Every Student. Every Day.

Handbook
2019 - 2020
Let’s Start with the WHY!!!

Why are we here?
To ensure Northeast Tacoma Elementary is a dynamic learning community nurturing student success through creativity and imagination.

As a district, we are here to ensure all students exhibit high standards of achievement and critical thinking skills, and are socially responsible, contributing members of their community.

Northeast Tacoma Elementary is a loud and proud community, where growth is our focus. We work to ensure our students grow more than one year’s growth in one year. Our students are engaged, have ownership of their learning, and most are exceeding typical growth and proficiency. Our students are succeeding because we have high expectations of our students’ abilities, our staff learns together, and we work as a team to ensure each student is successful.

Our team is continuously learning and improving their practice and our school. We are learning to engage our students using the 21st Century skills of creativity, communication, collaboration, and critical thinking. We are learning culturally responsive teaching practices and differentiation strategies to meet each child’s strengths and needs. We are teaching the whole child by creating learning environments and restorative circles where students are celebrated for who they are, as well as their significant growth.

As a result of our team’s effort, Northeast Tacoma Elementary has earned a Washington State Recognized School Award for Growth and Closing the Achievement Gap. We intend to do the same thing this year.

How will we accomplish our goal? What are we doing?
We will accomplish this by focusing our efforts on Tacoma Public Schools 4 Strategic Goals.
Goal 1: Academic Excellence:
All students will perform at or above grade level, and we will eliminate group disparities. (See School Improvement Plan for more details)

1.) Differentiating English Language Arts and Math Instruction: Focusing on English Language Arts and Math instruction with whole and small group instruction. This best practice of small group instruction builds upon the individual strengths and readiness levels of each student.

2.) Professional Learning Communities (PLCs): By being intentional, using data, and collaboration with energy and respect, teachers will utilize their learning in professional development, and from one another's skills to improve instruction in their classrooms. We will focus on three steps in our weekly PLCs.
   1.) Being intentional with the Washington State K-12 Learning Standard to be taught. What will we guarantee the students will know, understand, and be able to do?
   2.) Identify, develop, or revise standards-based common summative assessments. How will we know the students have learned what we intend for them to learn?
   3.) Analyze the results of formative and common summative assessments. Create small group/independent learning intervention plan in the classroom. What will we do to ensure the students learn what we intend for them to learn? Also, what will we do if the student does not learn what we intend for her or him to learn?

Goal 2: Partnership:
We will fully engage our parents, community, and staff in the education of our children.

1.) Family Ties Committee and Plan: Our goal is to remove barriers for families and the community to ensure each student and family is connected and supported by Northeast Tacoma Elementary. Without our families and community, we are just another school. Our PTA and Family Ties committee are working on an intentional plan to ensure each of our families is supported and connected with Northeast Tacoma Elementary to support The Whole Child with both their academics and social and emotional learning.

Goal 3: Early Learning (Pre-K – 3rd grade):
We will focus on early assessment and intervention at the Pre-K - 3rd grade levels to ensure early academic success.

1.) Preschool Programs at NET: By focusing on our two Preschool programs (ECEAP) and our Peer Inclusion preschools, we are ensuring our students enter kindergarten ready to be learners.

2.) Intentional Core Instruction: Our Pre-K – 5th grade teachers are focused on intentionally planning, collaborating, and teaching to ensure each student is staying on track of making a minimum of a year's growth in a year at their level.
3.) **Intervention:** Our Pre-K – 5th grade teachers and interventionists are determined to ensure each child is supported.

4.) **K-3 Team Teaching:** We have two team teachers who are working with our K-3 classrooms.

**Goal 4: Safety:**
All schools will create and maintain safe learning environments that promote excellent academic achievement.

- **Tacoma Whole Child Initiative (TWCI):** All students will be taught social and emotional learning (SEL). Social and emotional learning focuses on teaching students self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. This occurs in classrooms, throughout the school and will occur with partnerships with our families and community organizations. Teachers focus on teaching more than subjects, but rather the Whole Child. One goal is to ensure students do not have to guess at the expectations or what social and emotional learning entails. But rather we are intentional and teach social and emotional learning, and the expectations for what each class looks like, feels like, and when those expectations change with the change of learning activity. Students who are not following school-wide, “give me five” and classroom expectations will be able to work on improving their social and emotional learning skills (SEL). With support we will work together to ensure their behavior is not negatively impacting other students learning in the classroom/school or getting in the way of their learning. Our teaching will focus on engaging students and teach the hidden curriculum/norms to ensure students are successful in school and life. We will teach students as the Whole Child by teaching all students to engage academics and social-emotional learning as well as using TWCI, Zones of Regulation, Mindfulness, and Kelso's Choices. These areas meet the needs of each student who enters our doors and will help ensure our students are successful in life.

