity cube, water timer, spinners, pop-it.)
 - Zones of Regulation Identification poster
 - Emotions Vocabulary poster
 - Breathing posters
- Stations may look different, depending on the needs of the classroom. For example:
 - The station may be set up in a specific and permanent location in the room.
 - The station materials may be kept in a tub in the classroom for students to grab and use at their desks or another location in the classroom.
 - The station may include other items in addition to the standard items provided to every classroom, given the use of all items are explicitly taught and practiced to ensure their use is understood by all. (additional posters, alternative seating, books, tools, etc.)

3. Buddy Regulation Stations

Definition: *At times it may be appropriate for students to go to another grade level classroom to temporarily disengage from the environment where the dysregulation occurred. There, they will reset and regulate their emotions, then return to learning.*

- Students can be sent to a predetermined same grade level teacher or another adult listed on a student's behavior plan.
- Time out of their original classroom should be no longer than 10 minutes.
- The sending teacher must have a restorative conversation with the student upon their return to set positive actions steps for reengaging.

4. Recess Reflection w/ Teacher

Definition: *Social-emotional intervention that provides students with a safe space to engage in...*

- *Emotional identification*
- *Expressing their thinking regarding an incident/situation*
- *An opportunity to reflect upon...*
 - ◆ *How others may have felt*
 - ◆ *How others may have been affected by the situation*
 - ◆ *What can be done to repair any harm*
- *An action plan, moving forward.*
 - Explain to the student the situation respectfully and without blame that is initiating the Recess Reflection

- Inform student of the date/time of the Recess Reflection
- Have a restorative conversation with the student at the conclusion of recess. This may include reteaching expectations.
- Input student incident into Synergy MTSS system.
- Contact parent or guardian via email (at minimum).

5. Office Referral Form

Definition: *An administrator needs to see the child because staff-applied proactive strategies and consequences have been exhausted and have failed to change behavior. Also, use an office referral if the behavior is dangerous, illegal, and/or chronic.*

- All consequences are assigned by Administration.
- Alternative/Restorative Discipline Options Responsive to the Offense
- If assigned detention it may include lessons/scenario activities, if applicable
- Students complete ALL requirements to keep or earn back privileges
- Parent contacted by teacher to notify of incident, admin will follow up with consequences call

6. Friday Lunch Recess Detention w/ Admin

Definition: *Behavioral intervention that reteaches school-wide expectations and/or may provide students with a safe space to engage in...*

- *Emotional identification*
- *Expressing their thinking regarding an incident/situation*
- *An opportunity to reflect upon...*
 - ◆ *How others may have felt*
 - ◆ *How others may have been affected by the situation*
 - ◆ *What can be done to repair any harm*
- *An action plan moving forward with referring adult.*
 - Teacher will respectfully explain to the student the unmet expectation that is initiating the Friday Lunch Detention.
 - Teacher will inform the student of the date/time of the lunch detention.
 - Teacher will input the student incident into Synergy MTSS system.
 - Teacher will contact parent via email (at minimum) to inform the parent of the date, time, and reason for the lunch detention.
 - Administrator will reteach the unmet expectation(s) during lunch recess detention.
 - Administrator will have a restorative conversation with the student at the conclusion of lunch recess.

7. After-School Detention

Definition: *Behavioral intervention that reteaches school-wide expectations and/or may provide students with a safe space to engage in a restorative learning activity and assignment as well as positive steps forward.*

- Review expectations violation with student and steps to avoid in the violation in the future
- Input student incident into Synergy MTSS system.
- Have a reciprocal conversation with the parent via email or phone to be certain they are aware of the infraction as well as the after-school date, time, and process.
- Inform student of after-school detention assignment
- Input student information on After-School Detention shared Google Doc. (Spell name correctly for data collection purposes.)

