

Challenger Middle & High School



Student Handbook

2024-2025

18117 A Street South
Spanaway, WA 98387-8316

Welcome Ravens!



Dear Challenger Raven Parents and Students,

The teachers, staff and administration at Challenger are committed to providing high quality education, along with social and emotional support that will meet the needs and interests of all the students here on campus. Each educator is student-centered and has been challenged to engage students and provide supportive learning environments in their classrooms. As your principals, we challenge each and every student to take full advantage of all that is offered here at Challenger, so that you can make your school life successful, enjoyable, and most importantly, meaningful. We truly believe that every student at Challenger has the ability and the potential to accomplish great things! Beginning with the first days of school, I challenge each of you to begin developing, displaying and honing your Raven Pride, which will help lay the foundation for your future success.

Please take the time to review the information on the Challenger website and in the Student Handbook carefully. These resources contain important information that will help guide you through the expectations we have for you as a Challenger student. It also provides resources for your successful navigation of campus, resources and support staff available to you and your families. We also want to remind you that your teachers, counselors, and administrators are available to provide assistance. Your questions and concerns are always welcome!

As you progress through your years at Challenger, we encourage each of you to set goals and standards that will be above those set by most students. Your time at Challenger is foundational to your future success, and we are confident about the positive impact each of our students will make in the world.

Make it a great year...we are going to SOAR!

Bethany Aoki
Principal

Kara Runge
Assistant Principal



Challenger

Ravens SOAR!

Vision

We prepare all students with the academic and emotional skills to be confident, compassionate, contributing citizens.

Mission

Challenger is a safe, individualized, and equitable learning community that inspires students to find their path through experiential learning. We provide academic, social, and emotional foundations for the whole student to foster responsible local and global citizenship.

Values

- Attendance and engagement are critical to learning.
- Equitable opportunities for students to build their critical thinking skills.
- Maintaining vibrant, relevant, and student-centered classrooms supports student engagement.
- Building trust and modeling respect in our relationships increases our ability to provide a safe and secure learning environment.
- Communication among students, staff, and families is vital and must include restorative practices
- Celebrating diversity, individuality, and unity in our community is key in creating a positive, safe learning environment allowing students to grow and develop into competent, contributing, compassionate, global citizens.

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Administrative Contact Information

Position	Staff	Phone	Email
Principal	Bethany Aoki	253.800.6889	baoki@bethelsd.org
Assistant Principal	Kara Runge	253.800.6888	krunge@bethelsd.org
Secretary	Kim Nelson	253.800.6800	knelson@bethelsd.org
Counselor	Alison Von Stein	253.800.6808	avonstein@bethelsd.org
Social Worker	Lauren Riley	253. 800.6854	lariley@bethelsd.org
Attendance Secretary & Health Clerk		253.800.6892	@bethelsd.org
Registrar	Kelly Jones	253.800.6884	krjones@bethelsd.org
Career Specialist	Victor Villarreal	253.800.6810	vvillarrea@bethelsd.org
Nurses	Meridith Mackey	253.800.6869	mmackey@bethelsd.org @bethelsd.org
Campus Safety	Lori Weik	253.800.6874	lweik@bethelsd.org

Challenger Progress Monitoring and Quarter Term Dates

Grading Terms 24-25

Quarters	Term Start Date	Term End Date	Grades Due
Q1 - Final	8/28/2024	11/1/2024	11/6/2024
Q2 - Final	11/4/2024	1/24/2025	1/29/2025
Q3 - Final	1/27/2025	4/18/2025	4/23/2025
Q4 - Final	4/21/2025	6/12/2025	

Monthly Progress Reporting Timelines

Synergy Grade Book Updated by all teachers	Progress Monitoring Entered into ALE Data.net by Advisor	Students Acknowledge Progress <i>(during 1st and 5th period)</i>	Interventions Marked Complete
August - No Progress Monitoring			
September 20, 2024	September 23, 2024	September 26, 2024	September 30, 2024
October 11, 2024	October 14, 2024	October 16, 2024	October 18, 2024
*November 6, 2024	*November 8, 2024	November 11, 2024	November 15, 2024
December 6, 2024	December 9, 2024	December 11, 2024	December 13, 2024
* January 24, 2025	*January 27, 2025	January 29, 2024	January 31, 2024
February 21, 2025	February 24, 2025	February 26, 2025	February 28, 2025
March 21, 2025	March 24, 2025	March 26, 2025	March 28, 2025
*April 23, 2025	*April 24, 2025	April 25, 2025	April 30, 2025
May 21, 2025	May 22, 2025	May 27, 2025	May 30, 2025
June - No Progress Monitoring			

Inclement Weather: School Delays and Cancellations

There will be times when school is delayed or canceled due to snow, ice, power outages, windstorms, or other emergencies.



2-Hour Delays = Virtual Learning Day

- Transportation is unavailable for Challenger programs on 2 hour late start days.
- Challenger students attend Virtual Learning Days instead of in-person classes.
- **Virtual Learning Days:** Students will be provided with asynchronous assignments to be completed at home.
- **Students must check their email and CANVAS pages** for assignments and teacher communication.
- If the power is out at your house on a virtual learning day, call the attendance office and let them know @ 253-800-6892.

Where can I find information on school closures?

Please visit the Bethel School District website, www.bethelsd.org, for information about Bethel schools and transportation.

Other resources include: <http://schoolreport.org>.

These television and radio stations will be continually updated:

Every 30 minutes:

KIRO TV 7	KOMO, 1000 AM	KRPM, 106.1 FM	KCIS, 630 AM
KRPM, 770 AM	KRWM, 106.9	KIXI, 880 AM	SLSY, 92.5 FM
KSER, 90.7 FM	KLAY, 1180 AM	KPLU, 88.5 FM	KMTT, 103.7

Every 15 minutes:

KIRO, 710 AM	KING, 1090 AM and TV 5
KMPS, 1300 AM and 94.1 FM	KOMO TV 4

Challenger High School (9-12) Bell Schedules

Late Start, Advisory, Non-Advisory

High School RED DAY 1- Hour Late Start Advisory Schedule	
Period	Time
Welcome Bell	8:52
1	8:55 - 9:22
2	9:25 - 9:52
Advisory	9:55-10:25
3	10:28-10:55
4	10:58-11:25
Break / Lunch	11:25-11:55
5	11:55-12:22
6	12:25-12:52
Advisory	12:55-1:25
7	1:28-1:55
8	1:58-2:25

High School BLACK DAY Full Day Advisory Schedule	
Period	Time
Welcome Bell	7:52
1	7:55-8:29
2	8:32-9:06
Advisory	9:09-9:41
3	9:44-10:18
4	10:21-10:55
Break / Lunch	10:55-11:25
5	11:25-11:59
6	12:02-12:36
Advisory	12:39-1:11
7	1:14-1:48
8	1:51-2:25