For more information on the Tacoma Whole Child Initiative visit https://www.tacomaschools.org/student-life/Pages/TWCI.aspx
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Quick Reference Information

School Address:
Northeast Tacoma Elementary
5412 29th St. NE
Tacoma, Washington 98422

Parent Pickup and Drop Off
1-5th graders please use the entrance on 27th street
Kindergarten please use the entrance on 54th Ave. NE

Visitor/ Volunteer Parking
29th street entrance

Tacoma Public Schools Student and Parent Resource Handbook:

School Website:
https://www.tacomaschools.org/nt/Pages/default.aspx

School Office Personnel:
Josh Zarling Principal
Debbie Eklund Main Office Coordinator
Dorothy Thompson Main Office Assistant
Rhonda Rychtarik Nurse (RN)
Eryn Normandy School LPN
Gina Coheley Counselor

School Hours:
8:30 a.m. Earliest student drop off if having breakfast
8:45 -8:50 a.m. Earliest student drop off if not having breakfast
8:50 a.m. Tardy Bell and
8:50 a.m. Classroom instruction begins
3:30 p.m. School is dismissed

Late Start Professional Development Wednesdays (2nd Wed of each month)
8:30 a.m. Grab and go Breakfast
10:50 a.m. Earliest student drop off
11:00 a.m. Tardy Bell and
11:00 a.m. Classroom instruction begins

Main Office Hours:
7:30 a.m. – 4:00 p.m.……Monday – Friday

Important Phone Numbers:
Main Office (253) 571-6933
Counseling Office (253) 571-6985
Health Room (253) 571-6942
Fax (253) 571-6934
Transportation Dept. (253) 571-1853

Tacoma Public Schools Administrative Office (253) 571-1000

For safety and communication reasons, please contact us as soon as possible if there is any change to your contact information.
Change of Address Main Office
Change of Phone Number Main Office
Change of Emergency Contact Main Office
Withdrawal from NET Main Office
Transcripts Main Office

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Focus on the Whole Child and Social and Emotional Learning at Home and School

Social and emotional learning focuses on teaching students self-awareness, self-management, responsible decision-making, relationship skills, and social awareness.

NET Families,

We need your insights, expertise, and help. We are all in this together. As we all learn about how to teach the Whole Child academically and provide social and emotional learning, we would love for you to try some of these same techniques we are trying at school. Please share your learning, successes, challenges, and insights with us so we can all get better to support your child. We are all learning, and without your expertise, we will not succeed.

Community Circles and Restorative Circles

(For more info see https://www.iirp.edu/defining-restorative/5-2-circles)

Our teachers began their training using Community Circles and Restorative Circles in the summer of 2018. Since then, NET continued with monthly training in how to create a positive classroom culture using Community and Restorative Circles.

Zones of Regulation:

(For more info see http://www.zonesofregulation.com/index.html)

Our teachers embed the teaching of the Zones of Regulation in their regular instruction and conversations with the students. The purpose is for students to understand their emotions and work on knowing what each student needs to do in order to have ownership of their social and emotional learning. Talk to your student about the Zones of Regulation and let us know any creative ways you have found to use the Zones in your home so we can share your ideas. We have heard of families talking about the Zones while reading stories, talking in the car about experiences, and asking how the student felt or is feeling. Try it and let us know.
Mindfulness:

At NET our students engage in mindfulness by breathing to calm themselves and be ready for the day. Students also use these breathing techniques to calm themselves in class as well. You can use mindfulness at home as well. Ask your student about breathing techniques she or he learned at NET. It helps, especially when stuck in traffic or any stressful situation. Let us know any creative ways you have found to use the Mindfulness in your home so we can share your ideas.

Kelso’s Choices:

Our counselor teaches each class Kelso’s Choices to help keep small problems from escalating, which is one of the main issues with elementary students. When combined with Mindfulness and the Zones of Regulation, Kelso’s Choices focuses on having students take ownership of small problems. The beauty of Kelso’s Choices is how easy it is to use for adults and students and how effective it is in reducing problems. You can use Kelso’s Choices at home as well. Google Kelso’s Choices and if the problem is a small problem, as your child which two choices did they try before coming to you. Let us know any creative ways you have found to use the Kelso’s Choices in your home so we can share your ideas.

Being Clear about our School-wide Expectations

“Give Me Five” Expectations: When students hear “Give me five,” students are to do the following:
**Voice Levels Expectations:**

4 = Outside Voice, Playground Talk
3 = Loud and Proud Voice, Classroom Talk
2 = Normal Voice, Table Talk
1 = Whisper Voice, Partner Talk
0 = Silence, No Talking

