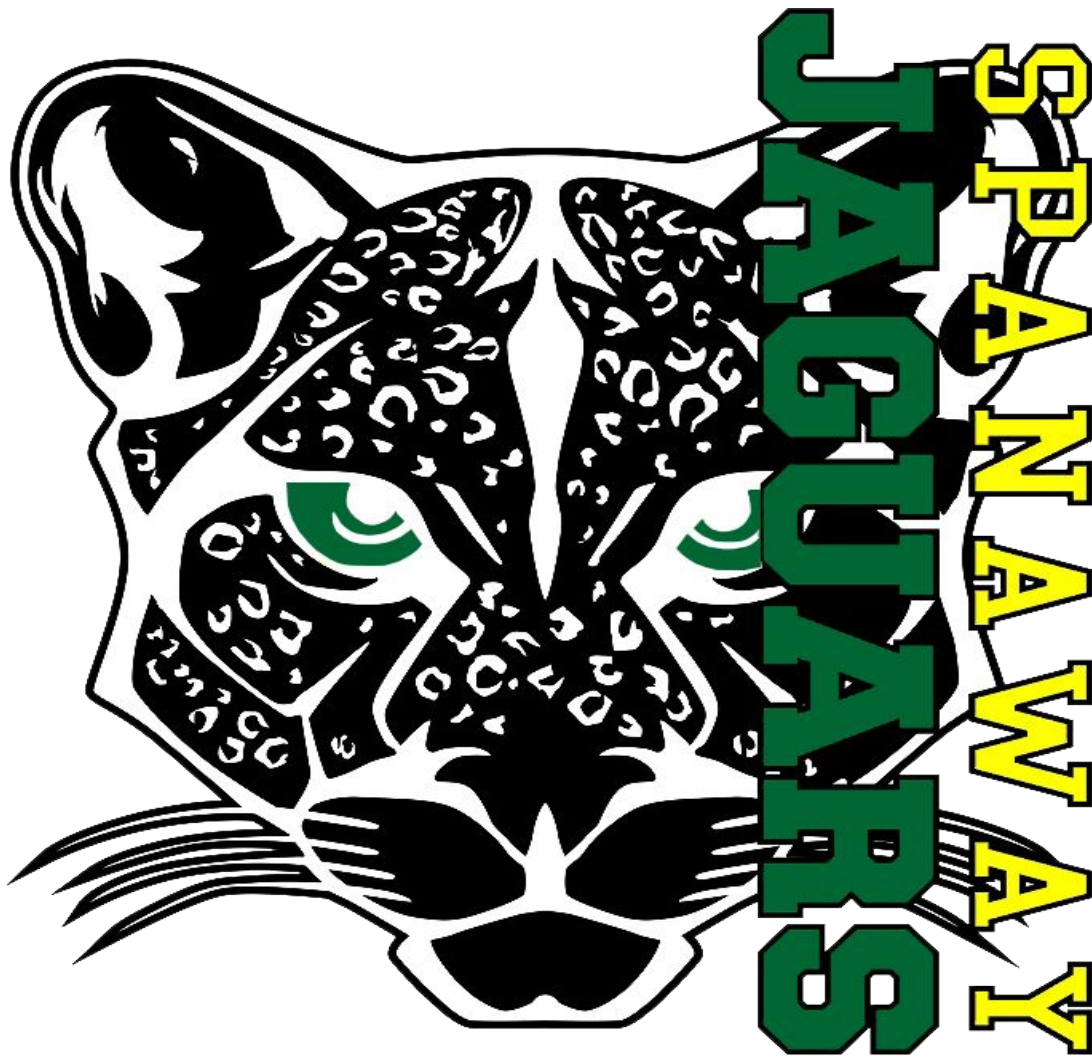


Spanaway Elementary Student Handbook

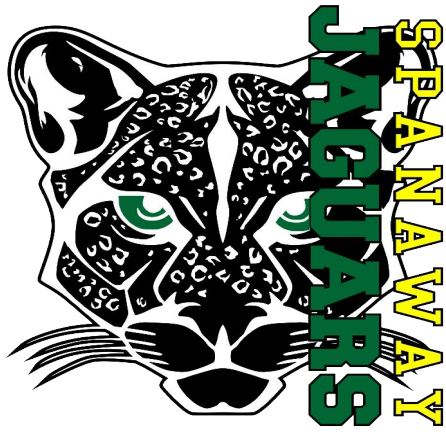


412 165th Street S.
Spanaway, WA 98387
(253) 800-5300

Jaguars, STRIVE and RISE!

