

GRAND RIDGE

GRIZZLIES

REACH FAR, BE GRAND.

Behavior Expectations

☆ M, T, Th, F ~ 9:00am (students at their desk) to 3:25pm ☆
Wed ~ 9:00am (students at their desk) to 1:15pm

Christy Otley, Principal
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Grand Ridge Elementary Discipline Policy

The school discipline policy is for the benefit of all members of the Grand Ridge community. The policy protects their well-being and seeks to maximize opportunities for a positive learning environment for all children at Grand Ridge. **All students and parents will be informed of the discipline policy at the beginning of each school year. They will be expected to sign and return the Behavior Expectations Contract to their teacher. Please keep the discipline policy link for occasional reference.**

The student will respect the rights of others while in school, on school property, at all school activities, on District provided transportation, or otherwise under school authority. Any student, who willfully performs any act which materially interferes with, or is detrimental to, the orderly operation of a school-sponsored activity, or any other aspect of the educational process within the Issaquah School District, will be subject to discipline, suspension, or expulsion.

The District requires that each student adhere to the rules of conduct and submit to corrective action taken as a result of conduct violations. The rules of conduct are applicable during the school day as well as during any school activity conducted on or off campus. Special rules are also applicable while riding on a school bus.

Students are expected to:

- A. Conform to reasonable standards of acceptable behavior;
- B. Respect the rights, person and property of others;
- C. Preserve the degree of order necessary for a positive climate for learning; and
- D. Submit to the authority of staff and respond accordingly.

Student discipline, suspension, and/or expulsion will be administered in such a manner as to take into consideration the nature, severity, and circumstances of the violation, the individual circumstances of the student, and prior or other forms of corrective action or discipline which may have been imposed. A complete copy of Regulation 3240 and related Regulations are available on the District's website.

Any action, which removes a student from school for longer than one day, will comprise a "disciplinary action" and will be documented.

Buying, selling, bartering items for personal gain is not allowed without permission of a building administrator. This includes items such as but not limited to toys, trading cards, etc.

Grand Ridge Philosophy

When working with a student who does not follow the Grand Ridge school rule, we consider that:

- A student's self-concept is always a prime consideration.
- A child should be left feeling he/she has some control.
- Students and adults will share the thinking when solving a problem.
- An equal balance of consequences and empathy replace punishment whenever possible.
- Parents want to be provided with information about their child's inappropriate choices.

THE GOALS

The GOALS of the Grand Ridge discipline policy are to encourage:

- The student to make appropriate decisions.
- The student to establish ownership of problems or mistakes.
- The student to learn from his/her problem or mistake.

"Love and Logic"

Grand Ridge Elementary embraces the "Love and Logic" approach of teaching children how to make good choices. This involves the use of logical consequences. Consequences are imposed based on the discretion of the adult and/or the frequency or severity of the incident.

At Grand Ridge we attempt to use the following five-step guide towards logical consequences:

Step One: **Respond with empathy when you hear the problem.** *"That sounds very upsetting."*

Step Two: **Send the message of power.** *"What do you think you'll do?"*

Step Three: **Offer choices, if the child doesn't know what to do.** *"Would you like to hear what other kids have tried?"*

Step Four: **Have the child state the consequence for each followed by:** *"And how will that work?"*

Step Five: **Give permission for the child to either solve the problem or not.** *"Sounds like a plan" or "Good luck with that."*

Grand Ridge Behavior Expectations

Grand Ridge

I am a safe, responsible, respectful grizzly. I have greatness inside of me. I will use my greatness to solve problems and make good choices, to be the best me I can be.

	Hallway	Dining Den	Classroom	Restroom	Playground	Before School	Assembly
Be Safe 	Walking feet Body forward Stay in line Hands and feet to self	Walking feet Sit with bottom on bench Feet on the floor Keep food to self	Walking feet Push in chairs Hang up coat and back pack All chair legs on the floor	Walking feet Water in sink Wash hands with soap and water	Keep hands and feet to self Use equipment correctly	Walking feet Enter building after the bell rings	Walking feet when entering and exiting Keep hands and feet to self
Be Responsible 	Walk straight to where you need to go Keep the hallways clean	Keep area clean Throw away or recycle waste Ask permission to leave seat	Stay on task Put things away Care for school property Materials ready Try your hardest	Flush the toilet before you leave Throw paper towel in garbage Report problems to an adult	Return equipment Stop playing when bell rings Line up quickly	Be with an adult until the first bell Keep your personal belongings to self	Appropriate applause and participation
Be Respectful 	Level 1 voice Hold door for person behind you Listen to all adults	Level 2-3 voice Eat politely Respond to quiet signal Listen to all adults	Level 1-3 voice Whole body listening Follow directions Share and take turns Help and support others	Level 1 voice Wait your turn Respect others privacy	Follow rules of the game Share equipment Include others Listen to all adults	Listen to safety patrol and all adults Greet others	Level 1 voice Sit on pockets Eyes on presenter

