

# Kapowsin Elementary Home of the Cougars

2024-2025

Student Handbook



## Staff and Contact Information

### Important Phone Numbers

Office: 253-800-8600 Health/Attendance: 253-800-8692
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### Office Staff

<i>Principal</i>	Jennifer Vasilez
<i>Associate Administrator</i>	Dan Herforth
<i>Secretary</i>	Elaine Treber
<i>Health/Attendance Clerk</i>	Jennifer Wade
<i>Registrar/Clerk</i>	Starr Phillips

### Classrooms

<i>Kindergarten</i>	Jennifer Christian Sarah Vallejos
<i>First Grade</i>	Kaitlin Hillstead Kaitlyn Zytkoskee
<i>Second Grade</i>	Christine Brennan Tiffany Hernandez Sarah Roggow
<i>Third Grade</i>	Shyanne Mayberry Shelby Stubbs Krista Tostao
<i>Fourth Grade</i>	Heather Deyette Sean St Clair Caitlin Toews
<i>Fifth Grade</i>	Anna Shown Linsey Stevens
<i>SPED Structured</i>	-Teacher Megan Nieblas <i>Para</i> Michelle Ihrig <i>Para</i>
<i>SPED Structured</i>	Kendra Reeve <i>Teacher</i> Monique Grice <i>Para</i> Ashley Boose <i>Para</i>

### Specialists & Support

<i>Art</i>	Kayla Morse (Mon) Angelina Rusconi (Fri)
<i>Band</i>	Kristine Harson-Faver
<i>Custodians</i>	Collette Avery (lead) Steve Peterson (evening)
<i>Food Service</i>	Genevieve Haugh, Head Cook Cheryl Smith, Point of Service
<i>LAP</i>	Leann Hoffman, <i>teacher</i> Kim Baker, <i>Para</i> Kate Cendejas Thun, <i>Para</i> Helene Griffin, <i>Para</i> Debbie Metcalf, <i>Para</i>
<i>Library/Media</i>	Amy Dalin, <i>teacher</i> Savannah Hodge, <i>clerk</i>
<i>Multi Lingual</i>	Brianna Kangas-Teacher Diane Mooney- <i>para</i>
<i>Music</i>	Alexis Leach
<i>Nurse</i>	Sade Garrett-Long
<i>Orchestra</i>	Hope Hocutt
<i>OT</i>	Kelsy Leonhardt
<i>PE</i>	Elena Abbott
<i>Playground/ Cafeteria</i>	Linda Hill, June Hoffman,
<i>Psychologist</i>	Leslie Lazzarini
<i>PT</i>	Lacontra Cash Rachel Ross
<i>Resource Room</i>	Ann Kraemer-Kirkegaard, <i>teacher</i> Amber McDanel, <i>para</i> Melanie Burwell, <i>para</i>
<i>Speech</i>	Chloe Logan
<i>Social Worker</i>	Clarisa Dearing

# District Calendar

You can find the most up-to-date Student Calendar here:

<https://www.bethelsd.org/about-our-district/district-calendar>

## Emergency Weather Procedures

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

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

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

## Attendance Policies and Procedures

### Absences 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.

At Kapowsin all students are expected to attend class every day, arrive at school on time, and remain in school until dismissal time. At the tardy bell students should be in their classroom ready to learn. All students need a late pass from the office if arriving after the tardy bell. Parents/guardians call the attendance office at 253-800-8692 or report the absence on ParentVue **before 9:30 am** any day his/her student is absent from school without pre-arrangement. A note stating dates missed and reason for absences must be received on the day he/she returns to school.

## Checking Your Student Out Early

Any student leaving school before the 3:35 dismissal time will reflect a tardy on their permanent attendance record.

Parents/Guardians requesting to pick up their child prior to the end of the day will be required to sign their child out from the office and present a picture ID. The child will be called from his/her classroom to meet the parent/guardian in the office area only. If someone other than a parent/guardian is sent to pick up a child, be sure you have notified the office staff by phone call or note. In addition, they must show a picture ID. **Students will not be released to anyone other than the parent/guardian unless the parent/guardian has contacted the school office.**

## Emergency Release Procedures

In order to ensure the safest possible learning environment, we have procedures in place in case an emergency such as a strong earthquake or severe storm occurs while your child is at school. Please read and follow the guidelines for emergency pick-up of your child.

1. Go immediately to the office or other designated pick-up spot, NOT your child's classroom. You will need to show I.D. and a runner will bring your child to you.
2. If you cannot come for your child, please list people in ParentVue to whom your child may be released.

## Breakfast and Lunch

### Breakfast and Lunch Services

Breakfast and lunch will be served at no cost to any students who request it. Due to grant restrictions, there is no option for adults to purchase or consume school lunches this year.

Students will still use their student district identification number on the kitchen keypad to access their account. It is important for students to practice their number and keep it confidential.

### Free or reduced priced lunches

Parents are encouraged to fill out the online application or at the child nutrition office. Our school receives additional money for academic support based on the number of students qualifying for free or reduced-priced lunches.