Principal: Bryan Forsberg

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.

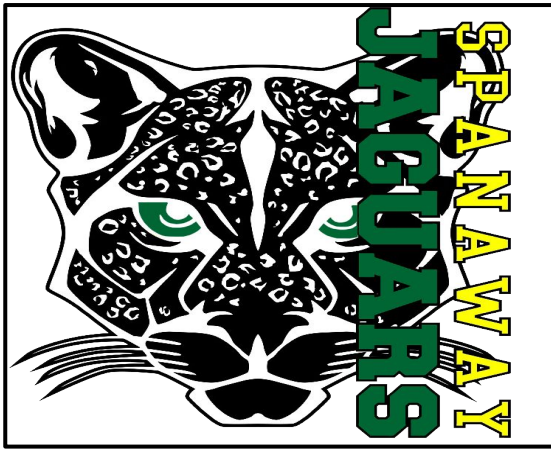
I can do great things.

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

Bryan Forsberg, 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.

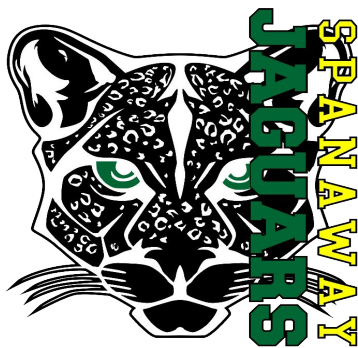
Parents are encouraged to be involved their child's school career from the first day to the last. This is one of the best ways to ensure your child's success and provide your child with a positive self-concept. As a staff we look forward to partnering with you to strengthen our team.

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,

Bryan Forsberg, Principal

Rob Hurst, Assistant Principal



Welcome to Spanaway Elementary! Home of the Jaguars!

Principal: Bryan Forsberg
Assistant Principal: Rob Hurst
Secretary: Mandi Mayr

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

School Hours

Office Hours ----- 8:15 AM - 3:45 PM
 Breakfast ----- 8:30 AM – 8:45 AM
 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	Lunch Recess	Recess #2
Kindergarten	10:55-11:20	11:20-11:45	1:00-1:15
1st Grade	11:10-11:35	11:35-12:00	1:50-2:05
2nd Grade	11:40-12:05	12:05-12:30	2:25-2:40
3rd Grade	11:55-12:20	12:20-12:45	2:10-2:25
4th Grade	12:10-12:35	12:25-1:00	3:00-3:15
5th Grade	11:30-11:55	11:55-12:20	2:45-3:00

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

2024-2025



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

<u>Month</u>	<u>Event</u>
September World's Finest Chocolate Fundraiser (end Sept.-mid Oct.)	AUGUST Aug. 22nd Blacktop Bash
	Open House Sept. 5th: 5-6:30 PM
October Boo Grams (seasonal Oreos) World's Finest Chocolate Fundraiser	Jaguar Fun Night: Trunk or Treat Oct. 24th
November	Canned Food Drive Nov. 1-15
	Jaguar Fun Night: Gobble Games and STEM Nov. 21st
December	Jaguar Fun Night: Holidays Around the World Dec. 12th
January	Jaguar Fun Night: Jax's Birthday Bash- A Party for ALL (Celebrate Jax's birthday, other attendees' birthdays, and a dance) Jan. 23
February Kindness Grams (free)	Jaguar Fun Night: TBD
March	Jaguar Fun Night: Pi, Pies, and Pizza Pies! March 13th
April	Jaguar Fun Night: Carnival Night/Game Night April 17th
May	Jaguar Fun Night: Bingo Date TBD
	Staff Appreciation Week!
June	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.hrplus.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.

Bethel School District Attendance Policy

Attendance Expectations

Students are expected to attend all classes each day. The district informs students and parents/guardians about the importance of regular attendance, consequences of truancy, the district's role, and available support resources at the beginning of each school year.

