

# Creekside Elementary Student Success Handbook



20777 Southeast 16th Street,  
Sammamish, WA 98075

**Office Phone:** (425) 837-5200

**School Website:** <https://www.issaquah.wednet.edu/creekside>

**Creekside PTSA Website:** <http://creeksideptsa.ourschoolpages.com/Home>

**District Website:** <https://www.issaquah.wednet.edu/>

**Principal:** Tera Coyle

**School Mascot:** River Otters

**School Colors:** Blue, White, and Brown

## **Mission Statement**

The Creekside Elementary School community will work collaboratively to provide a safe, engaging, supportive, and challenging environment, ensuring that all students reach their highest potential in academics and citizenship while honoring their personal strengths.

**Do unto Otters the way you would like Otters to do unto you.**



## Table of Contents

1. Attendance	3
2. Arrival, Dismissal, and Safety	4
3. Expectations, Responsibilities, and Discipline	5
4. General School Information and Guidelines	9
5. Misconduct and Discipline	11
6. Parent Communication, Conferences, and Visitation	13
7. Emergency Procedures	14
8. Civility Regulations	15

### 1. Attendance

Please report your student's absence via phone (Main Office: 425-837-5200) or email ([CSAttendance@issaquah.wednet.edu](mailto:CSAttendance@issaquah.wednet.edu)) with the following information:

- Student Name
- Teacher
- Date(s) of absence
- Reason for absence

Informing the teacher is helpful for the teacher, but only the office can excuse the absence.

- [When to Keep Your Child Home](#)

### Extended Absences

Email the [Creekside Office](#) with student name, teacher name, and dates of absence.

- Pre-planned absences up to 20 school days requires completion of the [Elementary PreArranged Absence Request Form](#). This form must be completed and returned to the Creekside office one week prior to the first absent day.
- Absences of 20 or more consecutive school days requires completion of the [20+ Days Elementary Pre-Arranged Absence Request Form](#). This form must be completed and returned to the Creekside office one week prior to the first absent day. **Absences During Testing**

- Family trips taken during an entire assessment window will be marked as *unexcused*. Data collected during these assessments informs our practice and supports your student's learning. Naturally, our preference is for families to travel during vacation periods outlined by the ISD.
- If your family needs to travel outside of those windows, please be aware of two things:
  - Absences during assessment windows are marked as *unexcused*.
  - Per State law beginning 2017-18:
    - Five or more *unexcused* absences in a *month* require a letter and a petition to be filed with the courts.
    - Ten or more *unexcused* absences in a *year* require a letter and a petition to be filed with the courts.

### Things to note:

- Any absence is marked *unexcused* if the office is not notified.
- A student arriving two or more hours after the start of the day is considered absent for the morning.
- A student who leaves two or more hours before dismissal is considered absent for the afternoon.

## 2. Arrival, Dismissal, and Safety

### Arrival

- NO school district adult supervision prior to 9:00 AM.
- Students will walk directly to classrooms at the 1<sup>st</sup> bell (9:05).
- If on the bus, use level 1 voices and remain seated until dismissed by the driver.
- If students arrive between 9:00 and 9:05, they will wait on the undercover basketball court until 1<sup>st</sup> bell.
- Students in Grades 3-5 may ride bikes/scooters to/from school. Students **MUST** wear helmets and must walk bicycles/scooters when on school property.
  - Get off bike/scooter before arriving on school grounds and walk your bike/scooter down the path by the bus loop.
  - Lock bicycles on the rack by the basketball court.
  - Lock scooters on the racks underneath the stairs when the bell rings. ○ Bring your helmets into the classrooms with you.
  - Helmets must be properly worn when riding bikes or scooters to and from school. If a helmet is mistakenly left at home, we will hold the bike or scooter until someone returns to school with a helmet.

### Drop-off/Pick-up Zone

- Be ready to exit the car before arriving at the drop-off area.

