



**Parent and Student  
Resource Guide  
2025-2026**



**Granite Falls School District**



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## Our Mission

Crossroads encourages a desire for life-long learning in a safe and supportive environment that prepares and empowers students academically, socially, and emotionally.

## Crossroads Core Values

**Personal Expression and Experience:** We affirm the uniqueness of each individual, respect their inherent worth and dignity, and value their potential and ways of existing in the world. We are committed to understanding how personal, cultural, and historic aspects of identity contribute to and enrich our school community and to nurturing the intellectual, physical, emotional, social, and civic potential of each student.

**Inclusive Teaching and Learning:** We examine and revise our curriculum and teaching practices as necessary to ensure that we are effective in reaching every student. We are committed to learning to recognize and understand the range of needs and learning styles among our students, and to hone their skills in building and sustaining an inclusive classroom. We believe that inquiry-based, passion-driven learning is deeper learning and engages students in activities that encourage diverse approaches and solutions to issues, while providing a range of ways for students to demonstrate their abilities and learning.

**Self-Reflection and Exploration:** Our staff help our students learn to reflect on their learning and connect it to their life experience and to question their cultural viewpoints and assumptions. We are committed to exploring our school culture to better understand the experiences of students and adults from diverse backgrounds and to challenge our own practices.



# XR

## OUR NORMS

**P**

### **Persistence**

We challenge ourselves to do and be our best.

**R**

### **Respect**

Treat people and the building with kindness and compassion.

**I**

### **Inclusion**

We do not let people sit alone and we make choices with everyone in mind.

**D**

### **Dedication**

We come to school, we show up, and we always try our hardest.

**E**

### **Empathy**

We take a moment to remember that we all go through things we can't see, and choose kindness first.



# XR

## OUR CLASSROOM VALUES

RESPECT



### **Be Respectful of Shared Spaces**

We move to classes safely and without blocking hallways.



### **Lend a Hand**

We help each other out. This includes leaving spaces clean.



### **Community**

We pride ourselves in a positive, respectful, family like community; that is, kind and caring to one another and does not let those around us feel unsafe or alone.



### **Be Responsible**

Show those around you, staff, and the building respect along with kindness and compassion.



# XR

## OUR C.O.R.E. BELIEFS



**Courtesy (Respect)**



**On Time**



**Remain in Class**



**Engaged (No Phones)**



## Alternative Learning Experience Manager’s Message

A huge welcome to the 2025–2026 school year! I am so excited to be here with you as your new ALE Manager. My passion is Inspiring Success: Every Student, Every Day, and I can’t wait to get started.

For 25 years, I’ve been a teacher and a school leader. My career has focused on helping students reach their full potential, especially those who need a little extra support. As a parent of three—Priya, Trenton, and Trinity—I know how much trust you place in us every day. My wife is also a principal, so our family is fully committed to education. I’m eager to partner with you to make this a wonderful year for our students.

### Our Focus for the Year Ahead

At Crossroads, we know that every student has the potential to do great things. This year, our focus is on helping them reach that potential and preparing them for a successful future after graduation. We are committed to creating a safe and supportive environment where classes are exciting and challenging. We also want to foster a growth mindset, where students learn that with a little hard work, they can overcome any obstacle.

One of the most important parts of this growth is showing up. We know that being in school consistently is key to your student’s success, and we’re here to partner with you to make sure your child is engaged and learning every single day. Our staff is dedicated to providing the one-on-one support that is a hallmark of the Crossroads community.

The 2025–2026 school year is an opportunity for us to grow together. Your partnership is invaluable, and I look forward to working with all of you—students, parents, and staff—to make this a year of remarkable achievement and personal growth.

Sincerely,

Brandon L. Moeller  
Crossroads, ALE Manager  
Granite Falls School District  
Email: [bmoeller@qfalls.wednet.edu](mailto:bmoeller@qfalls.wednet.edu)



## Crossroads Block Bell Schedule

Mon, Tue & Thus Schedule			80 Minute Early Release Weds	
Period	Time		Period	Time
0 Period	7:30 - 8:20		0 Period	7:30 - 8:20
1st Period	8:25- 9:15		1st Period	8:25 - 9:05
G&G Breakfast	9:15 - 9:25		G&G Breakfast	9:05 - 9:15
2nd Period	9:25 - 10:25		2nd Period	9:15 - 10:05
3rd / C.C.	10:30 - 10:45		3rd / C.C.	Not Today
4th Period	10:50 - 11:40		4th Period	10:10 - 10:50
Lunch	11:40 - 12:10		Lunch	10:50 - 11:20
5th Period	12:15 - 1:00		5th Period	11:25 - 12:05
6th Period	1:05 - 1:55		6th Period	12:10 - 12:50

