Welcome Briarwood Elementary Students and Parents

Briarwood Elementary School Mission Statement

At Briarwood we provide a safe, supportive environment, which promotes respectful, responsible behavior and challenges students, staff and parents to reach their potential as learners.

Welcome Briarwood Elementary students and parents to the 2021-22 school year. The staff at Briarwood Elementary is looking forward to an exciting year. We are a learning community dedicated to carrying out our mission and the District mission of, “Our students will be prepared for and eager to accept the academic, occupational, personal and practical challenges of life in a dynamic global environment.”

Nondiscrimination
The Issaquah School District complies with all applicable federal and state rules and regulations and does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability in its programs and activities, or employment related matters, and provides equal access to the Boy Scouts and other designated youth groups. The following employees are designated to handle questions and complaints of alleged discrimination:

Title IX Coordinator
Amanda Dorey, Director of Human Resources
doreya@issaquah.wednet.edu

Harassment, Intimidation, Bullying (HIB) Coordinator
Stacey Zachau, Assistant Director of Student Interventions - Compliance
zachaus@issaquah.wednet.edu

Civil Rights Compliance Officer
Amanda Dorey, Director of Human Resources
doreya@issaquah.wednet.edu

Section 504 Coordinator
Pam Ridenour, Director of Student Interventions
ridenourp@issaquah.wednet.edu

Parent/Volunteer and Employee/Applicant-Related Matters
Carleena Scammon, Director of Human Resources
scammonc@issaquah.wednet.edu

Mail: 5150 220th Ave. SE
The Issaquah School District will also take steps to assure that national origin persons who lack English language skills can participate in all educational programs, services and activities. For information regarding interpretation and translation services or transitional bilingual education programs, contact Marianne Dikran in writing at 565 NW Holly St., Issaquah, WA 98027 or by telephone at 425-837-7028.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children’s education records.

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 under District Regulation 3210.

Parent support and involvement is very important to staff and students at Briarwood. We know our “learning community” will grow even stronger with your involvement. This handbook is to help acquaint you with our school and answer your questions. Please take time to read through the handbook information and review the Behavior Expectations with your child. Please do not hesitate to contact your child’s teacher or the office staff if you have any concerns, questions or suggestions.

Sincerely,

Tia Kleinkopf, Principal
# Staff Directory

## Principal
- Kleinkopf, Tia 209 5007

## Assistant Principal
- Unfilled at time of publication 210 5008

## Office Professionals (to reach ANYONE in the office, dial 5000)
- Bunker-Dairy, Andrea 204 5006
- Feely, Teri 204 5005

## Kindergarten
- Geist, Dana 142 5022
- Gillen, Angela 143 5023
- Harrington, Mia – Job Share – M/T eo W 147 5043
- Martinell, Tiffany 144 5017
- Van Breda, Alyssa – Job Share – eo W, Th/F 147 5043

## 1st Grade
- Fitzgerald, Melissa 162 5012
- Schumsky, Hannah – Student Teacher 162 5012
- Gunderson, Alicia 163 4999
- Muirhead, Valerie 166 4963
- Rahijs, Sarah 161 5011
- Winter, Mary 167 5026

## 2nd Grade
- Brousseau, Kim 245 5038
- Garrido, Terry 246 5034
- Herzberg, Sydney 247 5045
- Kusilek, Cara 243 5020
- Moynihan, Katie 244 5024

## 3rd Grade
- Martinson, Vicki 263 5042
- Peeples, Michelle 242 5016
- Taylor, Amy 241 5041
- van Heuven, Christina 265 5035

## 4th Grade
- Comolli, Tiffany- PA 7004 P4 5031
- Dean, Kelsey - PA 7005 P5 5027
- Evans, Lynn- PA 7006 P7 5033
- Thoresen, Jenna- PA 7007 P6 5014

## Science Technology Program
- Krohn, Amy 146 4961
- Mason, Rin 145 5021

## 5th Grade
- Himman, Jeff 266 5036
- Horvath, Patty 262 4997
- Kollasch, Leilani 261 4998
- Rossiter, Phil 267 4996

## Librarian
- Schmitt, Jacob - Office 113 /PA 112
- Days: 115 5030
- Ertlitz, Angela- Office 113/PA 112 115 5030
- Days: Other Site:

## Music Specialists
- Dean, Kathryn - PA 171 Days: 171 4980
- Days: Other Site:
- Nakapaahu, Reanne - Office 118 (1.0) 120 5018

## PE Specialists
- LaMance, Dalaina - Office 182, PA 183 (1.0) 180 4984
- Makinleee Sellevoit – Office 182 – PA 183 (.45) 170 4979
- Days: Other Site: IVE

## LRCI
- Dundas, Ashley 164 5025
- Mandich, Mercedes 164 5013
- Room Phone

## Counselor
- Martin, Belma 253 5048

## Early Childhood Education (ECE)
- Hooper, Ariana – PA 7001 P1 4985
- Jones, Kristi – PA 7002 P2 4986
- Koler, Paige – SLP P3 4988

## Early Childhood Education Assistance Program
- Fax: 425.837.4994
- Neyland, Kim – PA 7003 P3 4989
- Sanchez, Monica – Asst. Teacher P3 4987
- Wood, Kathryn – Family Advocate P3 4990

## ELL
- McCaig, Carol Grizzly Alcove 4993

## Family Partnership Liaison
- Ghangurde, Ina Days: 7008

## Health Room
- Baker, Megan - HRS 208 5003
- Wedeking, Martha 206 5002

## Highly Capable – SAGE/PEP
- Stephanie De Jesus Kodiak Alcove 4995
- Days: Other Site:

## Instructional Coach
- Granados, Carrie 135 4977
- Days: Other Site:

## OT/PT
- Fare, Dana 188 4974
- Bobsin, Laura 188 4974

## PBSES Coach
- McDonough, Heather 211 5009

## School Based Health Counselor (SBHC)
- Cruze, Jan Days: IVE 6619

## School Psychologist
- Lai, Lea 272 5039
- Days: Other Site:

## SLP
- Rachel Duty 195 4976

## Title 1
- Cabellon, Monique – Math 112 5044
- Porter, Chad -.5 Reading 254 4969
- Days: Other Site: MH 254 5049

## Technology Specialist
- Peterson, Dena 155 5028

## Custodians
- Coates, Kiana; Schaefer, Ryan; Vue, Yer 190 4975
- Custodial Cell# 425.864.3424

## Kitchen Team
- Evans, Erin; Stair, Carol, Salgado, Leonor 177 4978

## Paraprofessionals
- Asthana, Kavita Haacke, Camille Prettwitz, Vickie
- Castanon, Berenice Maletta, Reena Rittenberg, Ono
- Ellis, Liz Nair, Jayanthi Toombs, Kelly
- Fritz, Amy Nonis, Michelle Veldwyk, Staci
- Frizzell, Ann O’Keefe, Alison Zimmerman,