High School White DAY Regular Non-Advisory Schedule	
Period	Time
Welcome Bell	7:52
1	7:55-8:37
2	8:40-9:22
3	9:25-10:07
4	10:10-10:55
AM Dismissal	10:55-11:05
Break / Lunch	10:55-11:25
PM Arrival	11:05-11:22
5	11:25-12:07
6	12:10-12:52
7	12:55-1:37
8	1:40-2:25

High School Assembly Schedules

HS Assembly / Advisory 60 Minutes	
Period	Time
Welcome Bell	7:52
1	7:55-8:22
2	8:25-8:52
Advisory	8:55-9:55
3	9:58-10:25
4	10:28-10:55
Break / Lunch	10:55-11:22
5	11:25-11:52
6	11:55-12:22
Advisory	12:25-1:25
7	1:28-1:55
8	1:58-2:25

HS Assembly / Advisory 40 Minutes	
Period	Time
Welcome Bell	7:52
1	7:55-8:27
2	8:30-9:02
Assembly	9:05-9:45
3	9:48 -10:20
4	10:23-10:55
Break / Lunch	10:55-11:22
5	11:25-11:57
6	12:00-12:32
Advisory	12:35-1:15
7	1:18 -1:50
8	1:53 - 2:25

Challenger Middle School (7-8) Bell Schedules

Late Start, Advisory, Non-Advisory

RED DAY - MIDDLE SCHOOL 1- Hour Late Start Advisory Schedule	
Period	Time
Welcome Bell	8:52
1	8:55 - 9:40
2	9:40 - 10:25
3	10:25-11:10
MS Lunch	11:10-11:40
4	11:40-12:25
5	12:25-12:50
Advisory	12:50-1:20
Dismissal	1:20

BLACK DAY - MIDDLE SCHOOL Full Day Advisory Schedule	
Period	Time
Welcome Bell	7:52
1	7:55-8:55
2	8:55-9:45
3	9:45-10:40
Lunch	10:40-11:10
4	11:10-12:10
5 or 6	12:10-12:45
Advisory	12:45-1:20
Dismissal	1:20

WHITE DAY - MIDDLE SCHOOL Full Day Non-Advisory Schedule	
Period	Time
Welcome Bell	7:52
1	7:55-8:55
2	8:55-9:45
3	9:45-10:40
Lunch	10:40-11:10
4	11:10-12:10
5	12:10-12:45
6	12:45-1:20
Dismissal	1:20

Middle School Assembly Schedules

MS ADVISORY / ASSEMBLY 40 Minutes	
Period	Time
Welcome Bell	7:52
1	7:55-8:50
2	8:50-9:45
3	9:45-10:40
MS Lunch	10:40-11:10
4	11:10-12:15
Advisory / Assembly	12:15-1:15
Dismissal	1:20

MS ADVISORY / ASSEMBLY 60 Minutes	
Period	Time
Welcome Bell	7:52
1	7:55-8:50
2	8:50-9:45
3	9:45-10:40
MS Lunch	10:40-11:10
4	11:10-12:15
Advisory / Assembly	12:15-1:15
Dismissal	1:20

Challenger Middle & High School Alternative Learning Programs

Challenger is a school of choice. All students in the district are welcome to apply. Applications are screened for discipline, grades, attendance to ensure that we can support students academic, attendance, and behavioral needs in our alternative setting.

Students with IEPs, Health Care Plans, Safety Plans, and 504 Accommodations are welcome to apply. All plans are screened to make sure that we can meet the needs outlined in the students' plan. Due to our shortened day, fast-paced classes, and limited special education classes, we may be unable to meet the academic and behavioral needs outlined in a students' plans. In these instances, application to Challenger will be denied due to not being able to meet the student's needs.

Challenger High School Program:

- In-person, 3 hour program, Monday-Friday
- Attendance is mandatory.
- Quarter system: Four, 9-week Terms
- Four classes per day
- Students can earn 1.5 to 2.0 credits each term for a minimum of 6 for the year with the ability to earn more credit through credit-recapture courses (online and independent study)
 - Full year ELA and Math courses: .25 credits per quarter
 - Quarter Elective Classes: .5 credits per quarter
 - Accelerated ELA class (.5 credit/quarter) available for students who have met standard
- Smaller school and class sizes:
 - 150 students per session (AM and PM)
 - 15-20 students per singleton classes.
 - 20-24 students in co-taught classes.
- Students are expected to do homework on their own to keep up in their classes.
- Students' progress is monitored and reported to the state monthly
- Students must be making satisfactory progress in their program or their program needs to be changed.
- Satisfactory progress is defined as missing no more than 3 days in a given month and passing $\frac{3}{4}$ classes.
- Students struggling with their program will develop an intervention plan with their advisors, teachers, and admin (as needed) to help support their success. If students continue to struggle with making satisfactory progress after a 3-month cycle of intervention, the students' team will discuss making changes to their current program or recommending them for an alternative programs that might be a better fit.

Challenger Middle School Program:

- Grades 7 & 8
- 5.5 hour program
- In-person program (not virtual). Attendance is mandatory.
- Quarter terms
- Smaller class sizes 16-20
- Project Based Curriculum in Science and Social Studies

- Social-emotional focus
- 6 courses daily: Math, science, social studies, English and 2 electives
- Students' progress is monitored and reported to the state monthly
- Students must be making satisfactory progress in their program or their program needs to be changed.
- Satisfactory progress is defined as missing no more than 3 days in a given month, and passing 5/6 classes.
- Students struggling with their program will develop an intervention plan with their advisors, teachers, and admin (as needed) to help support their success. If students continue to struggle with making satisfactory progress after a 3-month cycle of intervention, the students' team will discuss making changes to their current program or recommending them for an alternative program that might be a better fit.

What is Alternative Education?

Defining Alternative Learning Experience (ALE)