2Hr Late Start/Snow Schedule			½ Half Day Early Release 10:50	
Period	Time		Period	Time
0 Period	9:30 - 10:20		0 Period	7:30 - 8:20
1st Period	10:25- 10:55		1st Period	8:25 - 8:47
G&G Breakfast	Not Today		G&G Breakfast	Not Today
2nd Period	11:00 - 11:35		2nd Period	8:50 - 9:12
3rd / C.C.	Not Today		3rd / C.C.	Not Today
Lunch	11:40 - 12:10		4th Period	9:15 - 9:37
4th Period	12:15 - 12:45		5th Period	9:40 - 10:02
5th Period	12:50 - 1:20		6th Period	10:05 - 10:25
6th Period	1:25 - 1:55		G & Go Lunch	10:25 - 10:50



# Faculty & Staff

Office Staff			
Title	Name	Email	Phone
ALE Manager	Brandon L. Moeller	bmoeller@gfalls.wednet.edu	(360) 474-3909
Counselor	Kathleen Neis	kneis@gfalls.wednet.edu	
Office, ASB and Attendance Secretary	Savana Nieman	snieman@gfalls.wednet.edu	(360) 283-4407
Registrar	Beth Morrison	bmorrison@gfalls.wednet.edu	(360) 283-4012
Open Doors Registrar	TBD		
Health Room	TBD		

Instructional Staff			
Title	Name	Email	Phone
Teacher	Robynn Barth	rbarth@gfalls.wednet.edu	
Teacher	Nikki Bowlden	nbowlden@gfalls.wednet.edu	
Teacher	Lori Carlson	lcarlson@gfalls.wednet.edu	
Teacher	Halen Davis	hdavis@gfalls.wednet.edu	
Teacher	Kayla Land	kland@gfalls.wednet.edu	
Teacher	Tracy Orr	torr@gfalls.wednet.edu	
Teacher	Elizabeth Panagos	epanagos@gfalls.wednet.edu	
Teacher	Cindy Reynolds	creynolds@gfalls.wednet.edu	
Teacher	Jeremy Rose	jrose@gfalls.wednet.edu	



Instructional Staff			
Title	Name	Email	Phone
Teacher	Laurie Roughton	lroughton@gfalls.wednet.edu	

Support Staff			
Title	Name	Email	Phone
Paraprofessional	Liz Sullivan Fisk	esullivan@gfalls.wednet.edu	
Crossroads Case Manager	Brooke Shea	bclaxton@gfalls.wednet.edu	
Open Doors Case Manager	D Haviland	dhaviland@gfalls.wednet.edu	

Student Success Advocate Staff			
Title	Name	Email	Phone
Student Success Advocate	Jillian Olson	jhardy@gfalls.wednet.edu	

Custodial Staff			
Title	Name	Email	Phone
Custodian	Deb Mathis	dmathis@gfalls.wednet.edu	



<b>Kitchen Staff</b>			
<b>Title</b>	<b>Name</b>	<b>Email</b>	<b>Phone</b>
Kitchen	Marianne Gresli	crkitchen@gfalls.wednet.edu	
Kitchen	Ludamila Onishchuck	lonishchuck@gfalls.wednet.edu	



## If You Need Help

Description	Staff Titles
Absences	Office Secretary
Address/Name Changes	Registrar
Athletic Events and Times	Athletics/ASB Secretary at GFHS
ACT test	Counselor
ASVAB (Military Test)	Counselor
BECCA Bill	Attendance Secretary
Bell Schedules	Office Secretary
Building Use	Office Secretary
Building Use	Office Secretary
Bus Routes	Office Secretary
College Applications	Counselor
Deliveries	Office Secretary
Discipline	Principal
Early Dismissal	Office Secretary
Electronic Devices	Office Secretary
Enrollment/Registration	Registrar
Financial Aid (FASFA)	Counselor
Fines/Fees	Office Secretary
Free/Reduced Lunch	Office Secretary
Graduation Cap/Gown	Registrar
Graduation Ceremony	Counselor



Graduation Status	Counselor
ID Card for Students	Office Secretary
Illness/Health	School Nurse/Health Room Attendant
Lost and Found	Office Secretary
Parking	Office Secretary
Picture Pick Up	Office Secretary
Questions/General	Office Secretary
Records/Files	Registrar

Illness/Health	School Nurse/Health Room Attendant
Lost and found	Office Secretary
Parking	Office Secretary
Picture Pick-Up	Office Secretary
Questions/General	Office Secretary
Records/Files	Registrar
SAT Exam	Counseling Office
Schedules/All Changes	Counseling Office
Scholarships	Counseling Office
Social Security	Student Support Advocate
Sports/Insurance	Athletics/Activities Secretary at GFHS
Staff Directory	Main Office
Tardies	Office Secretary
Transcripts	Registrar
Truancy	Principal/Office Secretary
Withdrawal	Registrar
Yearbook Purchases	Office Secretary



# Policy and Procedures

The following items may contain only portions of actual Board Policy. Complete policies can be found on the district website at [www.gfalls.wednet.edu](http://www.gfalls.wednet.edu). Policies listed below may be subject to change due to the current School Board Policy review.