## School Age Care – Bear Club
- Platz, Rachelle - PA 7010 P10/P11 4992
- Davies, Kaily - PA 7010 P10/P11 4992
Briarwood Building Schedule
2021-22

To be Determined
The Briarwood Way

The Briarwood Way forms the umbrella for all student support, and the staff at Briarwood is committed to working cooperatively with parents to promote a positive, safe, environment through respectful and responsible problem-solving. Our expectation is that respect will be evident in the daily behaviors of all students, staff, and volunteers, and that each individual will take responsibility for their own behavior. Please take time to read through our Behavior Expectations and school rules with your child.

In our Briarwood Culture of Kindness...

Be Respectful
Be Responsible
Be a Problem Solver

The Briarwood Way
Briarwood General Behavior Expectations

We respect ourselves and others
- Be kind and respectful
- Be a collaborative worker
- Be self-directed
- Use appropriate and kind verbal and body language
- Demonstrate empathy
- Always use best attending behaviors
- Always put forth your best effort
- Always follow directions of staff members and other adults

We respect our school
- Be a community contributor
- Pick up litter
- Use the recycling bins and trash cans
- Stay on walkways
- Keep hands off walls and displays
- Take care of furniture and learning materials

We take responsibility for our own actions
- Use self-control
- Be honest, helpful, and fair
- Use problem-solving skills
- Accept and learn from mistakes

We act in safe and courteous ways
- Walk quietly in the hallways, on sidewalks, and stairs
- Use learning tools and equipment in appropriate way
- Report inappropriate activities to an adult
- Make wise decisions

Briarwood Behavior Philosophy and Behavior Definitions
When working with a student who does not follow the Briarwood expectations, we consider that:
- A student’s self-concept is always a prime consideration.
- A student 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 student’s choices.

Our goals when correcting a student’s behavior and teaching expected behavior is 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.

The following table is a list of behavior definitions and what types of behaviors might be addressed at the classroom level by teachers and staff versus what would be addressed at an office level.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Minor (Classroom-Managed)</th>
<th>Major (Office-Managed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abusive/Inappropriate Language</td>
<td>• Whining • Negative Talk: &quot;This is boring,&quot; • Name Calling: &quot;You're stupid.&quot;&quot;You're ugly.&quot; • Inappropriate Words: &quot;Frickin&quot; &quot;Sucks&quot; etc. • Verbally provoking of others</td>
<td>• Explicit, overt use of Foul or curse words • Inappropriate or suggestive drawings, references or acts • Profanity directed at staff</td>
</tr>
<tr>
<td>Abusive/Inappropriate Language - Student delivers hurtful or offensive verbal or gestured message.</td>
<td></td>
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<tr>
<td>Physical Aggression</td>
<td>• Poking • Tripping • Bumping or pushing • Rough/unsafe play • Physically provoking of others Grabbing others by their limb or clothing • Blowing &quot;raspberry&quot; • Licking</td>
<td>• Hitting, punching, kicking, hitting with an object, pulling hair, scratching, shoving, biting with the intent to harm another person • Spitting on others • Choking • Holding another student down or restricting them from getting away • Intentional breaking of physical safety rules (i.e. tackling in flag football, etc.)</td>
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<tr>
<td>Physical Aggression - Student engages in actions involving serious physical contact where injury may occur.</td>
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<tr>
<td>Defiance/Disrespect/Non-compliance/Disruption</td>
<td>• Not working/Unfinished work • Not participating in group work • Making faces, rolling eyes • Huffing, sighing, stomping • Brief or low intensity arguing or inappropriate response to teacher request • Minor and/or temporary out-of-location incidents (i.e. slow-to-return from bathroom) • Repeated: • Tapping • Talking • Not listening • Not sitting in assigned area • Bothering others</td>
<td>• Major and/or prolonged out-of-location or elopement (i.e. hiding from staff, out-of-building, off-campus, etc.) • Sustained or high-intensity arguing or inappropriate response to teacher request • Sustained loud talking • Yelling/Screaming • Throwing objects • Disruptions that stop the teaching and learning environment</td>
</tr>
<tr>
<td>Defiance/Disrespect/Non-compliance/Disruption - Student engages in challenging, ignoring, or dismisses authority by refusing to follow directions, talking back and/or delivering socially rude interactions. Student engages in behavior causing an interruption in a class or activity.</td>
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<tr>
<td>Lying/Cheating</td>
<td>• Minor dishonesty • Less severe incidents of copying of another’s paper</td>
<td>• Lying with the intent to cause harm to another person, to avoid behavior consequences, or to avoid work • Serious cheating or providing answers to another student</td>
</tr>
<tr>
<td>Lying/Cheating - Student delivers message that is untrue and/or deliberately violates rules.</td>
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<tr>
<td>Behavior</td>
<td>Minor (Classroom-Managed)</td>
<td>Major (Office-Managed)</td>
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<tr>
<td><strong>Property Damage/Vandalism</strong></td>
<td>• Minor vandalism (drawing on desk)</td>
<td>• Major vandalism/damage to school or private property on school grounds</td>
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<td></td>
<td>• Hoarding small classroom items</td>
<td>• Inappropriate drawings or words on school property</td>
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<td></td>
<td>• Stealing/hiding minor items</td>
<td></td>
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<tr>
<td><strong>Use/Possession of Weapons</strong></td>
<td>• Not a minor offense</td>
<td>• Immediate Office Referral</td>
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<tr>
<td><strong>Theft/Forgery</strong></td>
<td>• First incidence developmentally-anticipated misbehavior</td>
<td>• Intentionally taking an item belonging to the school or another person</td>
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<td></td>
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<td>• Intentionally altering or falsifying names, dates, signatures etc.</td>
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<tr>
<td><strong>Harassment/Bullying/Intimidation/Threatening</strong></td>
<td>• Use of disrespectful message to another person with lack of knowledge of term/and or intent to gain attention</td>
<td>• Targeted, repetitive, disrespectful comments toward another person about race, sexuality, religion or other personal matters*</td>
</tr>
<tr>
<td></td>
<td>• 1x targeted, repetitive, disrespectful comments toward another person about race, sexuality, religion or other personal matters*</td>
<td>• Stalking</td>
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<td></td>
<td></td>
<td>• Persistent following or unprovoked seeking out of another person</td>
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<tr>
<td></td>
<td></td>
<td>• Aggressive Language/Threat</td>
</tr>
<tr>
<td><strong>Use/Possession of Tobacco or Combustibles</strong></td>
<td>• Not a minor offense</td>
<td>• Immediate Office Referral</td>
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</tr>
<tr>
<td>Behavior</td>
<td>Minor (Classroom-Managed)</td>
<td>Major (Office-Managed)</td>
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<tr>
<td>Inappropriate Display of Affection or Indecent Exposure</td>
<td>• First incidence developmentally-anticipated misbehavior</td>
<td>• Immediate office referral</td>
</tr>
<tr>
<td>Technology Violation</td>
<td>• Failing to turn cell phone off during school hours (first offense should be a warning) • Failing to keep music players, video games etc. in back pack</td>
<td>• Use of cell phone to call or text during school hours • Use of cell phone, music player or camera to take photos of others or record others • Accessing, uploading, downloading, viewing, storing or distributing &quot;off limits&quot; areas of computer including obscene, pornographic, or sexually explicit or suggestive material. • Reckless or intentional damage of technology equipment or systems</td>
</tr>
</tbody>
</table>