Excused Absences

Absences are excused for the following reasons:

- Health Issues: Physical or mental health symptoms, illness, medical appointments (including counseling, dental, optometry, pregnancy, and behavioral health treatment).
- Family Emergency: Death or illness in the family.
- Religious or Cultural Observance: Observance of a holiday or participation in instruction.
- Legal Obligations: Court appearances, judicial proceedings, or jury service.
- Post-Secondary Activities: Visits to colleges, technical schools, apprenticeship programs, or scholarship interviews.
- State-Recognized Activities: Participation in search and rescue activities.
- Homeless or Foster Care Status: Absences related to the student's status.
- Military Deployment: Activities related to the deployment of a parent or guardian.
- School Discipline: Suspensions, expulsions, or emergency expulsions if the student is not receiving educational services.
- Student Safety Concerns: Related to threats, assaults, or bullying.
- Migrant Status: Related to the student's migrant status.
- Approved Activities: Activities agreed upon by the principal and a parent/guardian.
- Lack of Instructional Tools: Including internet access or connectivity.

Unexcused Absences

An absence is unexcused if it does not meet the criteria for an excused absence.

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. Keegan. 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.

Health and Community Safety

Immunizations

Washington state law requires children enrolling in public schools to provide proof of immunity to specific communicable diseases. Immunizations shall be provided against Hepatitis B, Diphtheria, Tetanus, Pertussis, Polio, Measles, Mumps, Rubella and Varicella. Beginning with the 2020-21 school year, all students must have medically verified documentation of their immunization status on or before the first day of attendance. The regulation for medically verified records pertains to students in grades that require new immunization documentation. This includes students in preschool, kindergarten, seventh, and new enrollees. Visit bethelsd.org/health for more information.

When should kids stay home?

Help keep students and staff safe by limiting the spread of infectious illnesses and keeping your child home from school when sick.

- If they are too sick to participate in normal activities
- If they need a level of care or observation not manageable at school
- If they create an unhealthy or unsafe environment for others

Use the link below for additional guidelines from the Tacoma-Pierce Health Department to help decide when your child needs to stay home from school and which illnesses require them to stay home from school.

[When to keep your child home](#)

Emergency Weather Procedures

When weather forces a change in the normal operating routine of the district, Bethel follows a process to make decisions concerning cancelation or delay of school, and to ensure students and families receive information and updates as quickly as possible.

Please ensure that your children have an alternate place to stay (neighbors, family members, etc.) if you must be at work on a day when school has been canceled or delayed. We will make every effort to adhere to the established school calendar, however, the safety of students and employees is the highest priority.

Learn more at <https://www.bethelsd.org/resources/emergency-info>



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



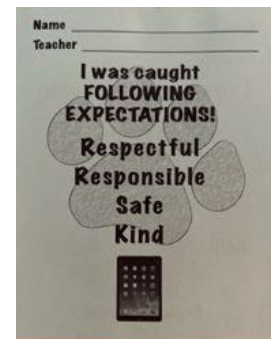
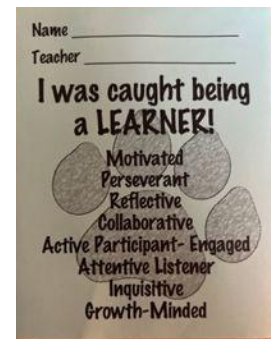
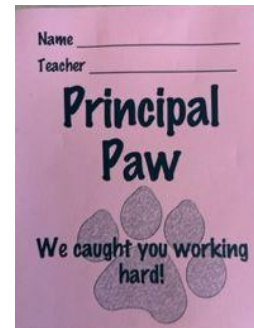
Student: _____ Date: _____

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.



Technology/Internet Student Use Agreement



Bethel Technology Student Use Agreement

Bethel School District believes that technology allows for unique opportunities for students to learn, innovate, create, communicate, collaborate, and more. Along with these remarkable advantages, the use of technology also provides an opportunity for students to demonstrate being a thoughtful, responsible digital citizen.

This document outlines expectations for the responsible use of the District's technology resources. We ask that guardians please read through this document and consider your role in supporting the responsible use of technology and review and discuss this document with your student(s).

Responsibilities of the District:

- The District will provide a Device that is in satisfactory working order.
- The District will be responsible for the repair of devices with nonfunctioning internal parts.
- School staff will monitor student use of District technology.

Responsibilities of the Student and Guardian:

- Guardians are responsible for monitoring student use of technology when accessing away from school.
- Students are responsible for their own behavior at all times.
- There will be no fee for the first accidental damage to district equipment. Repeated accidental damage to a device will result in fees for the cost of repairs and parts.
- The Device should only be used by the student to whom it has been assigned.
- The Device must be returned to the District when requested by the District to do so.

