

# Evergreen Elementary Handbook

## 2024 – 2025



15305 Waller Rd. E,  
Tacoma, WA 98446

(253) 800-8200

Lisa Whitmire  
Principal

Alicia Thurston  
Assistant Principal

*Together, we ensure every student will meet or exceed proficiency in core academics while demonstrating safety, ownership, achievement and respect!  
We are Evergreen Eagles!*

# *Message from Administration*

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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 and conferences 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

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**MISSION STATEMENT**

Together, we ensure every student will meet or exceed proficiency in core academics while demonstrating safety, ownership, achievement and respect! We are Evergreen Eagles!

**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](mailto: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***

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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 8:45 am will be marked tardy.

## **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.

## ***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**

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

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

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

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

***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\***

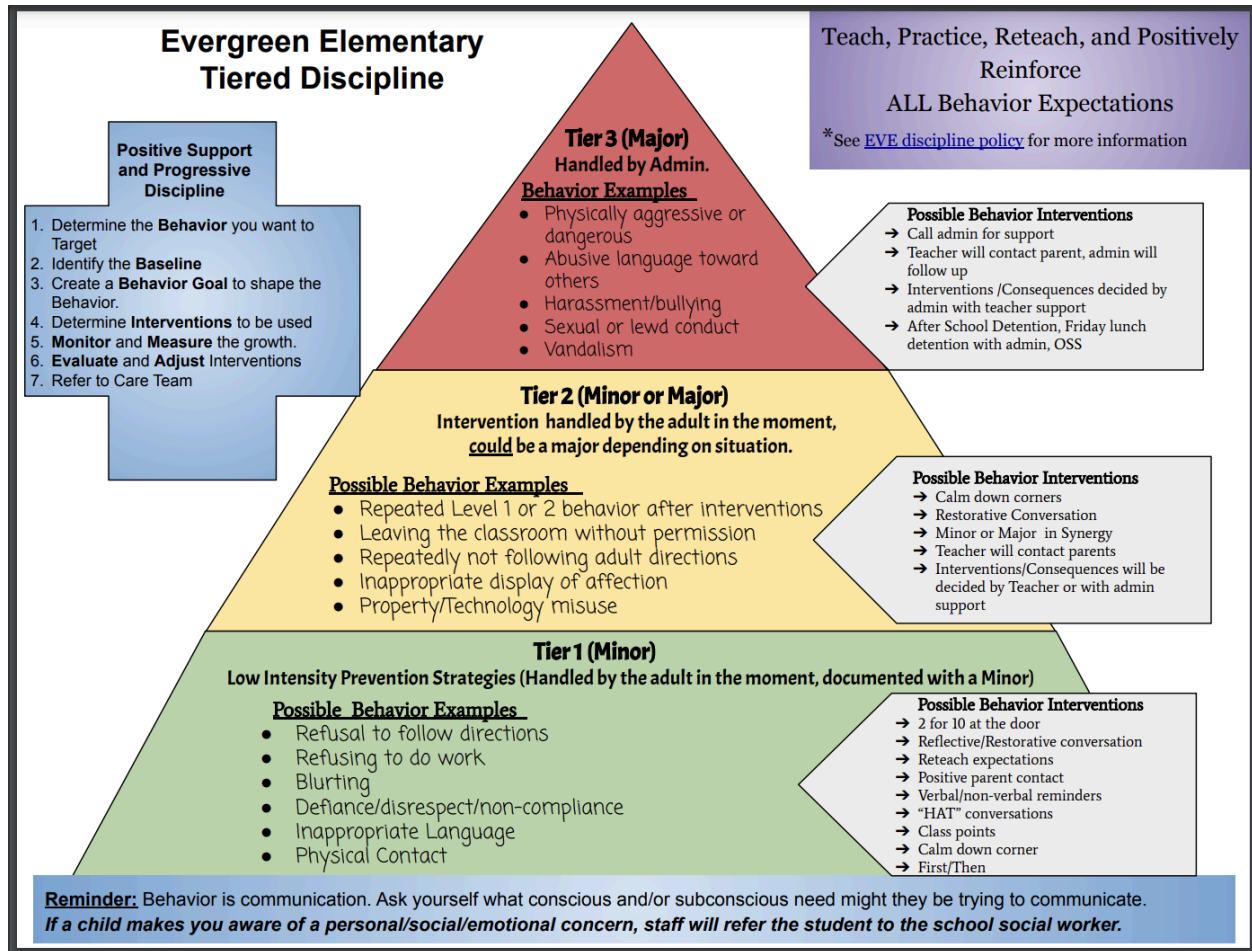
***CELL PHONES/SMART WATCHES***

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)***

**WEAPONS** - It is unlawful for any person 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**



## **PROGRESSIVE BEHAVIOR INTERVENTIONS**

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### **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. 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

## 5. 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.

## 6. 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.*

## 7. 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**

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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***

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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.

## ***BETHEL SCHOOL DISTRICT IPAD/TECHNOLOGY EXPECTATION***

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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***

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### ***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. All students enrolled in Evergreen Elementary will receive free meals for the 2024-2025 school year.**

### ***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***

#### **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](http://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](#)

**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***

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>

***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.

### ***HOMWORK 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.

### ***PARENT DROP OFF & PICK UP***

Please enter the lot on Waller and wait in the pick-up line. This is a change from last year as parent drop off/pick up is now in the front 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***

Due to the move, we will have **NO** walkers or walker pickups. Please remain in your car and follow the parent pick up instructions.

**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***

#### **Volunteers & Visitors**

We value the positive impact that volunteers and visitors bring to our school community. Your contributions enhance our programs and support our students and staff in meaningful ways. To ensure a safe and organized environment, we have established the following guidelines for all adults visiting our campus.

#### **General Guidelines for All Visitors**

- **Identification:** Please carry a photo ID at all times.

- **Check-In/Check-Out:** Follow the building check-in and check-out processes at the main office.
- **Consent:** Obtain consent for your visit at the main office.

## **Volunteers**

Volunteers are individuals who are likely to work closely with others while present at a school building or other district-facilitated site for extended periods. To ensure a smooth and productive visit, volunteers are required to:

- **Background Check:** Complete a background check.
- **Pre-Arrange Visits:** Schedule your visit with the building principal and classroom teacher in advance.
- **Follow Protocols:** Adhere to all building protocols during your visit.

## **Visitors**

Visitors include family members, vendors, and community members who participate in meetings or provide supplies. While their visits are generally brief, it is important for all visitors to:

- **Check-In/Check-Out:** Follow the building check-in and check-out processes at the main office.
- **Identification:** Carry a photo ID at all times.

## ***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.

**Our Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)**

Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our school’s process for responding to it.

**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.



### **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]*.

### **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](#)

### **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 Streleski, 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.

### **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.

### **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](https://ospi.k12.wa.us/student-success/health-safety/school-safety-center)
- Email: [schoolsafety@k12.wa.us](mailto: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](https://ospi.k12.wa.us/policy-funding/equity-and-civil-rights)
- Email: [equity@k12.wa.us](mailto: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](http://www.oeo.wa.gov)
- Email: [oeoinfo@gov.wa.gov](mailto: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](mailto:orc@ed.gov)
- Phone: 800-421-3481

## **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 [bethelsd.org](http://bethelsd.org). 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.

## ***SECTION 504 (Policy 2161 and 2162)***

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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  
516 176<sup>th</sup>  
Street East  
Spanaway  
WA, 98856  
[\[253-800-2300\]](tel:253-800-2300), [blowney@bethelsd.org](mailto: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](http://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).