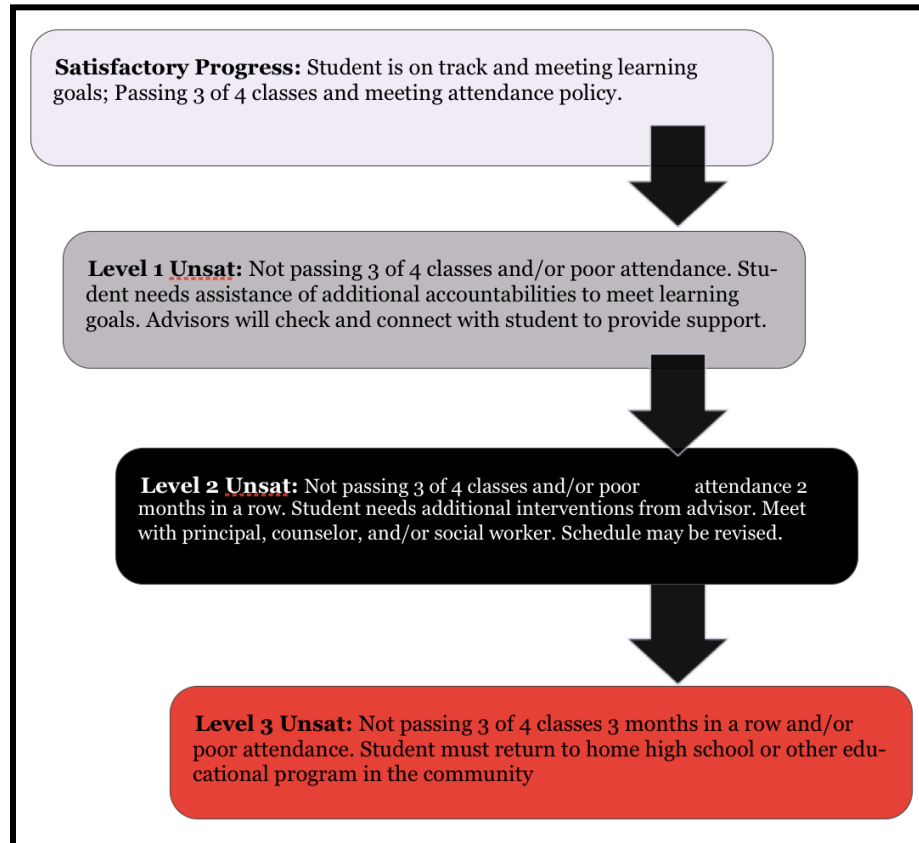
Washington State has unique laws and regulations that relate to Alternative Schools such as Challenger.

- Education is designed through an Individualized Academic Learning Plan for every student while operating within the guidelines of Washington State statutes and district policies.
- Teacher contact is less than a typical one-hour per day per course.
- A typical traditional student FTE consists of at least 25 direct hours of teacher contact per week, whereas ALE FTE is based upon the amount of work achieved each week.
- ALE FTE students must successfully complete a minimum 25 hours of academic work per week consisting of at least 5 hours of class contact as designed through an Individualized Academic Learning Plan.
- Challenger Individual Learning Plans consist of in-person course work, 5/days week, 3-hours per day (unless otherwise determined by student/admin/counselor/parent agreement.)
- Comparing ALE Student FTE
 - Traditional student FTE is not formulated by academic performance, but by school attendance consisting of at least 1 day per month (20 school days).
 - Alternative student FTE is formulated by successful academic performance of Individual Learning Plans audited every 20 school days.

Monthly ALE Progress Monitoring: Student Stages of Accountability

Each students' advisor will collect students' progress reports and attendance each month to assess student progress and deem them as making satisfactory/unsatisfactory progress.

If students are not making satisfactory progress (passing 3 of 4 classes and regular attendance) the following process will be used.



Students must sign their progress reports electronically. Their signature indicates that they have reviewed their progress report and if necessary, have created a plan of intervention with their advisor.

BSD BOARD POLICY FOR ALTERNATIVE EDUCATION

Bethel School District Policy 2255 ALTERNATIVE LEARNING EXPERIENCE PROGRAMS

The Bethel School District establishes the On-Site and Off-Site Programs as alternative learning experience programs, providing on-site instruction or instruction over the internet or by other electronic means, such as on-line courses or distance learning, as defined in RCW 28A.250.010. The alternative learning experience is provided by the school district and may be conducted, in part, outside or within the regular classroom.

1. **The board authorizes the creation of an alternative learning experience (ALE) program.** The district will make available to students enrolled in alternative learning experience program educational opportunities designed to meet their individual needs. The district will comply with all program requirements necessary to count ALE as a course of study and ensure state funding for ALE students. ALE programs include, but are not limited to:
 - a. On-line programs.
 - b. In-person programs
 - c. Parent partnership programs
 - d. Contract-based learning programs
2. **Each student participating in an alternative learning experience shall have a written student learning plan designed to meet that student's individual education needs.** The written student learning plan will be developed in partnership with the student, the student's parents, and/or other interested parties, with recognition that school staff has the primary responsibility and accountability for the plan, including supervision and monitoring, and evaluation and assessment of the student's progress. The plan must:
 - a. Include a schedule of the duration of the program, including the beginning and ending dates
 - b. Describe the specific learning goals and performance objectives of the alternative learning experience; (This requirement may be met through course syllabi or other detailed descriptions of learning requirements.)
 - c. Describe the average number of hours per week that the student will engage in learning activities to accomplish the objectives of the plan;
 - d. Describe how weekly contact requirements will be fulfilled;
 - e. Identify instructional materials essential to successful completion of the learning plan;
 - f. Include a timeline and method for evaluating student progress toward the learning goals and performance objectives specified in the learning plan;
 - g. Identify whether the alternative learning experience meets one or more of the state essential academic learning requirements defined by the district;
 - h. High school alternative learning plans must identify whether the experience meets state and district graduation requirements.
3. **Alternative learning experience curriculum and course requirements** will be based on state and district academic standards and must be approved by the district pursuant to policy.
4. **Direct student contact** will be made weekly by certificated staff and must, at a minimum, include a two-way exchange of information between a certificated teacher and the student. All required direct personal contact must be documented. Review and documentation of student progress shall take place monthly. The results of each evaluation shall be communicated to the student and, if the student is in grades K-8, the student's parent(s). If adequate progress is not being made, revisions to the student learning plan shall take place.
5. **Audits:** The student learning plan and records of enrollment, including the statement of understanding, weekly contact, progress documentation, any interventions and signed parent disclosure documents shall be maintained and made available for audit.
6. **The board will adopt and annually review written policies authorizing alternative learning experiences, including each alternative learning experience course and program provider.** The school district official responsible for this program is the superintendent or designee. The school district official responsible for overseeing each ALE program will report at least annually to the board. This annual report will include at least the following:
 - a. Documentation of ALE student headcount and full-time equivalent enrollment claimed for basic education funding;

- b. Identification of the overall ratio of certificated instructional staff to full time equivalent students enrolled in each ALE course and program;
 - c. A description of how the course supports the district's overall goals and objectives for student academic achievement; and Results for any self evaluations.
7. **Expenditures:** The district will submit an annual report to the Superintendent of Public Instruction detailing the costs and purposes of any expenditures made to purchase or contract for instructional or co-curricular experiences and services that are included in an ALE written student learning plan, along with the substantially similar experiences or services made available to students enrolled in the district's regular instructional courses and programs.

General Guidelines: Alternative learning experience (ALE) means a course, or for grades kindergarten through eight, grade-level course work, that is a delivery method of basic education and is provided in whole or in part independently from a regular classroom setting or schedule, but may include components of direct instruction.

- **ALE courses are supervised, monitored, assessed, evaluated and documented by a** certificated teacher employed or contracted by the school district.
- ALE courses are provided in accordance with a written student learning plan.
- ALE courses and programs are implemented pursuant to the district's policy and WAC 392-121-182.

Student Eligibility

- ALE courses will be available to all students, including students with disabilities.
- All students in grades k-12 are eligible to participate in ALE programs.
- Students who wish to enroll in an ALE program must satisfy any additional eligibility criteria listed on the application.

