

# CHALLENGER ELEMENTARY SCHOOL

## Student Handbook for School Expectations 2019-20



*Dear Families,*

*At the onset of each school year, parents/guardians are expected to explain and discuss Challenger's guidelines with their students. Challenger staff members are also expected to review classroom and building expectations regarding appropriate behavior and dress and to encourage and reward positive behavior in their students.*

*Thank you,*

*The Challenger Staff*

It is the belief of the Challenger community that school should be a safe and happy place where all individuals are positive and respectful of one another. An effective discipline system encourages and rewards positive behavior. An effective, age-appropriate discipline plan is achieved through careful planning and implementation that sets realistic expectations and teaches the appropriate behaviors that allow students to meet those expectations.

Challenger has a school-wide approach to positively addressing behavior. We provide explicit instruction about expected behaviors and strive to equip students with the tools necessary to address mean or bullying behaviors. All students receive instruction about expected behaviors from their classroom teacher, through comprehensive guidance lessons from the school counselor, from the Dean of Students, from paraeducators in the lunchroom and at recess, and at school-wide assemblies. All staff members reinforce positive, expected behaviors daily.

Challenger Elementary believes that academic achievement and behavior competence are the result of school personnel and families working together to provide a continuum of support for all learners. This includes:

1. School-wide interventions for all learners.
2. Specialized interventions for learners who are at risk for academic or social failure due to behavior challenges.
3. Individualized interventions for students with intense/chronic behavioral challenges.

Parents are encouraged to keep the lines of communication open and notify the school of any concerns they have for their child immediately.

## 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.

## SCHOOL-WIDE BEHAVIOR EXPECTATIONS

At Challenger, we adhere to the “3Rs.” Challenger students, parents, volunteers, and staff members are expected to:

Be Respectful

Be Responsible

Be Resourceful

Be Safe

## The Challenger Pledge



### EXPECTED BEHAVIORS

When students do what is expected, it makes others feel **comfortable** feelings (happy, proud, or excited). Students have the opportunity to receive recognition for their efforts of demonstrated expected behaviors through a school-wide reward system. These include class and activities. When a student does school wide what is expected, any adult in the school (parents or staff) can award the students with a Comet Coin (see below).



## **UNEXPECTED BEHAVIORS**

When students do what is unexpected (i.e. don't follow school rules), it makes others around them feel **uncomfortable** (frustrated, sad, nervous, or mad). When rules are not followed, steps for improvement will follow.

## **COMET COINS**

Comet Coins are given to students as a part of our school-wide positive reinforcement system for behavior. Students earn coins by showing expected behaviors in shared spaces outside of the classroom. This school-wide system is helping us to create a community and culture of positive behaviors. Students are expected to be safe, respectful, responsible, and/or resourceful and are rewarded for doing so. Posters around the school remind the students of school-wide expectations and how to earn Comet Coins. This includes following or going above and beyond expected behaviors (see the behavior Matrix listed below).

## **SCHOOL-WIDE EXPECTED BEHAVIORS**

- Use a quiet, inside voice.
- Speak kindly to and about others.
- Follow directions.
- Keep hands, feet, and objects to yourself.
- Ask permission to use things.
- Give your best effort.
- Accept consequences without arguing.
- Be prepared – bring necessary materials with you to school.
- Respect school property.
- Do not chew gum (exceptions made during standardized testing).
- Cell phones and electronics such as gaming tablets should be turned off and in backpacks upon arrival to campus. Electronics used during school hours will be held in the office until dismissal.
- Use the Internet in accordance with the school's Internet Regulation and only with adult direction and supervision.

