Pacific Beach Elementary Student and Parent Handbook



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INTRODUCTION

Dear Parents and Guardians,

Welcome to Pacific Beach Elementary! My name is Liz Cronin, and I am excited to begin my second year as Principal of Pacific Beach Elementary. It is a privilege to serve our students, families, and community, and I look forward to another wonderful year of learning and growth.

At Pacific Beach Elementary, our theme this year is **"Better Together."** We believe that strong relationships and collaboration between students, staff, families, and our community are essential to student success. Our dedicated staff is committed to providing a safe, welcoming, and inclusive learning environment where every child feels valued, supported, and challenged to reach their full potential. We strive to help students develop strong academic foundations, social-emotional skills, creativity, problem-solving abilities, and the confidence to become responsible, caring citizens.

This handbook provides important information about our school day, expectations, procedures, and policies. I encourage you to review it and keep it as a resource throughout the school year.

Your involvement in your child's education makes a tremendous difference. We welcome and encourage families to participate in school activities, stay connected with teachers, and take an active role in their child's learning. We recognize that families are our most important partners, and we value the experiences and perspectives you bring to our school community.

Communication is an important part of building those partnerships. Please watch for school newsletters, messages from teachers, updates on our Facebook page, and information shared through our school and district websites. If you ever have questions, concerns, or ideas, please don't hesitate to reach out.

I am proud to be part of the Pacific Beach Elementary community and look forward to all we will accomplish together this year. After all, we are **Better Together!**

Warmly,

Liz Cronin
Principal, Pacific Beach Elementary
lcronin@northbeachschools.org

Regular School Hours: 9:00-3:30
Early Release Wednesday 9:00- 1:45
Half Day: 9:00-12:15

School doors open and breakfast service begins at 8:45. Please do not park in the front of the school when dropping off/picking up students, as this area is used for bus dropoff as well.

PRINCIPLES OF LEARNING

All the Pacific Beach Elementary School community members are responsible for the success of all children in our school. We believe that optimal learning can only take place if it contains the following elements:

*Learning should take place in an environment that is safe and orderly and in an atmosphere of support and respect.

*Learning should be an active process that demands full student participation, where students need to make choices and accept responsibility for those decisions.

*Learning should be both a cooperative and an individual venture.

*Learning should have clear targets that are realistic and attainable but challenging.

*Learning should be documentable and diagnostic, while providing continuous feedback to students and parents.

*Learning should use evaluation as a tool to develop further teaching and learning strategies.

NB School District Mission Statement

Vision

Embrace. Encouragement. Empower.

Mission

*North Beach School District **embrace**s and honors the individuality each child brings to school, knowing in our hearts all are capable and worthy of achieving great things.*

*Because of this knowledge, we will **encourage** and nurture every student's growth as a learner and a caring member of society by providing a safe environment where we model and expect commitment, tolerance, respect and perseverance.*

*And, as they grow in heart and mind, we will provide resources and mentoring to **empower** our graduates as life-long scholars who are valuable members of their community, whatever academic path they pursue.*

STAFF/PARENT EXPECTATIONS AND STUDENT OUTCOMES

We want to focus our efforts on making school successful for all students. If we identify the expectations that parents and school staff have of one another, it will allow us to be more capable of meeting student outcomes. Only through a cooperative effort between home and school can we provide the best possible education for the students we serve. When parents and staff work mutually towards common expectations, it results in positive student outcomes.

<u>Expectations of Staff</u>

1. Believe and expect each child is capable of learning
2. Take responsibility for all children.
3 Commit to building positive self-esteem in each child for their emotional, social, and academic development.
4. Challenge each child to become a thinker and a problem solver.
5. Be flexible with instruction to assure success for each child.
6. Be caring and treat others with compassion and thoughtfulness.

<u>Expectations of Parents</u>

1. Send children to school on time **daily**.
2. Ensure children are fed and well rested (breakfast and lunch are available at school free of charge).
3. Regularly attend parent enrichment activities (conferences, open-house, etc.).
4. Send children to school appropriately clothed for the weather.