### Briarwood Corrective Action/Progressive Discipline Policy

Behaviors are supported using Briarwood behavior definitions, District regulation, and staff professional judgment. 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.

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 of a “disciplinary action” and will be documented.

There are often circumstances where students must be handled differently; therefore, the possible
corrective action taken would depend on the following criteria:

- The intent of the act
- The number of times the violations or similar violations have previously occurred
- Prior corrective action which would include alternative steps to alleviate the problem
- Prior parent involvement

The following list of possible consequences may be used by staff to help an elementary student change behavior:

**Corrective Action**—All forms of corrective action employed should be reasonably calculated to modify student conduct. Short of discipline, suspension and expulsion, corrective actions may include but not be limited to the following:

- **Guidance**—a conversation between the student and school personnel. The purpose of such guidance is not to scold the student, but to inform him/her that his/her behavior needs to change so as not to violate the rights of others, or to help the student improve the learning capabilities of self or others. Agreements between/among teacher, principal, student, and parent(s) may emerge.
- **Conference**—a meeting of the student's parent(s)/guardian(s) and school personnel to discuss the student's behavior or learning progress. The school intends to seek assistance of the student's parent(s)/guardian(s) in helping the student to become a better student.
- **Student will notify the parent/guardian**, explaining infraction of rules—the intent of this action is to alert parents to disruptive behavior.
- **Rearrangement of school schedule**, temporarily assigning a student to a different teacher when the behavior of the student is such that the student cannot conduct himself/herself in an acceptable manner—the intent of this action is to improve the student's behavior.

**Discipline** constitutes all other forms of corrective action or punishment, other than suspension or expulsions, and includes detention, brief exclusions from a class for not more than the remainder of the class period, or from the remainder of any other type of activity conducted by or for the School District. Discipline may include but not be limited to:

- **Behavior Slip**—a form sent home to families informing them of the student incident at school. A copy of all behavior slips are kept on record and reviewed as necessary when subsequent infractions occur. All important information regarding discipline will be included on the form.
- **Special Assignments**—requiring a student to provide a service or clean up certain areas of the school or items that the student failed to care for properly. The student may be required to clean more than just the item(s) damaged by him/her to encourage the student not to damage or litter school property in the future.
- **Restriction of Activities**—not allowing a student to participate in certain activities because of his/her past or present behavior. Such action as this is intended to improve student behavior at school or at school activities.
- **Removal From Classroom**—exclusion from a classroom to another supervised setting for a period of time. The intent of this action is to encourage the student to
follow classroom rules and to enable other students to use available instructional
time more effectively.

• **Suspension** is the exclusion from school, or individual classes for a specific period of
time, after which the student has a right to return.
  - An in-house suspension provides for students to be removed from classroom
    activities/peer contact for a designated period of time.
  - A suspension is "short term" if it is for a period of 10 consecutive school days or
    less.
  - A suspension is “long term” if it exceeds 10 consecutive school days.

• **Emergency Expulsion** shall mean the immediate denial of the right of school attendance for
  a student, prior to a hearing, without other forms of corrective action if the principal
  reasonably believes the student is an immediate and continuing danger to himself/herself,
  other students, teachers, or school administrators, or is a substantial disruption to the
  educational process of the School District.

  Expulsion is the exclusion from school or individual classes for an indefinite period.
  Any action taken against a student will comply with existing State Laws and School
  Board Policies and shall afford the student due process (see Regulation 3240). The
  [Elementary School Discipline Range Chart](#) lists a variety of misconduct and
  corresponding potential disciplinary action. (Regulation 3240 F2)

**Assembly Expectations**

• Follow your teacher in line to your assigned seating area.
• Use quiet, “inside” voices…NO SCREAMING!
• Always be respectful to the performers/speakers. Use polite applause only.
• Stay seated and quiet until your teacher asks your class to leave.

**Attendance**

Regular attendance is essential to a student’s success in school. Students are expected to be
at school EVERY day according to Washington State Law. Students receive the full benefit of
classroom instruction only when they attend on a regular basis.