Virtual Class Meetings

In order to provide students with meaningful learning experiences, teachers may ask students to participate in an online class using a virtual conferencing tool. This could include:

- Viewing a student's webcam screen
- Hearing the student through their microphone
- Engaging students in peer discussion
- Asking students to share work

These meetings may be recorded to ensure students who miss the synchronous meeting can review the lesson(s) on their own. The recordings will be protected and only shared with students, parent(s)/guardian(s) of students, and/or district personnel for educational purposes. If you do not want your student to participate in recorded online classes, please notify your student's building principal.

StudentSquare for Students

StudentSquare provides a safe and secure platform for all student communication at school. The two-way group messaging between teacher and student, district-wide alerts and notices, and simple user interface keeps everyone connected, creating a vibrant school community. Students in grades K-7 are required to have guardian permission in order to have a StudentSquare account.

Google Workspace for Education

Bethel School District provides Google Workspace for Education accounts for students which include education productivity tools that facilitate collaboration and communication among students and staff when creating, sharing and storing documents, assignments, websites, etc. online. Each of the tools can be accessed from any Internet connection at school, home, phone, etc. Bethel's Google apps include Google Docs, Calendar, Slides, Sheets, Drawings, Forms, Sites, Gmail and Classroom.

Keeping your student safe: Student safety is our highest priority. In addition to [Google's Terms of Service](#), the Bethel Student Acceptable Use Policy below applies.



Technology/Internet Student Use Agreement Continued



Student Technology Use Policy

- The user must use Bethel technology for its intended purpose - to support and enhance learning.
- The user will follow all laws and Bethel District policies in the use of District hardware and software, including copyright laws.
- Bethel accounts are assigned to individuals and may not be shared. This means that the user will not let others use their account to access Bethel technology or the Internet.
- The user will protect their safety by never revealing their personal address and phone number or those of other students or colleagues.
- The user shall have no expectation of privacy when using District technology and the District reserves the right to monitor all usage.
- District technology may not be used for unlawful purposes or to download, order for print, or otherwise transmit or communicate any material that is obscene, offensive, pornographic, sexually suggestive, deceptive, harassing, threatening, menacing, abusive, harmful, an invasion of privacy, defamatory, libelous, violent or hatred against another person or group of persons with regard to race, color, sex, sexual orientation, gender identity, religion, national origin, age, marital status, disability, or other protected classes.
- District technology may not be used for commercial purposes, advertising, personal financial gain, or political campaigning.
- The user will not modify technology equipment (hardware or software) without permission. Applying stickers to devices is prohibited.
- The user is aware that any deliberate attempt to degrade or disrupt technology performance by spreading computer viruses is considered criminal activity by state and federal law.
- The user understands that Bethel School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages a user suffers including loss of data resulting from delays, nondeliveries, mis-deliveries, or service interruptions caused by the district's own errors or omissions. Use of any information obtained via the Internet is at the user's own risk. Bethel School District specifically denies any responsibility for the accuracy or quality of information obtained through its services.
- Access to Bethel technology is considered a privilege accorded at the discretion of the Bethel School District. The district maintains the right to immediately withdraw access when there is reason to believe that violations of law or district policies have occurred. In such cases, the alleged violation will be referred to the principal for further investigation and account restoration, suspension, or termination.



Dress Code/Inclusivity



Our School is Gender-Inclusive

In Washington, all students have the right to be treated in a manner consistent with their gender identity at school. Our school will:

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity
- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district's Gender-Inclusive Schools Policy 3211 and Procedure 3211PR, visit [insert website]. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:

Debbie Carlman, Director of Equity and Achievement: 253.800.2019, Email

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above.

Dress Code

Dress is defined as what students wear, and professionalism is defined as how students behave. All students are expected to dress, groom themselves, and behave in ways that reflect appropriate public behavior and do not disrupt the learning environment.

As per School Board Policy 3224, 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 uses hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or 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.

Students must wear:

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



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.



Harassment, Intimidation, Bullying Procedures



What is HIB?

HIB is any intentional electronic, written, verbal, or physical act of a student that:

- Physically harms another student or damages their property;
- Has the effect of greatly interfering with another student's education, or,
- Is so severe, persistent, or significant that it creates an intimidating or threatening education environment for other students.