## **EXPECTED BEHAVIOR BEFORE AND AFTER SCHOOL**

- Arrive in classrooms 9:15 am, but no earlier than 9:00 a.m. as there is no adult supervision provided for students prior to 9:00 am. The first bell rings and students may enter at 9:10 am.
- Unless you have a meeting scheduled with a teacher or are working on a PTA project, we ask that families wait outside of the building until 9:10 am. Teachers use the time between 8:50-9:10 am to prepare for the school day.
- Please walk around the exterior of the building to your teacher's designated line-up spot.
- Students who arrive late (9:16 am or later) must check-in at the office and are marked tardy.
- Wait outside while lining up in the appropriate classroom line before school.
- Student cell phones should be turned off and in backpacks upon arrival to campus.
- Keep hands and feet to self in line.
- Follow directions given by supervision staff.
- After school, parents/guardians on campus should actively supervise their children.
- Students not involved in authorized activities after school must leave school property by 4:00 pm. Comet Club has exclusive access to playground after school.
- Per Issaquah School District Regulation, no animals/pets are allowed on school grounds.

### **EXPECTED BEHAVIORS IN HALLWAYS AND ATRIUM**

- Walk while inside the building.
- Face forward and stay to the right when walking in a line.
- Keep hands and feet to yourself.
- Keep voices off.
- Carry materials properly.

### **EXPECTED BEHAVIORS IN SCHOOL RESTROOMS**

- Use bathrooms with permission and in a timely manner.
- Keep bathrooms neat and clean.
- Flush the toilet after use.
- Respect the privacy of others.
- Wash hands after using the restroom.

### **EXPECTED BEHAVIOR ON THE PLAYGROUND**

- Always keep hands and feet to self.
- “Play fighting” is not permitted.
- Dodgeball is not permitted.
- Share equipment and return equipment to the shed after use.
- Use equipment safely and for its intended use.
- Play cooperatively and take turns.
- When the bell rings, line up quickly.
- Stay on playground and visible to playground supervisors.
  - Stay off hills and away from trees.
  - Stay in front of the baseball field fencing and out of dugouts.
  - Stay off portable steps.
- Bark/wood chips need to remain on the ground.
- Keep hula hoops, balls, and jump ropes out of the bark area.
- Go down the slide one at a time.
- Keep at least one hand on the silver toy at all times.
- Bring appropriate outerwear and stay undercover in heavy rain.
- Use umbrellas safely and appropriately.
- If there is snow on the ground, refrain from throwing snowballs.
- The playground is reserved for Comet Club activities from 3:40-6:00 pm daily.

### **EXPECTED BEHAVIOR IN THE LUNCHROOM**

- Walk safely with hands and feet to self.
- Maintain position in lunch line.
- Sit with your class at your designated tables.
- Follow directions and listen to staff.
- Use good table manners.
- Stay seated with your feet under the table.
- Speak to others with an inside voice.

- Ask permission to leave.
- Because we are a Green School, package food as “waste-free” as possible using reusable containers. Please avoid using glass containers. Recycle and compost as much as possible.

### **EXPECTED BEHAVIORS FOR TRAVELING TO AND FROM SCHOOL**

- Walkers must cross at designated crosswalks with assistance from crossing guards.
  - Please no jaywalking.
- Stay on the sidewalk and walk directly to and from school.
- Families should have a well-understood plan for after school.
  - Have a designated pick-up spot each day
  - If students walk, plan an intentional route that is followed with consistency
- Notify the office and/or 911 immediately if something unsafe occurs on your way to or from school.

### **EXPECTED BEHAVIOR FOR KINDERGARTEN DROP-OFF AND DISMISSAL**

- Kindergartners must be escorted to their morning line-up spot or to the front crossing guard by a parent, childcare provider, or older sibling.
- Kindergartners dropped off in the back loop before school (including those who ride Rainbow School Bus) need to line up with the 1<sup>st</sup> graders in the back atrium area.
- Kindergartners may ride their bikes or scooters if accompanied to and from school by a parent.
- At the end of the day, kindergarten teachers must dismiss their students to an older sibling, parent, or other designated adult (like a childcare provider).