• **Absences**
In case of any absence, please notify the school office by email ([stuckyp@issaquah.wednet.edu](mailto:stuckyp@issaquah.wednet.edu))
or by calling our Attendance Line at **425-837-5001**. It is important that we know where all
students are for their personal safety. Automated phone calls are placed for any student not
present at school without excusal. If you receive a message that your child is absent and you
believe your child to be at school, please call the school office as the child may have been out
of the classroom when attendance was taken. If a pattern of frequent absences develops,
parents may be contacted via phone, email, and/or mail to determine a course of action, and a
written note from a doctor may be required to excuse future absences.
Absences that are excused include

1. Participation in a District or school approved activity or instructional program;
2. Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental or optometry);
3. Family emergency, including, but not limited to, a death or illness in the family;
4. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
5. Court, judicial proceeding or serving on a jury;
6. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
7. State-recognized search and rescue activities consistent with RCW 28A.225.055;
8. Absence directly related to the student’s homeless or foster care/dependency status;
9. Absences due to a student's migrant status
10. Absence resulting from a disciplinary/corrective action. (e.g., short-term or long-term suspension, emergency expulsion); and
11. Absences due to student safety concerns, including absences related to threats, assaults, or bullying;
12. Principal (or designee) and parent, guardian, or emancipated youth mutually agreed upon approved activity.

Family trips during the school year may be approved with prior principal permission using a Pre-Approved Absence Request Form. The Pre-Approved Absence Request Form can be found on the school website or picked up in the school office. It must be filled out and returned to the school office at least one week prior to the first day of absence.

When your child returns from an excused absence, the teacher will provide a list of make-up assignments, along with a reasonable timeline for completion. The student is responsible for completing missed work. Make-up assignments are not provided in advance.

• Arrival
Children who are dropped off at school, or who walk, should arrive at school no earlier than 9:00 am. There is no supervision before this time because teachers are preparing lessons and planning in their classrooms. All students will enter the building beginning at 9:05 am through the main front doors as well as the back playground door, but should not walk around the building or through the east or west campus gates. Student use voice level zero when entering the building and in the hallways. Hallway computers should not be used before school without staff permission. At 9:10 am teachers will open their classroom doors and students will enter the classroom. At 9:15 am class begins. Before school is not an appropriate time to visit with your student’s classroom teacher as they are preparing for the school day. Scooters, skateboards, roller skates/blades/shoes, and shoes with wheels (Heelys) are not allowed on school property.
• Dismissal
At dismissal time, teachers expect students to follow their normal routine home (walk, bus, parent pick-up, etc.). If there is to be any change in the routine your child follows at dismissal time, we require a note or phone call to the office in advance (by 3:00 PM/1:00 PM on Wednesdays.) If we do not receive alternate instructions, students will be sent home as normal. If an unavoidable situation occurs and you will be late picking up your student, please notify the office by phone. Students left unattended will be brought to the office and phone calls will be made to organize pick up by any contact on the student’s account allowed to pick up the student. Briarwood staff members are not permitted to transport students.

• Early Dismissal
We encourage parents to make doctor and dental appointments before or after school hours. Please report to the office, where you will be asked to sign your child out, and your child will be called to the office to meet you. This is done for your child’s safety and to keep them from losing instructional time. Students will be released only to those persons designated on the emergency contact list, which is part of the Enrollment Verification Process.

• Tardiness
Tardiness is a form of poor attendance and can become a bad habit. It is considered to be a partial day absence, when students arrive more than two hours after the start of the school day. It is very important for your child to arrive at school on time. When tardy, students must check in with the office for a tardy slip before going to class. If tardiness is chronic, parents may be contacted via phone, email, and/or mail to determine a course of action, and a written note from a doctor may be required to excuse future tardies.

Bus Information
For transportation issues or questions, please contact the Transportation Department directly at 425-837-6330. Without prior written parent contact (see below), students may not deviate from their regular method of getting to and from school. Students are not allowed to call home to make arrangements to go home with another student.

• Bus Loading Zone
The bus loading/unloading zone at Briarwood is on the south side of our campus just off SE 134th Street. The bus loading zone is for busses only. Please do not drive through, park, or leave cars unattended in this area.

• Bus Passes
Parents must contact the office (email, signed written note, or by phone), in advance if they would like their student to get off the bus at a stop other than their regular stop, ride a bus home with a friend, or take a different bus for daycare. If there is space on the bus, an office approved bus pass will be issued. The notification must be sent to the office by 11:00 am and should include the following information:
  • Full name of both the student and the person they will be riding with
  • The bus route number they will be on
  • The day (or dates) they will be riding the bus
• Teacher name of the student requesting the pass.

Bicycles
Students in grade 3 – 5 may ride bicycles to school. **Helmets are required.** All bicycles must be parked in the designated racks and locked. Bicycles are not to be ridden on school grounds before, during, or after school hours. Please walk your bicycle when on campus.

• **Bicycle/Walking Passes**
Students in grades 3 – 5 wishing to ride a bike to school or walk home must turn in a Bicycle/Walking permission form. This form is part of the Enrollment Verification Process. Students without written permission to bike or walk home will be placed on the bus.

Cafeteria Expectations

• Students may line up for lunch when the bell rings (hot lunch/cold lunch line).
• Hats are to be removed when entering the cafeteria.
• Quiet voices (voice level 0 or 1) when entering the cafeteria and going to assigned table.
• When eating, use quiet, “inside” voices. (voice level 2)
• Quiet immediately, when lunchroom supervisor signals (the Briarwood clap.)
• Raise hand for all requests, using posted hand signals.
• Ask permission to leave your assigned lunch table or the lunchroom area.
• When you are finished eating your lunch, please clean your area.
• Walk in an orderly manner when returning lunch trays to the kitchen window or throwing away garbage. Running in the lunchroom is not allowed.
• Students will stand at their assigned tables until dismissed. Their teacher will escort them back to their classroom.

