

BETHEL PUBLIC SCHOOLS

Clover Creek Elementary Family Handbook

Honest Achieving Willing Kind Successful



2024 - 2025

Clover Creek Elementary
16715 36th Avenue East
Tacoma, WA 98446
Office Hours: 8:00 a.m. to 4:00 p.m.
Phone (253) 800-7800

Dear Clover Creek Families,

Welcome to the 2024-25 school year! In an effort to save district resources and help you locate needed resources easily we have posted building policies on our website. You will find the student handbook, rights and responsibilities, and building discipline letter on our website at: <http://www.bethelsd.org/cces>, under the Family Resources tab. A limited supply of printed copies will be available in the main office and can be printed upon request. Provided below are some highlights found within these important documents:

I. Student Rights & Responsibilities

- Students have a right to pursue a course of studies and make reasonable efforts to learn.
- Students shall attend school daily and be on time to all classes.
- Students shall be aware of and obey all school rules.
- No student may be unlawfully denied an equal educational opportunity or be unlawfully discriminated against. (Policy 3210)

District Policies Regarding:

- Attendance
- Student Discipline
- Student Dress Code
- Appropriate Technology Use
- Transportation Rules
- Family Educational Rights & Privacy Act

II. Student Handbook

- Attendance: Any time a student is not present for school, parents must contact the school to excuse the absence and ensure we know the student is safe. Parents may do this by calling 253-800-7892, using ParentVue, sending an email to mruiz@bethelsd.org or writing a note and giving it to Mrs. Ruiz.
- Dress Code: Must be appropriate for an educational setting.

III. Discipline Letter

- Clover Creek uses a restorative based approach to discipline. We believe misbehavior indicates the student has a need that needs to be met or taught with a positive proactive approach. In the event that the misbehavior persists we use the following progressive discipline approach: classroom interventions, break space /buddy room, after school detention (held Tuesdays & Thursdays from 3:50-4:35), in-school suspension, short-term suspension and long term suspension.

We look forward to an enriching and successful year with your student! Thank you for your on-going support. Please contact us to request these documents in print at 253-800-7800.

Sincerely,

McKenzie Walsh
Principal

Lori Gauthier
Assistant Principal

I _____ have received a letter informing me of my students' rights & responsibilities.
(Printed Parent Name)

I am aware of where to find copies of the: rights & responsibilities, student handbook and building discipline letter.

(Signed Parent Name)

(Date)

(Student Name)

Parent Resource Page

Clover Creek Elementary

16715 36th Ave E. Tacoma, WA 98446

253-800-7800 - Office

253-800-7898 – Fax

Http//: cc.bethelsd.org

Principal: McKenzie Walsh

Assistant Principal: Lori Gauthier

Secretary: Carmen Allott

Clover Creek Hours: 8:45am – 3:15pm

Lunch & Recess Schedules

Grade Levels	Lunch Times	Recess Times
Kinder	11:30 - 11:55	11:00 - 11:30
1st grade	12:00 - 12:25	11:30 - 12:00
2nd grade	10:30 - 10:55	10:00 - 10:30
3rd grade	11:00 - 11:25	10:30 - 11:00
4th grade	12:30 - 12:55	12:00 - 12:30
5th grade	1:00 - 1:25	12:30 - 1:00

Breakfast Bell – 8:30am

School Starts Bell – 8:45am

Dismissal – 3:15pm

Early Dismissal – 8:45am - 11:15am

Late Arrival – 9:45am – 3:15pm

Attendance

Attendance Office: 253-800-7892

Mrs. Ruiz - Mruiz@bethelsd.org

You can also report your child's absences through ParentVue:

<https://www.bethelsd.org/Page/6118>. Login and password are required. Please call if you need assistance 253-800-7800.

District Event Calendar

[Student Calendar 2024-25](#)

Child Nutrition

District Menu

<https://www.bethelsd.org/programs-departments/meals>

PayPams

<https://paypams.com/HomePage.aspx>

Meal Prices

ALL students in ALL schools in the Bethel School District qualify for free breakfast and lunch this year!

To maintain our qualifications ALL Bethel School District families must complete the Child Nutrition Eligibility and Education Benefit Application at: [Child Nutrition Eligibility and Education Benefit Application](#)

CLOVER CREEK ATTENDANCE

Call the **Attendance Office** by 11:30 a.m. and leave a message **each day** your child is absent from school. **Include** *first name, last name, teacher, and reason for the absence*. You can also report your child's absences through email and ParentVue. Please call if you need assistance.