Logical Consequences

If a student at Grand Ridge does not make a good choice, one or more of the following consequences are introduced. **Consequences are imposed based on the discretion of the adult and/or the frequency or severity of the incident.**

- **A statement is made indicating the behavior is misplaced.** *"That looks like a good thing to do after school. Thanks."*
- **Student's location is changed.** *"Would you like to stay here or sit at the back table?" or "Thanks for sitting at the back table until the lesson is over."*
- **Choices are provided.** *"Would the two of you like to work this out together, play here by the rules, or find another game? What would be best for you?"*
- **Student is removed from the group have think time.** *The child "thinks it over" in the time-out area and comes back when he or she is ready.*
- **Student fills in the "Think It Over" form before he or she can return to the group.** *"You are welcome to return as soon as you have written down your thoughts." Parents sign the form and return it to the office the following day.*
- **Student is given an appointment to "talk" about the problem.** The child first completes the "Think It Over" form. The student is asked to come up with a new behavior before returning. This plan must be specific and should discuss what the child will do. For example, "When I feel like fighting, I will go play on the monkey bars," rather than, "I will not fight." Parents sign the form and return it to the office the following day.
- **Student makes an "informational" telephone call to his/her parents to discuss the choices he/she made.** Consequences and choices to be made in the future are discussed.
- **Student meets with administrator and/or teacher/EA.** This team discusses the possible solutions or consequences. Parents are informed of the meeting and its outcome.
- **A parent conference is set up to include the parent(s) and the team listed above to discuss the possible solutions.**
- **Immediate disciplinary action for severe infractions may include but are not limited to time in the office until a parent conference is held, in-house suspension or immediate expulsion.**

Severe Discipline

Unacceptable behavior that is severe in nature can result in more immediate disciplinary action that may include removal from class, in-school suspension, short-term suspension, long term suspension or expulsion. Examples of severe, unacceptable behavior include, but are not limited to:

- Disobedience or disrespect that is abusive in nature.
- Swearing and obscene gestures.
- Stealing.
- Fighting/causing physical injury.
- Damaging or defacing school property.
- Using or possessing drugs, including cigarettes or alcohol.
- Possessing any weapons or facsimiles thereof.
- Constantly repeating negative behavior.
- Harassing another student

Attendance

As provided in District Regulation 3122, regular school attendance is necessary for mastery of the educational program provided students. Daily attendance and active participation in each class are critical parts of the learning process. Students, at times, may appropriately be absent from class. A computerized message will contact households in the evening informing parents that their student(s) missed one or more periods that day. The message will also notify parents of the potential consequences of additional unexcused absences. The following principles shall govern the development and administration of attendance procedures within the District:

Excused (School Day and Individual Class) absences are absences due to:

- Participation in a District or school approved activity or instructional program;
- Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental or optometry);
- Family emergency, including, but not limited to, a death or illness in the family;
- Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
- Court, judicial proceeding or serving on a jury;
- Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
- State-recognized search and rescue activities consistent with RCW 28A.225.055;
- Absence directly related to the student's homeless status;
- Absence resulting from a disciplinary/corrective action. (e.g., short-term or long-term suspension, emergency expulsion); and
- Principal (or designee) and parent, guardian, or emancipated youth mutually agreed upon approved activity.

The principal or designee may only grant permission for a student's absence providing such absence does not adversely affect the student's educational process.

Required conference for elementary school students

If an elementary school student has five or more excused absences in a single month during the current school year or ten or more excused absences in the current school year, the district will schedule a conference with the student and their parent(s) at a reasonably convenient time. The conference is intended to identify barriers to the student's regular attendance and to identify supports and resources so the student may regularly attend school. A conference is not required if (1) prior notice of the excused absences was provided to the district by 8:30 a.m. on the day of the absence or (2) a pre-arranged absence form has been submitted or (3) if a doctor's note has been provided and a plan is in place to ensure the student will not fall behind in their coursework.