- Confirm reciprocated parent communication on the After-School Detention shared GoogleDoc
 - * Administrator will reteach the unmet expectation(s) during after-school detention and/or student will be given a restorative assignment for positive steps forward.
- *If assigned by admin, the same steps will be followed and will be communicated to teachers.*

8. Re-Entry Interventions

Definition: *Behavioral interventions that reinforce a physically and emotionally safe school environment. Interventions may be combined as appropriate for each situation and the needs of the individual student.*

- Admin conference w/ parent and teacher communication
- Restorative circle
- Restorative assignment
- Apology Letter
- Parent meeting
- In-school suspension w/ re-entry meeting
- Out-of-school suspension w/ re-entry meeting

POSITIVE BEHAVIOR SUPPORTS

Students deserve recognition for improvement and achievement. At Evergreen, we have a number of programs designed to recognize our students. Here are a few with more to be added as the year progresses.

Self-Managers

Self-managers are students who exhibit the positive social and academic behaviors of an Evergreen Eagle. Each grade level has their own criteria which correlates to our SOAR expectations. Students are recognized monthly in the classroom and select students are recognized over announcements. Self-managers receive a bracelet and special benefits in and out of the classroom.

Regular Attendance Award

Students who only miss one or no days of school in a month, will receive an award. Students with perfect or regular attendance at the semesters will earn an extra recess as well.

SOAR Slips

SOAR slips are given to students who show one of our core qualities; Safety, Ownership, Achievement, and/or Respect. Students who receive a SOAR slip are called down to the office, given a prize, and together with an administrator, will call the student's parent/guardian. The slip is sent home with the student; a copy is hung in the front hall for school recognition.

Brag Tags

Brag tags are **a classroom incentive system that are used to encourage, promote, and celebrate positive behavior**. These tags are approximately 2"x 3" and hung on a necklace. When a student demonstrates a behavior that the teacher feels is exemplary, a tag is awarded to that student.

DRESS CODE POLICY

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.

BETHEL SCHOOL DISTRICT IPAD/TECHNOLOGY EXPECTATION

I will be ***RESPONSIBLE*** with my iPad:

- I will be a responsible user of my iPad; know where it is at all times, charge my iPad's battery daily, never leave it unattended, and leave it in its case.
- I will keep my case in good condition. I will not write on it or mark it up, and keep the back window of the case clear.
- I will keep my iPad in the case at all times to help protect the integrity of the iPad.
- I will save and submit my work completed on the iPad and make sure it is accessible when needed in class.
- I will use my iPad on a table or desktop, never in my lap, and keep it in a designated spot when not in use.
- I will download all apps required for classroom use.
- I will stay on task and use the app as directed by my teacher.
- I will return the issued iPad, case, cord and the charging block in good working condition.
- I will immediately report the theft of my device to an adult at my school and obtain a police report of the theft.

I will be ***RESPECTFUL*** with my iPad

- I will be respectful when using the iPad camera, obtain permission before taking or sharing photos and videos, and use it following BSD rules and expectations.
- I will not attempt to bypass security settings, disassemble my iPad, remove district labels or markings, or make any modifications or repairs myself.
- I will use my iPad in ways that are appropriate, educational, and that meet BSD expectations and comply with the BSD Internet Use Agreement, both during the school day.

I will be ***SAFE*** with my iPad

- I will keep my iPad safe, and acknowledge that I am responsible for all damage or loss of my iPad caused by neglect, accident, or abuse.
- I will not lend my iPad to anyone.
- I will protect my iPad by keeping it in a protective case and keep all food and liquids away.
- I will keep all passcodes and 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.

GENERAL INFORMATION

TYPICAL STUDENT BREAKFAST AND LUNCH PROGRAM

Evergreen operates a breakfast and lunch program on a daily basis. Students are encouraged to purchase meals for at least a week at a time. The money sent with your student goes onto an account and gets debited daily. The price of breakfast and lunch includes milk. Students bringing their lunch may purchase milk. Please mark lunch boxes and sacks with your child's name.

We strongly encourage you to pay for your child's meals through the Parent Account Management System (PAMS) by logging onto www.PayPAMS.com website. See our front office for easy instructions on how to use this method. When sending money from home, please place the money in an envelope and write your child's first and last name, teacher's name, and the amount enclosed.

Please note on late start days NO breakfast will be served. On early release only breakfast will be served, but NO lunch.