In the event the Attendance Office has not been notified of your student's absence, a call will be made by the Bethel School District Automated Messaging System to inform you of the **unexcused** absence. The system begins calling at 12:15 pm. Therefore, any absences reported after this time will still receive an automated call for the absence.

Students are expected to attend all assigned classes each day. School staff will keep a record of absence and tardiness, including a call log and/or a record of excuse statements submitted by a parent/guardian or, in certain cases, students, to document a student's excused absences.

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.

Excused Absences

The following are valid excuses for absences and tardiness. Assignments and/or activities not completed because of an excused absence or tardiness may be made up in the manner provided by the teacher.

Absence due to:

1. Physical health or mental health symptoms, illness, health condition or medical appointment for the student or person for whom the student is legally responsible. Examples of symptoms, illness, health conditions, or medical appointments include, but are not limited to, medical, counseling, mental health wellness, dental, optometry, pregnancy, and behavioral health treatment (which can include in-patient or out-patient treatment for chemical dependency or mental health);
2. Family emergency including, but not limited to, a death or illness in the family;
3. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
4. Court, judicial proceeding, court-ordered activity, or jury service;
5. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
6. State-recognized search and rescue activities consistent with RCW [28A.225.055](#);
7. Absence directly related to the student's homeless or foster care/dependency status;
8. Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW [28A.705.010](#);
9. Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter [392-400](#) WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC [392-121-107](#);
10. Absences due to student safety concerns, including absences related to threats, assaults, or bullying;

11. Absences due to a student's migrant status; and
12. An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth;
13. Absences due to the student's lack of necessary instructional tools, including internet access or connectivity.

In the event of emergency school facility closure due to COVID-19, other communicable disease outbreak, natural disaster, or other event when districts are required to provide synchronous and asynchronous instruction, absences due to the following reasons are excused:

1. Absences related to the student's illness, health condition, or medical appointments due to COVID-19 or other communicable disease;
2. Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19, other communicable disease, or other emergency health condition related to school facility closures;
3. Absences related to the student's family obligations during regularly scheduled school hours that are temporarily necessary because of school facility closures, until other arrangements can be made; and
4. Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made.

A school principal or designee has the authority to determine if an absence meets the above criteria for an excused absence.

1. **Parental notification.** When possible, the parent/guardian is expected to notify the school office on the morning of the absence by phone, e-mail, or written note, and to provide the excuse for the absence. If no excuse is provided with the notification, or no notification is provided, the parent/guardian will submit an excuse via phone, e-mail or written note upon the student's return to school. Adult students (those over eighteen) and emancipated students (those over sixteen who have been emancipated by court action) will notify the school office of their absences with a note of explanation. Students fourteen years old or older who are absent from school due to testing or treatment for a sexually transmitted disease will notify the school of their absence with a note of explanation, which will be kept confidential. Students thirteen years and older may do the same for mental health, drug or alcohol treatment; and all students have that right for family planning and abortion.

A parent/guardian may request that a student be excused from attending school in observance of a religious holiday. In addition, a student, upon the request of his/her parent, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property. A student will be allowed one makeup day for each day of absence.

2. **Absence for parental-approved activities.** This category of absence will be counted as excused for purposes agreed to by the principal and the parent/guardian. An absence may not be approved if it causes a serious adverse effect on the student's educational progress. The student may not be able to achieve the objectives of the unit of instruction as a result of absence from class. In such a case, a parent or guardian-approved absence would have an adverse effect on the student's educational progress, including the grade for the course. A student, upon the request of his/her parent/guardian, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property or otherwise involves the school to any degree.

3. **Absence resulting from disciplinary actions — or short-term suspension.** As required by law, students who are removed from a class or classes as a disciplinary measure or students who have been placed on short-term or long-term suspension will have the right to make up assignments or exams missed during the time they were denied entry to the classroom if the effect of the missed assignments will be a substantial lowering of the course grade.

4. **Extended illness or health condition.** If a student is confined to home or hospital for an extended period, the school will arrange for the accomplishment of assignments at the place of confinement whenever practical. If the student is unable to do his/her schoolwork, or if there are major requirements of a particular course which cannot be accomplished outside of class the student may be required to take an incomplete or withdraw from the class without penalty.

5. **Excused absence for chronic health condition.** Students with a chronic health condition that interrupts regular attendance may qualify for placement in a limited attendance and participation program. The student and his/her parent will apply to the principal or counselor, and a limited program will be written following the advice and recommendations of the student's medical advisor. The recommended limited program will be approved by the principal. Staff will be informed of the student's needs, though the confidentiality of medical information will be respected at the parent's request.