<u>Student Outcomes</u>

1. Positive self-esteem
2. Critical thinking skills
3. Concern for others
4. Decision making skills
5. Self-directed learners
6. Cooperation and competition skills
7. Academic skills:
    a. able to read, write, speak and listen
    b. able to use technology

c. able to compute and solve problems
d. able to investigate and experiment
e. able to understand a variety of cultures and communities

8. Accepts responsibility for his/her own actions
9. Will not infringe upon the rights of others

North Beach District Office

50 First St. North
P.O. Box 159
Pacific Beach, WA 98571

Phone: 360-289-2447
Fax: 360-289-2492

Business Manager
Shelese McConnell
smcconnell@northbeachschools.org

Superintendent
Richard Zimmerman
rzimmerman@northbeachschools.org

Executive Assistant
Patrice Timpson
ptimpson@northbeachschools.org

Finance Assistant/Student Records Coordinator
Heather Moodenbaugh
hmoodenbaugh@northbeachschools.org

Public Records Coordinator
Chelsea Capoeman
ccapoeman@northbeachschools.org

Pacific Beach Elementary

11 4th Street
Pacific Beach WA 98571

Phone: 360-276-4512
Fax: 360-276-4510

Office Manager
Heidi Ross
hross@northbeachschools.org

Principal
Liz Cronin
lcronin@northbeachschools.org

PBE Staff

Baggaley, Dee	Library Coordinator	dbaggaley@northbeachschools.org
Buck, Jennifer	Early Childhood	jbuck@northbeachschools.org
Capoeman, Chelsea	Native Education Coordinator	ccapoeman@northbeachschools.org
Carnell-Schmidt, Hayden	3rd/4th Grade	hcarnell-schmidt@northbeachschools.org
Colliers, Addie	Paraeducator	acolliers@northbeachschools.org
Cronin, Liz	Principal	lcronin@northbeachschools.org
Eide, Jennifer	Kindergarten	jeide@northbeachschools.org
Flink, Ashley	Paraeducator	acameron@northbeachschools.org
Johannasen, Alec	Cook	ajohannasen@northbeachschools.org
Kelly, Zeke	Paraeducator	zkelly@northbeachschools.org
Lull, Ianna	2nd Grade	ilull@northbeachschools.org
Martin, Marci	Special Education	mmartin@northbeachschools.org
Matthews, Carol	Speech	cmatthews@northbeachschools.org
McKown, John	Custodian	jmckown@northbeachschools.org
Ross, Heidi	Secretary	hross@northbeachschools.org
Rutledge, Falisha	1st Grade	fzwolinski@northbeachschools.org
Scott, Morgan	PE Teacher	mscott@northbeachschools.org
Sem-Rodrigues, Lisa	Counselor	lsem-rodrigues@northbeachschools.org
Vincinte, Jessica	5th/6th Grade	jvincinte@northbeachschools.org

Day to Day Information

School Hours

School begins at 9:00 AM and ends at 3:30 PM.

School doors open at 8:30 AM.
Breakfast is served starting at 8:45 AM each morning.

Every Wednesday is an early dismissal. Students are released at 1:45 pm.

If you are driving your student to school, please try to pull into a parking space in front of the building. If you are picking up your child at the end of the day please park on the playground, the gate will be open at 3:15 each day.

School will be dismissed at 12:15 AM on half days including conference days and the days prior to Thanksgiving and Winter Breaks.

It is important that students be on time for school. Tardiness disrupts teaching and distracts students. If your child is tardy please escort him or her to the office or send a note regarding the tardy. All entry doors to the school will remain locked throughout the day, please use the entry pad at the main entrance to request entrance.

Changes in Transportation and Pick-Up

Students going anywhere other than the regular routine after school must bring a permission note signed by a parent. Last-minute changes must be called in no later than 2:30 PM.

Students leaving school before dismissal time must have a note and are required to check out through the office. For unexpected early pick-up, parents can come to the office and the student will be called from the classroom.

Student Information

Parents are to provide the office with current address, phone, and emergency numbers for each student. As changes occur please update this information in Skyward or the office as soon as possible.

Attendance Policy

The State of Washington has a mandatory attendance law, where all students must attend public school or have some other arrangement allowed by state law. We are required to take daily attendance and notify you when your student has an unexcused absence.

If your student has five excused or three unexcused absences in one month or ten or more excused absences in a school year, state law (RCW 28A.225.020) requires we schedule a conference with you and your student to identify barriers and agree on supports available to ensure regular attendance. The district is obligated to develop a plan that may require an assessment to determine how to best meet the needs of your student and reduce absenteeism. If your student has an Individualized Education Plan or a 504 Plan the team that created the plan will reconvene. A conference is not required if your student has provided a doctor's note, or pre-arranged the absence in writing, and the parent, student and school have made a plan so your student does not fall behind academically.

If your student has seven unexcused absences in any month or ten unexcused absences within the school year, we are required to file a petition with the Juvenile Court, alleging a violation of RCW 28A.225.010, the mandatory attendance laws. The petition may be automatically stayed and your student and family may be referred to a Community Truancy Board, or you and your student may need to appear in Juvenile Court. If your student continues to be truant you may need to go to court and may face fines or other sanctions.