Student Performance: Students participating in ALE will be evaluated monthly by a certificated instructional staff, or, for students whose written student learning plans include only online classes, school based support staff, to track student progress toward completion and to establish whether an intervention plan should be developed, in accordance with WAC 392-121-182.

The methods for determining satisfactory progress shall be outlined in the written student learning plan and may include:

- Progress grade; Assignment completion rates; non-academic factors such as attendance, attitude, and behavior; and local school expectations.

Student Responsibilities: Students enrolled in an ALE program must meet the contact requirements defined in WAC 392-121-182.

Parent Responsibilities: Upon receipt of the district's description of the difference between home-based instruction and ALE, the parent must sign documentation attesting that he/she understands the difference.

District Verification of Student Work: The district will use reliable methods to verify a student is doing his or her own work.

Nondiscrimination Statement

The Bethel School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups.

The following employees have been designated to handle questions and complaints of alleged discrimination:

Title IX Coordinator

Name and/or Title: Deb Carlman

Address: 516 176th Street East, Spanaway, WA 98387

Telephone Number: 253.800.6000

Email: dcarlman@Bethelsd.org

Section 504/ADA Coordinator

Name and/or Title: Melissa Munson-Meritt Executive Director of Special Services

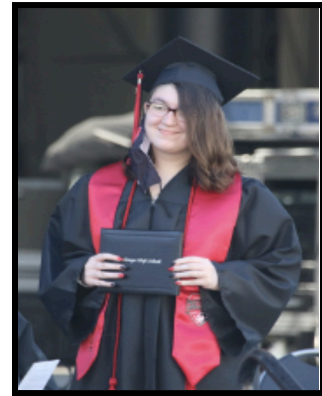
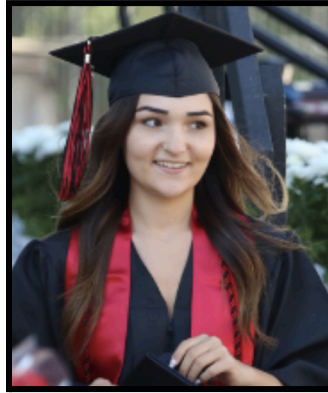
Address: 516 176th Street East, Spanaway, WA 98387

Telephone Number: 253.800.6000

Email: mmunsonmer@bethelsd.org

GRADUATION BOUND!!

The Tassel Is Worth The Hassle!



*You're off to great places!
Today is YOUR day!
Your mountain is waiting.
So, get on your way!*

~Dr. Suess~

Pathways to Graduation



Pathways to Graduation

In addition to course credit requirements and high school and beyond plan, students must meet the requirements for 1 of the 4 major pathways below (Last updated – August 27, 2019)

1. Demonstrate College-Career Readiness in **ELA & Math**

SBA (state test) ELA & Math

The first and most common pathway for graduation is to meet the SBA graduation cut score for ELA and Math. All students take this test in 10th grade and retakes are available in spring of 11th and 12th grade. (ELA \geq 2548, Math \geq 2595)

Note: Designated IEP students may use WA-AIM scores.

-or- alternate ways to demonstrate **ELA** College-Career Readiness

- ACT Writing (\geq 14)
- SAT w/ Essay (\geq 410)
- AP Exams (\geq 3) or AP course grades (\geq C+)
 - Eng Lang, Eng Lit, Macro Econ, Micro Econ, Psychology, US History, World History, US Gov & Politics, Comparative Gov
- Cambridge ELA course (\geq C+)
- Dual Credit ELA course
 - College in HS
 - Running Start
- Bridge to College ELA (earn 1.0 credit)

-or- alternate ways to demonstrate **MATH** College-Career Readiness

- ACT Math (\geq 16)
- SAT Math (\geq 430)
- AP Exams (\geq 3) or AP course grades (\geq C+)
 - Calculus AB, Calculus BC, Statistics, Computer Science, Computer Science Principles
- Cambridge Math course (\geq C+)
- Dual Credit Math course
 - College in HS
 - Running Start
- Bridge to College Math (earn 1.0 credit)

2. Demonstrate Career Readiness through **CTE Pathway Completion**

Students can meet a pathway requirement by completing designated CTE course pathways connected to high school and beyond plan. Pathways to be determined by state board and are not yet available.

3. Demonstrate Military Readiness through **ASVAB** scores.

Students whose high school and beyond plan include enlisting in military, can meet pathway requirements with ASVAB scores (cuts to be determined by state board).

4. Additional options (available for limited time)

Expedited Appeal (available through class of 2020)

- Most common appeal reason is admission to higher education.

IEP OPTIONS (available through class of 2021)

- CIA-Cut for SBA ELA/Math
- Off-Grade level tests in ELA/Math
- LDA in ELA / Math

Collection of Evidence ELA/Math: (available through class of 2020 who met this option in 2018-19)

Graduation Requirements: Challenger High School

GRADUATION REQUIREMENTS

1. Students of all grade levels must be aware and make plans for graduation from Challenger. With that in mind, the information below is given as an important reference.
2. The culture at Challenger is one that encourages students to monitor their own learning and to focus on hard work to graduate and become successful.
3. Students also need to be mindful of graduation pathway options and commit to fulfilling at least one pathway. Students are encouraged to work with their counselor, advisor, and family to determine which pathway best meets their future post-secondary goals and plans.
4. Students in the 2019 and beyond graduation classes are required to earn 24 credits to graduate.
5. Students are encouraged to keep track of their earned credits, courses that have been passed and courses that remain to be completed.

Challenger High School

Credit Status Sheet for Graduation Requirements 2019 +

Total Required: 24 credits (.5 per course)

English (4.0)	_____	_____	_____	_____
	_____	_____	_____	_____
Social Studies (3.0)				
WA St. Hist (Gr. 7)	_____			
World History	_____		_____	
US History	_____		_____	
Civics and Econ.	_____		_____	
Science (3.0)	_____	_____	_____	
	_____	_____	_____	
Math (3.0)	_____	_____	_____	
	_____	_____	_____	
World Language (2.0)	_____	_____	_____	_____
Health (.5)/Fitness (1.5)	_____	_____	_____	_____
Career and Tech. Ed. (1.0)	_____	_____		
Fine Arts (2.0)	_____	_____	_____	_____
Electives (4.0)	_____	_____	_____	_____
	_____	_____	_____	_____

Pathway to Graduation

Smarter Balanced Assessments or Alternative (ACT, SAT, ASVAB) -or- Completed CTE Pathway

ELA:	_____	Math:	_____
Culminating Project	_____		
High School & Beyond Plan	_____		

Challenger Middle School and High School Expectations

SCHOOL-WIDE EXPECTATIONS

Challenger High School

Achieve Your Goals:



Attendance

Commitment

Effort

Discipline Philosophy:

Challenger Middle School and High School believes that supporting positive behavior is a collaborative effort involving students, staff, parents, and administration.