Required conference for elementary school students

If an elementary school student has **five or more excused absences in a single month** during the current school year or ten or more excused absences in the current school year, the district will schedule a conference with the student and their parent(s) at a reasonably convenient time. The conference is intended to identify barriers to the student's regular attendance and to identify supports and resources so the student may regularly attend school.

The conference must include at least one school district employee, preferably a nurse, counselor, social worker, teacher or community human service provider, and may occur on the same day as the scheduled parent-teacher conference, provided it takes place within thirty days of the absences. If the student has an Individualized Education Program or a Section 504 Plan, the team that created

that program must reconvene. A conference is not required if prior notice of the excused absences was provided to the district or if a doctor's note has been provided and a plan is in place to ensure the student will not fall behind in their coursework.

Tiered response system for student absences

WAC 392-401A-045 requires school districts to implement minimum requirements of a multitiered system of support for attendance to address barriers to student attendance, provide timely interventions and best practices to reduce chronic absenteeism and truancy. Multi-tiered systems of support include:

- a. Monitoring daily attendance data for all students who are absent, whether the absence is excused or unexcused;
- b. A process to contact families and verify current contact information for each enrolled student that includes multiple attempts and modalities in the parent's home language;
- c. Differentiated supports that address the barriers to attendance and participation that includes universal supports for all students and tiered interventions for students at-risk of and experiencing chronic absence, including school and district attendance or engagement teams, connecting to community resources, and community engagement boards; and
- d. A process for outreach and reengagement for students who have been withdrawn due to nonattendance and there is no evidence that the student is enrolled elsewhere. This outreach and reengagement process must include:
 - i. A school and/or district point person/people to maintain the list, keep it updated, and coordinate the outreach;
 - ii. School or district staff assigned to conduct the outreach and attempts at re-engagement in coordination with community partners or other programs;
 - iii. Multiple methods of communication and outreach in a language or mode of communication that the parent understands including phone calls, texts, letters, and home visits;
 - iv. Referral to community-based organizations;
 - v. Documentation of the attempts to reach students and family; and
 - vi. Follow the required steps to address unexcused absences in chapter 28A.225 RCW, including early communication to parents, holding parent conferences and administering a truancy screener to understand the underlying reasons for the absences, and providing evidence-based or best practice interventions, even if the student has been withdrawn due to nonattendance.

Unexcused Absences

An "unexcused absence" means that a student has failed to attend the majority of hours or periods in an average school day, has failed to comply with a more restrictive school district policy on absences, or has failed to comply with alternative learning experience program attendance requirements.

Unexcused absences occur when:

1. The parent, guardian, or adult student submits an excuse that does not meet the definition of an excused absence as defined above; or
2. The parent, guardian, or adult student fails to submit any type of excuse statement, whether by phone, e-mail or in writing, for an absence.

Each unexcused absence within any month of the current school year will be followed by a letter or phone call to the parent informing them of the consequences of additional unexcused absences. The school will make reasonable efforts to provide this information in a language in which that parent is fluent. A student's grade will not be affected if no graded activity is missed during such an absence.

After three unexcused absences within any month of the current school year, the school will hold a conference with the principal, student, and parent to analyze the causes of the student's absenteeism. If a regularly scheduled parent-teacher conference is scheduled to take place within thirty days of the third unexcused absence, the district may schedule the attendance conference on the same day. If the parent/guardian does not attend the scheduled conference, the school may hold the conference with the student and principal. However, the school will notify the parent of the steps to eliminate or reduce the student's absences.

At some point after the second and before the seventh unexcused absence, the district will take data-informed steps to eliminate or reduce the student's absences. In middle school and high school, these steps will include application of the Washington Assessment of the Risks and Needs of Students (WARNS) or other assessment by the district's designated employee.

For any student with an existing Individualized Education Program (IEP) or Section 504 Plan, these steps will include convening the student's IEP team or Section 504 team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the student's absences. If necessary, and if the student's parent gives consent, the district will conduct a functional behavior assessment and will complete a detailed behavior plan to explore the function of the absence behavior.

For any student who does not have an IEP or Section 504 Plan, but who is reasonably believed to have a mental or physical disability or impairment, these steps will include informing the student's parent/guardian of the right to obtain an appropriate evaluation at no cost to the parent to determine whether the student has a disability or impairment and needs accommodations, special education services, or related services. This includes students with suspected emotional or behavioral disabilities. If the school obtains consent to conduct an evaluation, time should be allowed for the evaluation to be completed, and if the student is found to be eligible for accommodations, special education services, or related services, a plan will be developed to address the student's needs.