In order to best ensure the safety and well-being of your child, it is advised that you contact the school at 360-276-4512 when your child is absent from school. If you know of an absence in advance, please call the school. Missing assignments can often be given to the student in advance.

Emergency School Closure

Under certain conditions, school may open 1-2 hours late. Only under severe conditions will school be closed. In the event of bad weather, the following radio stations and websites will carry closure information:

KDUX 104.7 FM
KXRO 1320 AM
KOSW 88.9 FM

This website below allows you to get notices via text and/or email.

https://www.flashalert.net/regions/seattle-western-washington/
Search: North Beach School District.

We send out robo calls and emails when we will have a school closure or emergency late start.

Emergency Drills

We will conduct monthly emergency drills at Ocean Shores Elementary to prepare in the event of a fire, earthquake, intruder or other emergencies, so staff and students can respond appropriately if an actual problem should arise.

School Evacuations

In the event of an emergency evacuation of the school, the first assembly area will be the Grays Harbor County Fire Department. Parents must not come to the school to get their children. Parents should listen to KDUX, KXRO, KOSW, KING 5 TV, and Robocall School Messenger, for information regarding the pickup site.

Health Concerns

Immunization Requirements: Each student in the state of Washington must show that he or she has been properly immunized against certain diseases upon enrollment.

Medication at School: To give medication at school, a doctor's permission and instructions must be secured in writing. This includes over the counter medication, such as Tylenol or aspirin. A form is available in the office. All medicine will be kept and administered in the office.

Head Lice: Head lice are a common problem and spread easily, especially among young children. Please notify the office if your child has this problem.

Illness or Injury at School: Parents will be notified to come and get a student who becomes ill or is injured while at school. Parents must notify the office of a responsible party if they will be unavailable (all emergency contact information should be current in Skyward).

Dress Expectations

Clothing is expected to be clean, neat, and should not distract the educational process (determined by teacher and principal). Shorts, skirts, dresses and pants with holes must be appropriate (hang past finger length), midriffs should not be exposed, and tank tops will appropriately cover the upper body (two-finger straps and tight under the arm). Hats and hoods should be removed for Pledge of Allegiance in all areas of the building. The office will contact parents of students not meeting dress expectations to discuss a solution.

Drug-Free, Weapon Free Schools

North Beach Schools maintain all school district facilities in compliance with state law as drug-free and weapon-free facilities. No alcohol, tobacco consumption, or weaponry is allowed on district property.

Cell Phone and Wireless Headphone Policy

Cell phone use is not allowed during the school day. We encourage parents to keep their students' cell phones at home. In some cases students may need to bring their phones for use before and after school. Students who bring their phone to school must turn it in at the office and pick it up at the end of the day. Wireless headphones are also to be turned in at the office and picked up at the end of the day.

Toys

Toys and playing cards should not be brought to school.

Tech Usage

All students and parents will be required to sign and return a “PBE Internet and Technology Agreement” before being issued a laptop.

Profanity/Obscenity

A student shall not use profanity or obscene language, either verbal or written, in communication with any school personnel, visitor, or student. This includes the use of obscene gestures, signs, pictures, or publications.

Public Displays of Affection (PDA)

PDA is not allowed. PDA is defined as ‘an act of intimacy; kissing, holding hands, hugging in school or school bus.’

Quick side hugs of support, not affection, are allowed with permission asked and granted.

Grading

Report cards are issued four times throughout the year. You are encouraged to contact your child's teacher if you have concerns between grading periods. Skyward is available for grade checking as well.

Lost and Found

Lost clothing articles are kept in the hallway near the library.. Please check this area regularly if your student is missing an item. We recommend marking coats, jackets, lunchboxes and school supplies with students' names.

Parent-Teacher Conferences

Communication between teachers and parents is important. Conferences will be scheduled twice during the school year to discuss each student's strengths and areas of needed improvement. Please see the current district calendar for exact dates. Special conferences may be initiated by teachers or parents at any time throughout the year.

Opportunities for Involvement

Volunteers are very active within our school. Being a volunteer is a rewarding job and does not require a great deal of time. Some areas that benefit greatly from volunteer support are cafeteria, playground, library, classroom assistance, health screenings, special events, and field trips. We run a background check on each adult who volunteers in our school. Parents are always welcome at Pacific Beach Elementary School. If you would like to visit your child's classroom please make an appointment with the teacher prior to your visit and check in at the office. We also encourage participation in our school's Parent group. This group meets monthly and organizes fundraisers and family engagement events. If you would like to be involved as a parent volunteer, please contact your classroom teacher or the office.