## Academic Integrity

Students are expected to behave honorably regarding academics. This is to include refraining from all forms of cheating including academic dishonesty and plagiarism. Violations may result in loss of credit on assignment. Violations will also result in guardian contact/conference and documentation in the student's discipline file. Chronic or extreme cases may result in further district discipline.

Drivers Education is offered through Granite Falls High School for a fee. Please contact the high school office for details. Students successfully completing an approved defensive driving class may earn .5 elective credit.

## Activities Offered

- Students may participate in sports through Granite Falls High School or Lake Stevens High School.
- National Honor Society
- Voices of Youth
- Music Club
- Sources of Strength
- FBLA (Future Business Leaders of America)
- FFA (Future Farmers of America)

## Adult Students

Under the national [Family Educational Rights and Privacy Act of 1974](#) (also called the Buckley Amendment), parents have the right to access a student's school records and block the release of information to third parties. These rights turn over to the student at age 18. This means parents may not be contacted by the school about their child's affairs once they turn 18. This also allows an 18-year-old to dismiss themselves from school and become responsible for their attendance. Parents can still request access to school records by showing the student is dependent for income-tax purposes.



# Alternative Learning Experience: Washington State

Crossroads aligns with Washington State Alternative Learning Experience (ALE) rules. Courses or grade-level coursework where some or all instruction for the course takes place independent of the regular classroom, schedule, or school setting. Instead of daily classroom attendance, compliance with Chapter 392-550 WAC is expected. The ALE rules govern how students must progress to maintain active enrollment in the program.

**Weekly Contact:** Students must have weekly personal contact with their instructors. Direct personal contact shall be for instruction, review of assignments, testing, reporting of student progress, or other learning activities. Students must maintain contact with their certificated teacher at least once a week. To meet this requirement students, need to complete assignments/tests/activities posted to CANVAS (or other assigned curriculum) that a teacher grades or provides instructional feedback or one of the following:

- Face-to-Face with teacher
- Google Meet/ZOOM with teacher
- Phone call with teacher
- Email exchange with teacher (if all other options are not possible or if arranged with teacher)=
- Text Message with teacher
- Zoom meeting with teacher

At Crossroads, we care about your success and well-being. One of the advantages of Crossroads is that it allows for a more flexible learning environment with the ability to create innovative schedules that meet student needs. At the same time, ALE rules require students to make regular academic progress in their courses. To meet the laws associated with ALE (Alternative Learning Experience) we must complete monthly progress checks, these progress checks are based on making progress toward academics and/or social-emotional learning standards. If a student has 20 days (four weeks) of no contact with their teacher a drop from the program is required. How it works:

- Each month, your Check and Connect teacher will rate your progress based on your individual goals
- Students receive either an **S (Satisfactory)** or a **U (Unsatisfactory)** rating.
- Intervention plans must be created for any student not earning satisfactory progress
- Intervention plans must be created and shared by the Check and Connect teacher within five days



If you receive an **S**, you will continue with your current program. If you receive a **U**, you will work with your Check and Connect teacher to develop and implement specific interventions that are designed to help you get back on track, these interventions could include urinalysis testing. However, if you receive three **U** ratings in a row, a significant program change may be necessary.

Program changes could include adjustments within the Crossroads program, transfers to Open Doors, transfers to out of district programs, or, in some cases, students returning to their school of origin. Our goal is to support you every step of the way and ensure you have the tools you need to succeed!



## Attendance

Attendance is a critical building block for student learning. If students are not present, it is more difficult for them to engage in learning. Attendance is a leading indicator of equity that signals when students might need additional support. Crossroads uses specific strategies to improve student attendance beginning with building positive relationships, checking daily attendance, attendance calls, attendance letters, attendance barrier assessment and other tiered interventions. Please contact Savana at 360-285-4407 for concerns about attendance or to report an absence. Make sure to give your student's full name, date of absence, and a contact number when leaving a message.

Students absent 20 consecutive days of school will be withdrawn from Crossroads in accordance with Washington State Law. Withdrawn students wishing to re-enroll at Crossroads will have to apply for re-admission to the program.