The district will designate a staff member to apply the Washington Assessment of the Risks and Needs of Students (WARNS) and, where appropriate, provide the student with best practice or research-based interventions consistent with WARNS. As appropriate, the district will also consider:

- adjusting the student's course assignments;
- providing the student more individualized instruction;
- providing appropriate vocational courses or work experience;
- requiring the student to attend an alternative school or program;
- assisting the parent or student to obtain supplementary services; or
- referring the student to a community engagement board.

Transfers

In the case of a student who transfers from one district to another during the school year, the sending district will provide to the receiving district, together with a copy of the WARNS assessment and any interventions previously provided to the student, the most recent truancy information for that student. The information will include the online or written acknowledgment by the parent and student. The sending district will use the standard choice transfer form for releasing a student to a nonresident school district for the purposes of accessing an alternative learning experience program.

Not later than a student's seventh unexcused absence in a month, the district will:

- a. enter into an agreement with the student and parents/guardians that establishes school attendance requirements;
- b. refer the student to a community engagement board; or
- c. file a petition to juvenile court (see below)

Community Engagement Board

A "community engagement board" means a board established pursuant to a memorandum of understanding (MOU) between a juvenile court and the school district and composed of members of the local community in which the student attends school. The district will enter into an MOU with the juvenile court in Pierce County to establish a community engagement board prior to the 2017-2018 school year.

The district will designate and identify to the juvenile court (and update as necessary) and to the Office of the Superintendent of Public Instruction a staff member to coordinate district efforts to address excessive absenteeism and truancy, including outreach and conferences, coordinating the MOU, establishing protocols and procedures with the court, coordinating trainings, sharing evidence-based and culturally appropriate promising practices. The district will also identify a person within each school to serve as a contact regarding excessive absenteeism and truancy and assisting in the recruitment of community engagement board members.

After the student's **seventh unexcused absence within any month during the current school year and not later than the fifteenth unexcused absence during the current school year**, if the district's attempts to substantially reduce a student's absences have not been successful and if the student is under the age of seventeen, the district will file a petition and supporting affidavit for a civil action in juvenile court.

Petition to juvenile court

The petition will contain the following:

1. A statement that the student has unexcused absences in the current school year;
2. An attestation that actions taken by the school district have not been successful in substantially reducing the student's absences from school;
3. A statement that court intervention and supervision are necessary to assist the school district to reduce the student's absences from school;
4. A statement that RCW 28A.225.010 has been violated by the parent, student or parent and student;
5. The student's name, date of birth, school, address, gender, race and ethnicity; and the names and addresses of the student's parents/guardians, whether the student and parent are fluent in English, whether there is an existing individualized education program (IEP) and the student's current academic status in school;

6. A list of all interventions that have been attempted, a copy of any previous truancy assessment completed by the student's current school district, the history of approved best practices intervention or research-based intervention(s) previously provided to the student by the district, and a copy of the most recent truancy information document provided to the parent.
7. Facts that support the above allegations.

Petitions may be served by certified mail, return receipt requested, but if such service is unsuccessful, personal service is required. At the district's choice, it may be represented by a person who is not an attorney at hearings related to truancy petitions.

If the allegations in the petition are established by a preponderance of the evidence, the court shall grant the petition and enter an order assuming jurisdiction to intervene for a period of time determined by the court, after considering the facts alleged in the petition and the circumstances of the student, to most likely cause the student to return to and remain in school while the student is subject to the court's jurisdiction.

If the court assumes jurisdiction, the school district will periodically report to the court any additional unexcused absences by the student, actions taken by the school district, and an update on the student's academic status in school at a schedule specified by the court. The first report must be received no later than three (3) months from the date that the court assumes jurisdiction.

All sanctions imposed for failure to comply with the attendance policies and procedures will be implemented in conformance with state and district regulations regarding discipline or corrective action.

LEAVING EARLY

Calling a student to the office before dismissal time is very disruptive to the learning environment. To limit interruptions to your child's education and those in his/her class, please make appointments outside of the school day whenever possible. If you need to pick your child up early and have not contacted the school, please call before 2:45 pm as this assists the office and helps to make sure your child is ready for you. If a student leaves school before the 3:15PM dismissal bell, his/her attendance record will reflect an end of the day tardy.

OUR PROMISE TO YOU

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

HEALTHROOM

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](#)

If a child is ill enough to require any of the many cold medications, even cough drops, or cannot participate in recess, he/she should remain home where adequate rest can be obtained.