Students as Spectators

Elementary students are allowed to attend appropriate Jr./Sr. High School activities, such as sports events, plays, etc. Elementary age students must be under the supervision of a parent or designated adult while in attendance. Students are expected to conduct themselves in an appropriate manner. Students who attend activities need to remain in the stands or bleachers during the event. Playing in the hall, foyer or along the bleacher or football field is unacceptable. If students fail to act appropriately, they will forfeit the privilege of attending.

STUDENT SERVICES

Learning Assistance Program (LAP)

Eligibility for the Learning Assistance Program (LAP) is determined by Washington State Test and district assessment results. The focus of LAP is to help every student read and perform mathematically at grade level. Student assistance through LAP may be additional support within the classroom or a short pull-out group to offer assistance on specific skills that are challenging a student. This support will always be in addition to general classroom services.

Schoolwide Title 1

Pacific Beach Elementary participates in a federally funded Schoolwide Title 1 program. Essentially, this means our primary goal at Pacific Beach Elementary is to ensure that all students in our school meet proficiency in State Academic Achievement Standards. As a Schoolwide Title Building, we particularly address students who show need for additional instruction in reading or math. All students in our building qualify for additional assistance when a need is clearly identified in these core subject areas. Additionally, all teachers at Pacific Beach Elementary are determined to be highly qualified in their subject areas. Parents may contact the district to request the teacher’s professional qualifications.

Multilingual Learners

MLL students are incorporated into our ELA intervention groups. If they are on grade-level or otherwise ahead of where the ELA intervention groups are, then they work on targeted instruction with our interventionist and adaptive instruction through iReady.

Highly Capable Program

Our Highly Capable (Hi-Cap) program is made up of kindergarten through sixth-grade students who are nominated by their teachers, families, or themselves and score in the 97th percentile on the CogAT (Cognitive Aptitude Test).

Nominations are accepted each winter. These nominated students must then meet a set of criteria established by the state and school district. The CogAT will occur following nominations and students who qualify will be notified.

All second and fifth graders are given the CogAT screener in the spring. The screener is taken online and processed by a team of staff members. Students who score in or above the 97th percentile in a major area of the test will then be considered by their teachers and families to see if they would be a good candidate for the program.

Upon family permission and a successful consideration by the team, students who meet the criteria mentioned above are then placed into the Hi-Cap program. Hi-Cap students take part in differentiated instruction activities in their classrooms as well as being pulled out by a specialist for enrichment opportunities. Once identified, Hi-Cap students do not need to retake the CogAT to stay in the program.

Special Education

After parental permission and extensive testing, qualifying students receive specially designed instruction in identified areas in the regular education and/or a small group instruction in the resource room.

Speech

A speech and language therapist is available to help qualifying students improve articulation, fluency, and voice quality. They work with students who have difficulty listening effectively, making sense of what they hear, or expressing their thoughts to others. The therapist consults with staff and parents to help maximize each student's success.

Occupational Therapy

An occupational therapist is available to provide evaluation, treatment, consultation, and supervisory services to students who are limited by physical, developmental or learning

disabilities. The therapist is responsible for evaluating students in need of this service and for providing direct treatment and consultation with family and other staff.

School Psychologist

The school psychologist works primarily in assessing and programming for special education students. The psychologist is responsible for sharing assessment results with parents and exploring ways parents and schools can work more effectively together to assist students. The psychologist assists teachers in planning and implementing individualized programs based on each student's strengths and areas of need.

Nursing

A nurse is contracted by the District part time. During this time, the nurse is responsible for conducting yearly health screenings and addressing the health concerns of students. Special problems that arise during the nurse's absence may be referred to the office. The nurse must sign off on all Individual Health Plans annually.

Student - Parent - School Compact

PACIFIC BEACH ELEMENTARY

During the fall of each school year, students, parents, and teachers will be asked to sign this compact. The following lists some responsibilities of each party in regards to student achievement.

As a school, we will:

- Get to know your child's needs and try to meet them.
- Communicate regularly with families.
- Provide a safe and positive learning environment.
- Provide meaningful learning activities both in and out of school.
- Assist your child in the selection of reading materials.

As a parent/guardian, I will:

- Attend all scheduled parent - teacher - student conferences.
- Help my child read for at least 20 minutes daily.
- Send my child to school on time.
- Make sure my child is well rested.
- Talk to my child about school and assist with homework.