### **BICYCLE, SCOOTER, AND SKATEBOARD RULES AND EXPECTATIONS**

- 3<sup>rd</sup> - 5<sup>th</sup> graders may ride bicycles or ride scooters to school.
  - 1<sup>st</sup> and 2<sup>nd</sup> graders may ride their bikes or scooters if accompanied to and from school by a parent or older sibling.
- Stay to the right when riding in the street, use hand signals when making turns, and follow the rules of the road.
- Helmets are mandatory.
- Lock bikes and scooters in the bike rack.
- Walk your bicycle or scooter on school property.
- Remember that *walkers* have the right-of-way.
- Skate boarding, including Electronic skateboards (“Hover boards”) are not permitted on school grounds.
- Skates/”Heeleys” are to be removed immediately upon entering school property.

### **EXPECTED BEHAVIORS FOR PARENTS IN THE PARKING LOT**

#### ***Expected Behavior for all Drivers:***

- Drive slowly and cautiously.
- Respectfully follow all directions given by staff members.
- **No texting/cell phone use during drop-off/pick-up.**

- With drivers coming from both directions on Klahanie, please take turns and allow those turning left and those turning right into the school, equal access. Otherwise we end up with a gridlock and no one can move!
- Violations may be reported to Sammamish Police Department.

***Expected Behavior for the Front Parking Lot:***

- Park your car in a designated space; **this is a parking lot, not a drop off zone.**
- **Be patient and positive** – expect this area to be busy from 8:55-9:15 daily. The lot is most busy on rainy days, but also on assembly days and during the Science Fair.
- Get out of your car and accompany your child to the front crosswalk—watch for moving traffic!
- Only cross in marked crosswalks—we have crossing guards at those sites.
- Respect reserved spaces for the disabled.
- Take turns and do not cut in front of other cars. There is only one lane of traffic.
- If the lot is full, please loop around or park on the street.

***Expected Behavior for the Back Drop Off/Pick up Loop:***

- This is a Drop off/Pick up Loop; no parking please as the parking lot is for staff only.
- Pull forward as far as you can into the **DROP-OFF AREA** (the cones mark the drop-off area) before letting your child out of the car. This allows as many cars as possible in the loop.
- Parents should remain in vehicles at all times.
- Children should only enter and exit cars on the curbside—never on the side of moving traffic or in traffic! This may mean moving car seats to accommodate this need.
- After your child has left the vehicle, please carefully merge into the left drive thru lane to exit.
- Honor the *No Idling Zone* rule.
- Be patient and positive – expect this area to be busy from 9:00-9:15 and 3:40-3:50 daily.
- Take turns and do not cut in front of other cars.
- Do not stop or park in the crosswalk.

**EXPECTED BEHAVIOR FOR PARENTS & GUESTS AT SCHOOL EVENTS**

- Parents/guardians will supervise siblings of performers before, during and after an event.
- Photography is permitted on the sides and back of the audience seating area. Please respect the personal space of other audience members and the music directors.
- Refrain from side conversations and talking during performances.
- Turn cell phones off.
- Please respect the quiet signal and directions given by music directors.
- Please consider helping stack chairs at the end of the event.

**PHOTOGRAPHY AND SOCIAL MEDIA**

Out of respect to the privacy of other families, we ask that you please do not post other student names, addresses, personal information, and/or photographs to social media websites.

**PARTY INVITATIONS**

Students may not pass out party invitations at school unless all students in the class are invited. It is not appropriate to distribute invitations during lunch or recess. We encourage mailing invitations via the US Mail.

## WHEN TO KEEP YOUR CHILD HOME FROM SCHOOL

We respectfully ask that you keep your child home if s/he has any of these symptoms:

- **Fever** – over 100 degrees F. orally. Temperature should remain normal (98.6 degrees) for 24 hours before returning to school
- **Sore throat** – especially if associated with fever or swollen glands
- **Vomiting** – within the past 24 hours
- **Diarrhea** – more than one occurrence in a 24 hour period
- **Drainage from the eye** –the eye crusted and difficult to open (especially upon waking)
- **Nasal discharge (yellow or greenish)** –If your child’s nasal mucus has a color and is accompanied by a fever and/or coughing, sneezing, drowsiness, and general signs of not feeling well, your child may be contagious and should remain at home until the symptoms subside. Call your doctor if you have any concerns or questions.
- **Appearance/Behavior** – unusually tired, pale, lack of appetite, difficult to wake, confused
- **Rash** – body rashes not associated with heat, or allergic reactions to medications
- **Head lice** – contact school office or nurse if any indication of head lice or nits

## DRESS CODE

As appropriate clothing contributes to a positive learning environment at school, clothing needs to adhere to the Issaquah School District and Challenger Elementary dress standards.