COVID-19

Please see the most up-to-date information from the Washington State Department of Health by clicking the link below.

[What to do when you are sick with COVID-19 or another respiratory virus](#)

MEDICATIONS

Medications may be administered to a student **only if the child is under the care of a health care provider who completes a Health Care Packet pertaining to their illness**, and it is necessary for the child to receive medication during school hours. **Please contact the school nurse or health clerk for a form and procedural directions.** This includes all medications, even over-the-counter cold remedies, cough drops, pain relievers, lip balms, and lotion.

LICE

Three excused absences days are allowed for head lice treatment. Any additional days will be marked unexcused.

Bethel School District Board Policy - 3436

PEDICULOSIS INFESTATIONS

Adopted: January 28, 2014

Last Revised: August 11, 2020

Purpose:

To protect our confined school population from pediculosis (lice) infestation and to assist the parent to eliminate head lice infestation from the child.

The Bethel School District policy regarding head lice (Pediculosis Capitis), is based on the recommended guidelines by the Centers for Disease Control (CDC), American Academy of Pediatrics, National Association of School Nurses, and Office of the Superintendent of Public

Instruction. All of these organizations support a “No Live Lice” policy. Head lice is a nuisance. They do not spread disease. Most cases of head lice are acquired outside of school. A “no-nit” policy places students at risk for unnecessary exposure to toxins, leads to increased absence from school and places stigma on students.

1. A student suspected of having lice will be examined by someone who is familiar with the symptoms of pediculosis infestations. Other children from the same household will be checked for lice. If live lice are confirmed, the student's parents will be notified of the infestation. The student will be able to finish the school day and ride the bus home.
2. Parents will be given verbal instructions for removal of pediculosis and nits from the hair. Parents will be requested to use a pediculicide product. The Lice Notification Letter will be sent home with the student along with information on the treatment and prevention of lice from the Washington Department of Health. They will be informed that lice must be completely removed from the student's hair before the student will be readmitted to class.
3. The class of the infested student will be checked for further infestation if there are three or more cases of pediculosis in a classroom, letters of possible exposure will be sent to the parents of the students in the classroom at this time.
4. The school nurse and teacher will be notified of the incidence of infestation.
5. Upon readmission, the student will report to the health room for an examination by the school nurse or health clerk prior to returning to class.
 1. The student can return to school if there are no live lice in the hair and is a letter from the parent indicating the student has been treated for lice.
 2. The student can return to school if there are eggs (nits) in the hair.
 3. The student must go home if there are still live lice in the hair.
6. Appropriate school staff will make follow-up parent contacts for extended absences.
7. If an absence for pediculosis has extended for longer than one week, the school nurse, school counselor/social worker, and principal will meet to discuss solutions to the situation and develop a plan for follow-up appropriate to the individual.

The Bethel School District will provide communication annually to parents and staff regarding diagnosis, treatment, and prevention of head lice, along with the District lice policy.

Harassment, Intimidation, and Bullying (HIB)

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
- 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

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 [Bethel School District Board Policies](#). 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.

Volunteers & Visitors

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.

Controlled Access for Clover Creek Visitors

Safety of students and staff is our highest priority. Therefore, we implement regulations designed to control access to Clover Creek by visitors. Specifically, parents and other members of the community must provide photo ID prior to entry into the building (there is a camera located at the buzzer). Once you enter the building proceed to the front office, check in, sign in to visitors book and obtain a visitors badge from the front office staff before going to classrooms or any other area of the building. Visitors who disrupt programming shall be removed from the building and may be denied further access. Student visitors are not allowed without prior approval.

Volunteers

We welcome our volunteers!

All volunteers must complete a volunteer application online [application link](#) prior to volunteering. The approval process can take up to two weeks. Parents who are interested in chaperoning any field trip during the year are required to complete this process prior to the field trip. If you are volunteering in your child's classroom, we ask that you sign in at the front office in the volunteer book and wear a badge. This helps us identify who is in the building at any given time should there be an emergency. When you are ready to leave the school. You must remember to sign out and return your volunteer badge.

- All volunteers must be pre-arranged with the teacher and/or staff member for whom you are volunteering.

***Please remember to turn off your cell phone while volunteering in the classroom and that all adults are role models to our students. Please follow the Clover Creek dress code and behavior guidelines.*

Student Placement Policy

At our school we prioritize creating an equitable and supportive learning environment for every student. Our staff carefully consider each student's strengths and needs, using their professional expertise to place students in classrooms where they will thrive. As a part of the process, we do not accommodate family requests for specific teachers. Please be assured that every placement decision is made with the best interest of the student in mind, focusing on their academic and social-emotional growth.