FREE AND REDUCED BREAKFAST AND LUNCH

Free and reduced lunch prices are available through federally funded programs. The necessary forms are available at the school office. You may complete the application online at <https://emealapps.bethelsd.org>. For questions about the Bethel School District Child Nutrition, please call 253-800-6910. You must reapply each school year. **However, this year, the USDA's Community Eligibility Provision (CEP) does allow schools with high numbers of low-income children to serve free breakfast and lunch to all students. Nine schools in Bethel school districts meet the requirements for CEP. All students enrolled in Evergreen Elementary will receive free meals for the 2022-2023 school year.**

MEAL PRICES

Breakfast: \$2.15

Lunch: \$3.50

Milk: \$.65

CURRICULUM

The Common Core State Standards are our curriculum. Students demonstrate their knowledge of these standards when taking the Smarter Balanced Assessment during their third through fifth grade years. Exceptional educational program offerings at Evergreen include: music, band, orchestra physical education, library, technology, art, services supporting learning disabilities, speech, occupational and physical therapy, and after school clubs. Identified highly capable students in grades 1-5 may have the opportunity to participate in Challenge.

LIBRARY

Most students visit the library once a week to checkout books. Books become overdue after two weeks. If a student has overdue books or fines for damage, they may not checkout new books until the books are returned or the fines are satisfied. Books may be renewed if a student is still reading them. Students in grades K-1 are provided with large zippered bags to help keep their books safe. The bags need to be returned each week with the books.

CONFERENCES

Though report cards serve as a good means of communication, they may not always be sufficient for some individual situations. Parents, as well as teachers, are urged to initiate a conference to clarify

concerns and solve problems. All conferences should be scheduled for a mutually agreed time either before or after school hours.

Formal parent-teacher conferences occur twice a year and are a very important part of the school program. The purpose of our parent conferences is to share both the academic and social emotional growth as well as other information with parents. It is also a time to build relationships with families. Our goal is to support parents as they support their students in readiness for each successive year. This is a time for staff, students, and families to connect, communicate and plan collaboratively.

HEALTH SERVICES

Student health services are provided by our school nurse and health clerk. Periodic screening tests are conducted for identification of possible problems regarding vision, hearing, or speech. Parents are notified and advised when referral to a physician might be indicated by the screening tests.

ACCIDENTS AND ILLNESS

Parents of children who become ill or injured while at school shall be notified. **It is imperative that parents list emergency numbers with the school.** Please contact the school office when you change your home or work telephone numbers, or if other emergency contacts change.

INCLEMENT WEATHER SCHOOL CLOSING

The closing of school due to snow is authorized by the Superintendent's office. This information will usually come out in an automated phone call. You can also find information about school closures on local TV and radio stations such as Channel 4 (KOMO), 5 (KING) and 7 (KIRO). You can also check the Bethel School District website and Facebook pages for more information. Families are asked to prepare a family emergency plan should such conditions require schools to close.

STUDENTS AT SCHOOL BEFORE AND AFTER HOURS

Students may not arrive at school in the morning before the scheduled arrival time or remain at school after the dismissal time (8:30-3:15PM) unless a supervised activity is planned. Parents will be informed if there is a planned activity. Students are asked not to play on the sidewalks or around the buildings after school hours. Skateboarding is prohibited on school property. Parents are asked to remind their children of the need to protect our school from potential vandalism and abuse.

SOCIAL EMOTIONAL SUPPORT

Evergreen uses an adopted social emotional curriculum as a basis for age-appropriate topics in grades K-5. Fifth grade students receive additional instruction in selected human growth and development topics. Additionally, our social worker provides individual/group-counseling services to students.

REPORT CARDS

Report cards are issued two times a year, according to the district calendar. Detailed information regarding levels of achievement are noted on the report card each grading period.

FIELD TRIPS

Field trips may be taken and are an extension of classroom instruction. Parents who wish to volunteer must check with the classroom teacher and must have a current volunteer application on file with Bethel School District.

HOMEWORK

Homework is assigned to strategically practice and reinforce skills that have been taught in class for the purposes of knowledge recall and skill fluency. It also helps to teach independent study habits. Bringing in completed homework assignments on time is extremely important. Please create a quiet study space and time to complete assigned homework.