The state of Washington compulsory attendance and truancy laws apply to Alternative Learning Experience (ALE) programs, such as Oak Harbor Virtual Academy (OHVA), WAC 392-550-040. This law requires a student to have valid justification for missing ALE weekly contact for truancy.

Students must maintain contact with their instructor at least once a week. To meet this requirement students, need to complete assignments/tests/activities in class or posted to CANVAS; AND one of the following:

- Face-to-Face meeting with teacher
- Google or zoom meeting with teacher
- Phone call with teacher
- Email exchange with teacher (if all other options are not possible or arranged with teacher)
- Text message with teacher



## Mandatory M–F Attendance

To ensure every student stays on track to graduate, Crossroads High School is reaffirming our attendance expectations regarding instructional time and course work.

### Key Information:

- **Mandatory M–F Attendance:**  
Attendance is mandatory Monday through Friday for ALL students.

- **The Exception (Academic / Attendance Pass):**  
The only students excused from attending on Fridays are those who have earned an Academic / Attendance Pass by proficiently passing all of their course work and regular attendance.

- **Follow-Up:**  
Check-N-Connect Advisors and office staff will be sending follow-up letters regarding your student's specific status and attendance requirements.

- **Attendance Record:** Students who do not hold an Academic / Attendance Pass and fail to attend on Fridays will be marked absent.

**CROSSROADS HIGH SCHOOL**  
**ATTENDANCE EXPECTATIONS**

- MANDATORY M–F ATTENDANCE**  
All students must attend Monday through Friday.
- THE EXCEPTION: ACADEMIC / ATTENDANCE PASS**  
Excused from Friday attendance IF:  
Proficient in ALL course work  
+ Regular attendance
- FOLLOW-UP LETTERS**  
Check-N-Connect Advisors & office staff will send updates on student status.
- ATTENDANCE RECORD**  
Students without a Pass who miss Friday will be marked ABSENT

Together, ensuring every student graduates

## Tardies

In addition to school board policy and state law regarding school attendance, the high school has other critical policies that impact graduation. Excessive absences may affect loss of class credit required for graduation.



## Attendance & The "BECCA Law"

To ensure every student stays on track to graduate, Crossroads High School is reaffirming our attendance expectations regarding instructional time and course work.

### Key Information:

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- **Follow-Up:** Check-N-Connect Advisors and office staff will be sending follow-up letters regarding your student's specific status and attendance requirements.
- **Attendance Record:** Students who do not hold an Academic / Attendance Pass and fail to attend on Fridays will be marked absent.

Regular attendance is more than just a school rule—it is a state law designed to protect students and ensure they have access to the support they need.

### What is the BECCA Law?

The "Becca Bill" requires all students between the ages of 8 and 18 to attend school every day. If a student has unexcused absences, the law requires the school and the courts to take specific steps to help the student get back on track.

### The Truancy Timeline

Under Washington state law (RCW 28A.225), schools must follow these steps for unexcused absences:

- **After 1 unexcused absence:** The school must notify the parent/guardian (usually via phone or email).
- **After 3 unexcused absences (in one month):** The school must schedule a conference with the student and parent to find out why the student is missing school and how we can help.
- **Between 2 and 7 unexcused absences:** The school may refer the student to a Community Engagement Board (CEB) to create a plan for success.
- **After 7 unexcused absences in a month (or 15 in a year):** The school district is legally required to file a Truancy Petition with the Juvenile Court.



## Why Attendance Matters

By February, many students are feeling "mid-year burnout," but missing even two days a month can lead to Chronic Absenteeism.

Attendance Category	Days Missed per Year	Impact on Success
Satisfactory	9 or fewer	Highest chance of graduation and high GPA.
At-Risk	10–17	Students often struggle to keep up with core credits.
Chronic Absence	18 or more	Significant risk of falling behind and failing classes.

## Tips for Parents

- Verify Absences Early: If your student is sick, please call the attendance office within 48 hours to ensure the absence is "Excused."
- Check the Portal: Log into the student portal weekly to monitor attendance by period—not just by day.
- Set a "Digital Curfew": Many truancy issues start with a lack of sleep due to late-night gaming or social media.

**Attendance Appeals Process:** If a student exceeds 10 absences per semester in any class they will lose credit unless credit is approved by the appeals committee. At the Crossroads, 3 tardies are equivalent to one unexcused absence. If a student exceeds 10 absences in a semester they are encouraged to stay in class for the remainder of the semester. If the student remains in the class until the end of the semester, then the student and/or parent may submit a formal credit appeal with the appeals committee for a final decision on credit. The appeals committee, based upon specific guidelines, as outlined by the Appeals Packet may reinstate credit to the student.