Complaint Option: 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](http://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
Dress Code
All clothing worn to school must be appropriate and must not interfere with the educational process. Pants and shirts must be able to fully cover students in order to keep undergarments from being visible. Designs on clothing must be appropriate (no tobacco, alcohol, drug logos, or crude drawings). Students wearing inappropriate clothing will be asked to change.

In warm weather mid-thigh length shorts may be worn (no cut-offs or running shorts). Tops must cover a majority of the shoulders (no spaghetti straps, halter tops, or tube tops) and must entirely cover the waistline. Shoes must also be appropriate and safe for all school activities – no flip flops please. Shorts and skirts must be finger-tip length.

Hats may be worn outside only. Hats must be removed once entering any building (i.e., classroom, library, office, lunchroom, or the gym for an assembly). Hats worn in the building will be confiscated.

Drop-Off/Pick-Up/Parking Procedures
Student safety, before and after school, is a high priority at Briarwood. When dropping-off or picking-up your student(s), please follow all staff and safety patrol direction, traffic safety signs, and curb markings (see “Bus Loading Zone”).

• Walking
Students walking to school should enter campus through the south or west gates no earlier than 9:00am and enter the doors at 9:05. Parents should remain outside of the building as their students enter the building at the designated time. If the parent is volunteering or needs to leave a message for the teacher they should walk to the main office. When picking up a walking student after school, families should not arrive at Briarwood more than five minutes before dismissal time, should wait outside, and wait for their student to be dismissed by the teacher. Students are to leave school grounds immediately after school, unless attending extracurricular activities. Also see “Arrival” and “Dismissal.”

• By Vehicle
Please drop-off or pick-up your student(s) by car on campus in the main parking lot only. Pull forward completely along the main curb line to maximize traffic flow and ensure your student is ready to exit the vehicle immediately. Students should only enter or exit through a curbside car door. If the driver needs to park the car for any reason, please pull into an appropriately marked parking space. If parking to meet your student(s) on campus, please exit your vehicle and escort them to your vehicle using designated crosswalks. The small lower parking lot is not for drop-off or pick-up (including Bear Club and other club activities) and is for district staff use only.

Emergency Information
Providing students with a safe environment is a primary concern at Briarwood. The staff is knowledgeable on procedures for fire drills, earthquake drills, lockdowns, and other situations that might require emergency action. We routinely practice to prepare for emergency situations. If you are on school grounds during an emergency drill, we ask that you fully participate in the drill and follow building procedures as directed by staff.

**Emergency School Closure**
There may be days when unexpected emergencies or inclement weather make it necessary to close school or delay the start of school. Information regarding school closures or delays is distributed in a variety of ways (i.e. local radio and television stations, auto-messenger system, School District E-News, School District website, etc.). If there is NO announcement, school will be held as usual. Please listen to the local radio and television stations for information about the Issaquah School District, or check the District website at www.issaquah.wednet.edu. In addition, you will receive an Emergency Transportation Bulletin in the fall, via mail, from the School District providing in-depth emergency school closure information.

**Equitable Conduct Expectations**
The Issaquah School District values equity, diversity and inclusion. The district is committed to building and sustaining a welcoming school community. Our district and community are made up of people of different backgrounds, needs and perspectives. Our learning community includes people of varying races, ethnic backgrounds, abilities/disabilities, religions, ages, languages, socioeconomic status, immigration status, sexual orientation, gender expressions or identities. Student expectations include:

- Respect each individual, even if that person’s identity is different from your own.
- Seek to understand your impact on others while seeking to understand other’s intent.
- Communicate respectfully with others in person, on social media and in any other form.
- Use what you are learning to use good judgment and make ethical and informed decisions.
- Take responsibility for your words and actions.

We all have a responsibility to report behavior that interferes with having an equitable and inclusive learning environment that honors and respects people of all identities. If you become aware of any actions that violate the expectations above, we encourage you to speak up through one or more of the following ways:

- Tell a teacher, staff member or other trusted adult immediately.
- If you are comfortable and safe doing so, speak up in the moment to encourage more equitable and inclusive talk or action, and/or support those being hurt.

**Forgotten Items (Drop-Off Table)/Lost and Found**
In an effort to minimize interruptions, the office does not call into the classroom to have kids come pick up forgotten items. Our “Drop-off Table is located just outside the main office. If your child forgets a lunch or homework, you can drop it off on the table. Students will be allowed to check the table at recess or an appropriate time (with teacher permission) for any items they may have forgotten.

If you find money or a valuable possession, please turn it in to the office. The Lost and Found
box for large items such as coats, sweaters, lunch boxes, gloves, etc. is located at the bottom of the main stairway. Small items such as rings, watches, necklaces, etc. are located in the office. Items not claimed in Lost and Found will be donated in the months of January, April, and June. Watch the eNews for specific dates.

Health Information

When your child is ill or injured at school, he/she will be sent to our health room for care. The health room is located in the main office. You will receive a note explaining your child’s visit and what care was given. If your child is too sick to stay in class, every attempt will be made to contact you or someone you have listed on your Emergency Notification Information form to come and pick up your child. It is essential that emergency notification information be on file at the school and kept current. Call the office or send a note with your child to update your emergency contact information if there are any changes. Be sure to designate other individuals who can be contacted in case of emergencies. Please make arrangements for your children if they become ill. Our facilities are limited for the care of children who become sick or injured during the school day. It is important for you to let us know about your child’s health condition(s) and to keep us informed when changes occur. EMS (911) will be called and parents will be notified in case of serious injury or medical emergency. The ISD website www.issaquah.wednet.edu/health contains links to school nurses, current health issues, District health Regulations and forms and health resources for parents.

• Communicable Diseases
  Parents will be asked to pick up their child if a health problem occurs. A student with an oral temperature of 100° or over should remain at home until free of fever for 24 hours without medication. Our school nurse is available for consultation and may be contacted at 425-837-5002.

• Health Screenings
  Each year routine vision and hearing screenings are done at school. Parents will be advised of the screening dates and referral letters will be mailed home.

• Elevator
  Students must have permission from the office to use the elevator. An elevator pass will be issued for students that need to use the elevator.