To apply for free or reduced meals go to: <https://emealapps.bethelsd.org/LCFF/>

# Character, Code of Conduct and Expectations “The Cougar Code”

A person of character . . .

Is someone to look up to and admire, knows the difference between right and wrong, and always tries to do what is right. They set a good example and want to make the world a better place.

At Kapowsin, cougars are **PAWS**itive

**P**roblem Solvers

**A**ctive Learners

**W**ork and Play Safe

**S**how Respect

## PROBLEM SOLVERS

- Make decisions and solve issues
- STEP
- Use your words constructively

## ACTIVE LEARNERS

- Engage in your learning
- Persevere with tasks
- Prepared for learning
- Set goals and work towards them

## WORK AND PLAY SAFE

- Hands and feet to yourself
- Walk inside
- Follow directions the first time

## SHOW RESPECT

- Take turns and include others
- Practice empathy
- Use kind words and actions

## Student Recognition:

### 1. Pawsitivity Awards:

Any staff member can award a student with a Pawsitivity award. Students are recognized for the PAWS characteristics. When a student receives a Pawsitivity award, they will deposit it into a container in the classroom. On Friday, teachers will draw the winning students for a dip in a treasure box. Two students per class are chosen each week. Students can pick out their prize in the morning right after announcements.

### 2. Kapowsin Classroom Behavior Awards (KCBA's):

Each staff member will have the opportunity to award other classes with a whole-class award called the “Kapowsin Classroom Behavior Award” (KCBA). Entire classrooms will earn a KCBA for:

- Outstanding Hallway Behavior
- Exceptional Classroom Behavior

- Tremendous Lunchroom Behavior
- Other

The category called “other” is also offered in the event of a special circumstance. Specialists may choose to use these awards to recognize classrooms with exceptional behavior; however, any staff member can award any class with a KCBA at any time. Classrooms with 10 awards and earn an extra recess.

## **Discipline**

All staff contribute to Kapowsin Elementary School’s friendly, inviting environment. We set the tone through our actions and attitudes. Our support and encouragement will be demonstrated through four important procedures:

1. We will teach student expectations for responsible behavior in every school environment by relating student actions to our mission and to the importance of being responsible, trying one’s best, cooperating, and treating everyone with respect.
2. We will provide positive feedback to students when they are meeting expectations and following the Code of Conduct.
3. When minor misbehaviors do occur, staff will view the misbehavior as a teaching opportunity, responding with calm, consistent corrections or consequences.
4. We will work collaboratively with families to solve problems that are chronic or severe in nature.

### **Character Violations**

Students will receive multiple chances to correct their behavior using the progressive discipline plan.

#### Level 1 and 2 behaviors:

1. Verbal redirection for Level 1 behaviors (see behavior levels on pages 12-14)
2. Time out in the classroom for repeated Level 1 behaviors or Level 2 behaviors
3. Buddy room for repeated Level 1 and 2 behaviors
4. Office referral for repeated Level 1 and 2 behaviors. An administrator will investigate and assign a consequence that fits the behavior.
  - a. For non-threatening behaviors that do not disturb other’s learning, an office referral will be sent to the office and an administrator or designee will come and get the student when they are available.
  - b. For behaviors that disrupt the learning or cause harm to other students, the student will go immediately to the office with a referral to follow.
5. After school detention will be assigned by an administrator for those whose previous interventions are not changing behaviors. This will be coordinated with parents.

#### Level 3 behaviors:

An automatic office referral is made for Level 3 behaviors. An administrator will investigate and assign a consequence that fits the behavior.

- a. For non-threatening behaviors that do not disturb other’s learning, an office referral will be sent to the office and an administrator or designee will come and get the student when they are available.
- b. For behaviors that disrupt the learning or cause harm to other students, the student will go immediately to the office with a referral to follow.

### **In Classroom Reflection / Buddy Room**

Teachers will set up a reflection area in their classroom and a Buddy Room with another teacher to provide a place where a student may be sent to cool off for 10 minutes or less, complete a rethinking or processing

sheet, and get back in control. Students may return before completing the sheet at the discretion of the teacher. The Reflection/Buddy Room concept is designed to help a student make responsible choices to get back to learning in his/her own room. Students will be referred to the buddy room after in-class interventions/redirections are given.

## **Reteaching**

As a next step, after classroom reflection/buddy room has not changed a level 1 or 2 behavior, an administrator will set up a reteaching opportunity. Examples of a reteaching opportunity is meeting a student and practicing the skill the student needs to be successful or meeting and looking how their actions affect others in our building. The purpose of this time is to learn from our mistakes and correct them in the future.

## **After School Detention**

If reteaching is not changing behavior then after school detention can be used. An administrator will assign the detention and work with a parent for the student to be picked up at 5:00pm after school.