**School-wide Expectations**
Northeast Tacoma Elementary Students are expected to follow these expectations at all times

- **Be Respectful**
- **Be Responsible**
- **Be Safe**

### All Northeast Tacoma Classroom Expectations

<table>
<thead>
<tr>
<th>3-5&lt;sup&gt;th&lt;/sup&gt; grade Classroom Expectations</th>
<th>Respectful</th>
<th>Responsible</th>
<th>Safe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Led Instruction</strong></td>
<td>• Voice Level = 0&lt;br&gt;• Before you speak, Think=&lt;br&gt;  o Is it true?&lt;br&gt;  o Is it helpful?&lt;br&gt;  o Is it inspiring?&lt;br&gt;  o Is it necessary?&lt;br&gt;  o Is it kind?&lt;br&gt;• Follow directions the first time (Be a self-manager)</td>
<td>• <strong>SLANT</strong>&lt;br&gt;  o Sit up&lt;br&gt;  o Lean and listen&lt;br&gt;  o Ask and answer&lt;br&gt;  o Nod and note&lt;br&gt;  o Track the speaker&lt;br&gt;• Self-Manager</td>
<td>• 4 on the floor&lt;br&gt;• Body in Check (hands and feet to self)</td>
</tr>
<tr>
<td><strong>Independent Learning</strong></td>
<td>• Voice Level = 0/1</td>
<td>• Self-Manager</td>
<td>• Tools not toys</td>
</tr>
<tr>
<td><strong>Small Group Learning</strong></td>
<td><strong>Small Group Learning</strong></td>
<td><strong>Small Group Learning</strong></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td>• Work in your own space</td>
<td>• 3 before me</td>
<td>• Body in Check (hands and feet to self)</td>
<td></td>
</tr>
<tr>
<td>• Voice Level = 0/2</td>
<td>• <strong>SLANT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Speak Kindly</td>
<td>o Sit up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Honor All Ideas</td>
<td>o Lean and listen</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Ask and answer</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o <strong>Nod</strong> and note</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o <strong>Track</strong> the speaker</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ready to Learn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Voice Level = 0/2</td>
<td>• Transition in under 90 seconds</td>
<td>• Body in Check (hands and feet to self)</td>
<td></td>
</tr>
<tr>
<td>• Follow the directions the first time (Be a self-manager)</td>
<td>• When in doubt, look about.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Pre K-2⁰ grade Classroom Expectations</strong></th>
<th><strong>Respectful</strong></th>
<th><strong>Responsible</strong></th>
<th><strong>Safe</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Led Instruction</strong></td>
<td>• Voice Level = 0</td>
<td>• Focus</td>
<td>• Body in Check (Hands and feet to self)</td>
</tr>
<tr>
<td></td>
<td>• Raise your hand</td>
<td></td>
<td>• Stay in one spot</td>
</tr>
<tr>
<td></td>
<td>• Follow the directions the first time (Be a first timer)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Independent Learning</strong></td>
<td>• Voice Level = 0/1</td>
<td>• Stay on task</td>
<td>• Body in Check (Hands and feet to self)</td>
</tr>
<tr>
<td></td>
<td>• Use your help signal</td>
<td></td>
<td>• Stay in one spot</td>
</tr>
<tr>
<td><strong>Small Group Learning</strong></td>
<td>• Voice Level = 0/2</td>
<td>• Focus</td>
<td>• Body in Check (hands and feet to self)</td>
</tr>
<tr>
<td></td>
<td>• Listen when others speak</td>
<td>• Stay on Task</td>
<td>• Stay in 1 spot</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transitions</td>
<td>Voice Level = 0/1</td>
<td>Moving with Purpose</td>
<td>Body in Check (hands and feet to self)</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-------------------</td>
<td>---------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Be Aware</td>
<td>Be Prepared</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follow the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>directions the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>first time. (Be a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>first timer)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Teacher/Staff Managed Behaviors**

*Levels of intervention*

- Every day:
  - Teach and use expectations
  - Use proactive classroom management
  - Create culture of respect, responsibility, safety, and positive home relationships

### Intervention 1:
**Nonverbal cue** (look, proximity, signal)

### Intervention 2:
**Verbal cue reminder**

### Intervention 3:
**A-Game seat in front of room**
- Use signal or pass
- Students can request
- A-Game if needed = teacher discretion

### Intervention 4:
**Reset Desk and Reflection:**
1. Drop and walk
2. Go to reset spot
3. Possible calming headphones
4. Breathing exercises (2 min)
5. Reset reflection after breathing
6. Teacher Confirms

**Teacher calls home later**

### Intervention 5:
If student refuses to go to reset desk, call office for Restorative Reset with principal or counselor. Then back to class for reset