• Immunizations
  All students in Washington State must comply with immunization standards. A completed Certificate of Immunization Status form must be submitted to the school on or before the first day of attendance. Exemptions to this law include: 1) a signed Certificate of Exemption form from a licensed health care provider, , 3) proof of membership in a church or religious group that does not allow health care to a child.

• Medications
  The Issaquah School District is authorized to administer prescription and over-the-counter oral medications to students in accordance with state law. Medication administration forms are
available in the school office and on the ISD web site.

The administration of any prescription or over-the-counter medication to a student by a District employee must be requested and authorized in writing by both the parent and a licensed health care provider, along with specific instructions for administration. Epi Pen, Epi Pen Jr., and insulin are the only injectable medications school staff will be trained to administer.

All medications must be in their original containers, labeled with the name of the student, name of the medication and the dosage and they must be hand delivered by an adult. Students are not allowed to carry medication with them during the school day. If the student must carry emergency medication, please contact the school nurse at 425-837-5002.

• Emergency Health Care Plans

If your child has diabetes or a life-threatening condition, the Washington State Law requires that a nursing care plan, medication orders, and the medication/s are in place at school before the child comes to school. Life-threatening conditions are defined as a health condition that will put the child in danger of death during the school day if a medication or treatment order and nursing plan are not in place. Contact our school nurse at 425-837-5002 to discuss these conditions before your child comes to school each year.

Parties/Birthdays

Balloons, treats/snacks, flowers, and other celebratory items should not be brought or delivered to school for students. Balloons specifically create a disruption to the classroom environment and if released into the ceiling, may trigger a motion detector and set off the fire alarm. Any items delivered to the school will not be delivered to the classroom, but rather held in the office until after school or until a parent may take them home. Balloons and glass containers are not allowed on school buses for safety reasons.

Personal Items

Students are allowed to use school telephones with permission in an emergency. Cell phones and all other electronic devices (unless teacher approved) are not allowed to be used during the school day and must be kept out of sight and silenced at all times or the device will be confiscated.

Students will be allowed to use electronic reading devices (Nook, Kindle, iPad, etc.) in their classroom only with parent and teacher permission. The device should only be used for reading; no playing games or accessing the Internet will be allowed. The device needs to be fully charged at home prior to school. Students wishing to use an electronic reading device at school must submit an "Electronic Reading Device Permission" form (part of the Enrollment Verification Process.) The device will be confiscated and not allowed for use if a form has not been completed or it is used inappropriately. The school is not responsible if the device is lost, damaged, or stolen.

Toys, stuffed animals, trading cards (Yu-Gi-Oh, Pokemon, etc.), and other non-educational items are not allowed at school. Any unauthorized item of this nature that is brought to school is unadvised, and a risk, and may be confiscated. Buying, selling, or bartering items for personal gain is not allowed. The only exception for having items may be during spirit days at school,
Pets/Animals
The friendliest of pets can be a hazard at a school full of children. Please leave your pets at home. The Issaquah School District has an Animals on School District Property Regulation 2029, which limits animal access to its buildings and property to maintain air quality; to provide a healthy, safe, respectful environment for all people who may use the public space; and to preserve the general cleanliness, and condition of facilities. An “animal” is defined as a living mammal, reptile, insect, bird, fish, or amphibian. Animal access may be allowed on District property if certain conditions are met. Please call the Briarwood office at 425-837-5000 for information. Approved forms are required before any animal is allowed on campus. There will be no class pets except for educational purposes.

In the event that a stray animal is found on school grounds, we will contact the local animal control officer if the animal owner does not respond to our calls.

Placement/Change of Classroom
Parent input, for the purpose of providing information about your child that may be pertinent when teachers are making class assignments, will be accepted in letter form each spring. We cannot accept specific teacher requests. However, we do welcome you to share relevant information about your child to ensure successful placement.

The Briarwood staff met as a team and developed the current class assignments based on the following criteria:

• Input from parents
• Input from your child’s last teacher
• A balanced ratio of boys and girls
• Achievement levels
• Behavior factors when applicable
• Compatibility of students with others, i.e. separating students who have not worked well together
• Independent work habits
• Leadership skills
• Social needs
• Recommendations from Guidance Teams, psychologist, or counselor when applicable.

In order to give the children, the teachers, and the parents ample opportunities to adjust to the current placement, the process may be initiated no sooner than October 1st. For a class placement to be considered the following steps should be taken:

• Parents and teachers meet to problem solve (see “Problem-Solving/Civility”).
• If concerns continue, the Student Placement Review form may be picked up from the main office and should be returned to the associate principal.
• The request for change in assignments will be evaluated by the building’s Guidance Team. Grade level teams may also be involved. Parents will be involved in the Guidance Team process.
Problem Solving and Civility

Issaquah School District has adopted Civility Regulations 4011 (community members) and 5282 (Staff) that serves as a guide for continuing our work in maintaining a culture of kindness and respect for all. As adults, we can help create this culture by modeling respectful and effective communication strategies and problem solving to our children. In addition, the Regulations helps us to accomplish our goal of open communication between home and school. If an issue arises that you would like to address with a member of our learning community, the following steps will help ensure a positive interaction.

1. Work out issues promptly.
2. Schedule an appointment with the person directly involved.
3. Choose an appropriate time and place for the meeting.
4. Present ideas in a respectful manner and remain open to the other person’s point of view.
5. If the issue is not resolved, seek assistance from the principal.

Prohibition of Harassment, Intimidation, and Bullying

If a student feels that he or she is being harassed, intimidated, or bullied for any reason including race, creed, color, national origin, ancestry, gender, sexual orientation, gender expression, 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. (See Discipline.)

Recess Guidelines
The main concern at all times is safety. Any time recess supervisors determine that a game or situation is not safe, the game or situation will be suspended until supervisors determine it can be played in a safe manner.

All students are responsible for all equipment. Please return all recess items to the equipment cart at the end of recess. Equipment is to be shared; even equipment brought from home. Any equipment brought from home should have the student’s full name on it. Anyone who wants to play is allowed, as long as there are no problems. Students may not bring any electronic or battery-operated items to school. The school is not responsible for lost or stolen items.