# Truancy

Truancy Action Requirements in ALE Settings:

When	Action/Response
<p><b>After 1 missed weekly contact without valid justification</b></p>	<p><b>Inform</b> the student's parent/guardian by a notice <b>via direct personal contact</b> whenever the student has missed weekly contact without valid justification. The notice should inform the parent/guardian of the potential consequences of additional missed weekly contacts. (<a href="#">WAC 392-550-040</a>)</p>
<p><b>After 2 consecutive or 3 cumulative missed weekly contacts without valid justification</b></p>	<p><b>Schedule a conference</b> with parent/guardian and student for the purpose of <b>identifying barriers</b> to the student's regular attendance and the <b>supports and resources</b> that may be made available to the family, and the <b>steps to be taken</b> so that the student is able to eliminate or reduce his/her absenteeism. The conference may take place in person, by phone, or through interactive video communication. (<a href="#">WAC 392-550-040</a>)</p> <p><b>Develop a data-based intervention plan</b> to eliminate or reduce student absences.</p> <p>Convene the IEP or 504 team, if the student has an IEP or a 504 Plan to consider the reasons for the absences and adjust the IEP or 504 plan as necessary.</p>
<p><b>At 5 consecutive or 6 cumulative missed weekly contacts without valid justification</b></p>	<p><b>File truancy petition</b> with the Office of Juvenile Court.  <b>The court must stay the petition.</b>  <b>Refer parent and child to a community engagement board (CEB)</b> or other coordinated means of intervention. (<a href="#">WAC 392-550-040</a>)            After 20 days of non attendance, per district policy students are withdrawn.</p>

# Assemblies

Assemblies are a regularly scheduled part of the curriculum and, as such, are designed to be educational as well as entertaining experiences. Assemblies provide one of the few opportunities in school to learn formal audience behavior. Regardless of the type of program, courtesy demands that students be respectful and appreciative. Talking, whispering, whistling, stamping of feet, using technology, and booing are discourteous. Yelling may be proper at Pep Assemblies. Students who behave inappropriately will be asked to leave the assembly and may result in additional disciplinary actions.



## Assessments

All Granite Falls School District students must take both local state assessments. Crossroads High School students will take these tests on campus during their school's designated testing window or at an otherwise specified location, date, and time. More information on assessments can be found at the Office of the Superintendent of Public Instruction (OSPI) website:

[www.k12.wa.us](http://www.k12.wa.us).

## Closed Campus

All students must exit campus through the office. Students under 18 must have a parent or guardian to excuse their departure from school and sign out through the office.

## Driver's Education

Drivers Education is offered through Granite Falls High School for a fee. Please contact the high school office for details. Students successfully completing an approved defensive driving class may earn .5 elective credit.

## Driving Privileges and Parking

Parking is a privilege not a right. Students are asked to be respectful of this privilege. Students must have a valid driver's license, insurance, and a parking pass displayed in their windshield to park on campus. Forms are available in the office. Parking on campus provides school administration the authority to search vehicles as determined through "reasonable suspicion". Student parking on campus may be revoked at any time. Students must always be safe, responsible and respectful.

## Device Protection Plan

**REMINDER!** New for this school year, parents/guardians must first read and sign this online form if they want their Crossroads High School student to be issued a Chromebook. If you haven't done so yet, please review and fill out the form.

[Form: 25-26 Device Protection Plan](#)

**Tip:** Viewing the form from a mobile phone might make the "submit" button disappear at the bottom. If you complete this form on a mobile phone, try rotating your phone landscape (long-ways) and then you should be able to see the "submit" button at the bottom.



### **What is the DPP?**

- The Device Protection Plan (DPP) is available for families to help cover the cost of accidental damages to District-owned Chromebooks that students check out for use outside of school. The details of what the plan covers are listed in the agreement [here](#).

### **Do I need to purchase the plan?**

- The DPP is completely optional, but it is recommended. The cost to replace a broken device not covered by the plan can go up to \$200. Students can still check out a device even if families decline to purchase the DPP--but the form still needs to be completed (see next).

### **Do I still need to complete the form if I don't want the plan?**

- Yes, if you want your student to be able to check out a device for the school year the form **MUST** be signed by a parent/guardian even if you don't want to enroll in the DPP.

## **Telephone**

There is a free telephone in the Main Office for students' emergency use. Students using this phone during class time must have a note/pass from their classroom instructor and permission from the secretary before using. Use of the office telephone by students is limited to emergency calls and/or school related business calls only. Every attempt is made to deliver messages and deliveries to students from family. However, we will not be responsible for messages/deliveries that are not responded to by students.