## **Character Training**

Students can be referred for character training if their behavior warrants social skills intervention or peer mediation. Students who repeatedly tease, name call, harass, intimidate or bully other students may be referred. Parents will be notified when character training has been assigned.

## **Suspensions**

Students can be suspended for fighting, bringing weapons to school, drugs, or other behaviors outlined in school board procedure 3241.2.

# **Behavior Levels**

**Level 1 Behavior** is considered MILD and will be handled by the staff person witnessing the student's misbehavior.

Examples of mild behavior:

Disruption, not completing assignments, teasing, minor disrespect, running in the hall, breaking a common area expectation, talking out, falling out of chair multiple times, wearing a hat, cutting in line, shooting paper baskets, chewing gum, generally annoying habit - not stopping when requested, tapping pencil after asked not to, etc.

Student behavior should be addressed and retaught:

- Immediately
- In the setting in which the misbehavior occurred
- By the observing adult

Possible corrections for level 1 behaviors

- A verbal reminder - as private as possible
- Proximity
- Provide positive practice
- Reflection (in classroom or recess area where the behavior occurred) 10 minute maximum
- Fill out a rethinking form to reflect on his/her choices
- Restitution (repair the damage done)

Rethinking is designed to briefly and proactively remove a student from an escalating situation. Time to reflect about choices can often “reset” the student and help avoid the need to administer more punitive consequences.

**Level 2 Behavior** is considered MODERATE and will be handled by the staff person witnessing the student’s misbehavior or the classroom teacher. This behavior will be documented and shared with the office and parents.

Examples of Moderate behavior:

- Chronic, repeated level 1 behaviors with no improvements from previous interventions.
- Dishonest Behavior/Minor Stealing - Examples: copying another student’s work, untruthful, stealing minor items of little value.
- Disruptive/Acting out (repeated) - examples: repeated talk-outs, repeated Level 1 behaviors that disrupt.
- Insubordination (Disobedient/Defiant) - examples: defiant towards adults, disrespect/rude, talks back/argues with an adult, not following directions, won’t do assignments even though capable.
- Inappropriate behavior - Examples: public display of affection (hugging, kissing, holding hands), sexual comments, rock/sand/sawdust throwing (not at others), playing with sticks, spitting (not at others), using inappropriate language.
- Inappropriate Language - examples: name-calling, teasing, profanity directed towards others, mild threats, disrespectful comments.
- Inappropriate Physical Contact - Examples: horseplay, play fighting, rough play, tag or chasing on the big toy, “we were just playing” used as an excuse for minor or major hitting.
- Verbal Aggression - Examples: yelling at others, making untruthful accusations, verbally in someone’s face (close proximity).
- Spreading Rumors - Examples: starting or spreading rumors that could cause disruption in class, at recess or common areas; causing embarrassment or emotional harm to other students.

Possible corrections for level 2 behaviors

- Buddy room/classroom reflection
- Reteaching
- Contact parents
- Fill out a rethinking form to reflect on his/her choices
- Restitution (repair the damage done)
- Administer an appropriate consequence that helps the student learn and correct the behavior

**Level 3 Behavior** is considered SEVERE and will be handled by the administration or designee. The referring staff member will fill out an office referral. The student will stay in the environment if they are not a threat to others or their learning. If the student is a threat to others or their learning they will be sent or escorted to the office at the staff member’s discretion. The behavior and consequences assigned will be documented and shared with the parents and the classroom teacher.

Examples of Severe behavior:

- Chronic, repeated level 2 behaviors with no improvements from previous interventions.
- Destruction of property/Vandalism - Examples: writing on the walls, breaking others personal property, breaking soap dispensers, denting bathroom stalls.
- Fighting/Physical Aggression/Causing Harm/Injury - Examples: inciting aggression (throwing things at people), engaged in physical confrontation, hitting with a closed fist/slapping/tackling, throwing someone to the ground, staying to watch a fight/encouraging a fight, spreading rumors that lead to a fight.



- Gender, Racial or Other Gross Teasing - Examples: teasing or name-calling having to do with cultural background/religious beliefs, racial comments or names, making fun of others for being a boy or a girl.
- Gross insubordination - Examples: refusal to follow rules after reminders/reteaching, leads others to break rules, gross continuous defiance (I won't. You can't make me.), swearing at or aggressiveness towards an adult.
- Harassment/Intimidation/Bullying - Examples: Repeated documented instances of stalking/following/repeated disrespect/teasing or name calling based on personal traits/threats to harm at school or on way home, encouraging others to participate in intimidation or harassing behavior, intimidation by a group, using email or written notes to intimidate or harass others.
- Illegal Activity - Examples: weapons possession, drugs/alcohol/tobacco possession/use, assault, substantial theft.
- Inappropriate Sexual Behavior - Examples: sexual comments (verbal or written), contact with private parts, flipping skirts or pulling down pants, sexual jokes, showing/sharing sexual material.
- Physically Dangerous - Examples: throwing chairs or desks, use of items in a dangerous manner with intent or potential to harm.