According to ISD Regulation 3224, the student and parent/guardian may determine the student’s personal dress and grooming standards, provided that the student’s dress and grooming do not lead school officials to reasonably believe that such dress or grooming will:

- A. Disrupt, interfere with, disturb, or detract from school activities.
- B. Create a health of other hazard to the student’s safety or to the safety of others.
- C. Promote by printed word or symbol the use of illegal substances or other prohibited activities which may include but not be limited to intimidation, harassment, sexual innuendo, vulgarity, and obscenities.

If a student’s dress or grooming is objectionable under these provisions, the principal or designee will ask the student to make appropriate corrections. If the student refuses, the student is subject to disciplinary action.

Specifically,

- Revealing clothing such as low-cut, cut-outs, belly button-showing, spaghetti strapped attire, sagging pants, and tight clothing are not appropriate.
- To determine whether straps on tops are the appropriate width, try the three-finger width test. If the strap is narrower than three fingers, the top must have another shirt to cover it.
- To determine the appropriate length for shorts and skirts, apply the finger test: these articles may not be shorter than the student’s fingers when arms and hands are extended down their sides (whether or not tights are worn under the skirt).
- For safety reasons, students are not allowed to wear bare or stocking feet or flimsy, open-toed footwear (such as flip-flops).
- Hats, caps, or other head coverings and sunglasses are allowed to be worn outdoors, but not in the school building. Hats that are worn in the building will be held by the teacher until the end of the day.

## **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:

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.

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 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

## **NON-DISCRIMINATION**

If any Challenger student feels he or she is being harassed or intimidated, that student has a right to speak to an administrator or a counselor. School administrators and the counselor will respect the student's right to confidentiality to the greatest extent possible.

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:

### **Human Resources**

Lisa Hechtman, Assistant Superintendent of Human Resources  
565 NW Holly Street  
Issaquah, WA 98027  
425-837-7060  
[hechtmanl@issaquah.wednet.edu](mailto:hechtmanl@issaquah.wednet.edu)

### **Title IX Coordinator**

Sena Camarata, Director of Human Resources  
565 NW Holly Street  
Issaquah, WA 98027  
425-837-7033  
[camaratas@issaquah.wednet.edu](mailto:camaratas@issaquah.wednet.edu)

### **District HIB Coordinator**

Melissa Evans, Assistant Director of Student Interventions - Compliance  
565 NW Holly Street  
Issaquah, WA 98027  
425-837-7109  
[evansm@issaquah.wednet.edu](mailto:evansm@issaquah.wednet.edu)

### **Title VII Compliance**

Lisa Hechtman, Assistant Superintendent of Human Resources  
565 NW Holly Street  
Issaquah, WA 98027  
425-837-7060  
[hechtmanl@issaquah.wednet.edu](mailto:hechtmanl@issaquah.wednet.edu)

**Public Records Officer**

Tricia Romo  
565 NW Holly Street  
Issaquah, WA 98027  
425-837-7178  
[romot@issaquah.wednet.edu](mailto:romot@issaquah.wednet.edu)

**Student-Related Issues: Section 504/ADA Coordinator**

Pam Ridenour, Director of Student Interventions  
565 NW Holly Street  
Issaquah, WA 98027  
425-837-7157  
[ridenourp@issaquah.wednet.edu](mailto:ridenourp@issaquah.wednet.edu)

**Parent/Volunteer and Employee/Applicant-Related Matters**

Carleena Scammon, Director of Human Resources  
[scammonc@issaquah.wednet.edu](mailto:scammonc@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 under District Regulation 3210. Students and staff are also 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.