- Say your “good byes” and “I love yous” as you enter the neighborhood. ○ Have materials in hand and ready to go. ○ Be able to exit independently. ○ Know how you will be picked up in the afternoon. Use your planner.
- If you need additional time, pull out of the Drop-off lane and into a parking spot so others behind you may safely unload.
- Exit only on the curb side so as not to get out in front of the traffic lane.
- If walking from a parking space, use the crosswalks and follow the directions of the Para Professional or supervising adult.
- Use the outside stairs or sidewalk to quietly walk to the covered basketball court to wait for the entry bell.

### **3. Expectations, Responsibilities, and Discipline**

#### **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.

#### **Positive Behavior Social Emotional Support (PBSES)**

The Issaquah School District utilizes PBSES (Positive Behavior Social Emotional Support) as a behavior management system. This involves clear expectations, positive reinforcement, and the

use of logical consequences. Consequences are imposed based on the discretion of the staff member and/or the frequency or severity of the incident.

### General Behavior and Discipline

The school staff and parents are jointly responsible for teaching students the importance of respectful behavior to enhance student learning. Students are taught to be responsible for their own behavior. Discipline is the process of holding students accountable for their actions and it should always be a learning experience for the individual. Discipline protects the rights of the group, as well as the individual. It is a process where anger management and conflict resolution skills are learned and applied by the student. Most problems are minor and infrequent and can be corrected by a staff member and the student working together. It is our hope that in maintaining high expectations at school, students will be able to generalize the acceptable standards of conduct and problem-solving skills into their larger world.

Creekside students follow the “Creekside Way.” This means students are:

- Respectful
- Responsible
- Safe
- Kind

	Be Respectful	Be Responsible	Be Safe	Be Kind
Before School	Before 1 <sup>st</sup> bell (outside): Voice Level 2 After 1 <sup>st</sup> bell: Voice Level 1 Listen to safety patrol and adults	Keep your things to yourself Wait on basketball court until 1 <sup>st</sup> bell rings When 1 <sup>st</sup> bell rings, walk to class	Walking feet Body to self Walk directly to class after 1 <sup>st</sup> bell	Greet others Smile
After School	Listen to safety patrol and adults Voice level 2 while walking out of building	Keep your things to yourself Follow your daily home plan	Walking feet Body to self Walk directly to bus, Otter Club, pick-up zone, or home when dismissed	Wave “bye” to others Smile
Hallway & Stairs	When walking: Voice Level 0 When working : Voice Level 1 Single file line to the right	Walk straight to where you are expected Follow the person in front of you Stay on task	Quiet walking feet Body to self Eyes & body forward	Smile and pinky wave Help others Consider others

<b>Bus</b>	Voice Level 2 Listen and follow directions Sit facing forward	Keep personal items to self Keep food and drink in backpack Throw away trash/ recycle	Recognize and report danger Stay seated Walk when entering and exiting bus Body to self	Greet others Share seats with others Say "thank you" to your driver	<b>The</b>
<b>Offer Café</b>	Voice Level 2 Quiet signal: Voice Level 0 Eat politely Listen to speaker Wait your turn in line	Throw away trash/ recycle Raise hand for help	Walking feet Hands to self Eat your own food Sit with feet under table Sanitize your hands	Welcome others to sit with you Help others Appreciate differences	

chart below shows what these expectations look like for each area of our school.