Possible corrections for level 3 behaviors:

- Reteaching
- After School Detention
- Character Training
- Suspension from school
- Restitution (repair the damage done)
- Administer an appropriate consequence that helps the student learn and correct the behavior

## **Common Areas**

Common school areas include such places as the playground, hallways, restrooms, and lunchroom. With different staff members supervising these areas, it is important to share consistent expectations for responsible behavior. With clarification of expectations, the staff at Kapowsin can focus on encouraging student responsibility, and reduce the need to correct misbehavior. Expectations will be taught and re-taught. All students will receive positive instruction and information on how to behave responsibly in different settings.

### **Assemblies**

Goals: Assemblies allow for the student body to gather safely for the purpose of entertainment, promotion of school spirit and/or the presentation of information.

Rules for Assembly Behavior:

- When the leader goes to the microphone and gives the attention signal - stop talking and look at the person at the microphone.
- Students will follow their teacher's directions for where to sit and when to leave.
- Keep your hands and feet to yourself while seated.
- All students will sit on their pockets (criss-cross applesauce) so all may see.
- Respect the performers by having your eyes on them and be an active listener.
- Treat everyone with respect. Never boo or put someone down.
- Applaud at the end of the performance. No screaming/yelling.

## **Cafeteria/Breakfast/Lunch**

Goal: The cafeteria serves as a clean, safe and organized central location for students to access breakfast and lunch while engaging in civil interactions and discourse.

Rules for Cafeteria Behavior

- Students will use quiet (level 2) voices when talking.
- Quiet down when adults give the clapping signal
- Students will stay in their seats and raise their hands to get help.
- Students will eat quietly and use good manners.
- Students will walk in the cafeteria area.
- Students will deposit their trash, dump their lunch tray, and wipe down their area.
- Students must obtain a hall pass from a lunchroom supervisor to use the restroom.

## **Hallways**

Goal: Hallways will allow for smooth and efficient movement between building locations, without disruptions to surrounding learning environments.

Rules for Hallway Behavior

- Students will move safely and silently through the hallways while going directly to their next location.
- During class time, students must have a pass to be in the halls.
- If a staff member asks to speak with you, stop and talk with that person.
- No student should be in the halls prior to 8:50 am.
- Students should keep their hands to themselves while walking in a straight line.

## **Playground**

Goal: The playground provides opportunities for students to engage in social interactions with peers and adults in an effort to implement and practice positive social interactions.

- Follow directions given by all adults on the first request.
- Play fair and show good sportsmanship
- Play safely do not hurt others
- When the bell rings/whistle blows stop what you are doing, put equipment away, and line up.
- Students are to stay in the approved playground area at all times
- No digging in the track
- Swings
  - One person on a swing at a time
  - Forward motion only – no side to side
  - Step off the swing after it stops
  - No holding hands while swinging
  - Twisting or standing on the swings creates unsafe behavior
- Big Toy
  - Twirly is limited to 1 or 2 students and no pushing
  - No climbing up the slide
  - No climbing on top of big toy sections or above the slides

## Restrooms

Goal: Restrooms are clean, safe environments available for student use as needed for hygiene throughout the day.

### Rules for Restroom Behavior

- Students must have a hall pass unless being monitored by a teacher.
- Use restrooms appropriately, quietly and leave them clean.
- Flush the toilet.
- Wash your hands.
- Leave the restroom as soon as you finish.
- Report all problems to your teacher.

## Other Student Expectations

### 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.

# 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](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 [insert website]. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:

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

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

## **Energy Drinks and Candy**

Energy drinks/sodas which contain large doses of sugar, caffeine, and other legal stimulants like ephedrine, guarana, and ginseng are not allowed at school. Parents will be called to pick up any energy drink brought to school. It is best to keep high amounts of sugar out of your student's lunch. Candy is a small treat and should not be brought to school in large amounts for lunch. At the school's discretion, we will hold candy and return it to the student at a later time.

## **Fighting/Physical Contact**

Physical altercations at school are not allowed. Students can be suspended for fighting or biting. Students should keep their hands to themselves. Inappropriate displays of affection are not allowed. Each incident will be investigated on an individual basis to determine the cause and action required.

## **Language at school**

Profanity or vulgarity on school grounds is prohibited. Verbal or written use will not be tolerated.

## **Personal Toys or Equipment**

Due to the number of conflicts they create, students are not permitted to bring personal toys, trading cards, electronic games and equipment, cell phones, cameras, and shoes with wheels to school. If your child is seen with personal toys or equipment they will be asked to leave it in the office until the end of the day. If it happens a second time they will be asked to leave it in the office until a parent can come and retrieve it. Personal items presenting a danger to others will be turned over to the proper authorities. Thank you for your understanding and cooperation in this matter. (Personal sports equipment, like gloves or balls, may be brought to school to be used at the appropriate time. The school does not take responsibility for these items and has the right to ask that they be put away or not brought back to school if they cause any issues.)