**All Challenger Staff are trained on receiving reports from students.**

- We will affirm the child's feelings
- Ask questions
- Assess the child's safety
- Act (coach the child, tell child what will happen next, follow up with administration if needed)

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

1. 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
2. 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, Moriah Banasick, 425-837-7139 [banasicka@issaquah.wednet.edu](mailto:banasicka@issaquah.wednet.edu).

## **COMPLAINT OPTIONS: DISCRIMINATION AND SEXUAL HARASSMENT**

If you believe that you or your children 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 the 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 resolve your concerns.

### ***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 needs 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](mailto: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](mailto: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](mailto:OCR.Seattle@ed.gov) | [www.ed.gov/ocr](http://www.ed.gov/ocr)
- *Washington State Human Rights Commission* 1-800-233-3247 | TTY: 1-800-300-7525 | [www.hum.wa.gov](http://www.hum.wa.gov)

### **BULLYING AND MEAN BEHAVIOR**

Bullying is a situation in which one or more students (the 'bullies') repeatedly single out a child (the 'target') and engage in behaviors intended to harm that child. Bullying is one-sided. A bully frequently targets the same student repeatedly and on purpose over time. A child who bullies can dominate the targeted student because the bully possesses more power than the targeted student (physically stronger, more intelligent, have a larger circle of friends, or possess a higher social standing). Bullying occurs when there is physical harm,

### **Misbehavior vs. Bullying Behavior**

As friendly as our students at Challenger are, it is not out of the norm for students to occasionally have conflicts, argue, tease, not play fair, be left out or play too rough. Some of these behaviors can occur when a student is trying to establish a connection with another student but they may not go about it appropriately. Or a student may get their feelings hurt and push another student at recess. A student may say goofy, inappropriate remarks to another student, but these behaviors usually stop once attention is drawn to that behavior. While these behaviors are unacceptable and mean, they are far different from engaging in bullying behavior.

## **Why is it important to not label misbehavior as bullying?**

We need to be careful to recognize the damage that can occur when we over use or inappropriately use the word 'bully'. When we label a child as a "bully" it doesn't let us see past the label, and view kids as individuals. A child is more than just a "bully" and we need to see their other qualities and strengths. Children have a hard time seeing beyond labels. Once a child has been categorized as a 'bully', that label can follow them for life.

We want Challenger to be a safe environment where students can share with staff if they feel they are being hurt or treated unfairly by another student. We take that behavior very seriously and will make every effort to see that each child feels safe at our school.

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](http://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.

## **MISBEHAVIOR AND CONSEQUENCES**

Challenger's discipline guideline seeks to allow each teacher, as well as the administration, a certain degree of flexibility in the handling of student misbehavior. 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 student's attitude

When a student misbehaves, the following actions and consequences may result, depending on the severity of the infraction:

1. **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.
2. **Conference:** Repeated misbehavior may result in a conference with the student, parent(s), principal and school personnel to discuss the student's behavior or learning progress. Depending on the severity of the behavior, the student's parent(s) may be contacted immediately.
3. **Rearrangement** of the student's school schedule may occur when the behavior of the student is such that he/she cannot conduct himself/herself in an acceptable manner.
  - The student may be removed from the classroom.
  - **Restriction of Activities:** A student may not be allowed to participate in certain activities because of his/her past or present behavior.
  - **Community Service** may be assigned and may include the following: Cleaning the lunchroom or playground with a custodian, organizing the lost and found, etc.

### **SEVERE MISBEHAVIOR**

Behaviors that are severe in nature will result in corrective and or disciplinary action that involves immediate parent notification by telephone. Consequences for severe misbehavior can include in-school suspension, suspension from school, or an emergency expulsion.

Examples of **severe misbehavior** include the following: disruption to student learning, possession of weapons, vandalism, arson, assault, swearing/use of abusive language, harassment, racial put downs, intimidation or threats, possession/use of alcohol, tobacco, or drugs, and discrimination.

Any student, who willfully performs any act that 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.

## **WEAPONS**

757 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.