If behavior continues, teacher decision:
*See intervention menu choices*

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**NET Behavior Flow Chart**

**Observe Problem Behavior**

Is the behavior **Teacher/Staff or Office Managed?**

**Teacher/Staff Managed Problem Behaviors**

<table>
<thead>
<tr>
<th>Inappropriate language</th>
<th>*Abusive language</th>
</tr>
</thead>
<tbody>
<tr>
<td>-name calling</td>
<td>-racial taunting</td>
</tr>
<tr>
<td></td>
<td>-bad language w/intent to harm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical contact (reaction)</th>
<th><em>Fighting/physical aggression (intent)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>-wrestling w/ another student</td>
<td>-kicking, hitting, pushing, biting w/intent to do harm</td>
</tr>
<tr>
<td>-pushing, shoving, kicking, biting (w/no marks)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disrespect</th>
<th>*Leaving school grounds w/o permission</th>
</tr>
</thead>
<tbody>
<tr>
<td>-talking back</td>
<td>-hiding from adults</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Defiance</th>
<th>*Harassment/ Intimidation/ Bullying</th>
</tr>
</thead>
<tbody>
<tr>
<td>-not completing class work</td>
<td>-Threaten in an overbearing or intimidating manner, especially towards smaller or weaker persons.</td>
</tr>
<tr>
<td>-not following directions/non-compliance</td>
<td>-To force one's way by threat or intimidation</td>
</tr>
<tr>
<td></td>
<td>-Continually harass/target a student</td>
</tr>
<tr>
<td></td>
<td>-verbal threats of aggression against another person</td>
</tr>
<tr>
<td></td>
<td>-Physical, verbal, social bullying</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Observable behavior</th>
<th>*Vandalism of personal/school property</th>
</tr>
</thead>
<tbody>
<tr>
<td>-running in the hall</td>
<td></td>
</tr>
<tr>
<td>-poor line behavior</td>
<td></td>
</tr>
<tr>
<td>-throwing food</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disruptive</th>
<th>*Weapons/dangerous items</th>
</tr>
</thead>
<tbody>
<tr>
<td>-tattling</td>
<td>-knives, bullets, lighters, matches etc.</td>
</tr>
<tr>
<td>-distracting other students</td>
<td>*Lying/cheating</td>
</tr>
<tr>
<td></td>
<td>-forgery</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Property misuse</th>
<th>*Theft</th>
</tr>
</thead>
<tbody>
<tr>
<td>-“snooping” in other’s desk or bags</td>
<td>-major theft =items of high value</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dress code violation</th>
<th>*Theft</th>
</tr>
</thead>
<tbody>
<tr>
<td>-inappropriate uniform</td>
<td>-major theft =items of high value</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stealing</th>
<th>*Theft</th>
</tr>
</thead>
<tbody>
<tr>
<td>-petty theft w/ little or no value</td>
<td>-major theft =items of high value</td>
</tr>
</tbody>
</table>

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**Office Managed Behaviors**

**Steps**

- Fill out principal referral.
- Call to notify office of major infraction.
- Student will be picked up or sent to office.

<table>
<thead>
<tr>
<th>Principal determines the consequences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(See Principal Discipline Referral Form)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HIB protocol is followed, if necessary.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Principal contacts family regarding incident and consequence.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Principal communicates with teacher regarding incident and consequence.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Possible creation of a behavior plan.</th>
</tr>
</thead>
</table>

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*NET staff will use Intervention 1-5 process. If the behavior continues or is ongoing, the teacher using their professional judgment regarding the incident, the circumstances surrounding the incident, and prior incidents may also utilize the intervention menus choices to help the student correct her/his behavior.*

**NET teachers create a respectful, responsible, safe school culture in which students’ behavior is seen as communication. The whole child is considered as well as what the child is trying to obtain or avoid in her behavior. Behavioral expectations are taught and not assumed.**
**Intervention Menu Choices: If the behavior continues, teacher decision.**

<table>
<thead>
<tr>
<th>Menu Choices: Actions Taken by Teacher:</th>
<th>Family Contacted by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference with student</td>
<td>Phone call: cell, home, work</td>
</tr>
<tr>
<td>Self-study mini-course/skill modules</td>
<td>o Left message:</td>
</tr>
<tr>
<td>o (See counselor team for skill modules)</td>
<td>o Spoke with:</td>
</tr>
<tr>
<td>Restorative justice to make things right</td>
<td>o Met with:</td>
</tr>
<tr>
<td>Support group</td>
<td>o Emailed or mailed</td>
</tr>
<tr>
<td>o (Discuss with A-Team for next cycle)</td>
<td>o Could not be reached by phone/email</td>
</tr>
</tbody>
</table>

- In-school detention with behavior skill sheet (circle: lunch, lunch recess, extra recess) Date(s): 
  - o This is with teacher
  - o Before or after school detention Date(s): ___
  - o This is with the teacher and coordinated with family
- Schedule family, student, teacher, counselor, principal conference
- Schedule a Student Resource Team to create a behavior plan
- Communicate with family and create a family support plan or family supervision in school.
- Collaboration/plan with family

**Reset Form:** (see Behavior Flow Chart above regarding how Reset Form is used)
Before and After School

Breakfast = 8:30 am  
Arrive = 8:45 - 8:50 am  
Dismissal / Pickup = 3:30 pm  
Childcare earliest drop off = 6:30 am  
Childcare latest pick up = 6:30 pm

Northeast Tacoma Elementary opens for students at 8:30 AM for those students eating breakfast. Those students not having breakfast should arrive between 8:45-8:50. If your student is not having breakfast, please do not drop off students before 8:45. Students will not be allowed into the main buildings until the 8:45 AM because we do not have supervision for our students before 8:45.