## **School Property**

Students are prohibited from climbing on fences, building roofs, bus safety rails, or standing on benches. If a recess ball should go on the roof or over the fence students should contact an adult.

Gum should not be brought to school or on the bus. Unsanitary disposal habits are the school's concern.

The school furnishes iPads, textbooks and materials for each subject area. Students are encouraged to preserve books, supplies, and instructional materials from unnecessary damage or loss. Unreasonable damage or loss of school materials will result in a fine. Report cards may be withheld until fines/fees are paid.

## **Telephone/Texting Use**

Student cell phone/smart watch use is not allowed in school. Telephone/smart watch use by students is reserved for emergency purposes only **with teacher permission**. Be sure your child knows what he/she is to do and where to go at the end of every school day.

## **Weapons at school**

Weapons or anything that may be constructed as a weapon are not allowed at school. Toy guns, knives, and other toy weapons are included. Laser pointers are not allowed on school grounds. Weapons at school will be a reason for suspension.

It is unlawful for students 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. (Policy 3249)



2024-2025

## Student Rights and Responsibilities

Bethel School District #403 • 516 E 176<sup>th</sup> St • Spanaway, WA 98387  
This document may also be found at [www.bethelsd.org](http://www.bethelsd.org).

Dear Students, Parents and Staff Members,

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

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

Sincerely,  
Brian Lowney, Interim Superintendent

### STUDENT RESPONSIBILITIES

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

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

[Responsibilities, Rights and Authority](#)

### STUDENT RIGHTS

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

[Nondiscrimination](#)  
[Freedom of Expression](#)  
[Freedom of Assembly](#)  
[Religious-Related Activities and Practices](#)  
[Student Privacy and Searches](#)  
[Student-Owned and Provided Transportation](#)

[Athletic Activities](#)  
[Student Activities](#)  
[Noncurriculum-Related Student Groups](#)  
[Student Clubs](#)  
[Prohibition of Corporal Punishment](#)  
[Grading and Progress Reports](#)  
[Associated Student Body](#)

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

### STUDENT ATTENDANCE AT SCHOOL

[Excused and Unexcused Absences](#)

### PROHIBITED CONDUCT

[Student Discipline \(Policy\)](#)  
[Classroom Management, Discipline, and Corrective Actions \(PR\)](#)  
[Electronic Resources](#)  
[Freedom of Expression](#)  
[Campus Guidelines](#)  
[Nondiscrimination](#)  
[Slurs, A Form of Discrimination](#)  
[Sexual Harassment Related to Students](#)  
[Prohibition of Harassment, Intimidation and Bullying](#)  
[Student Use and Possession of Tobacco and Nicotine Products](#)  
[Use of Tobacco and Nicotine Products and Delivery Services](#)

### FIREARMS/WEAPONS

[Possession of Weapons by Students](#)

### BUILDING RULES AND REGULATIONS

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

## District Information

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 Streleski, Director of Athletics and Security at [253.800.4300](tel:253.800.4300), Section 504 coordinator Andrea Landes, Executive Director of Special Education at [253.800.2301](tel:253.800.2301) or Civil Rights coordinator Debbie Carlman, Director of Equity and Achievement at [253.800.2019](tel:253.800.2019) with any questions or complaints.

Under the Open Records Act, the public is afforded full access to information concerning the administration and operations of the school district (policy 4040). This information is limited to records not protected by state and federal privacy laws. For more information on access to school district records, call the records custodian Kathryn Kemp at [253.800.2000](tel:253.800.2000).

### Bethel Board of Educators

The school board meets the second and fourth Tuesdays of each month at 7:00. The first meeting is held at the Educational Service Center (ESC), 516 176<sup>th</sup> Street, Spanaway. The second meeting is held at a school site. A list of dates and locations of these meetings is available on the website. Public participation from the audience is allowed at the board meetings through recognition by the board president. If you wish to address the board, a sign-up sheet will be provided for this purpose as you enter the room where the board meeting takes place.

#### Board Members

President -- Marcus Young Sr  
Vice President -- Terrance M. Mayers Sr.  
Rosanna Camacho  
Erasmus Ruiz  
Teresa Cosio

**Bethel School District Office: 253-800-2000**

### Voter Registration

You may register to vote in the State of Washington or make changes in name, address, and or precinct by picking up a mail-in registration form at any Bethel School or the Bethel School District Office. To be eligible to vote you must:

- a. Be a US citizen
- b. Have lived in Pierce County for one day
- c. Register at least thirty (30) days before an election
- d. Be eighteen (18) years of age before election day
- e. Have transferred registration between precincts, if you have changed residence

## Health Services

Ms. Ward, our health clerk, is present daily. Our school has a registered nurse who visits weekly. Your child may visit the health room with staff permission if they feel ill or are injured. State law limits the first aid and other treatment we can give your child here at school. If it is determined that they have an illness, injury or another health issue that needs treatment at home or by a physician, you will be contacted immediately.