## Cell Phone

Students in possession of telecommunications devices, including, but not limited to, pagers, beepers, and cellular phones, while on school property or while attending school-sponsored or school-related activities will observe the following conditions:

- A. Telecommunication devices will be turned on and operated only before and after the regular school day and during the student's lunch break, unless an emergency situation exists that involves imminent physical danger or a school administrator authorizes the student to use the device.
- B. Students will not use telecommunication devices in a manner that poses a threat to academic integrity, disrupts the learning environment, or violates the privacy rights of others;
- C. Students will not send, share, view or possess pictures, text messages, emails or other material depicting sexually explicit conduct, as defined in RCW 9.68A.011, in electronic or any other form on a cell phone or other electronic device, while the student is on school grounds, at school sponsored events, or on school buses or vehicles provided by the district;
- D. When a school official has reasonable suspicion, based on objective and articulable facts, that a student is using a telecommunications device in a manner that violates the law or school rules, the official may confiscate the device, which will only be returned to the students' parent or legal guardian;

Reminder

# NO CELL BELL TO BELL

**WHAT IS A PERSONAL DEVICE?**

- Cell phones
- Tablets
- Earbuds/headphones
- Smartwatches (when used for calls and texting)
- Gaming devices
- Other non-instructional electronics

**EXPECTATIONS**

Students may not display, use, or make devices visible during instructional times.

- 1 Put your devices in airplane mode or silent
- 2 Keep your personal devices stored for the entire class period

**✓ CAN BE USED**

- Before first period
- After sixth period
- Transition between classes
- During lunch

**✗ CANNOT BE USED**

- During class (bell to bell)
- Outside of assigned class area during class time (i.e. bathrooms, hallways, main office & student services)
- During lunch detention/ISS

**STUDENTS ARE EXPECTED TO USE THEIR GFSD PROVIDED CHROMEBOOKS. NO PERSONAL COMPUTERS PERMITTED.**



- E. By bringing a cell phone or other electronic devices to school or school-sponsored events, the student and their parent/guardian consent to the search of the device when school officials have a reasonable suspicion, based on objective and articulable facts, that such a search will reveal a violation of the law or school rules. The scope of the search will be limited to the violation of which the student is accused. Content or images that violate state or federal laws will be referred to law enforcement;
- F. Students are responsible for devices they bring to school. The district will not be responsible for loss, theft or destruction of devices brought onto school property or to school sponsored events;
- G. Students will comply with any additional rules developed by the school concerning the appropriate use of telecommunication or other electronic devices; and
- H. Students who violate this policy will be subject to disciplinary action.



## Expectations For Dress – Dress For Success

Crossroads is committed to providing a respectful learning environment for all students and staff. Students may express their individuality in their dress as long as their appearance does not cause a disruption to the educational process for themselves, other students, or staff. Students' choice in matters of dress and appearance shall be regulated when the sensibilities of others are impacted, in the judgment of school officials. The following expectations apply:

- Shorts and skirts must be mid-thigh or longer, shirts and tank tops must cover the stomach, back, and chest.
- Uncovered tube tops, spaghetti straps, halter tops, and tops with only one shoulder strap are not appropriate for school.
- Undergarments or clothing worn as undergarments must not be showing – this includes tank tops that are intended as undergarments.
- Clothing should not be “see-through”.
- Clothing and accessories depicting the following should not be worn at school: promotion of drugs, alcohol, violence, racism, sexism, tobacco, use of profanity or associated innuendos, or displaying symbols or exhibiting behavior representing gang membership or affiliation.

Students are encouraged to wear spirit clothing (red, black, and white) every Friday. Students found to be in violation of the above policy, will be sent to the office and: 1. Be required to change clothing or go home (with guardian)

Subsequent offenses will be regarded as insubordination and will be handled according to guidelines in the policy handbook.



## Dance Guidelines

### **Dance rules: All school expectations are in effect at school dances**

For Crossroad dances after an event, students must enter within 30 minutes of the end of the event. For all other dances (Homecoming, prom, etc.) student must enter within 60 minutes of the start time. All dance tickets must be purchased prior to the dance. There will be no one admitted without a prepaid ticket. No food or drink may be brought into the dance; food or drink must be consumed in the area provided. No backpacks or large bags will be permitted into the dance. They may be checked in to Mr. Nihí's room, where they will remain for the duration of the dance. All bags, purses and backpacks are subject to search before entering. Once a student leaves the dance, the student must leave school campus and will not be allowed to return. Middle school students are not allowed to attend high school dances.