School staff will focus on modeling, instructing and reinforcing positive social behaviors in order to support all students' social success and create a safe learning environment.

Students will be given the opportunity to identify and adjust negative social behaviors that interfere with their learning or other student's learning through restorative practices and a progressive system of consequences.

Students are responsible for their own behavior and actions at school and are held accountable for the rules and expectations as set forth in this handbook and the 'Student Rights and Responsibilities' document.

All rules are subject to change at administrator discretion due to the needs of the building. Attempts to notify parents will be made to explain changes in policy. School administrators will make the final decision regarding discipline for any areas not clearly defined in this handbook.

SOAR All day, Every day! The Raven Way!

	Self-Directed	Others First	Adaptable	Respect
All day! Every day!	<ul style="list-style-type: none"> Know your WHY. Set and work towards goals. Be purposeful. Attend class everyday! 	<ul style="list-style-type: none"> Be giving. Lead by example. Consider your impact. 	<ul style="list-style-type: none"> Be open-minded. Value personal growth. Myelinate new neural pathways. 	<ul style="list-style-type: none"> Expect respect! Strive for empathy. Assume positive intentions. Take PRIDE in your school!
Community	<ul style="list-style-type: none"> Engage and participate in community events. 	<ul style="list-style-type: none"> Offer assistance to those in need. See something, say something! 	<ul style="list-style-type: none"> Believe your support systems are on your side. Be solution-oriented. 	<ul style="list-style-type: none"> Represent yourself in a positive way. Value others' perspectives.
Campus	<ul style="list-style-type: none"> Go, Flush, Wash. Take pride in your school. Participate in school events 	<ul style="list-style-type: none"> Be welcoming. Look out for each other Help out! 	<ul style="list-style-type: none"> Advocate for yourself. Keep track of your progress and grades! 	<ul style="list-style-type: none"> Be friendly & kind. Remember your hall pass! Clean up after yourself.
Classroom	<ul style="list-style-type: none"> Be curious and present. Support focus and learning by turning off cell phones. Challenge yourself and take risks. Advocate for your needs. 	<ul style="list-style-type: none"> Celebrate and support your peers. Collaborate with peers and teachers. Make positive contributions. Clean up after yourself. 	<ul style="list-style-type: none"> Be curious. Monitor your academic progress. Ask for and accept help. Persevere when facing a difficult task. 	<ul style="list-style-type: none"> Be on time & prepared! Be mindful of your teachers' time. Acknowledge and value differences. Be honest and have integrity.
Communication	<ul style="list-style-type: none"> Ask for help. Follow-up on missed work. Talk to your teacher when absent. 	<ul style="list-style-type: none"> Listen first to understand. Be aware of your impact and body language. 	<ul style="list-style-type: none"> Listen first. Be flexible and patient. Be open minded. 	<ul style="list-style-type: none"> Be mindful of your tone, language, and volume. Communicate regularly with teachers.
Social Media	<ul style="list-style-type: none"> Post responsibly. Consider consequences of posts. 	<ul style="list-style-type: none"> Be kind & positive. 	<ul style="list-style-type: none"> Pause before posting. 	<ul style="list-style-type: none"> Consider how others might view your comments and posts.
Technology <ul style="list-style-type: none"> iPads Phones Other 	<ul style="list-style-type: none"> Stow phones in bags Bring your charged iPad Stay on task: Only use tech for the assigned activity 	<ul style="list-style-type: none"> Be considerate Communicate politely Respect others' privacy No videos or photos 	<ul style="list-style-type: none"> Use your iPad not your phone Explore other strategies for managing stress 	<ul style="list-style-type: none"> Be safe. Follow school rules Bring your iPad every day. Follow reminders to put phones away.

GUIDING PRINCIPLES

Students and staff worked together to identify 4 key attributes of a successful Raven.

As Ravens, we strive to SOAR each day. We work to learn new things, achieve our goals, and build a positive community.

When we fall short of expectations, we work to learn from our mistakes and repair damaged relationships.

Student Rules and Responsibilities:

As a staff at Challenger we want to help make this a successful school experience for you. Students are responsible for their own behavior and actions at school and are held accountable for knowing and following the rules and expectations as set forth in this handbook and the 'Student Rights and Responsibilities' document. Our guiding principles help us to define, teach, and celebrate school-wide behavioral expectations.

In order to make this experience positive, we want to make sure that you know what is and is not appropriate at Challenger. All rules are subject to change at administrator discretion due to the needs of the building.

The following are some of the rules and responsibilities that reflect district policies. For additional information, refer to the copy given to you of "Student Rights and Responsibilities."

Attendance at school is critical to your success. Any time you are absent, we must receive a phone call or note from a parent/guardian explaining the reason for your absence. If you are 18 years of age or older, you may contact the attendance clerk for a form to be completed in order to be responsible for yourself. BECCA petitions will be filed with Pierce County Juvenile Courts for truancy when students accrue 7 unexcused absences in one month and/or before accruing 15 unexcused absences in one academic school year. *See CMHS Attendance Policy for more information.*

Bus Etiquette: Students are responsible for following all bus rules. All district and campus rules are in effect on the bus. Violation of bus rules will face disciplinary action.

Closed Campus: Challenger follows the district "closed campus" policy. All students are required to remain on the school grounds from the time they arrive until officially excused for the day.

Students needing to leave early or arrive late must check in and out through the attendance office. Refusal to follow the check-out process will result in progressive discipline.

Deliveries: Deliveries are a disruption to our short learning sessions and will not be delivered to students during the academic school day. Deliveries from Door Dash, Grub Hub, or elsewhere, will be held in the main office until the end of the student session. Lunch dropped off by a parent/guardian will be delivered to the student at lunch time.

Dress code: Students should wear clothing that is comfortable, safe for class activities, and appropriate for the weather. Clothing should not reference lewd content/images/words, tobacco, vapes, or drugs. It should fully cover all private body parts and nothing should fully cover the face of a student.

Electronic devices: iPads are the only approved electronic device students should be using in class. Challenger follows the Bethel School District policy regarding personal electronic devices. Personal devices may not be used during class. This includes cell phones, personal gaming devices, personal iPads, and other tablets. ***See Challenger's Cell Phone Policy: Off and Away All Day.***

Fighting: Students engaging in verbal or physical conflict before, during, or after school will be subject to school discipline. See student rights and responsibilities.

Guest presenters are permitted on campus for educational purposes only and must be approved by an administrator.

Language: Knowing when and where one can use explicit language is important. Students will refrain from using profane language on campus. This includes casual profanity that may crop up in daily conversations. If the language is not appropriate for a standard place of employment, it is not appropriate for school.

Marijuana, drugs, alcohol: Using, being under the influence of, and/ or possession of marijuaan, drugs, and alcohol are not allowed in any district facilities, vehicles, district properties, or at any school-sponsored events. Being under the influence, in possession of, using, distribution, or in possession of paraphernalia at school will result in disciplinary actions including out-of-school suspension.