Childcare at NET
If you are interested in before child care, we do have childcare on site, with a 6:30 starting drop off time. After school at 3:30, students are required to leave campus or attend after school child care on site. (See office for details)

Getting To and From School:

Bicycles at School
4th and 5th grade students who ride their bicycles to school are responsible for being safe and keeping their bike safe. **No scooters, skateboards or roller blades.** Students must use a helmet and bring a lock and lock their bike in the designated bike storage area near the main office. Students are to walk on the side of their bicycle once they reach campus. Bicycles will be stored in the courtyard at the bike rack. Parents need to fill out bike permission form for 4th and 5th grade students who want to ride their bikes to school. Pre-K- 3rd graders are not allowed to ride bikes to school. **Northeast Tacoma Elementary is not responsible for lost, damaged or stolen bicycles.**
Riding the School Bus/ Bus Transportation

Bus information, including routes, schedules, and maps are available on our district website [https://www.tacomaschools.org/transportation/Pages/default.aspx](https://www.tacomaschools.org/transportation/Pages/default.aspx)

District Transportation Office (253) 571-1853

Students must ride their assigned bus each day, and are required to get on and off the bus at their assigned bus stops only. If you need help with Bus Information, report to the main office.

**Bus Rules:**

1. While waiting for the bus, stay back from the street/ curb and wait in an orderly manner.
2. Enter the bus in an orderly manner.
3. Follow the directions of the bus driver the first time and at all times.
4. Use voice level 1 or 2 and avoid unnecessary conversation with the bus driver. This can distract the driver.
5. Be courteous and respectful to the bus driver, people in the community and other riders.
6. Food, drink, and gum are not allowed to be eaten on school buses.
7. Sit correctly in the bus seats. Face the front of the bus, and keep all objects and body parts inside the bus.
8. Leave the bus in an orderly manner and go straight home.

Follow the driver’s instructions and signals and watch for traffic.

All buses have a high definition video camera that is always recording images and audio.

Bus Suspensions Reminder!!

If you fail to follow bus rules or the driver's directions, the bus driver may suspend you from riding the school bus. Please contact the main office for questions about buses and transportation or visit [https://www.tacomaschools.org/transportation/Pages/default.aspx](https://www.tacomaschools.org/transportation/Pages/default.aspx)

**Student Drop-Off and Pick-Up**

Private Transportation - Please help with the flow and keep our students safe by being a good role model for our students. We have young students learning from how we act, more frequently than what we say.

- Please do not drop off on 54th Ave. NE
  - This is our bus zone
- **Drop off and pick up on 27th St. NE, or the Valet Loop in front of the school on 29th St. NE**, between the hours of 8:45 a.m. and 8:50 a.m., and at 3:30 p.m. (see map on next page).
- Follow the traffic clockwise around the school (see map below).
- Please do not park in the pickup and drop off zone. Marked by signs.
- Be a good neighbor; please do not park in front of mailboxes, garbage cans or driveways. We get a large number of complaints from neighbors when this happens.
- Give yourself time, patience, and hey you can practice your mindfulness when coming to and from school. ☺ Thanks for your help to keep our school a great place at all times.
The Main Office Visits
Students who need to see the nurse, the office staff, or the principal should report to the main office. Students must have a hall pass or discipline referral if coming to the main office.

The Counselor’s Office
Students who need to see the counselor should schedule a time with the counselor. Students must have a hall pass or escort to speak with their counselor.

Giving Your Best, Grit, and Your Academic Progress

Best Effort and Homework Completion
Being prepared for elementary, middle school, high school, college, and life includes being responsible. We expect that each student puts forth her or his best effort and completes all assignments on time.

Progress Reports
To ensure positive communication with parents, we send progress reports home during each grading period. This is a critical time to help ensure all students are on track and recommendations are made by the teacher, which may include a request a conference with a teacher. These are referred to as Student Resource Team (SRT) meetings. Progress reports are used as a communication tool to notify students and parents of improvement, outstanding performance, or areas that a student may need additional help to meet expected standards. If you ever have questions

Tardies and Hall Passes

Being successful in life is about showing up, being engaged, and being on time. Success in school is directly related to good attendance. We expect all Northeast Tacoma students to attend school every day and attending school is also required by law.

Tardies and Late Arrivals
Being “on time” means being in the building between 8:45 - 8:50. Late arrivals interrupt everyone’s learning. Students tardy to school must report directly to the main office for an admit slip. Missing class and being late results in students and the class suffering academically. Even missing the first few minutes of class interrupts the start of the day and puts the students and class at a disadvantage. At Northeast Tacoma, every class begins with the academic purpose of the lesson. The beginning of class may include a review of past activities and a preview of the class to come and often includes direct instruction or the beginning of a group activity. When students come in late, it derails the lesson's flow and impact.

Those students who have trouble getting to class on time will have progressive discipline and support to ensure they are not disrupting the class’ learning process. Students must provide a written note for a tardy to be excused.

Hall Passes
Hall passes are for using the restroom, emergencies and special situations only. We will work with students on a different plan if they are abusing the hall passes.
about how your child is doing, please be sure to contact her or his teacher.