<b>Playground</b>	<p>Listen to adults</p> <p>Follow rules of the game</p> <p>Take turns</p> <p>Return equipment</p> <p>Line up quickly when the bell rings</p>	<p>Voice Level 2 in class line</p> <p>Be a problem solver</p> <p>Use equipment correctly</p> <p>Ask para for nurse/bathroom</p>	<p>Body to self</p> <p>Play "in bounds"</p> <p>Walk in Big Toy area</p>	<p>Check the buddy bench</p> <p>Choose kind words</p> <p>Be a good sport</p> <p>Include others</p>
<b>Restroom</b>	<p>Voice Level 0-1</p> <p>Use closest restroom</p> <p>Respect privacy and property</p>	<p>Flush toilet</p> <p>Wash hands with soap and water</p> <p>Keep water in sink</p> <p>Throw paper towel in yellow bucket</p> <p>Straight in, straight out</p>	<p>Walking feet</p> <p>Take care of yourself</p>	<p>Wait your turn</p> <p>Help pick up towels on the ground</p>
<b>Office &amp; Nurse</b>	<p>Voice Level 0-1</p> <p>Wait at the "Stop" sign</p> <p>Whole body listening</p>	<p>Follow tardy procedures</p> <p>Go straight to where you need to go</p>	<p>Walking feet</p> <p>Body to self</p>	<p>Smile and be polite</p> <p>Choose kind words</p>
<b>Classrooms</b>	<p>Voice Level 0-3</p> <p>Whole body listening</p> <p>Follow directions</p>	<p>Try your best</p> <p>Use materials properly</p> <p>Stay on task</p>	<p>Hands and body to self</p> <p>Push in chairs</p> <p>Walking feet</p>	<p>Speak kindly</p> <p>Be polite</p> <p>Help and support others</p> <p>Share and take turns</p>
<b>Assembly</b>	<p>Voice Level 0</p> <p>Whole body listening</p>	<p>Sit on bottom</p> <p>Appropriate participation</p>	<p>Walking feet</p> <p>Body to self</p>	<p>Clap when appropriate</p>
<b>Safety Drills</b>	<p>Voice Level 0</p> <p>Listen to adults</p> <p>Save questions</p>	<p>Eyes forward</p> <p>Follow directions</p> <p>If lost, calmly meet class on field</p>	<p>Body to self</p> <p>Straight line</p> <p>Walking feet</p>	<p>Help if needed</p>

Computers	Voice Level 0-1 Use equipment properly Honor personal space	Be a digital citizen Log off Eyes on own screen Use headphones when needed	Push in chair Use expected programs	Help others
Otter Club	Body to self Listen Follow directions Voice Level 2	Throw away trash/recycle Use buddy system Make good choices	Recognize danger Let adults know where you are Walking feet in halls	Share Include others Appreciate differences

Just like we teach students academic content and skills, we teach, model, and reinforce these positive behavior expectations. Below is a list of some of the many ways we teach, model, and reinforce positive behavior.

1. **Class Lessons:** Lessons focus on The Creekside Way (see above), skills for learning, empathy, emotion regulation, problem solving, friendship skills, social skills, and growth mindset. The lessons are provided by the teacher, counselor and/or PBESES Support Coaches.
2. **Problem Solving Skills:** Classroom teachers, PBSES Coaches, and/or the Counselor use Second Step and Kelso's Choice to instruct students in the use of strategies to resolve disagreements or conflicts in a respectful manner.
3. **Creekside Coins:** A school wide positive reinforcement system that recognizes and rewards students for following expectation (The Creekside Way).
4. **Morning Announcements:** Recognizing clubs and students who have/are making a positive impact on Creekside and its community.
5. **Classroom Motivation Systems:** Classrooms have a motivational system to encourage and reinforce positive behavior.
6. Staff will communicate with parents if they see a behavior change at school. Staff will work with parents and guardians as needed to help students develop social emotional skills and demonstrate positive behavior.

### Student Responsibilities

Students have the responsibility of following these expectations and making good choices using problem solving and conflict resolution skills appropriate for the situation. In addition, students learn to accept the consequences for their actions.

### Staff Responsibilities

All members of Creekside Elementary share responsibilities for developing and enforcing behavioral expectations, a code of conduct and a behavior system. Staff members are expected to respect all students, parents, and other staff. Teachers will discuss classroom and school rules throughout the school year.