Medications: Students who need to take medications at school must have a form completed by their doctors and submitted to the school nurse or health clerk. Medications will be kept and administered from the health room only. Students are not to possess medication of any kind while at school, regardless of their age.

Parent Pick-up/Drop-Off: If waiting for a ride, you may wait in the pickup area by the A-street parking lot or in the main office. Students may not wait on “A” or “B” Street, at the gate, in the parking lot, or in any vehicle in the parking lot. Anyone picking up students on campus is required to follow driving/parking lot expectations.

Personal items: Challenger is NOT responsible for personal items (electronic devices, clothing, etc.) that you bring to school should they be lost, stolen, or damaged.

School telephones: School phones may be used with permission from staff to call parents/guardians. Phone calls should be made before or after school, during transition, and not during the middle of class.

Technology Code of Conduct: Challenger students will comply with the “iPad Student Use Pledge” and the “Internet Code of Conduct” as presented to you.

Tobacco: The use and/or possession of tobacco products are not allowed in any district facilities, vehicles, district properties, or at any school-sponsored events. Smoking and vaping are NOT allowed on school property or the area extending beyond Challenger’s gate. This includes vapes and e-cigarettes. Consequences for use and possession include after school detention, an educational cessation class with a trained staff member, and out-of-school suspension.

See something, say something: If you see or hear of conflict, potential harm, harassment, intimidation, or bullying, or are experiencing it yourself, tell a parent, guardian, or staff member. You help protect yourself, other students, and our school by helping our campus security know when students may need extra support dealing with conflict or threats that may be affecting them.

Student Parking: Student drivers park in the “A” Street parking lot and enter through the front office. Students must register their vehicles with campus safety. Drivers must follow all rules pertaining to driving in the school parking lot. See the section on “student parking” for more details.

Student searches: To maintain order and discipline in the school and to ensure the safety and protection of students and staff, authorized school authorities may search a student and their personal belongings (including cars parked on campus). Authorized personnel may seize any illegal or unauthorized materials discovered in the search. The term “unauthorized” means any item dangerous to the health or safety of students or school personnel, any item considered disruptive to the functions and mission of the school, or any item described as unauthorized or illegal per school rules or state laws. Failure to permit searches and seizures as provided in this policy will be considered grounds for disciplinary action. All searches by school employees shall be reasonably related to the objectives of the search and not excessively administered.

Student Rights and Responsibilities: For all other expectations and discipline policies please reference your ‘Student Rights and Responsibilities’ posted on the Challenger high school website: <https://www.bethelsd.org/chs>

Visitors (friends, former students who withdrew from CHS) **are not** permitted on CHS campus during school hours. CHS alumni are allowed on campus before or after the school day, by appointment only, and with the approval of campus safety or an administrator.

Challenger Cell Phone Policy: “Off and Away All Day”

Cell phones are an integral part of daily life. Recent research also highlights significant concerns regarding their impact on the developing brains of adolescents and young adults, academic achievement, and mental health. To ensure students have the best opportunities to grow socially, emotionally, and academically during their short time with us, Challenger has adopted an “Off, Off, and Away All Day” cell phone policy.

Students are asked to keep their cell phones silent and stored in their backpacks throughout their day. This policy applies from the time students enter first period until the final bell rings at the end of the day. If a student does not have a backpack, they can store their phone in one of the individual-locking lockers on campus.

What about Health Care Plans, IEP accommodations, and 504 plans? Most IEP and 504 accommodations are able to be supported through BSD iPads (Ex: Students will be able to listen to music on their iPads if they have music as an accommodation.) However, there are special circumstances where this policy will not apply due to specific student needs. Students who have a health-care plan, 504 plan, or IEP accommodation requiring a special program not available on their iPad, will continue to access their technology as needed (ex: heart rate or blood sugar monitoring apps.) In these instances, students will be expected to use their technology for their

Research in several key areas were studied and taken into consideration when developing this policy:

1. Cell phone impact on developing brains
2. Mental Health Concerns: Cell phone and social media correlations with increased anxiety and depression
3. Decreased ability to focus and an increase in distractibility during class
4. Overall decline in academic performance including grades and gpa
5. Impact on emotional well-being
6. Proactive prevention of HIB and theft
7. Fostering social and community interaction

Student expectations:

- Stow your phone in a backpack or locker prior to the first period of the day.
- Keep your phone “off and away” all day including lunch.
- Always bring a charged iPad.
- Complete your work on your iPad.
- Ask if/when you need to phone a parent. Someone will assist you in calling your parent/guardian.
- Communicate with teachers if/when there is an unusual circumstance (ex: family emergency)

What happens if I forget?

- Teachers will remind students at the beginning of class to put their phones away.
- Teachers will have private conversations with students who forget.
- Students will check-in their phones in the main office to be picked up at the end of the day.
- Teachers will contact parents if there is a consistent pattern of cell phone use in spite of reminders.
- Teachers will contact administration for support.
- Admin, student, and parent will discuss options.
- Should the pattern continue, a plan of support will be co-created with the student, admin, and parent. This could include a plan to check one’s phone in and out of the office.
- Ongoing parent or guardian involvement and/or progressive discipline.

Student Parking:

“A” STREET

Challenger students have the privilege of free parking at school.

Students must register their vehicle with campus security and obtain a CHS parking permit in order to drive their own vehicles.



Student drivers agree to abide by the following expectations and understand that they will lose parking privileges if they do not follow expectations.



- **Obtain a parking permit from campus safety**
- Register vehicle with CHS Security
- Possess a valid WA State Driver's License
- Show proof of insurance including liability / property damage
- Agree to assume full responsibility for any comprehensive or collision claims that occur on school property
- **Adhere to the 10 mph speed limit on campus**
- Arrive on campus, park, go to class immediately.
- Parking lot is OFF LIMITS during the school day.
- AM/PM students MAY NOT wait in the parking lot before/after their session.
- Speeding or erratic/reckless driving on campus will result in loss of parking privileges.
- Refrain from disturbing the peace with nuisance noise levels including: Loud engine noise, music, spinning of tires
- Lock car doors and keep valuables out of sight.
- Report accidental damage to other vehicles on campus to security
- Alcohol, drugs/illegal substances, marijuana, opiates, firearms, weapons, and ammunition, fall under “student conduct rules” and extend to students’ vehicles parked on district property.
- Vehicles parked on campus may be searched by campus officials if there is reasonable suspicion that the vehicle contains unauthorized, unsafe, or illegal items per school rules.

Students must provide the following documentation at vehicle registration in order to receive their parking permit.

- Vehicle registration (current)
- Proof of insurance
- Current Driver's License.

Challenger High School Attendance Policy

There is a direct relationship between student attendance and success in the classroom; good attendance patterns are a life and employability skill we want to help instill in all of our students.

Policy:

More than 25% absences between progress report dates = Unsatisfactory Progress for the month.

Three months Unsatisfactory Progress = loss of seat at Challenger.