A conference with the parent or guardian will be scheduled after two unexcused absences within any month during the current school year. Prior to suspension or expulsion, the parent will be notified in writing in his/her primary language that the student has unexcused absences. A conference will be scheduled to determine what corrective measures should be taken to ameliorate the cause for the student's absences from school. If the parent does not attend the conference, the parent will be notified of the steps the district has decided to take to reduce the student's absences. A student may be suspended or expelled for habitual truancy.

Not later than the student's fifth unexcused absence in a month the district will enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a community truancy board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010

Grand Ridge Safety Expectations

Bicyclists and scooter riders must:

- Wear a helmet – it's the law.
- Dismount and walk bike/scooter on the school grounds for the safety of those on foot. Pedestrians have the right-of-way.
- Park and lock bike at the rack located at the school.

Walkers must:

- Cross at the appropriate crossings and follow the directions of the school patrol.
- Dispose of all trash properly.
- Stay on the sidewalk and walk directly to and from school.
- Be alert and aware of bicyclists/scooters on the sidewalk.
- Safely walk and watch for turning vehicles when crossing side streets.
- Walk with other students.

Vehicles must:

- Park in appropriate marked stalls.
- When in fire lane, remain with vehicle at all times.
- Follow Grand Ridge's drop off procedure.

Supervision

Children should not be on the school grounds more than ten (10) minutes before the first bell rings. Students arriving by car or those who walk without a parent should wait in the covered area (basketball courts). Students line up by grade level and will be dismissed by an EA when the bell rings.

Students who are accompanied by their parents should wait with their parents in "Grand Central" (the courtyard between the bus drop off and the school library) and enter the playground when the first bell rings.

No supervision is provided before 8:45AM and beyond immediate dismissal time of 3:25PM.

Prohibition of Harassment, Intimidation, and Bullying Regulation

If a student feels that he or she is being harassed, intimidated, or bullied for any reason including because of race, creed, color, national origin, ancestry, gender, sexual orientation, or disability, the student should immediately report such incidents to a teacher, counselor, or building administrator. A complete copy of Regulation 3207 may be obtained at any school or on the District website at www.issaquah.wednet.edu.

"Harassment, intimidation or bullying" is defined for purposes of this Regulation as any intentional written message or image - including those that are electronically transmitted, verbal or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation or mental or physical disability, or other distinguishing characteristics, when the act:

1. Physically harms a student or damages the student's property; or
2. Has the effect of substantially interfering with a student's education (for example, substantially interfering with classroom performance, attendance, or pattern of tardiness) or
3. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
4. Has the effect of substantially disrupting the orderly operation of the school.

Conduct that may rise to the level of harassment, intimidation and bullying may take many forms, including, but not limited to: urging others to a malicious action "ganging up on someone"; spreading

knowingly hurtful rumors, lies, pictures, drawings, or cartoons; slurs; jokes; innuendoes; repeated/ongoing demeaning comments; pranks; ostracism; gestures; verbal or physical aggression directed at a specific student; physical attacks or threats; or purposeful destructive acts relating to an individual or group whether electronic, written, oral, or physically transmitted messages or images.

SEXUAL HARASSMENT REGULATION

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

- A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or
- The conduct substantially interferes with a student's educational performance, or creates an intimidating or hostile educational or employment environment.

Examples of Sexual Harassment:

- Pressuring a person for sexual favors
- Unwelcome touching of a sexual nature
- Targeted writing of a sexual nature
- Distributing sexually explicit texts, e-mails, or pictures
- Making sexual jokes, rumors, or suggestive remarks
- Physical violence, sexual assault

You can report sexual harassment to any school staff member or Title IX Coordinator, Sena Camarata, 425-837-7139 camaratas@issaquah.wednet.edu.

You also have the right to file a complaint (see below). For a copy of your District's sexual harassment Regulation and procedure, contact your school or District office.

COMPLAINT OPTIONS: DISCRIMINATION AND SEXUAL HARASSMENT

If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint.

Before filing a complaint, you can discuss your concerns with your child's principal or with the school District's Section 504 Coordinator, Title IX Officer, or Civil Rights Coordinator, who are listed above. This is often the fastest way to revolve your concerns.

Complaint to the School District

Step 1. Write Our Your Complaint

In most cases, complaints must be filed within one year from the date of the incident or conduct that is the subject of the complaint. A complaint must be in writing. Be sure to describe the conduct or incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and describe what actions you believe the District should take to resolve the problem. Send your written complaint—by mail, fax, email, or hand delivery—to the Superintendent or civil rights compliance coordinator.