## **Parent Responsibilities**

Parents are asked to communicate regularly with teachers about their child's social development. Parents are asked to keep the school informed of any changes in the child's life that may have an effect on his/her behavior. Parents are asked to work with staff and support the school as needed in solving problems. Parents and guardians will support the *Success* plan by regularly communicating and modeling the expected behavior with their children and siblings.

## **4. General School Information and Guidelines**

### **Dress Code**

Since appropriate clothing contributes to a positive learning environment at school, clothing needs to adhere to the Creekside Elementary/Pine Lake Middle School dress standards:

- Revealing clothing such as revealing, low-cut, cut-outs, belly button-showing, spaghetti strapped attire, sagging pants, and tight clothing are not appropriate.
- To help determine whether straps on tops are the appropriate width, use 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 leggings or tights are worn under the skirt).
- For safety reasons, bare or stocking feet or flimsy footwear (such as flip-flops) are not permissible.
- Hats, caps and sunglasses are allowed to be worn outdoors, but not in the school building.
- Clothing accessories, personal play equipment, and inappropriate items that are disruptive to the educational process or considered to be unsafe will be held by the teacher and will be returned at the discretion of the teacher.
- On P.E. days, students need to wear appropriate shoes and clothing that will allow them to run, jump, climb, and be active.
- For recess purposes, students are encouraged to wear shorts under skirts or dresses.

### **Special Notes about the Playground**

- Pokémon cards and other toys should remain at home. If brought for a classroom reward, they should remain in the backpacks in the classroom.
- Sporting equipment from home may be used at recess, but it is "bring at your own risk" and must be used in an inclusive way.
- All electronics should remain in the backpacks in the classroom and should not be used at recess.
- School library books should remain in the building

## **Technology Expectations**

- Use the Internet in accordance with the District Responsible Use Guide and only with adult direction and supervision.
- Cell phones and other interactive technology devices must remain off during school hours, unless used during teacher directed academic activities.
- Cell phones that ring during school hours are subject to being confiscated and held in the office.
- If a student chooses to bring a cell phone or Apple Watch to school, the cell phone/ Apple Watch MUST be turned off and kept in the student's backpack for the entire school day (this includes lunch and recess). If a student is found to be using a cell phone/ Apple Watch (calling, texting, taking photos, etc.) anytime during the school day, the device can be held in the office for a parent to pick up. In addition, parent volunteers and visitors are asked to put their cell phones to silent mode and refrain from using them when in the building.

## **Field Trips and Off-Campus Activities**

- Follow the Creekside Expectations – be respectful, responsible, safe, and kind. □ Listen to and follow instructions of the supervising adult; stay with your group.
- Follow transportation rules while going to and from the event.
- Give your attention to the speaker or performance and be a good listener/audience member.
- Show your appreciation in positive ways.

## **Before and After School Activities**

Parents are responsible for managing their child's and sibling's behavior during before and after hour activities at Creekside. Please keep your children with you before, during, and after grade level concerts or other programs and help them observe good audience behavior prior to the show.

## 5. Misconduct and Discipline

Creekside's Student Success Plan seeks to allow each teacher, as well as the principal and the assistant principal, a certain degree of flexibility in the handling of student misbehavior. There are often circumstances where students must be responded to differently. Therefore, the possible corrective action taken would depend on the following criteria:

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

When a student doesn't follow the Creekside Expectations, the following actions and consequences **may** result, depending on the severity of the infraction:

1. **Think Time and Conference with Student:** Student completes a "Think it Over" Form and/or has a conversation with school staff to reflect on the choice he/she made, the impact their choice had on himself/herself and others, and a better choice for next time.
2. **Re-Teach Expectation/Practice/Social Skill Training:** School staff reteach related school expectation, have the student practice following specific expectation(s), and/or do a minilesson on a related social/emotional skill.
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.
  - a. The student may be assigned to do a quiet reflection.
  - b. The student may be removed from the classroom.
  - c. The student may be assigned a limited recess.
  - d. Loss of privilege: A student may not be allowed to participate in certain activities because of his/her past or present behavior.
  - e. Community Service may be assigned and may include the following: cleaning the lunchroom or playground with a custodian, etc.
  - f. The student may be assigned to an in-house (in-school) or out-of-school suspension.