Example

November Student Progress Report Audit

Date of last progress report:	Oct. 25
Date of current progress report:	Nov. 20
Total instructional days in month:	16 Days
20% of instruction days in month =	3 Days

***If a student misses 3 or more days (excused and/or unexcused) in a month they would be found as 'unsatisfactory' in a class for November.**

Three consecutive months of unsatisfactory progress will result in loss of seat at Challenger.

This policy allows advisors to use their professional judgment to not deem students as 'unsatisfactory' for excessive absences if there are special circumstances that the student and/or family has communicated with the attendance office, administration, and their teachers.

For example, if a student has been sick with pneumonia for 6 days and has been in contact with their teachers and advisor, the students' advisor can use their professional judgment to deem the student as making 'Satisfactory Progress' for the month instead of Unsat Progress. Advisors will consider each student on a case by case basis.

Advice and Support for Students:

- **Attend school as much as possible!**
- **Be here every day ready to learn.**
- **If you are absent due to sickness or family emergency, communicate with the attendance**

office and with your teachers so they know what is going on with you—keep up with your school work.

- Keep up with your work by accessing your teachers' Canvas pages where content and assignments will be posted.
- If you are having troubles getting to school speak with the counselor or the Social Worker to get assistance in getting to school more often.

Attendance Procedures

1. Absences must be excused within 48 hours. Parent/guardian may:

- Call / leave a voice-mail (253-800-6892)
- Email
- Written note to excuse absence
- Excuse via Synergy (ParentVue)

Students who have an **absence of three (3) consecutive days** must bring a doctor's note.

Classwork: Students must email teachers to let them know of their absence. If possibly, students should work on assignments at home.

Note: Students who are 18 years of age or older may complete a special contract with the attendance clerk in order to be able to excuse him/herself for absences of early dismissal.

2. Attendance probation letters are sent out when a student has excessive absences. If that mark is reached, the result will be removal of the student from enrollment of Challenger and a Becca Petition may be filed.

3. Pre-planned absences will require a note from either a parent/guardian or some other competent authority giving the reason for the planned absence. Students are responsible for getting work before leaving for planned absences.

4. BECCA FILING: When students under the age of 18 have seven (7) unexcused absences in one month or before the fifteenth (15) unexcused absence in a year, the school must file a truancy (or Becca) petition with the Deputy Prosecuting Attorney's Office.

Challenger High School Dress Code

State Health Regulations require wearing shoes in all buildings. Students are asked to wear clothing that is neat, clean and suitable for school. Parents and students are responsible for determining a

student's attire for school. Any items that include lewd, illegal, gang-related, or that promote drugs or tobacco are not appropriate for school.

Dress code: Students must wear a top and bottoms. Clothing must cover private parts of the body including breasts, genitals and buttocks.

Clothing not appropriate for school:

- **Inappropriate content:** References to drugs, tobacco, alcohol, marijuana, weapons, gangs, weapons, hate groups, or lewd content
- **Swimsuits, undergarments, and or underwear**

Students violating this policy with their dress will be given the opportunity to change. If students cannot change their clothes parents will be asked to bring suitable clothes to school or the student will be sent home to change. Repeated violations of the policy will result in progressive discipline.

Covid-19 Safety Compliance

The Bethel School District follows all Pierce County Health Department guidelines for Covid safety and all students are expected to comply with these guidelines while on campus.

Masks are no longer required in public spaces, however, we will continue to stock masks if students, visitors, or staff wish to mask-up while on campus.

General safety guidelines to help keep everyone safe and healthy are:

- Wear masks in public indoor places
- Maintain 3' of social distance when possible
- Wash your hands or use hand sanitizer often
- Stay home if you are sick or have Covid symptoms

Electronic Devices Policy

Cell phones and other electronic devices should be off and put away during class time. No texting, game playing, listening, or talking with electronic devices during class time is allowed. Personal electronic devices used during class time may be confiscated by the teacher or administration and returned later in the day. Students are encouraged not to bring these items on to campus and Challenger High School is not responsible for lost or stolen electronic items.

iPad School-wide Expectations

All students at Challenger will be provided with an iPad to use at school and at home. It is expected that students take good care of their device and follow all school expectations for their use.

- ***Bring your iPad to school, charged, ready to use every day.***
- ***Be 'on task' or 'on app' during instruction time.***
- ***Use the iPad on the table, not on your lap.***
- ***Practice good Digital Citizenship and Academic Honesty with your iPad.***

Students repeatedly violating school iPad expectations will be subject to progressive discipline.

iPad Student Use Pledge

Responsible:

- I will be a responsible user of my iPad; know where it is at all times, charge my iPad's battery daily, never leave it unattended, and always remember to bring it to school.
- I will take steps to properly save and/or submit student work completed on the iPad and make sure it is accessible when needed in class.
- I will use my iPad on a table or desktop, never in my lap, and keep it in a designated spot when not in use.
- I will download all apps required for classroom use, and acknowledge that any personal apps will be deleted if space becomes an issue and more educational apps are needed.
- I will stay on task and on app - not use my iPad as a communication device during class or as a means to communicate with anyone outside of school during the school day.
- I agree to return the iPad and case in good working condition.
- I will immediately report the theft of my device to an adult at my school.

Respectful:

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

Safe:

- I will keep my iPad safe, and acknowledge that I am responsible for all damage or loss of my iPad caused by neglect, accident, or abuse.
- I will not lend my iPad to anyone.
- I will protect my iPad by keeping it in a protective case and keep all food and liquids away.
- I will keep all passcodes and passwords for my device private and never share any personal information.
- I understand that my iPad is subject to inspection at any time, without notice, and remains the property of Bethel School District.

iPad Discipline

If students misuse their iPads, teachers will follow progressive discipline in the classroom. A range of actions from verbal reminders, teacher/administrator confiscation of the iPad, and loss of ability to take the iPad home are possible consequences for low-level (off-app, gaming, social media) discipline infractions.

If students use their iPad to harass or take pictures/audio/video of other students and/or staff without permission, discipline up-to and including suspension may be applied. Students continually violating the iPad Student Use Pledge may lose the ability to use an iPad altogether.



Internet Code of Conduct

- 1. The use of the Internet must be in support of education and research consistent with the purposes of Bethel School District.**
- 2. Any use of the network for commercial or for-profit purposes is prohibited.**
- 3. Extensive use of the network for personal and private business is prohibited.**
- 4. Any use of the network for product advertisement or political lobbying is prohibited.**
- 5. Network accounts are to be used only by the authorized owner of the account. Sharing this information with others is grounds for deleting the individual user.**
- 6. Users shall not intentionally seek information on, obtain copies of, modify files, other data, or passwords belonging to other users, or misrepresent other users on the network.**
- 7. All communications and information accessible via the network should be assumed private property.**
- 8. No use of the network shall serve to disrupt the use of the network by others and hardware or software shall not be destroyed, modified or abused in any way.**
- 9. Malicious use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computing system is prohibited.**
- 10. The illegal installation of copyrighted software for use on district computers is strictly prohibited.**
- 11. Use of the network to access or process pornographic material, inappropriate text files or files dangerous to the integrity of the district's local area networks is prohibited.**

At any time, Bethel School District personnel will make determination on whether specific uses of the network are consistent with acceptable use practices. Bethel School District reserves the right to log Internet use and to monitor file server space utilization by users. Bethel School District reserves the right to remove a user's account at any time it is determined that the user is engaged in unauthorized activity or is violating this code.