Basic rules for the playground are:

- **Be respectful** of yourself, others, and the equipment (do not tease or hurt other’s feelings).
- **Always display good sportsmanship.** Failure to do so may result in a loss of playing privileges.
- **Be safe and appropriate.** Keep hands, feet, and inappropriate comments to yourself.
- **Use common sense.** Know the difference between right and wrong.
- **Be responsible for your own actions.**

There will be no food or drink allowed on the playground, except on designated Popcorn Fridays.

**Covered Basketball Area:** No playing with footballs or kicking balls under cover. Balls should only be thrown and kicked on the sand field.

**Paved Areas:** Only running while playing allowed. No kicking balls, playing tag, or throwing footballs on paved areas. No gymnastics should be done. These actions should only be displayed on the sand field.

**Walking:** Students are to walk in all walking zones, particularly at the beginning and end of a recess period.

**Big Toy:** No running on or around the Big Toy. Go down the slides feet first, on your bottom, and one person at a time. No chasing or tag-like games. No climbing up and over railings; you must always use the stairs. Gymnastics should not be displayed on the rubber surrounding the big toy, unless approved by a recess teacher first. Cartwheels and handstands are the only forms of gymnastics that should be done.

**Sand Box:** The sand box is the only area students are allowed to dig. Sand must stay in the sand box. Throwing of sand or sand toys is not allowed. Students must clean up their toys at the end of recess.

**Off Limit Areas:**
- Loading dock area
- Retention pond
- No Playing or picking up rocks in the Rock Area
• Garden areas
• Front of school
• Any area outside the fences
• Bus lanes and sidewalks
• Classrooms (unless student has a pass from the teacher)

Restrooms & Drinking Fountain: During recess, use only the restrooms and drinking fountains located by the gym. Students must use designated passes to use the restroom or get a drink of water during recess.

Discipline Plan: All staff members will intervene to redirect inappropriate student behavior and help students solve problems. Recess teachers have the right to end a game if it becomes unsafe. Interventions may include:

• Principles of Love & Logic
• Individual tactics
• Removal from activity or area
• “Time Out” for 5-10 minutes
• “Time Out” for entire recess
• Send to the office

Rainy/Cold Weather: In order to play outside on cold weather days, students must be dressed appropriately. They must have a weather proof coat, hood or hat, and close toed shoes. Students will be allowed to use the library during afternoon recess on specified days. Recess Teachers can choose to have recess inside. Students will be notified by a sign on the door across from the Music Room. Students in grades 3-5 may also utilize the Book Nook. In the Book Nook, it should be silent and students are expected to be reading. Recess Teachers may ask students to stand undercover if they are dress inappropriately.

Snow Days: In order to play outside on snow days, students must have appropriate clothing, including boots, a coat, and a hat or hood. Students will be allowed to use the library during afternoon recess on specified days.

Play Fighting: There is no play-fighting allowed because all too often it leads to real fighting. Disciplinary action will be enforced for all play-fighting incidents.

Fences/Cement Pillars/Handrails: No jumping from or standing on fences, cement pillars supporting the overhead structures, or handrails.

Bars: One person at a time on the bars. Spinning is allowed on the low bars only. Students must have at least one hand on the bar at all times. No standing on the top of high bars. No sitting on top of the monkey bars or rails. No jumping from the bars. Always take turns. If someone is in line waiting for a turn, count to 25 then it is the next person’s turn.

Jump Ropes: To be used for jumping only.

Balls: Balls are only to be played with during recess time. Balls may only be thrown or kicked on the sand field, not under cover or around buildings. If a ball from another activity comes
your way, do not kick it. Leave the ball, or nicely give it back to the student that comes to retrieve it. Students must have permission from a recess teacher before they leave the field to get a ball; students may not retrieve balls that go over the fence into the retention pond.

The following sports equipment may be brought from home if it is clearly identified with the student’s name: soft “nerf” type balls, jump ropes, soccer balls, four-square balls, footballs, and basketballs. Tennis balls and “super balls” are not allowed. All equipment brought from home will be shared with all students that want to join the game being played.

For safety reasons, students are not allowed to play Red Rover.

At the end of every recess, it is the responsibility of the students to return all equipment.

Restraining Orders/Parenting Plans
In the State of Washington, both parents have equal access to their children’s school records. Both parents can ask to see their children at school. Only a current, court-issued restraining order gives the school authority to deny parental access. If you have a restraining order, please provide the office secretary with a signed copy. While the school reviews and maintains a copy of any current parenting plan on file, it is incumbent on the parents to communicate with one another if there are educational decisions or information that need to conform to parenting plan.

School Lunch Program
Students eat lunch in the cafeteria. Students may bring a lunch from home, or purchase a nutritional lunch through the school lunch program. Milk is provided with the school lunch or may be purchased for $.50. A lunch menu will be posted on the District website each month (https://www.issaquah.wednet.edu/family/lunch).

• Charging a Meal
Every student enrolled in the Issaquah School District is assigned a lunch account that can be used to purchase standard program meals from the school kitchen.

In addition to the standard meal, a la carte food and beverage items are available for purchase. A student’s lunch account must have sufficient funds to purchase a la carte items. A la carte items at the elementary level (i.e. a dessert or a second entrée) and at the secondary level (i.e. vendor pizza, chips and bottled beverages) will not be allowed to charge to the account without sufficient funds.

• Free and Reduced Lunch
The National School Lunch Act provides free and reduced-price lunches for children of families who qualify. Applications for meal assistance are available online by visiting: https://www.issaquah.wednet.edu/district/departments/operations/foodservice or by contacting the Food Service Office at 425-837-5060. Applications are also available in the front office of each school building. If your child was on free or reduced lunches last June, their eligibility continues until September 30. If a change in your family size or income occurs during the school year, please contact Food Services at 425-837-5060.