Newsletters

Our newsletter lists important dates, activities and upcoming events. We are 96% "green" as we email newsletters to most families. We will send the school newsletter to your email account. If you require a hard copy, please notify the office (253) 800-7800.

Celebrations

We enjoy celebrating students' birthdays and other occasions. However, due to the many students with food allergies this year- class treats will be handled by teacher discretion. Please communicate with your student's teacher.

PTA

PTA is the Parent-Teacher Association. Parents are encouraged to join and participate actively in parent-teacher activities. The PTA is open to all parents, teachers and community members. Meetings are announced in newsletters and on Clover Creek's website. The function of the PTA is to provide a forum in which parents can meet to keep in touch regarding school and District happenings, financially support students and staff for items not covered by the general school budget, and sponsor activities that promote a sense of school community. PTA involvement can range from a few minutes per month to chairing large committees. Our PTA values and celebrates all levels of involvement.

Homework

The purpose of homework is to improve the learning processes, to aid in mastery of skills and to create and stimulate student interest.

- Homework is a meaningful learning activity that will increase in complexity with student maturity. Homework is never used as a form of punishment.

The information for any homework assignment will be clear and specific so students may complete homework assignments independently. Homework will not require the use of reference materials not readily available in most homes, the school and/or public library. Students will have instruction on the use of these materials prior to being required to use them for homework.

Communicating by Email, Telephones or Notes

We welcome and encourage communication from parents. You may wish to communicate via email, phone, note or conference. Staff members will make every effort to respond to you within (1) school day.

Email

Email works well when asking questions or when making simple requests for information. All staff can be reached via email. You can find the staff directory on the Clover Creek website at

<https://www.bethelsd.org/cces>

Suggestions when emailing your student's teacher, principal or any school staff:

- Please remember that email is not confidential.
- Be concise.
- Make a simple request for information.

Steps to Resolve Concerns

Concerns should be addressed with staff member involved and then followed in this order, if needed:

- Teacher
- Social Worker
- Assistant Principal
- Principal

- Executive Director of Elementary Education
- Assistant Superintendent of Elementary Schools
- Superintendent
- Board of Education

Expected Behavior

We passionately believe that children learn best in a structured environment with clearly communicated expectations and consequences. Therefore, the Clover Creek staff has developed a set of expectations for students for each school area to ensure respectful and orderly behavior. Clover Creek teachers will spend the first days of the school year familiarizing students with these expectations. This process will include explicit instruction followed by practice to ensure each student fully understands and can apply our behavioral expectations. These expectations will then later be retaught and revisited throughout the year.

Clover Creek Building-wide Expected Voice Levels

<u>Level 0</u>	<u>Silent</u>
<u>Level 1</u>	<u>Whisper Voice</u>
<u>Level 2</u>	<u>Conversational Voice</u>
<u>Level 3</u>	<u>Outside Voice</u>
<u>Level 4</u>	<u>Emergency Voice</u>



Expected Behavior - Dismissal 3:15

- Students must not stop at the restrooms or any other area on their way to meet parents or to board their bus without permission from the teacher. Upon exiting the building, students will immediately board their bus or walk to parent pick-up. Students will not stop to socialize with friends.
- Students will walk only on designated walkways.
- Students must pre-arrange for permission to be in the building after dismissal.
- Students will stay to the right side of all walkways while traveling during dismissal.
- **Bus passes** are given to students who provide office staff written permission from a parent/guardian. Requests must be provided to the office staff as soon as possible.
- If a child is going home a different way than normal, the parent/guardian must give written/verbal permission to their teacher or office staff by 3:20. Otherwise, students will be sent home on their normal route.

Expected Behavior - Hallway Behavior

Whole Class

- Face forward, keeping hands and feet to self while maintaining a Level "0" voice.
- Walk in a straight line, avoid gaps, and stay to the right of hallways.
- Stop at all intersections and wait for the teacher before proceeding.

Individual Students

- Have the building hall pass in hand.

- Take the most direct route to your destination.
- Maintain a Level “0” voice.
- Stay to the right of the hallway.

Expected Behavior - Phone Policy

- Staff will determine when a nonsocial and critical situation may require building phone usage.