HOMEWORK TIPS FOR PARENTS

- Set aside a time to do homework and read every day.
- Let your student work on their own, but let them know you are available for help as a resource and consultant.
- Be available to check that the assignment has been completed accurately and thoroughly.
- Help your student see how this particular assignment or skill relates to everyday life.
- Remember, nothing can help like a hug, a smile, and a word of approval. Be encouraging and supportive!
- **If you need strategies to support your child with homework, please let us know. We are happy to help!**

STUDENT BUS TRANSPORTATION

School bus transportation is a service provided for students who live outside of the walking zone. Good behavior is a necessity at the bus stops and while riding the bus. Progressive Discipline will be followed with students who misbehave. Habitual misbehavior may require a student to forfeit their privilege to ride the bus.

STUDENTS GOING HOME WITH FRIENDS

Any arrangements for a child to go home with another child shall be made at home by both parents who are involved. A note, to this effect, needs to be sent to the teacher or office. Whenever a child is to leave school other than the usual manner, the school needs to be notified in writing or with a phone call to the office no later than 2:00 PM that day.

STUDENTS TRANSPORTED BY AUTOMOBILE

Please enter the lot on 14th avenue from 172nd and wait in the pick-up line. This is a change from last year as parent drop off/pick up is now in the back of the building. Please be sure to pull all the way forward to a **numbered spot** and your student will be sent to your car. Remember to have your placard visible to ensure we get your student dismissed quickly. In the morning, students will not be released from vehicles until 8:30 am.

WALKING TO SCHOOL

Students in grades 2-5 may walk to and from school. Students must use crosswalks and follow the crossing guard's instructions.

BIKE RIDERS

Students in grades 4 and 5 may ride a bike to school. A parent permission note must be submitted to the office. Students must wear an approved helmet, use a bike lock, and walk their bikes on school grounds. Evergreen Elementary is not responsible for damaged or stolen bikes.

PLEASE NOTE: Any and all changes to a student's method of going home must be received by the office no later than **2:00**. After 2:00 students need to follow usual transportation to get home. No students will be pulled off the bus for parent pick up.

VOLUNTEERS

Evergreen Elementary offers many opportunities for parents to volunteer their time and talents in aiding in the operation of the school and in enriching the educational experience of students. The Evergreen staff appreciates the many hours of service provided by volunteers each school year. Some of the opportunities for volunteering include assisting in the library, assisting teachers with their educational programs such as reading, writing, math, and computer technology, as well as assisting in preparing materials for the teachers to use in the classroom. Please talk to your child's teacher to arrange a time to volunteer. You must have a current volunteer form on file and a Covid Vaccination Card. Please be sure to fill out a new volunteer form EVERY year.

EVERGREEN PTA

Family and teacher support of the PTA contributes to many activities throughout the school year. We start with Back to School Night and work throughout the year to support field trips, school pictures, yearbooks, book fairs, new recess equipment, family events, and many more activities. Joining the PTA simply means supporting PTA sponsored events with your membership. Volunteering is not required to be a PTA member, only membership is required. Of course, we love having many volunteers, so we will gladly call on you. Also, we understand that many family schedules are extremely busy, so please, do what works for you and your family. During the course of the year, we hold regular PTA meetings and communications to keep all of our members in the know. We encourage strong attendance at our meetings in order to have members suggest ideas, voice concerns, and put their support behind the programs they are most passionate about.

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 off-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)

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? You can report harassment or sexual harassment to any school staff member or to the district Compliance Officer- Debra Carlman, Director of Equity and Achievement at 253-800-2019 or dcarlman@bethelsd.org. You can also fill out an incident form at <https://www.bethelsd.org/Page/3641>.

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.

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:
Brian Lowney
516 176th
Street East
Spanaway
WA, 98856
[\[253-800-2300\]](tel:253-800-2300), blowney@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.

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 Bryan Strzelecki, Director of Athletics and Security at [253.683.6055](tel:253.683.6055), Section 504 coordinator Lori Haugen, Executive Director of Special Education at [253.683.6920](tel:253.683.6920) or Civil Rights coordinator Debbie Carlman, Director of Equity and Achievement at [253.683.6035](tel:253.683.6035) 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 custodian Kathryn Kemp at [253.683.6000](tel:253.683.6000).