***PLEASE be sure your child's enrollment form is up to date with your most recent phone numbers and emergency contacts.***

**Health screening tests** are given to students most years for speech, hearing, and vision. If you have a concern, please call the school.

### 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](#)

### Medication at school

- Prescription and over-the-counter medications (including cough drops, throat lozenges, lip balms, ibuprofen, Tylenol, contact solutions, medicated lotions, cough syrups, allergy pills, etc.) **can only** be administered at school under the following conditions: Physician orders and parental permission (please complete and return the proper form)
- Properly labeled container from the pharmacy with
  - name of student
  - name of medication, quantity & dosage
  - directions for administering
  - name of prescribing physician
  - date medication was prescribed and expiration date
- Medication is brought to the health clerk by an adult, where it is kept in a locked cupboard until needed.
- Any medications (including over-the-counter) brought to school without the correct paperwork in place, will be placed in a locked cabinet in the health room and a parent or guardian notified.

## Parent/Teacher Communication

### Homework

Homework is a continuation of learning in the classroom. Your student's teacher will communicate the specific homework expectation, criteria, and scoring within the first month of school.

### Physical Education

A student is expected to participate in our physical education program unless he/she has a doctor's excuse. Students should wear proper shoes and clothing appropriate for class. Shorts should be worn under skirts or dresses.

### Parent/Teacher Conferences

The school year is divided into two reporting periods. Parent-teacher conferences are scheduled during October and March to give parents/guardians an opportunity to speak with the student's teacher and view the student's work. Report cards are sent home in February and June.

It is important to attend your child's conferences to discuss their progress. These meetings are a great way to learn more about your child's strengths and weaknesses and to get a better idea about the school year. To get the most out of the conference, it helps to do some preparation. Below are some questions/ideas you may want to use for conference time.

- What do you want the teacher to know about your child?
- Share favorite subjects, activities, medical needs or difficulties.
- Are there any changes in your family or lives that may affect your child's performance?
- Ask your student about their challenges and let the teacher know so a plan can be developed.

Parent to School communication and working together are the keys to successful results for students. Please remember YOU do make a difference.

## PTA and Volunteers

*Leah Cropp, President*  
*Dana Demonte, Secretary*  
*Tasha Brux, Treasurer*

PTA membership is open to Kapowsin parents, guardians, grandparents, staff members, friends and community members. Dues-paying members have a voice and a vote in the directions and activities of the Kapowsin PTA. Membership dues are: Single \$12. Family \$20.

### Volunteers

We encourage you to continue to volunteer and become active in your child's education. Volunteers are a critical component of our school's success. Volunteers should work closely with the teacher to identify how they can best be utilized to support teaching and learning.

Even if you are unable to be at the school during the day there are other ways to be involved and volunteer. Please contact Elaine Treber, school secretary, at 253-800-8691 for more information.

## Schedules

### Daily Schedule

8:20am	Teacher day begins
8:50am	Breakfast begins
9:00am	All other students enter building / First Bell Rings
9:05am	Tardy Bell
Lunches	Lunch is 25 minutes (see below)
Recess	Recess is 30 minutes (see below)
3:30pm	Kindergarten & Parent Pickup students dismissed
3:35pm	Bus riders dismissed

### Lunch Schedule and Recess Schedule

Lunch	Grade Level	Recess
10:50am	Kindergarten	12:50p
11:05am	Grade 5	1:20p
11:20am	Grade 1	11:45a
11:25am	Grade 3	1:50p
12:50pm	Grade 4	12:15p
12:25pm	Grade 2	11:10a

### Early Dismissal and Late Arrival Days

Early dismissal occurs during conference weeks and report card preparation days. Students report to school at the usual time but are dismissed at 11:35a

The purpose of the late arrival day is to provide time for instructional teams to meet. School will start at 10:05 am and dismiss at 3:35 pm. Morning buses will run exactly 1 hour later and breakfast will be served.

### Waiver/Professional Development Days

There is no school for students on these days. Teachers receive training in specific curriculum areas and instructional practices and work together on the school improvement plan.

### COVID-19 SAFETY UPDATES for 2024-2025

- TPCHD (The Pierce County Health Department) continues to advise the school district on protocols for positive cases of COVID-19.

### Enhanced Security Systems

During school hours, all school doors will remain locked and access will only be available through the main entrances.

To gain access, parents and visitors will have to press a buzzer outside the school. School staff will then use a camera and intercom system to help identify visitors and grant access to the facility.

Visitation by a school-age non-enrolled student or a student of another school district unaccompanied by his/her parent guardian is prohibited due to liability and is discouraged. Special visitation can be granted by the principal at his/her discretion with limitations. Visitation during instructional time is discouraged. Junior high and high school students are not allowed to visit except at the end of the school day. They must check in with the office and get a visitor badge. To volunteer, they must sign up ahead of time and be cleared by the office.

Loitering around school premises is prohibited.

Only persons with legal authority to do so (such as Bethel Security, law enforcement or Department of Social Services) shall be allowed to question a student on school property without the consent of the student's parent(s) or legal guardian.