In addition, consistent with RCW 28A.600, student conduct expectations under District Regulations may be found at [Regulation 3240P](#). The student will respect the rights of others while in school, on school property, at all school activities, on District provided transportation, or otherwise under school authority.

### Severe Misconduct

Any student, who willfully performs any act which materially interferes with, or is detrimental to, the orderly operation of a school-sponsored activity, or any other aspect of the educational process within the Issaquah School District, will be subject to discipline, suspension, or expulsion.

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

Students are expected to:

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

Student discipline, suspension, and/or expulsion will be administered in such a manner as to take into consideration the nature, severity, and circumstances of the violation, the individual circumstances of the student, and prior or other forms of corrective action or discipline which may have been imposed. A complete copy of Regulation 3241 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.

<http://issaquah.wednet.edu/docs/default-source/district/regulations-manual/3000/3240p-studentconduct-procedure.pdf?sfvrsn=0>

Behaviors that are severe in nature will result in disciplinary action that involves immediate parent notification by telephone. **Consequences for severe misconduct can include in-house (in school) suspension, suspension from school, or an emergency expulsion.**

Examples of severe misconduct include but are not limited to the following:

- Disruption to student learning   ▪ Possession of weapons
- Vandalism/arson   ▪ Assault
- Swearing/use of abusive language   ▪ Harassment
- Racial or gender put downs   ▪ Intimidation and threats
- Possession/use of alcohol, tobacco   ▪ Discrimination or drugs

### **Definitions of Terms**

- **In-House Suspension** provides for students to be removed from classroom activities/peer contact for a designated period of time while still remaining on school grounds.
- **Suspension** is the exclusion from school, or individual classes for the specific period of time, after which the student has a right to return. A suspension is "short term" if it is for a period of ten consecutive school days or less. A suspension is "long term" if it exceeds ten 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 District Regulations and shall afford the student due process.

## 6. Parent Communication, Conferences, and Visitation

To ensure you receive the most up-to-date information, please sign up for all of the district communication tools.

### E-news from the Principal

The Creekside Principal sends out E-news regularly and a monthly Otter Tracks Newsletter. This message updates families on important information and provides a calendar of upcoming school and district events. This message is sent via email and is available on the school website.

### Parent-Teacher Communication

Parents are welcome to call or email their child's teacher about academic, behavior or social concerns. Teachers will respond within 72 hours per contract. In addition, teachers communicate important information via class newsletters or classroom website.

### Parent Teacher Conferences

Parent-teacher conferences give parents and teachers the opportunity to discuss student progress and concerns. The fall conferences for grades K-5 are scheduled in December. Check the District calendar for dates. Parents/guardians may request a conference at any time during the school year as needs arise, arranged through the classroom teacher.

### Visiting the School

We appreciate your interest in your child's progress and learning experiences. All visitors must sign-in and sign-out in the school office. All visitors and volunteers must wear an approved school identification badge. Parents are welcome to visit their child's classroom. However, to avoid classroom disruption, please contact the teacher to schedule a specific visitation time.

## 7. Emergency Procedures

It is very important that you notify the Creekside office throughout the school year of any changes in your work, home, or emergency contact numbers. As we think about potential emergency situations, we ask that you review with your child what they should do, according to their Emergency Plan, in the event school is dismissed early during the day. During a snowstorm, power outage, earthquake, etc., there is always the possibility this could happen. **Expecting the school to contact you by telephone or your calling the school to make plans is not a realistic expectation.** Announcements are made over various radio stations in the event school is cancelled, starting late, or dismissing early. Go to the District website for the most up-to-date information: [www.issaquah.wednet.edu](http://www.issaquah.wednet.edu).