**Academic and Behavior Report Cards**

Report cards are sent home each trimester to notify parents of their student’s progress. Our report cards provide information regarding academic grades, behavior grades, and general teacher remarks. **Be sure your mailing address is correct. Contact the main office to update your personal information if your information has changed.**

**Attendance Expectations: What is Good and Chronic**

**Good attendance** is missing not more than 1 day of school per month (excused or unexcused)

Washington State’s Office of Superintendent of Public Instruction (OSPI) defines **chronic absence** as missing 18 days of school per year – or two days per month.

As stated earlier being successful in life includes showing up, being engaged, and being on-time. We cannot teach our students if they are not here. Please help us help your child by ensuring they are in school.

Students who are absent 10 or more days in one year’s time in elementary are less likely to graduate high school. Being here is critical to your student’s life trajectory and success.
Attend School. It is the Law!!

Washington State’s Truancy Law (Becca Bill): Requirements of Schools/Districts

Students are required to go to school in our state.

School/District Requirements

- After **one** unexcused absence in a month, the school is required to inform the parent in writing or by phone.

- After **three** unexcused absences, the school is required to initiate a parent conference to improve the student's attendance.

- After **five** unexcused absences in a month, the parent and school must enter a contract to improve the

If the student is not in compliance with a court order resulting from a truancy petition, the school is required to file a contempt motion.

*Parents may be fined $25 per day if their students do not attend school.* Please see Tacoma Public Schools for more information.

https://www.tacomaschools.org/attendance/Pages/default.aspx

https://www.tacomaschools.org/attendance/Pages/truancy.aspx

Also, See Washington State Truancy Law above and at http://www.k12.wa.us/GATE/Truancy/

**Early Pick Ups**

Northeast Tacoma Elementary students that need to leave school early must be signed out of the main office by a family member or emergency contact that the parent or guardian indicated when registering the student.

**Excused Absences**

Students are expected to bring an excuse to school following their absence.

Excused absences are any absence due to illness, injury, medical, dental, legal appointments, family emergency, bereavement, religious holiday, or one which has been prearranged through the attendance office. Please see the main office for a "planned absence request form"
before your departure. All other absences are unexcused. Parental or doctor notes are required when students return to school.

Students may make up the work for excused absences. It is the student’s responsibility to arrange for all makeup work with her or his teacher.

**Remember!!!** If you miss school, it is your responsibility to speak with your teachers and get makeup work or an alternative learning experience/opportunity for the learning you missed. Don't let absences affect your learning!!!

**Unexcused Absences**

Unexcused absences are reported to the district and can result in a school not meeting annual yearly progress.

An unexcused absence may be seen as excused by the parent, but not meet the state definition of an excused absence. Examples include, but are not limited to: Family vacations, hair appointments, concerts, shopping, oversleeping, student not wanting to come to school, missing the bus, failure to obtain private transportation to school, or vehicle mechanical problems. See Washington State Truancy Law above and at [http://www.k12.wa.us/GATE/Truancy/](http://www.k12.wa.us/GATE/Truancy/)

As a means of instilling values of responsibility and personal accountability, a student whose absence or tardiness is not excused shall experience the natural consequence of his/her truancy or tardiness. A student's grade may be affected if a graded activity or assignment occurs during the period when the student's absence or tardy is of an unexcused nature. *(See Becca Bill)*

**Excessive Absences**

After a student reaches 10 absences anytime in the school year, a letter reminding the parent of this the process as well as the Washington State attendance law BECCA will be mailed home. Once a student reaches 20 absences, the parent will need to have a doctor's only note for each absence from that point forward. 20 days = 1 school month. With only 9 months of instruction being gone for more than 10% has a detrimental impact on the student and classroom learning environment.

Illness is the usual reason for absence from school, but it is recognized that extenuating circumstances make absences necessary.

In such cases when the child is to be absent, an excuse may be granted at the principal’s discretion.

**Excessive Absences, Tardies, and their Impact on Waivers**

Excessive tardies and absences as described in the previous tardy and absence sections will result in your waiver being revoked and/or non-issuance of a waiver for the following year.

**Early Dismissals**

When a medical or dental appointment makes it necessary for the student to leave school during the day, a signed note from the parent or guardian letting the main office know.

**Truancy**

Students are considered truant when they are willfully and without authorization, absent from class all or part of a day, or all or part of a period. A parent conference will be required.
School Supports

Counseling Services
A huge part of being successful is knowing how, when, and who to go to for help/advice. Ms. Coheley has the heart for students and want our students to be successful academically, emotionally, socially, and be prepared for their futures. The counselor and teachers focus on teaching prosocial behaviors to whole groups of students. For individual students, problems concerning both school and one’s personal life can appear overwhelming. In many situations, these problems can be helped by talking with our counselor. Students may sign up with the counselor for an appointment. The counselor will call them up at the earliest possible time.

School Health and Our Nurse
Focusing in the classroom and learning is difficult when we are not healthy. Our students are supported daily by a licensed practical nurse (LPN) and bi-weekly by a Registered Nurse (RN). Both are employees of Tacoma Public Schools. Services offered by the nurse include vision, hearing, and scoliosis screening, health assessment and counseling, and health concerns monitoring. Please communicate health concerns to the nurse (253) 571-6942.