Because staff and students should at all times feel that school and work environment is safe and not hostile, all visitors to school property shall comply with all school board and school policies while on campus and shall conduct themselves in a manner that is not disruptive, threatening, or abusive.

- a. Any visitor who is disruptive, threatening or abusive shall first be asked to relocate to a place in the facility where there are no students present and the matter can be discussed and resolved in a professional manner.
- b. Should the visitor refuse to relocate and continue to act in an inappropriate manner, the visitor will be asked to leave the premises. If the person refuses to leave, school personnel will notify appropriate law enforcement. If the incident becomes extreme and the principal is concerned about the person returning to the property a NO Trespass will be issued by the school and the person will be prohibited from being on Bethel School District property.



## Transportation

Due to heavy I traffic patterns that back up onto 264th Street in the mornings from 7:30a - 8:00a and in the afternoons from approximately 3:00p - 3:45p, please utilize patience and safety as you navigate this heavy volume of parent traffic. Buses are also impacted by the amount of traffic in front of the school and may be delayed in getting students into the building on time in the mornings and home from school at the identified bus stop times.

### Parent Pick-up and Drop Off

We assume all children ride the bus unless parents have made arrangements through email, in writing or via telephone. Students who have regular parent pick-up will stand by the assigned staff member at the front of the loading zone. Please notify the school office by 2:30 PM on the day of any changes to after-school transportation.

If your child normally rides the bus but needs to be picked up by car or ride home with a friend on a different bus, please email or send a note stating such to the office. The office must have confirmation from a parent/guardian for any changes to after school arrangements. The office will give your child a bus pass to go home with another student or will be sent to the parent pick-up area. If a student tells us they are getting picked up but the school has no confirmation (email, note, phone call,) we assume they are riding the bus. We have had children insist that someone is picking them up only to find out they were mistaken, and we had to find a way for them to get home.

When picking up or dropping off your child, please pull your car up to the loading curb close to the car in front of you. It is important that we fit as many cars as possible in the line. Children should always enter or exit a car at the curb. Do not double park as this blocks the way for others.

For the safety of our students, parents are asked to remain in their vehicles and go through the parent pick up loop. This allows staff to monitor movement and interactions to ensure student safety. Staff will do their best to minimize wait time. If you have a pre-arranged meeting or need to pick-up or drop-off student belongings in the office, please park your car and ring the video buzzer at the front door for entry into the building. Children should be accompanied by an adult when walking through the parking lot. Safety is very important to us.

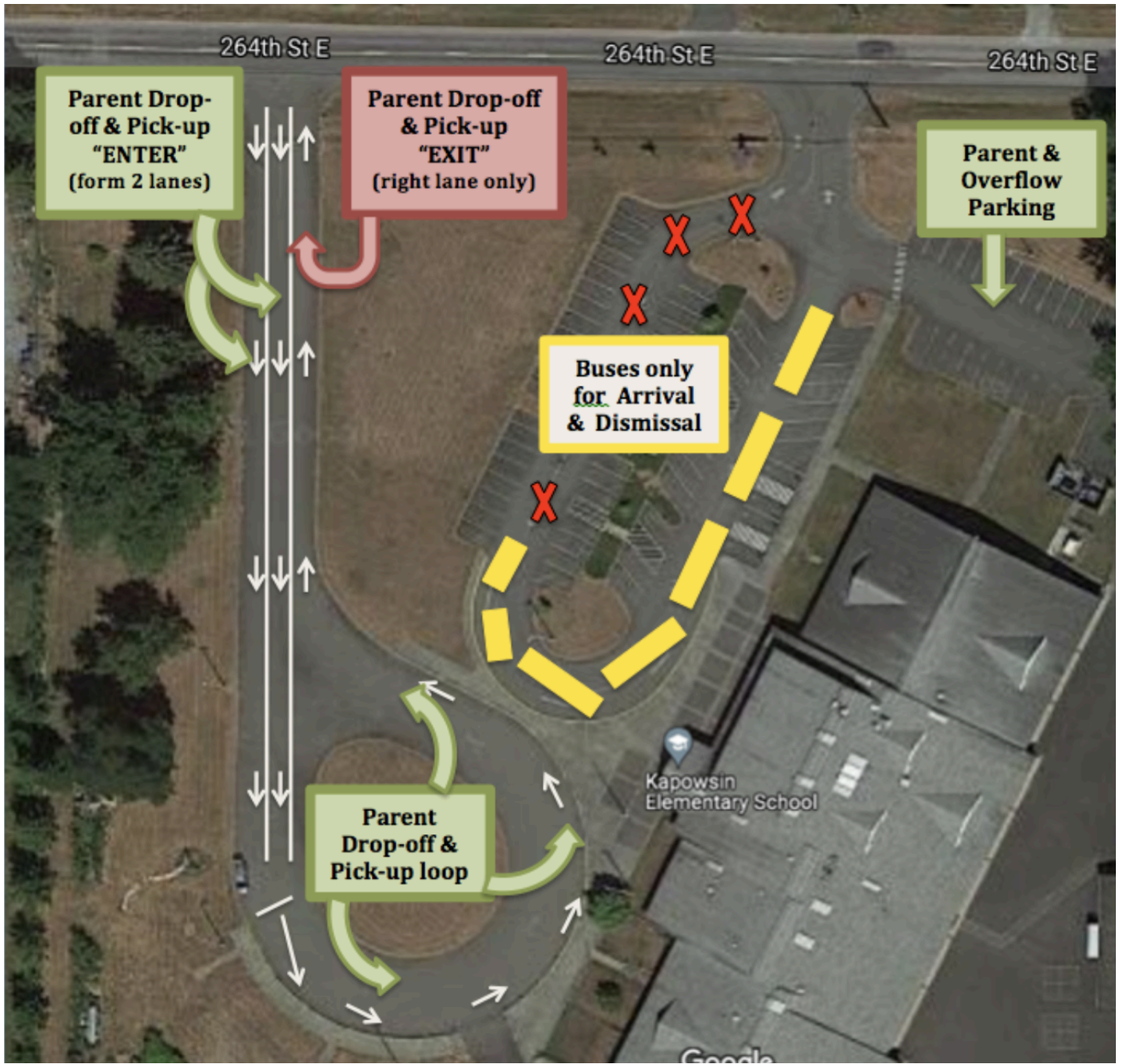
Please be on time when picking up your child after school. Our staff is not always available to supervise your students after the buses leave at 3:45pm.