As a student at Pacific Beach Elementary school, I will:

- Be respectful by
    - Respecting myself, my school, and others.
- Be responsible by:

    - Reading at least 20 minutes daily.
    - Completing and turning in schoolwork on time.
    - Going to bed at a reasonable hour.
- Be ready by
    - Eating a healthy breakfast and lunch.
    - Coming to school on time and ready to learn.

We agree that students have the best opportunity to succeed in school when we work together to accomplish these things.

_____
Student Name Signature

_____
Parent/Guardian Signature

_____
Teacher Signature Date

Pacific Beach Elementary
Parent and Family Engagement Policy/Plan and Procedures

Pacific Beach Elementary is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and with the community. Everyone gains if Pacific Beach Elementary and home work together to promote high achievement by our children. Neither home nor Pacific Beach Elementary can do the job alone. Parents play an extremely important role as children's first teachers. Support for their children and for the school is critical to children's success at every step along the way.

Pacific Beach Elementary recognizes that some students may need the extra assistance available through the Title I program to reach the state's high academic standards. Pacific Beach Elementary intends to include parents in all aspects of the school's Title I program. The goal is a school-home partnership that will help all students to succeed.

PART I-SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY/PLAN **REQUIRED** COMPONENTS

A. Pacific Beach will jointly develop/revise with parents the school Parent and Family Engagement policy/procedures and distribute it to parents of participating children and

make available the Parent and Family Engagement policy/procedures to the local community.

- Parent Teacher Conferences
- Website
- Student Handbook
- Site Council Meetings
- Annual Meeting to review the Title I Parent Involvement Policy and Student/Family School Compact

B. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.
    - Review and revise annually at Site Council Meetings
    - Parent/Teacher conferences in November and March
    - Teachers willing to schedule meetings with families as needed
    - Open House at the beginning of the year

C. Offer flexible meetings, such as meetings in the morning or evening, and provide, with funds provided under this part, transportation, child care, or home visits, as such services related to Parent and Family Engagement.
    - Site Team Meetings
        - Principal and counselor provide home visits as needed
        - Parent/Teacher conferences in November and March with afternoon and evening times available for families to attend
        - Family engagement activities offered monthly
        - Teachers willing to meet with families at any scheduled times, as needed
        - For families unable to attend scheduled meetings, conferences via telephone, email or Zoom are made available

A. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school plan under Section 1112, schoolwide under Section 1114, and the process of the school review and improvement under Section 1116.
    - Monthly Site Council Meetings
    - Bi-annual Review during conference week
    - A copy of the School Improvement Plan is available to families online
    - A copy of the OSPI School Report Card is available to families

B. Provide parents of participating children—
    1. Timely information about programs under this part.

2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.
    - During Open House/Back to School Night
        - Families are given a description and explanation of the curriculum that is used at the school.
        - Information about Title I program is shared

    - During parent teacher conferences
        - Teachers share assessment data with families
        - Families are provided with information about the proficiency level that students are expected to meet.
        - Families are informed of the extra support provided through Title I/LAP programs
    - Families are invited to Guidance Team (GT) meetings when there are additional academic concerns.

C. If a schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the district.
    - Input from families is gathered
        - Informally on an ongoing basis
    - By the yearly Title I survey online
    - In May via a formal questionnaire

PART II-**REQUIRED** SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level Parent and Family Engagement policy, each school shall jointly develop with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

-Conduct a parent/teacher conference in elementary schools, bi-annually, during which the compact shall be discussed as the compact relates to the individual child's achievement.

-Provide frequent reports to parents on their child's progress. Report cards are provided to families in November, January, March, and June. There are family conferences in November and March.

-Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities.

- Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

BUILDING **CAPACITY** FOR PARENTS AND STAFF – REQUIREMENTS FOR ENGAGEMENT

To ensure effective family engagement and to support a partnership among the school, families, and the community to improve student academic achievement, **each school and district must**:

1) Assist parents in understanding the challenging State academic standards, how to monitor a child's progress, and work with educators.
    - Families are made aware of the OSPI Website and its resources.
        - Common Core Standards and assessment data
        - School Report Card
        - Pacific Beach Elementary uses a standards based report card, which aligns with grade level expectations
2) Provide materials and training to help parents to work with their children, such as literacy training and using technology, as appropriate, to foster family involvement.
    - Families have available materials that they can use with their children at home that will further reinforce the children's learning.
        - iReady ELA and Mathematics
        - Monthly family engagement activities
        - Epic - online reading materials
        - Prodigy and/or Khan Academy
        - Opportunities to volunteer and participate in school

Families are invited to Guidance Team (GT) meetings when there are additional academic concerns.