The Northeast Tacoma Elementary nurse follows the State of Washington student immunization law, which requires all students to be adequately immunized according to their age and grade level. If an immunization record is not on file at school, the nurse will contact the parent/guardian for this information. Students may not attend school without current immunizations. Please be sure your child is up to date on their immunizations.

Please note: all prescription and non-prescription student medications must be administered by the school nurse, and a physician’s medication order must be on file in the Health Center.

Family/Visitor/Volunteer Information

Visitors and Volunteers
Families are encouraged to come to Northeast Elementary during the day and in the evening for student events. To ensure the teachers are ready for visitors, please contact teachers regarding volunteering in the classroom. To ensure we are all safe, all visitors and volunteers, upon entering the building visitors must sign in at the main office to receive and wear our visitor’s pass. Volunteers will also need to talk to the office about our volunteer process. Students attending other schools from within or outside the district will not be allowed to visit the building during school. The visitor/volunteer pass must be worn and visible to ensure the safety of our students. Thank you for understanding the new world we live in regarding school safety.

The Tacoma Public Schools volunteer registration process requires all parents and community volunteers to complete a Volunteer Form and a Washington State Patrol Criminal History background check before being able to volunteer. Forms are available at Northeast Tacoma in the main office. Volunteers must supply Northeast Tacoma with a copy of their current driver’s license. Forms should be completed a minimum of two (2) weeks before volunteering. Registration forms must be completed and approved if
participating in any of the following ways at any time during the school year:
• volunteering in your student’s classrooms
• chaperoning on field trips
• chaperoning at other events
• working in the building or classroom
• any other activity where students are present

Our office staff and help you through this process. We truly appreciate our volunteers and want to support with making the required registration as easy as possible.

**Address or Telephone Change**
If, for any reason, a family’s telephone number or address changes, even temporarily, please notify the main office immediately. The office must have current information so we can contact you if the case of an emergency.

**Personal Responsibility**

**with Your Belongings, Our Building, and Yourself**

**Personal Items and Responsibility**

Being responsible includes taking care of your belonging, knowing what to bring to school and what to leave at home, and how to keep your belongings safe. It is important to keep track of your items available.

**Personal Responsibility to Eat/Fuel your Body and Brain**
All students need to eat breakfast either at home or school and either bring lunch or eat our school lunches. Breakfast and lunch are served daily in the cafeteria.

**PLEASE FILL OUT FREE AND REDUCED LUNCH FORMS FOR BREAKFAST AND LUNCH**

**Expected Cafeteria Behavior**
Students are expected to act safely, follow school-wide expectations, use good judgment and respect everyone in the cafeteria at all times. The cafeteria will be a great place for everyone if we work together and follow these procedures:
Staff will use positive reinforcement to encourage the children to:
  o Go to the end of the food line and wait safely with your body in check
  o Get everything needed before sitting down (i.e., utensils, napkin, and condiments).
  o Stay seated at your classroom’s assigned table.
  o Raise your hand if help is needed.
  o Walk to where you need to go.
  o Talk, laugh and enjoy lunch, but use indoor voices Use Level 1, or 2 voices.
  o Take only what will be eaten to avoid wasting food.
  o Keep all food and drink inside the cafeteria
  o Leave your eating area clean. Put all trash in trash cans. Supervisors will dismiss the tables in order of readiness (clean and quiet).
  o Be polite and respectful to all staff and students in the cafeteria

*Students not following cafeteria expectations will have student discipline ranging from immediate cleaning of the cafeteria/outside to more severe consequences, depending on the action.

**Personal Items**
The school is not responsible for lost or stolen items. Students are not allowed to bringing these items to school. (e.g. music players, toys, fidget spinners, cameras, iPods, personal items not related to school, etc.). Do not bring large amounts of money. If your parents allow you to bring a cell phone, they are allowed but must be turned off and put away during the day. The school is not responsible for your cell phones.

Lost and Found
If you lose something of value like your glasses, watch, or keys, talk with the main office. Report your loss to the main office immediately. Often these types of items are turned in to the office. Clothes and other miscellaneous items are often turned in as well. Found clothing items will be hung up undercover in the courtyard. Every quarter, clothes which have not been picked up, will be donated to charity.

No trading, selling or buying of personal items at school
To maintain a safe and orderly environment focused on academic achievement the borrowing, lending, trading, selling, or buying of personal items is not allowed. The school is not responsible for these items and students are responsible for their own personal belongings.

Assemblies
Assemblies are an important part of your education at Northeast Tacoma Elementary. Each year, we will have school assemblies to celebrate important people, to remember others, to show our school pride and to learn. These assemblies are a privilege, and only students who act respectfully, responsibly, and are safe will be allowed to attend.