- Student electronics: Students may bring cell phones/smart watches to school provided they are kept in the students backpack and turned off. If you child’s phone/smart watch goes off in class this is the following discipline protocol:

1. First Offense: A Warning and the teacher will ask the student to turn off the device and place it in their backpack.
2. Second Offense: The phone/smart watch will be stored in a safe place by the teacher. The teacher will contact families. The student will be sent home with the device.
3. Third Offense: An office referral will be filled out by the teacher. The phone is recorded and stored in the office. An administrator will contact the family to pick up the phone.

Expected Behavior – Assemblies

On the way to assemblies

- Students will use a Level “0” voice.
- Classes will enter the gym through designated doors.
- Students will sit with legs folded and hands to self.
- After the entire class has entered the gym and is sitting with legs folded, students may use a Level “1” voice until the assembly begins.

Starting the Assembly

- An adult will give the building-wide attention signal, “Hand in the air.” All students will:
 - Instantly shift to a Level “0” voice.
 - Place eyes on the speaker.
 - Maintain attention for the duration of the assembly.
 - Sit on their bottoms and keep safe bodies.

When the assembly is over

- Like exiting an airplane, classes nearest the front of the assembly will exit first.
- Until directed by the teacher to stand and exit, students will stay seated and maintain a Level “0” voice.
- Upon being directed to stand, students will rise, maintain a Level “0” voice, keep hands and feet to self, and exit the gym in an appropriate line.

Expected Behavior - Using the Restroom

- Sign out in the classroom.
- Have appropriate hall pass.
- Use the most direct route.
- Use Level “0” voice.

- Wait quietly and patiently for your turn.
- Wash hands before returning to class.
- Put trash in the trash can.
- Promptly return to class.
- Report any bathroom related problems to your teacher.

Expected Behavior – Cafeteria

- Upon entering the cafeteria, cold lunch students will sit down immediately.
- Students will walk in the cafeteria.
- Students purchasing a hot lunch will line up on the gym wall to purchase their meal. Voices in the kitchen will be at a “0” level.
- Students will eat at a voice level “2”.
- Inappropriate Behavior could result in Lunch Detention or Soar Table for reflection.
- Students will not trade food.
- Students will clean own eating area before being dismissed.
- Students will keep hands, feet and objects to themselves.
- Students will stay in their seats and raise hands to get help or seek permission to leave their assigned table.
- Upon being directed to stand, students will rise, maintain a Level “0” voice, keep hands and feet to self, and exit the gym in an appropriate line.

Expected Behavior - Dress Code

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.

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

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

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

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

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

Expected Behavior - Toys from Home

- *Toys including electronic game devices, trading cards, cameras, toys, electronic devices, cell phones/smart watch, laser pointer, combustible material and fidget spinners etc. may not be used, seen, or heard during the school day. If a student fails to comply with this directive, the item will be subject to confiscation. Students may get their item at the end of the school day unless the student has had previous items confiscated. If so, parents will need to pick up the item in the office.*

**Clover Creek Elementary is not responsible for lost or stolen toys from home.*

Expected Behavior - Playground

Student Expectations

- *Keep hands and feet to yourself.*
- *Leave rocks, bark and other dangerous objects alone.*
- *Stay within designated boundaries.*
- *Students must get a hall pass from the recess supervisor to enter the building to use the restroom.*
- *Follow all adult directives at the first prompt.*
- *Use only respectful behavior.*
- *Put all playground toys away at the end of recess.*
- *Stop playing and line up immediately when the whistle blows.*
- *When weather conditions call for it students will participate in a rainy day recess activity.*

Progressive & Restorative Discipline

We are excited to start a new school year with you and your student(s). At Clover Creek Elementary, we are committed to student learning and achievement. We passionately believe that children learn best in a structured environment with clearly communicated expectations and consequences. Staff will invest time at the beginning of the school year teaching your child the expectations for conduct. Although we emphasize a proactive approach to discipline, we also believe that teachers need access to immediate and meaningful consequences. Students who fail to choose to conduct themselves appropriately may be assigned a turnaround, lunch and/or recess detention, after school detention, In School Suspension, and Out of School Suspension. Clover Creek's Progressive & Restorative Discipline is as follows:

Proximity/Non-verbal – Moving toward a student or standing close to them to silently communicate the message that he or she needs to get on task or stop the undesired behavior.

Verbal Warning – Telling the student they need to get back on task or to stop the undesired behavior.

Turnaround – The student will use the classroom break space or be sent to a buddy room for a designated time to reflect on his or her actions and make a plan for better choices in the future.