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        - Monthly family engagement activities
        - Epic - online reading materials
        - Prodigy and/or Khan Academy
        - Opportunities to volunteer and participate in school

3) Provide professional development to teachers, specialized instructional personnel, and other staff on the value of families and their communities to increase academic achievement.

- PBE will implement Character Strong to promote conflict resolution and self-regulation with students
- The McKinney-Vento Homeless liaison coordinates training and information for the staff regarding how to best serve homeless families and families in transition
- PBE Site Council meets monthly and is working to strengthen the connection between home and school
- The school sends out a robo call and email weekly to communicate school events and activities
- The school sends a monthly newsletter to families to keep them updated and provide information about ways to support students

4) Coordinate and integrate parent engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parent engagement.
    - The school works in partnership with Save the Children to serve infants and pregnant mothers.
    - In partnership with Save the Children books are provided to families with children ages 3-5.
    - The school provides transitional kindergarten to smooth and enhance the process of transitioning from preschool to kindergarten

5) Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.
    - The school sends out a robo call and email weekly to communicate school events and activities in English and Spanish
    - The school sends a monthly newsletter to families to keep them updated and provide information about ways to support students

The following are allowable activities:

6) May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
7) May provide necessary literacy training from funds received under this part if the district has exhausted all other reasonably available sources of funding for such training.
8) May pay reasonable and necessary expenses associated with local Parent and Family Engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.
9) May train parents to enhance the involvement of other parents.

10) May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize Parent and Family Engagement and participation.
11) May adopt and implement model approaches to improving Parent and Family Engagement.
12) May establish a district parent advisory council to provide advice on all matters related to Parent and Family Engagement in programs supported under this section.
13) May develop appropriate roles for community-based organizations and businesses in Parent and Family Engagement activities.

PART III-ACCESSIBILITY REQUIREMENTS

In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

- PBE strives to provide all written communication in English, Spanish and other languages as appropriate
- Interpreters are provided for meetings when needed via telephone

PART IV-ADOPTION – This Pacific Beach Elementary Parent and Family Engagement Policy/Procedures have been developed/revised jointly with, and agreed upon with, parents of children participating in Title I program, as evidenced by meeting minutes.

Student Behavior Expectations: Falcon Etiquette

Pacific Beach Elementary is a school that creates a safe and caring learning environment for all students and staff. Our school has an underlying philosophy that all staff work to support all students. Behavioral expectations are defined, taught, and acknowledged. A key to our success is to be intentional in the way we teach our children to behave in different settings, as well as to be intentional in the way we teach them in their academics.

By having a Positive Behavior Interventions and Supports (PBIS) School we are predictable, positive, safe, and consistent in addressing student behavior. PBIS schools are associated with improved academic gains when combined with effective instruction. Our program emphasizes the importance of common language in communicating with students, being intentional in teaching our school expectations, and recognizing and rewarding students who demonstrate behaviors consistent with school expectations.

What is Falcon Etiquette?

Falcon Etiquette is the way the members of our school community act each day to show their respect for themselves and others and their commitment to do their best. Falcons are expected to: **Be Respectful, Be Responsible, Be Safe.**

Teachers will model and teach what these expectations look like around the school. Students will be provided guided practice and multiple opportunities to learn the rules. We will conduct all school lessons to re-teach specific expectations as students show us they need the support.

Parent Support

Our system will be most effective with parental support. Please take a moment to review the behavior expectations with your child for the different settings. Keep it in a place that is visible in your home to use as a tool with your child when you talk about expectations for different settings at school.

Pacific Beach Common Area Behavior Matrix

	Be Respectful	Be Responsible	Be Safe
Hallway	Voices off Keep hands off other's property	Walk directly where you are going and back again. Follow directions	Walk face forward Keep to the right Keep hallways clear and clean
Restroom	Throw trash into the trash bin Use time wisely Use inside voices	Wait your turn One person per stall Go, flush, wash	Wash hands Report problems to an adult Walk at all times Keep water in sink

Assembly	Come in quietly and be seated. Participate when asked	Follow directions from adults Pay attention to the speaker.	Keep body and objects to self. Leave aisles open.
Playground	Line up when you are called Use equipment appropriatel y	Play by the rules Invite others to play Listen to the adult supervising recess	Stay in designated area Report problems to an adult Walk to and from building
Cafeteria	Leave a clean table, chair and floor	Sit with feet under table Use an indoor voice Raise your hand for help Stay in seat once chosen	Follow directions from adults Walk at all times Only eat your food
Library	Stay on task Put things away in their proper place Return materials on time	Be quiet Use time wisely	Follow directions from adults Walk at all times