1. In the event of an emergency or disaster, all students will be asked to follow their Emergency Plan. A new Student Emergency Information form is to be filled out each year. One copy of the completed form is kept in the child's classroom, and another is kept in the office.
2. If an emergency occurs, the student will be taken to a safe area of the school. A checkin/check-out point will be established and will be clearly marked. You will be notified via phone and email if an emergency occurs and given specific directions. Parents/guardians should go directly to the designated checkpoint when coming to pick up a child.
3. If you come to the school to pick up a child during an emergency, please maintain a calm and positive attitude in the presence of the children.

4. If an emergency should occur, please keep in mind that the school needs to keep phone lines clear for communication with the school District and emergency services. During power outages, the telephone lines could be unavailable.
  - a. To be prepared for the worst-case scenario, the school has basic emergency supplies provided through the school District and Creekside PTA. Families are responsible for sending an emergency pack for their child (included in the student supply list).

### **School Closures Due to Snow, Ice, etc**

A general District bulletin regarding this subject will be issued early in the school year. The bulletin will instruct you to listen to your radio or television on the mornings of inclement weather. If there is no announcement about the Issaquah School District, regular school hours will be observed. Please be aware the district may opt to use Snow Routes for bus transportation. Make yourself familiar with your child's Snow Route drop-off spot. Check the District website for the latest information:

[www.issaquah.wednet.edu](http://www.issaquah.wednet.edu).

## **8. Civility Regulations**

### **Prohibition of Harassment, Intimidation, and Bullying**

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
- Purposeful destructive acts relating to an individual or group whether

electronic, written, oral, or physically transmitted messages or images

## **Sexual Harassment**

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:**

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, Sena Camarata, 425-837-7060; [camaratas@issaquah.wednet.edu](mailto:camaratas@issaquah.wednet.edu). You also have the right to file a complaint.

## **Complaint Options**

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 Out 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](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)

## **Nondiscrimination**

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:

### **Title IX Coordinator**

Amanda Dorey, Director of Human Resources

5150 220<sup>th</sup> Ave SE

Issaquah, WA 98027

425 837-7056

[Doreya@issaquah.wednet.edu](mailto:Doreya@issaquah.wednet.edu)

### **District HIB Coordinator**

Stacey Zachaus, Assistant Director of Student Interventions – Compliance

5150 220<sup>th</sup> Ave SE

Issaquah, WA 98027

425 837-7109

[Zachaus@issaquah.wednet.edu](mailto:Zachaus@issaquah.wednet.edu)

### **Civil Rights**

Amanda Dorey, Director of Human Resources

5150 220<sup>th</sup> Ave SE

Issaquah, WA 98027

425 837-7056

[Doreya@issaquah.wednet.edu](mailto:Doreya@issaquah.wednet.edu)

### **Public Records Officer**

Tricia Romo

5150 220<sup>th</sup> Ave. SE

Issaquah, WA 98027

425-837-7178 [romot@issaquah.wednet.edu](mailto:romot@issaquah.wednet.edu)

### **Transportation Director**

Coleen Xaudaro

805 2nd Avenue SE

Issaquah, WA 98027 425-837-6324

[xaudaroc@issaquah.wednet.edu](mailto:xaudaroc@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 (also summarized above).

### **Weapons**

Possession, transmission or use of any object that is or reasonably appears to be a dangerous weapon or related device is prohibited. Such objects include, but are not limited to: firearms, ammunition, incendiary or explosive devices, clubs, knives with blades of at least three (3) inches in length or other cutting or stabbing instruments brought or possessed with the intent to cause bodily harm, or to instill

fear and/or intimidate by their mere presence on school property or at school sponsored events, chemical inhalants

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

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

Pursuant to RCW 9.41.280, students who possess a dangerous weapon on school premises, schoolprovided 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.