Step 2: School District Investigates Your Complaint

Once the District receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The superintendent or designee will respond to you in writing within 30 calendar days—unless you agree on a different time period. If your complaint involves exceptional circumstances that demand a lengthier investigation, the District will notify you in writing to explain why staff need a time extension and the new date for their written response.

Step 3: School District Responds to Your Complaint

In its written response, the District will include a summary of the results of the investigation, a determination of whether or not the District failed to comply with civil rights laws, notification that you can appeal this determination, and any measures necessary to bring the District into compliance with civil rights laws. Corrective measures will be put into effect within 30 calendar days after this written response—unless you agree to a different time period.

Appeal to the School District

If you disagree with the District's decision, you may appeal to the District's Board of Directors. You must file a notice of appeal in writing to the secretary of the Board within 10 calendar days after you received the District's response to your complaint. The Board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. The Board will send you a written decision within 30 calendar days after the District received your notice of appeal. The Board's decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

Complaint to OSPI

If you do not agree with the District's appeal decision, state law provides the option to file a formal complaint with the Office of Superintendent of Public Instruction (OSPI). This is a separate complaint process that can take place if one of these two conditions has occurred: (1) you have completed the District's complaint and appeal process, or (2) the District has not followed the complaint and appeal process correctly.

You have 20 calendar days to file a complaint to OSPI from the day you received the decision on your appeal. You can send your written complaint to the Equity and Civil Rights Office at OSPI:

Email: Equity@k12.wa.us | **Fax:** 360-664-2967

Mail or hand deliver: PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200

For more information, visit www.k12.wa.us/Equity/Complaints.aspx, or contact OSPI's Equity and Civil Rights Office at 360-725-6162/TTY: 360-664-3631 or by e-mail at equity@k12.wa.us.

Other Discrimination Complaint Options

Office for Civil Rights, U.S. Department of Education

206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | www.ed.gov/ocr

Washington State Human Rights Commission

1-800-233-3247 | TTY: 1-800-300-7525 | www.hum.wa.gov

NONDISCRIMINATION REGULATION

Issaquah School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) has been designated to handle questions and complaints of alleged discrimination:

- Risk Management, Title IX Coordinator
Sena Camarata, Internal Auditor/Title IX Coordinator
565 NW Holly Street
Issaquah, WA 98027
425-837-7139
camaratas@issaquah.wednet.edu
- Public Records Officer, District HIB, Civil Rights Coordinator
Chris Burton, Executive Director of Compliance and Legal Affairs
565 NW Holly Street

Issaquah, WA 98027
425-837-7060
burtonc@issaquah.wednet.edu

- Student-Related Issues, Section 504 Coordinator
Pam Ridenour, Director of Career and Counseling
565 NW Holly Street
Issaquah, WA 98027
425-837-7046
ridenourp@issaquah.wednet.edu

You can report discrimination and discriminatory harassment to any school staff member or to the District's Civil Rights Coordinator, listed above. You also have the right to file a complaint (see below). For a copy of the District's nondiscrimination Regulation and procedure, contact your school or the District office.

Weapons

Possession, transmission or use of any object that is or reasonably appears to be a dangerous weapon or related device is prohibited. Such objects include, but are not limited to: firearms, ammunition, incendiary or explosive devices, clubs, knives with blades of at least three (3) inches in length, or other cutting or stabbing instruments brought or possessed with the intent to cause bodily harm, or to instill fear and/or intimidate by their mere presence on school property or at school sponsored events, chemical inhalants

Pursuant to RCW 9.91.160, persons over eighteen (18) years of age, and persons between fourteen (14) and eighteen (18) years of age who have written parental permission, may possess personal protection spray devices (i.e., mace or pepper spray) on school property.

No one may deliver such a spray device to anyone under fourteen (14), or to anyone between fourteen (14) and eighteen (18) who does not have written parental permission. Personal protection spray devices may only be used in self-defense as defined by state law. Possession, transmission, or use of a spray device under any other circumstances will be treated as a violation of the District's rule prohibiting weapons.

Pursuant to RCW 9.41.280, students who possess a dangerous weapon on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools may be immediately expelled. Law enforcement and parents will be notified. Pursuant to RCW 28A.600.420, students who possess a firearm must be expelled without an opportunity for readmission for at least one (1) year. This minimum one-year expulsion will also apply to students who act with malice and display an instrument that appears to be a firearm on public school property, transportation, or other facilities being used exclusively by public schools. The superintendent of the School District or educational service District may modify the expulsion of a student on a case-by-case basis.