Classroom	Bring supplies to class. Return anything sent home to be signed.	Try your best Stay on task Follow directions. Be polite to your classmates and teacher.	Use classroom materials appropriately Walk at all times Keep body and objects to yourself
Bus	No eating or drinking Keep track of your belongings	Keep your backpack closed Report problems to adult Listen to bus driver	Stay seated face forward Keep hands and feet to yourself

Student of the Month Recognition

Monthly Falcon Student of the Month Recognitions focus on character traits and aspects of FalconEtiquette. We recognize students and classes who have demonstrated good Falcon Etiquette. Our goal is to teach students about character and to build community. Teachers provide students with opportunities in their classrooms to learn and practice the character traits.

Discipline

We believe each student is responsible for his/her own behavior and that we will intervene only when the student is not responsibly managing that behavior. Normally, students just need a reminder to change inappropriate behavior, but when warnings do not work, more formal actions must be taken. Students may be written up and assigned progressive discipline such as loss of privileges or in more serious instances suspension or expulsion. Some serious offenses which can lead to immediate suspension and/or expulsion, include but are not limited to the following:

- Weapons or explosive devices of any kind (Minimum: one-year expulsion and notification to parents and law enforcement)
- Possession and/or use of drugs, tobacco or alcohol
- Fighting/assault, threatening or verbal abuse
- Arson or vandalism
- Disruption of the educational process

- Blatant disrespect, or refusal to follow reasonable directions
- Out of control behavior

Pacific Beach Elementary School-Wide Discipline Matrix

LEVEL 1		Step 1	Step 2	Step 3
Disruption Students engage in behavior causing interruption in a class or activity. Disruption includes sustained loud talk, yelling, screaming, or other deliberate distracting noises **Mean/Inappropriate Language** Students deliver verbal messages that include swearing, name calling, or use of words in an inappropriate way.	Classroom Response	• Reteach expectations • Contact Parents • Classroom based consequence	• Reteach expectations • Contact Parents	• Reteach expectations • Conference with Parents
	Office Response		• Contact parents • Loss of privileges, detention, restorative response, or loss of special event	• Conference with Parents • Loss of privileges, 1-2 days detention, restorative response, or loss of special events
LEVEL 2 *(May go to Step 2 or 3 depending on severity and grade level)*		Step 1	Step 2	Step 3
Defiance/Disrespect Student refuses to follow directions, talks back and/or delivers socially rude interactions. **Physical Contact/Aggression** Students involved in physical contact with little or no physical harm done. **Property Misuse/Damage** Students participate in an activity that results in destruction or disfigurement of property. **Theft** Student is in possession of someone else's property without that person's permission. **Lying/Cheating** Student delivers a message that is untrue and/or deliberately violates rules.	Classroom Response	• Reteach expectations • Contact Parents • Classroom based consequence	• Reteach expectations • Contact Parents	• Reteach expectations • Conference with Parents
	Office Response		• Contact Parents • Loss of privileges, detention, restorative response, or loss of special event	• Conference with Parents • Loss of privileges, 1-2 days detention, restorative response, or loss of special events
LEVEL 3 *(May go to Step 2 or 3 depending on severity and grade level)*		Step 1	Step 2	Step 3
Harassment/Bullying Students are involved in a repeated behavior that creates a threatening, intimidating environment for another student. This can include: making threats, spreading rumors, physical and verbal attacks or damaging another student's property.	Classroom Response	• Reteach expectations • Contact Parents	• Reteach expectations • Conference with Parents	• Reentry conference with Parents