### Buses

Parents and guardians are responsible for behavior at the bus stop. Students need to stand and wait at the bus stop in an orderly fashion. Any dangerous activities such as rock-throwing, pushing, shoving, or running across the street are unacceptable. Students are expected to board the bus safely.

If your bus does not come, appears to be late or you have ANY other bus-related problem, please call transportation at 253-683-5900 or 5901. Students are encouraged to share concerns regarding bus behavior or bus-related issues with their driver.

***Due to the tight transportation schedule, once students are on the bus, buses will not be held or stopped from leaving so a parent can get their child after dismissal.***



## General information for Parents

### 504 Plans

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:

Andrea Landes  
516 – 176<sup>th</sup> Street East  
Spanaway WA, 98856  
[\[253-800-2301\]](tel:253-800-2301), [alandes@bethelsd.org](mailto:alandes@bethelsd.org)

You have the right to file a complaint of discrimination with the U.S. Department of Education's Office for Civil Rights (OCR), or to file a complaint in federal court. Generally, an OCR complaint may be filed within 180 calendar days of the act that you believe was discriminatory. The regional office is located at 915 Second Ave, Room 3310, Seattle, WA 98174-1099.  
Phone: [206-607-1600](tel:206-607-1600)/TDD: [206-607-1647](tel:206-607-1647)  
Website: [www.ed.gov/OCR](http://www.ed.gov/OCR).

## **Access to Academic Records**

Parents or legal guardians of students can review their child's permanent academic record. Due to the federal law requiring privacy of permanent records, each time access to records is granted a signature must be entered on a register in each school. Please contact the school office to request a record review. A fee could be charged for copies made of any files.

## **Assistance**

Mrs. Treber, Secretary: Bethel policies and procedures, to check calendar dates for an event, to make an appointment with the Principal or Associate Administrator, general operational questions, questions about volunteer status.

Ms. Phillips, Registrar/office clerk: enrollment & withdrawal processes, Afterschool change of plans, Visitors.

Ms. Wade, Health/Attendance Clerk: all attendance or health-related concerns.

## **Change of Personal Information**

We work hard to maintain current information in our school records for each student. Should your child become ill at school or if there is an emergency, accurate information is essential. Please help us by informing the office of any changes in your address, home, work and cell phone numbers, as well as your emergency contact information. ParentVue can be used to change many types of information. If you change address, you must provide proof of address.

## **Lost and Found**

Lost and found items may be claimed during recess times. The playground supervisors display any lost and found items on the clothing rack in the cafeteria. The lost and found items are laid out in the main hallway during conference weeks. Any unclaimed items are donated to a charitable organization. Labeling your child's clothing, backpack, and other belongings will help keep better track of their things. Every year numerous jackets and other belongings are unclaimed without any way to identify the owner.

## Parenting Plan Documents

Washington state law and district policy require that current parenting plans be on confidential file in the office. Documents must be issued in Washington State as those from other states are not honored.

Please review custody documents with the office each September. Questions regarding custody issues and disputes should be referred to your attorney. The legal name as indicated on the student's birth certificate will be used on all school records.

## School Check-in Procedures

All visitors to the school must ring in and present ID at the video screening doorbell. Visitors will be greeted by office staff. Staff will provide guidance/directions appropriate to visitors' needs.

# 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.
- **Meet with the Principal:** Arrive a little early your first day volunteering to meet with an administrator.

### 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.