HARASSMENT, INTIMIDATION AND BULLYING:

The Bethel School District is committed to a safe and civil educational environment for all students, employees, volunteers and patrons; free from harassment, intimidation or bullying. Harassment, intimidation or bullying means any intentionally written message or image, including those that are electronically transmitted, a verbal, or physical act, including but not limited to one shown to be motivated by any characteristic in RCW 9A.36.080(3), (race, color, religion, ancestry, national origin, gender, sexual orientation or mental or physical disability), or other distinguishing characteristics, when an act:

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation or bullying. –Other distinguishing characteristics| can include but are not limited to: physical appearance, clothing or other apparel, socioeconomic status, gender identity and marital status. –Intentional acts| refers to the individual's choice to en-gage in the act rather than the ultimate impact of the action(s).

Behaviors/Expressions

Harassment, intimidation, or bullying can take many forms including, but not limited to slurs, rumors, jokes, innuendos, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical, or electronically transmitted messages or images.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation or bullying may still be prohibited by other district policies or building, classroom or program rules.

Behavior may be considered harassment when it:

- Physically, mentally or emotionally 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.
- Depending upon the frequency and severity of the conduct, the following responses may be used to remediate the impact on the victim and the climate and change the behavior of the perpetrator: intervention, counseling, correction, discipline and/or referral to law enforcement.

Reporting Harassment

Students are encouraged to report any instances of harassment, intimidation, or bullying to a school staff member, teacher, counselor, or administrator. Students can also report using the school website.

HARASSMENT-SEXUAL

Any unwanted sexual attention which makes a student uncomfortable, interferes with his or her educational opportunities or ability to do work. More specifically, sexual harassment includes any unwanted sexual attention, such as: sexually suggestive looks or gestures, sexual teasing or jokes, pressure for dates, sexually demeaning comments, attempts to handle or touch the clothing of others, deliberate cornering, attempts to kiss or fondle, pressure for sex, request for sex in exchange for something else. All forms of Harassment must be reported immediately to the office. Sexual harassment may be **treated as a criminal act. Every report of sexual harassment will be investigated in a sensitive manner.**

Campus Safety

The Campus Safety Officer's responsibility is to ensure that students are acting in a safe, responsible, and respectful manner while on our campus. These duties include lost and found, supervision of students during school hours, and investigation of incidents including interviewing students. In order to keep this environment safe it is critical that all students are honest and cooperative during the investigative process.

*To report information you have about unsafe activity in our building you can call the campus safety line at 253-800-6874

Visitors:

Visitors, including parents / guardians, district employees, and presenters, will enter through the main entrance.

- Visitors will use the doorbell to ring the main office.
- Office staff will ask visitors what their business is and ask to see some form of identification.
- All visitors will present identification, even if they are well known to main office staff.

- Upon entering the main office, visitors will sign in at the front desk.

Emergency Drills:

CHS students and staff will review and practice at least of our emergency drills monthly including: Fire, Earthquake, Lockdown, Run-Hide-Fight, and Shelter-in-Place.

Challenger Parent & Student Communication Compact

This communication compact guides how we speak to and interact with each other. As humans, we all want what is best for our students. To support the process of learning, working, and building community together, we must work on communicating our needs, our questions, our concerns, and be willing to communicate with and work through conflict with each other.

1. The pI assume the best. I speak and engage with others as my partners and teammates. I trust in others, their competence, their judgment, and their desire to do the right thing. I assume the best.
2. I respect and validate others' ideas. If I do not agree or do not support another's perspective, I acknowledge that person's contribution(s) and then I share my thoughts. If I don't know what their perspective is, I ask them directly to gain more information rather than assuming.
3. I take responsibility for my own feelings: I use 'I' statements to express my feelings and I refrain from blaming others or making blanket statements. (ex: "I feel...", "In my opinion...", "In my perspective...", etc.)
4. I will provide feedback as soon as possible rather than allow resentments to build up.
5. I will not yell, attack, or make demands of others in a community setting. I will not assume that I know another's history of violence or trauma. I will remain calm when I speak. I will support a healthy and safe school environment.
6. If I am 'flooded' (angry/charged), I will take space. I understand that direct attacks are never welcome. I will wait to share strong emotions or concerns when I can bring them forward consciously and respectfully. I recognize and honor cultural differences in communication techniques.
7. I will practice active listening. I listen silently and with my whole self until the speaker has finished speaking. It can be helpful to confirm that I heard them correctly by repeating what they have said.
8. When my child reports a story to me, I understand that it may not be the entire story and/or it may be only their reality of the situation. I will report any information and gather additional information from my teacher(s) and school administration in pursuit of supporting student success.
9. I understand that it may take 1-2 days for a teacher to respond to an email or phone call. If the matter is urgent, the best course of action is to contact the main office at: 253-800-6800.

Challenger Middle School

Compassionate Communication Agreement

The purpose of this document is to provide guidelines for compassionate communication in our school community.

1. I assume the best. I speak and engage with others as my partners and teammates. I trust in others, their competence, their judgment, and their desire to do the right thing.
2. I respect and validate others' ideas. If I do not agree or do not support another's perspective, I acknowledge that person's contribution(s) and then I share my thoughts. If I don't know what their perspective is, I ask them directly to gain more information rather than assuming.
3. I take responsibility for my own feelings: I use 'I' statements to express my feelings and I refrain from blaming others or making blanket statements. (ex: "I feel...", "In my opinion...", "In my perspective...", etc.)
4. I will provide feedback as soon as possible rather than allow resentments to build up.
5. I will not yell, attack, or make demands of others in a community setting. I will not assume that I know another's history of violence or trauma. I will remain calm when I speak. I will support a healthy and safe school environment.
6. If I am 'flooded' (angry/charged), I will take space. I understand that direct attacks are never welcome. I will wait to share strong emotions or concerns when I can bring them forward consciously and respectfully.
7. I will not use social media to attack, belittle, or threaten members of the school community.
8. I recognize and honor cultural differences in communication techniques.
9. I will practice active listening. I listen silently and with my whole self until the speaker has finished speaking. It can be helpful to confirm that I heard them correctly by repeating what they have said.
10. When someone reports a story to me, I understand that it may not be the entire story and/or it may be only their reality of the situation. I understand that their story is not my story to tell others. I will ask for help in responding to gather more information before coming to any conclusions. Since it is not my story to tell, I will not share or retell other people's stories.
11. I will look out for my peers and report any situations that may result in someone getting hurt - emotionally or physically.

Student Name and Date: _____