(May go to Step 2 or 3 depending on severity and grade level) **Abusive Language** Students deliver disrespectful messages to another person that includes threats and intimidation, obscene gestures, pictures or written notes.	Office Response	• Contact Parents • Loss of privileges or detention	• Conference with Parents • 1-2 day suspension	• Reentry conference with Parents • 2-3 day suspension (progressive)
LEVEL 4 *(May go to Step 2 or 3 depending on severity and grade level)*		Step 1	Step 2	Step 3
Fighting/Assault Students are involved in physical violence. **Use/Possession of Tobacco, Drugs, Alcohol** Student is in possession of or is using alcohol/substances/ illegal drugs or tobacco *Police may be notified depending on severity	Classroom Response		• suspension • Reentry conference with Parents	• suspension • Reentry conference with Parents
	Office Response	• Contact parents • 1-2 day suspension	• Reentry conference with Parents • 2-3 day suspension (progressive)	• Reentry conference with Parents • 3-5 day suspension (progressive)
LEVEL 5 *(May go to Step 2 or 3 depending on severity and grade level)*		Step 1	Step 2	Step 3
Use/Possession of Weapons or Combustibles Student is in possession of or is using knives or objects capable of causing bodily harm or property damage (i.e. lighters, matches, firecrackers, gasoline, lighter fluid) **Bomb Threat/False Alarm** Student delivers message of possible explosive materials being on campus, near campus, and/or pending explosion **Threat of violence** Student delivers a message of possible threat of violence with a weapon or a threat on life. *Police may be notified depending on severity	Classroom Response		• Reentry conference with Parents	• Reentry conference with Parents
	Office Response	• Contact parents • 2-3 day suspension • Initiate threat assessment • May result in emergency suspension/expulsion depending on severity	• Reentry conference with Parents • 3-5 day suspension (progressive) • Initiate threat assessment -May result in emergency suspension/expulsion depending on severity	• Reentry conference with Parents • Suspension of five or more days depending on severity and grade level • Initiate threat assessment -May result in emergency suspension/expulsion depending on severity

Playground Expectations

In addition to the general rules listed in previous pages, teachers and students should also adhere to the following expectations:

- When you hear the whistle to line up, immediately stop playing, hold the balls, pick up your jackets, and put away the equipment.

- Inside voices when standing in line waiting for the teacher to pick up. Absolutely no screaming or loud noises when in line.

- No food outside

- Do not throw equipment against the outside walls of the school, do not throw the balls through the open windows.

- If a ball goes outside of the fenced area, ask an adult for permission to retrieve it.

- Slides: Feet first, down only, one person at a time. No stacking.

- Jump ropes are for jumping rope only. No whipping or twirling ropes. No pulling others with jump ropes.

- Four Square: Servers bounce the ball in front of themselves underhanded to the opposite squares.
    - No hardball, throwing or holding the ball.
    - Ball Touches Inside Line: out
    - Ball Touches Outside Lines: fair play

- No Digging of the grass or bark. Bark should never be picked up or thrown.

Inside Gym Recess:

- Nerf football and soccer balls only.
- Basketballs limited to 3 hoops assigned by an adult advisor.
- Only adults in the equipment room
- Bleachers are for sitting, not jumping
- Stay away from the stage curtains
- Be aware of others!

Food Services

Breakfast and lunch are provided free of charge to all students. Students are also welcome to bring lunch from home. While we have a microwave available to heat food for students, we prefer students bring a cold lunch or use a thermos for warm foods. Most microwavable products take several minutes to heat. With more than 50 students at each lunch period (15 minutes), it is difficult to accommodate the heating of food. Please be mindful of time limitations when packing a home lunch for your child. A breakfast and lunch menu is sent home with students monthly.

FOOD SERVICES NONDISCRIMINATION STATEMENT

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:
   U.S. Department of Agriculture
   Office of the Assistant Secretary for Civil Rights
   1400 Independence Avenue, SW
   Washington, D.C. 20250-9410; or
2. fax:
   (833) 256-1665 or (202) 690-7442; or
3. email:
   program.intake@usda.gov

The following information is provided and required by OSPI

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!). 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, Richard Zimmerman, that supports prevention and response to HIB and can be contacted at:

Richard Zimmerman
360-289-2447
rzimmerman@northbeachschools.org

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.

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 visit the district website.

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 on the district website.

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: Richard Zimmerman, Interim Superintendent. 360-289-2447
email: rzimmerman@northbeachschools.org

Concerns about sex discrimination, including sexual harassment:
Title IX Coordinator: Richard Zimmerman, Interim Superintendent. 360-289-2447
email: rzimmerman@northbeachschools.org

Concerns about disability discrimination:
Section 504 Coordinator: Richard Zimmerman, Interim Superintendent. 360-289-2447
email: rzimmerman@northbeachschools.org

Concerns about discrimination based on gender identity:
Gender-Inclusive Schools Coordinator: Richard Zimmerman, Interim Superintendent. 360-289-2447
email: rzimmerman@northbeachschools.org

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 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 an HIB complaint – what will my school do?

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

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

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

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

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

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

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

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

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

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

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

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

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

Our School is Gender-Inclusive

In Washington, all students have the right to be treated 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.

If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:
Richard Zimmerman, Interim Superintendent. 360-289-2447
email: rzimmerman@northbeachschools.org