After-School Detention (45 minutes) – The student will be sent to the office after school (Tuesdays or Thursdays). Parent communication will be made by a school administrator prior to the student serving the detention. Parents will be responsible for picking up their student at 4:00 PM.

In School Suspension – The student will spend the day in the office. This will act as an all day detention. The student will have no social interactions with others and will be expected to complete schoolwork along with a reflection sheet. Parents will be contacted by a school administrator.

Out of School Suspension – Parents will be contacted by a school administrator prior to the suspension.

We appreciate your support and look forward to an amazing school year! Please feel free to contact us with concerns or questions at (253) 800-7800.

Student Safety

HARASSMENT/BULLYING: (Policy 3207) Students are expected and taught to refrain from intimidating or bullying another student verbally, physically or through written or technological means. This includes on school grounds, school transportation or school functions/activities. "Harassment, intimidation or bullying" means any intentional written message or image-including those that are electronically transmitted verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability, or other distinguishing characteristics, when an act:

- physically harms a student or damages the student's property;
- or
- has the effect of substantially interfering with a student's education;
- or

- is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- has the effect of substantially disrupting the orderly operation of the school.

We teach students that bullying is when someone says or does something intentionally hurtful; they keep doing it even when asked to stop and it is one sided. Students often confuse mean or rude behavior with bullying.

Cases of bullying are to be reported immediately to the school Social Worker, Amalea Maxfield. The Social Worker will investigate the incident to determine the nature of the behavior and report details to administration and parents. Administration will then determine consequences or supports needed and report these to the parents involved.

If you feel your child is being bullied and you would like to make a report please contact the school directly at 253- 800-7800 or go to the Bethel School District website at www.bethelsd.org. Under the resources tab you will click on the School Safety Center link and follow the instructions.

Important Parking Lot Guidelines

These are some important points for our parent drop-off and pick-up loop to run smoothly.

The entrance on the south end of the building should be used when entering the Clover Creek parking lot and/or drop off/pick up loop and the north end of the parking lot should be utilized when exiting. Please do not block our loop on the south end during arrival and dismissal times. You may utilize the parking available in the front of the building or at the church. Parking on the sidewalk is prohibited.

We will be using the entire loop for drop-off and pick-up. Please pull as far forward as you can to keep drop off and pick up moving quickly. If your car is in the loop your child can unload or load using the passenger side of the car. Once they have unloaded or loaded you may pull to the inner loop and go around to exit the parking lot.

For everyone's safety we highly encourage you to stay in your car and go through the car loop.

Parent Drop-Off

Students may begin entering the building at 8:30 am at the first bell. Students cannot be dropped off prior to 8:30 am. Our warning bell rings at 8:45am and school begins at 8:45 am.

Parent Pick Up Procedures

You will be given a car tag with your child's name and grade on it. If you have more than one student at CCE you can put all their names and grades on one. Please hang this from your rear view mirror, put it on the passenger side visor, or be prepared to hold it up for the teacher on duty to be able to call for your child. If you do not have a tag, you will be asked to pull forward and provide ID. Extra tags are available for other families needing to periodically pick-up.

Please pull all the way around the pick up loop. At 3:15 a teacher on duty will begin calling student names through the radio to a teacher in the gym for your child to come out to your car. Once your child/children has loaded, pull to the inner loop to exit the parking lot. The teacher on duty will continue to call names as they walk toward the end of the loop so that your child will be out waiting

for you as you pull into the loop. If your child has not come out by the time you get to the front of the loop there will be a teacher there to call them again.

Again, we highly encourage you to stay in your car and go through the pick up line. Should you choose to park, you will need to walk up to the gate and wait for the teacher on duty to call for your student.

Thank you for your cooperation in making our PARENT LOOP one of the most successful (and fastest) in the district!

Parking lot and Parent drop-off and pick-up key



Additional parking at Crossroads Church located at 3509 Military Rd E, Tacoma, WA 98446
You can enter the Church parking lot from Military Rd E.

The entrance on the south end of the building should be used when entering the Clover Creek Parking Lot and /or Parent Drop Off/Pick Up Loop and the North end of the parking lot should be utilized when exiting. Please do not block our loop on the south end during arrival and dismissal times. Please utilize the parking available in the front of the building. However, if the lot is full please park at our off campus location (Crossroads Church). Please note: Parking on the sidewalk is prohibited.



Signature Page

My child and I have read, discussed, and agreed to abide by the guidelines discussed in Clover Creek's Handbook.

Student Name: _____

Student Signature: _____

Parent/Guardian Signature: _____

Date: _____

Teacher Name: _____