**Dance Guests for Crossroads Only:** (only certain dances allow guests) Only certain dances allow guests. A Granite Falls student must complete a guest pass and return it to an administrator by 2:30 pm two days before the dance in order to bring a guest. The guest pass will be valid for this student and guest for the remainder of the year. The guest must be under the age of 21 years. The host student is responsible for the guest. When the host leaves the dance, the guest must also leave. Should the guest violate a dance rule and be asked to leave, the Granite Falls student must also leave the dance, with parent notification. Students may be disciplined for actions. School Sponsored Dances and Activities Students attending dances will comply with the standards set forth by policy 3224: Student Dress. The principal, in connection with staff in charge of an extracurricular activity, may exercise discretion and permit exceptions to extracurricular activities.

## Visitors

Visitors must sign in the school office before proceeding to any classroom and wear an identifying sticker. Visitors are to enter and exit by the main entrance of the school only. Students are not allowed to bring guests to school. Any person on campus without proper permission will be considered a trespasser.

## Student Visitors

Students are not allowed to bring guests to school.



# Crossroads Student Behavior Procedures and Matrix

## Student Behavior Introduction

Crossroads, as a small internationally accredited "school of choice" within the Granite Falls School District, emphasizes a desire for life-long learning in a safe and supportive environment. The staff and students at Crossroads appreciate a setting where students are known and supported. The Granite Falls School District is dedicated to equity and the success of each student, aiming to remove barriers and foster an inclusive environment where every student is educated, prepared, and inspired. This commitment extends to promoting positive behavior supports through staff training, role modeling, counseling, and family partnerships.

The district's philosophy holds high expectations for all student conduct to maintain an environment focused on learning. All students have the right to an education and the responsibility to uphold that right for others, as well as the right to a safe, secure learning, and working environment.

## Behavior Matrix (Grades 9-12)

While a detailed matrix with explicit Level 1, 2, 3, 4 descriptions as seen in some external examples is not provided in the sources for Granite Falls School District or Crossroads High School, the "Student Discipline Slides 2025-26" refer to a "GFSD Discipline Matrix" and "GFSD Continuum of Discipline Responses" that categorize behavioral violations into "levels from Level A-Type 1 (least serious) to Level G-Type 5 (most serious)". This indicates a tiered system of addressing misconduct based on severity. The Crossroads Parent and Student Handbook defines "Exceptional Misconduct" as conduct so serious or disruptive that it warrants immediate short-term suspension, long-term suspension, or expulsion.

Behavioral expectations for students at Crossroads are clearly outlined and apply on campus, at bus stops, on buses, and at any school-sponsored activity. Specific definitions of misconduct include, but are not limited to:

- **Alcohol, Drugs, and Mind-Altering Substances:** Possession, use, distribution, or facilitation of sale of such substances.
- **Alteration of Records:** Falsifying, altering, or destroying school records or communications.
- **Arson:** Intentionally causing fire or explosion.
- **Assault:** Intentional use or threat of physical force or violence on another person.
- **Athletic/Activity Code Violations:** Non-conformance with specific conduct standards for interscholastic programs.
- **Attendance (Absences and Tardiness):** Failure to attend scheduled classes and activities daily, though students may not be suspended or expelled for these.



- **Bomb Threats:** Threatening to bomb or damage district property.
- **Burglary:** Unlawfully entering a district building with intent to commit a crime.
- **Cheating and Plagiarism:** Intentional deception or assistance in dishonest academic work.
- **Checking out of School:** Leaving school without an office excuse.
- **Commercial Activity:** Unauthorized selling of goods or services on district property.
- **Criminal Behavior:** Engaging in criminal acts on or off-campus that negatively impact the school.
- **Damage to Property and Vandalism:** Intentionally causing physical damage to property.
- **Dangerous Behavior:** Engaging in behavior that creates a risk of injury to others or property.
- **Defiance:** Disobeying lawful instructions of school personnel.
- **Disruptive Conduct:** Materially and substantially interfering with the educational process (e.g., blocking entrances, interfering with classes).
- **Disruptive Dress and Appearance:** Dress that presents a health/safety hazard, damages property, or substantially disrupts the educational process.
- **Electronic Information Systems:** Violating acceptable use rules for district technology.
- **Explosives:** Possessing, using, or threatening with explosive devices.
- **Fighting:** Physical contact involving a quarrel, including promoting or inciting one.
- **Gambling:** Risking or betting on outcomes of events, or facilitating gambling.
- **Gang Activity:** Engaging in or displaying symbols of gang affiliation.
- **Harassment, Intimidation, and Bullying/Cyberbullying (HIB):** Intentional written, electronic, verbal, or physical acts causing harm, interfering with education, creating a hostile environment, or disrupting school operations, often motivated by protected characteristics.
- **Hazing:** Acts that injure, degrade, or disgrace others.
- **Identifying Self:** Refusal to identify oneself to school authorities upon request.
- **Inappropriate Display of Affection:** Overt displays of affection that violate social norms.
- **Inappropriate Language or Conduct:** Vulgar, profane, or obscene language/conduct that disrupts school operations.
- **Lasers and Similar Devices:** Possession or use without authorization.
- **Littering:** Discarding litter on public property.
- **Loitering:** Remaining on campus after hours without permission.
- **Motor Vehicle Violations:** Violating safe driving rules, parking policies, or registration procedures.
- **Robbery:** Stealing from a person by force or threat.
- **Theft:** Wrongfully obtaining property of others.