HIB generally involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed by law in our schools.

How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whoever you are most comfortable with!). You may use our district's reporting form to share concerns about HIB ([link to form](#)) but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based solely on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer (Debbie Carlman, Director of Equity and Achievement: 253.800.2019, Email) that supports prevention and response to HIB.

What happens after I make a report about HIB?

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.

Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

Harassment, Intimidation, Bullying Procedures Continued...

What is the investigation process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- Clear information about how you can appeal the decision

What are the next steps if I disagree with the outcome?

For the student designated as the “targeted student” in a complaint:

If you do not agree with the school district's decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

For the student designated as the “aggressor” in a complaint:

A student found to be an “aggressor” in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

For more information about the HIB complaint process, including important timelines, please see the district's HIB webpage or the district's *HIB Policy [3207] and Procedure [3207P]*.

Harassment, Intimidation, Bullying Procedures Continued...

Our School Stands Against Discrimination

Discrimination can happen when someone is treated differently or unfairly because they are part of a protected class, including their race, color, national origin, sex, gender identity, gender expression, sexual orientation, religion, creed, disability, use of a service animal, or veteran or military status.

What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student's protected class and is serious enough to create a hostile environment. A hostile environment is created when conduct is so severe, pervasive, or persistent that it limits a student's ability to participate in, or benefit from, the school's services, activities, or opportunities.

To review the district's Nondiscrimination Policy:

[Policy 3207 – Prohibition of Harassment, Intimidation and Bullying](#)

[Procedure 3207 – Prohibition of Harassment, Intimidation and Bullying](#)

What is sexual harassment?

Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

To review the district's Sexual Harassment Policy:

[Policy 3205 – Sexual Harassment Related to Students](#)

[Procedure 3205 – Sexual Harassment Related to Students](#)

Harassment, Intimidation, Bullying Procedures Continued...

What should my school do about discriminatory and sexual harassment?

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

What can I do if I'm concerned about discrimination or harassment?

Talk to a Coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

- Concerns about discrimination:
 - Civil Rights Coordinator: Debbie Carlman, Director of Equity and Achievement: 253.800.2019, Email
- Concerns about sex discrimination, including sexual harassment:
 - Title IX Coordinator: Bryan Stresleski, Director of Athletics and Security: 253.800.4302, Email
- Concerns about disability discrimination:
 - Section 504 Coordinator: Melissa Munson-Merritt, Executive Director of Special Services: 253.800.2301, Email
- Concerns about discrimination based on gender identity:
 - Gender-Inclusive Schools Coordinator: Debbie Carlman, Director of Equity and Achievement: 253.800.2019, Email

All individuals may be reached at this address: 516 176th Street East, Spanaway, WA 98387.

To submit a written complaint, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

Harassment, Intimidation, Bullying Procedures Continued...

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

- A summary of the results of the investigation
- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision

What are the next steps if I disagree with the outcome?

If you do not agree with the outcome of your complaint, you may appeal the decision to [identify the decision maker on appeal identified in board policy (e.g., the School Board)] and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure (3210P) and Sexual Harassment Procedure (3205P).

I already submitted a HIB complaint – what will my school do?

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure (3210P) and the HIB Procedure (3207P) to fully resolve your complaint.

Harassment, Intimidation, Bullying Procedures Continued...

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

- Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center
- Email: schoolsafety@k12.wa.us
- Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)

- Website: ospi.k12.wa.us/policy-funding/equity-and-civil-rights
- Email: equity@k12.wa.us
- Phone: 360-725-6162

Washington State Governor's Office of the Education Ombuds (OEO)

The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

- Website: www.oeo.wa.gov
- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

U.S. Department of Education, Office for Civil Rights (OCR)

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

- Website: <https://www2.ed.gov/about/offices/list/ocr/index.html>
- Email: orc@ed.gov
- Phone: 800-421-3481

Students Rights and Responsibilities

Rights and Responsibilities document will be updated when it becomes available for the 24-25 school year.



Emergency Drills Procedures



Our #1 priority is to keep our staff, students, and families safe. If you have any questions about these general guidelines and procedures during emergency drills, please reach out to Rob Hurst, Assistant Principal.

[Emergency Drill Scripts/Procedures](#)