• Balance Notification
Food Services partners with Myschoolbucks.com, a service that allows the use of credit cards to make payments for a student’s lunch account. There is a $2.49 fee per credit card transaction charged by Myschoolbucks.com however the use of their website to monitor a student’s lunch balance is free. It is also free for users of Myschoolbucks.com to set up e-mail notifications when their student’s lunch balance reaches a specified dollar amount. Families are encouraged to utilize this free service in order to receive automated reminders when their student’s lunch balance is low. Log on instructions and link to Myschoolbucks.com can be found on the district website at https://www.issaquah.wednet.edu/family/MySchoolBucks

Food Services has developed an automated balance notification service that will notify the guardians via e-mail when the student’s lunch balance is low and again when the lunch balance is in arrears. In addition to e-mail balance notifications each school kitchen will send negative balance letters once per week.

District initiated negative balance notification e-mails and negative balance letters will continue to be sent weekly until the unpaid meal charges have been resolved.”

**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, Chris Burton, 425-837-7056 burtonc@issaquah.wednet.edu.

You also have the right to file a complaint (see “Complaint Option: Discrimination and Sexual Harassment”). For a copy of your District’s sexual harassment Regulation and procedure, contact your school or the District office.

**Site Council**

The Site Council, is comprised of up to five parents, up to five staff members, the Student
Council president, and the principal. The purpose of Site Council is to ensure our students’ success by helping to advance the District’s mission, “Our students will be prepared for and eager to accept the academic, occupational, personal and practical challenges of life in a dynamic global environment,” through collaborative planning, communications and decision-making. Site Councils are established at each school to advise the principal on how to advance student learning through strong shared planning, open communications, and problem-solving strategies. Applications for open positions are accepted in the spring.

Technology
Our community has provided a rich base of technology resources for student learning and for teacher instruction. It is important students understand how to use network resources appropriately according to the guidelines in the Electronic Resources Regulation 2022. Inappropriate use of network resources will result in loss of privileges and access to computers, the internet, and the network. Disciplinary action, as provided in ISD Regulations and procedures will be issued for violations. Stress the importance of maintaining privacy of personal information including passwords, as your student is responsible for all activity in or from his/her account. Take the opportunity to discuss issues such as cyber bullying, intellectual property and copyright, and alert your student that no file/picture/text sent out to the Internet is private but can be shared with anyone with access anywhere in the world. Despite filters and firewalls there is still unacceptable and controversial material and communications that students could access. It is also not possible for all students to be directly supervised at all times and it is also not possible to filter all material posted on the Internet to which some families may object. Please discuss your expectations of your student while using these publicly provided resources for learning. Helping students understand these issues can help protect them in this technology dependent world and enable them to use and understand the computers and network to best advantage for their education.

Whether in the classroom, library, or Computer Lab, it is necessary for all students and parents to fully understand and follow these expectations:

• I will walk into the Computer Lab safely and quietly.
• I will sit in my assigned seat with my hands in my lap and listen for directions.
• I will raise my hand and wait patiently for help if I have a problem.
• I will keep my chair at my computer at all times unless a teacher tells me I can sit and work with someone.
• I will use the technology equipment (computers, printers, scanners, etc.) in a responsible way by treating them with care.
• I will only access the internet if I have my "Internet License." I must return the attached District Agreement and this agreement signed by my parent/guardian and me in order to obtain this license.
• I will access only educational sites on the internet in the Classroom/Computer Lab/Library.
• I will not play internet games or download programs from the internet. If I do I will lose computer privileges immediately.
• I will be respectful of the work of others at the computers and understand that if I access
files or folders of other students without permission from my teacher I will lose computer privileges.

• When leaving a computer in my Classroom/Computer Lab/Library I will always check the desktop and leave it the way I found it - programs are closed, the area around my computer is picked up and my chair is pushed in.

• Before I use the equipment in my Classroom/Computer Lab/Library, I will return this agreement with my signature and my parent/guardian signature to my teacher. I verify that I have read and agreed to the Briarwood Technology Agreement and Consequences on the reverse side of this form. These forms will be available for viewing online at: http://www.briarwood.issaquah.wednet.edu.

Visitors & Volunteers
We welcome and encourage you to visit your child's classroom. We want to make your visit to Briarwood a positive experience for you and your child. To help make your visit a successful one, please follow the guidelines outlined below:

• Pre-arrange your visit with the classroom teacher.
• Sign in at the office before going to your child's classroom.
• Wear a visitor badge at all times while on school grounds.
• Please remember, this time is not a conference time.
• Try to arrange your visitation so that it does not occur during the first few or last few minutes of the day.
• Sign out and return the visitor badge to the office at the end of your visit.

Parent and community volunteers are extremely important to Briarwood Elementary. We encourage and support the efforts of volunteers throughout the building. Many classroom teachers use volunteers to assist in their programs and will notify you of needs. If you are interested in becoming a volunteer, please visit the district volunteer website to begin your application (https://www.issaquah.wednet.edu/human-resources/volunteers).

District Regulation 5630 governs volunteers. If you are interested in becoming a volunteer, you must first go online and register in the volunteer system. The process could take up to two weeks. All volunteers will need to complete required paperwork annually, including a Washington State Patrol background check, approximately one week before they will be allowed to volunteer.

All volunteers must report to the office to sign in and check out each day. For safety reasons, volunteers are asked to wear a visitor badge while on school grounds. Adults may be asked by school staff to show their badges when at school. Siblings are not allowed in the classrooms or work spaces while you are volunteering. All parent volunteers should use the staff restrooms.

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.

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.
Bicycle/Walking Pass Permission Form

Students in grades 3-5, with a signed permission slip, have the option to bike and or walk on their own to and from school.

___________________________ has my permission to bike and/or walk to and from school.

Please check circumstances when your student may bike or walk to and from school (this may include older students walking younger siblings):

☐ Before/After School
☐ Following Any After School Activity
☐ Wednesdays Only
☐ Other(s) (Please Specify)____________________________

Parent Signature:____________________________ Date:________________

Electronic Reading Device Permission Form

Students have the option to use electronic reading devices (Nook, Kindle, iPad etc.) only in
their classroom with teacher permission.

Teacher Name:_______________________________________

My student,_________________________________________, has my permission
to use his/her

__________________________________________-
__________________________________________ at school.
(electronic reading device type)                   (model number)

I understand that the school is not responsible if the device is lost,
damaged, or stolen and I am assuming this risk and responsibility.

Parent Signature:________________________________
Date:___________________