Assembly Expectations
• Enter and leave the assembly through designated doors and in an orderly manner.
• Sit in your assigned seating area with body in check.
• Watch for the “Give Me Five” signal from the stage to start each assembly.
• Stay in your assigned seat until you are dismissed by teacher.
• Be respectful to performers and speakers during the assembly
Associated Student Body (ASB)

Student Council
The Northeast Tacoma Student Council consists of an advisor, three Officers (President, Vice-President and Secretary) and grade level representatives. Fall elections are held to fill offices. 5th grade elections are held in the fall. Student council officers must maintain their grades and model the Northeast Tacoma Values. Specific criteria for those wishing to run for office can be obtained in the main office.

After School Athletics with Metro Parks

Athletic Programs
An interscholastic sports program for all interested students is conducted throughout the school year. See office for signups and sports offerings.

Fall
Winter I
Winter II
Spring

Student Discipline
The safety and well-being of all students are critical for being successful and for a positive learning environment. We want Northeast Tacoma to be the kind of place everyone wants to be even when school is not in session. There are times when students make poor choices and impact the positive environment at Northeast Tacoma. In those cases, disciplinary action is enforced as per district policy. This corrective action is meant to change the students’ behaviors. Any student’s behavior that disrupts the orderly operation of the school or other students’ learning environment will result in corrective action by a teacher and/or administration. Discussions with parents or guardians occur to resolve discipline problems.

Bullying
At Northeast Tacoma, we take bullying seriously. While each situation is different, we focus on prevention for all students and individual consequences in line with our district board policy for those students found to engage in bullying. Our counselor teaches bullying prevention/ anti-bullying program. The program emphasizes the need for students to “stand up and speak out.”

The following must be followed to by all Northeast Tacoma students:
1. We will not bully others.
2. We will try to help students who are bullied.
3. We will make it a point to include students who are easily left out.
4. We will tell an adult when we know somebody is being bullied.

While many students engaging in bullying think they are just messing around, joking, or that it is a mutual issue, bullying is a serious problem that has devastating effects on individuals being targeted. It is a serious offense.

Students found to be engaged in bullying will have school consequences as well as individual support plans to help the student change her or his behavior.
School Dress Code

The purpose of the school dress code is to foster a professional, safe and respectful learning environment at school. The dress code shall apply at all times to include field trips and other school-related activities unless the supervising adult informs students otherwise.

The guidelines for students are:

<table>
<thead>
<tr>
<th>TOPS</th>
<th>What you CAN wear</th>
<th>What you CAN’T wear</th>
</tr>
</thead>
</table>
| Colors | • red, navy blue, or white  
• **solid** colors  
• NET Spirit Wear | • patterns (stripes, polka dots, prints),  
• logos, emblems, tops with glitter, lace,  
• sequins, or other adornments |
| Styles | • Spirit Wear  
• short or long-sleeved polo shirts  
• short or long-sleeved button up  
• shirts  
• sweatshirts, sweaters, cardigans,  
• jackets* (must be worn over a uniform shirt) | • crew neck t-shirts  
• spaghetti straps, tank tops, strapless, or  
• sleeveless tops  
• turtleneck or mock turtleneck tops  
• ripped tops |

**Blue Friday:** For the student’s tops, students may support their team on Fridays during Seahawks season. Bottom dress code is still the same.

*Sweaters/Sweatshirts/Jackets: If worn inside, must be solid red, navy blue, white or Spirit Wear.

**BOTTOMS**

<table>
<thead>
<tr>
<th>What you CAN wear</th>
<th>What you CAN’T wear</th>
</tr>
</thead>
</table>
| Colors | • Solid navy blue, tan, or khaki | • denim (jeans)  
• rips, patterns (stripes, polka dots, prints),  
• logos, emblems, glitter, lace, sequins or  
• other adornments |
**Styles**

- pants: slacks, capris, corduroy, cargo, skirts, shorts, skorts, jumpers (must be worn with uniform top), dresses: short or long-sleeved
- anything shorter than fingertip length, unhemmed items, leggings as pants

**Shoes:** No open-toed shoes. No heel above 1 inch. No shoes with wheels.

**Socks/Tights:** Solid navy or white; no patterns. Must be worn at all times.

**Leggings:** Solid navy or white; no patterns. May be worn under skirts, dresses or jumpers. May **NOT** be worn as pants.

**Hats:** May be worn outside. No head coverings indoors (except for religious dress).

**Makeup:** No makeup. Nail polish is okay.

**ASB Spirit Days** (usually the last Friday of the month) Please visit NET’s online calendar to see Spirit Day themes. Spirit Days will be announced in advance. Students choosing not to participate will enjoy a free-dress (uniform optional)** day.

**No tank tops, undershirts, ripped clothing or leggings as pants. No inappropriate language or images. Bottoms must be fingertip length.**
Calendar
(for updated calendars go to https://www.tacomaschools.org/calendar/Pages/print-calendars.aspx)

<table>
<thead>
<tr>
<th>Month</th>
<th>Week 1</th>
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<th>Week 4</th>
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</tbody>
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D = District Data Day (no school)  H = Holiday (no school)  N = Non-School Day  S = School Starts  
K3 = Kindergarten Start Date  E = Early Release  S = Snow Make-Up Day