- **Tobacco, Nicotine Products, and Delivery Devices:** Possession, use, distribution, or sale of such products.
- **Trespass:** Entering prohibited district areas or refusing to leave.
- **Violation of Suspension:** Entering district property during suspension without approval.
- **Weapons and Other Dangerous Devices:** Possession, use, display, or transmission of dangerous weapons or look-alikes.

## **Classroom and Teacher-Based Supports**

### **Proactive Support:**

- Teachers at Crossroads High School embrace a variety of learning styles, including Project Based Learning (PBL), and expect students to work in teams, think deeply, and be creative.
- The district's strategic plan emphasizes providing differentiated instruction with a rigorous, aligned curriculum to drive student engagement.
- Crossroads staff implement core Social-Emotional Learning (SEL) lessons aligned with Washington State SEL standards through Check and Connect classes.
- Staff receive targeted professional development in restorative practices, Multi-Tiered Systems of Support (MTSS), and poverty to reduce academic discrepancies.
- Teachers are responsible for establishing and maintaining a classroom environment focused on learning and for enforcing student conduct expectations.
- Teachers use various online resources that filter assignments to promote academic honesty.
- Teachers provide clear parameters for student conduct in accordance with building procedures and develop strategies for preventing disciplinary problems.

### **Addressing Inappropriate Student Behavior:**

- Crossroads High School staff use a wide range of intervention measures to address both behavioral and academic concerns, striving to use restorative practices, conflict resolution, peer-mediation, and counseling rather than over-relying on exclusionary methods like suspension.



- Teachers respond to disciplinary problems when they occur, resolving them appropriately and in accordance with building and district policies.
- Teachers have the authority to administer disciplinary actions for students who disrupt the learning environment or fail to meet expectations.
- In emergency circumstances, such as aggressive behaviors, bullying, placing hands on students or staff, or threatening/vulgar language, teachers may remove a student from class even if alternative forms of corrective action haven't been tried.
- For less severe incidents, teachers are expected to attempt at least one alternate form of corrective action prior to removal.
- Teachers may recommend in writing, with supportive rationale, suspension or expulsion of a student. If the administration does not agree, a timely explanation must be provided to the teacher.
- Fridays at Crossroads are dedicated for teachers to meet one-on-one with students, especially those who haven't completed required work during the week.

## **School-Wide Supports**

### **Proactive Support:**

- The Granite Falls School District is committed to the safety and security of all members of the learning community.
- The district provides information and services to school districts, parents, attorneys, the educational community, government agencies, and the general public in areas including investigations, fingerprint records, and administrative resource services, and provides a code of professional conduct for educators.
- Student Ambassadors program, developed by Superintendent Dana Geaslen, engages students directly with district leadership to share insights and cultivate a welcoming, inclusive environment.
- The district implemented a district-wide (3-12) student wellness screener to identify students needing support to be at school. This data is used to respond to equity needs.



- The district provides information and resources on bullying prevention, prevention strategies, and how to report bullying.
- All employees are informed when a student's action poses a threat to themselves or others, and when a student is suspended or expelled.
- The district's Equity Policy commits to fostering an inclusive environment and actively addressing disparities, using equity as a fundamental lens for all decision-making and reporting annually on progress.
- Crossroads High School offers career and technical education (CTE) programs and high school counselors are available to help students determine programs that meet their needs.

### **Addressing Inappropriate Student Behavior:**

The district administration and Board support and uphold the use of prudent, legal, and reasonable disciplinary measures by teachers.

When a student creates a disruption in the classroom, the teacher may exclude them for all or part of the day, or up to two days, or until the principal/designee and teacher have conferred. After any disruptive behavior by a student, the teacher shall meet with their administrator to discuss reimbursement for time spent resetting the room and for the cost of replaced materials. The district will recommend prosecution to the fullest extent of the law for non-employees on school premises who are under the influence of alcohol or drugs, or who physically or verbally abuse or intimidate an employee.

Crossroads has a "Support for Struggling Students" initiative where High School Success and PBL classes were added to provide additional support. A Math Support class and elective Learning Strategies were also added for students with learning disabilities who qualify for Special Education.

The district collaborates with the Snohomish County Sheriff's Department regarding assistance with emergency plans, truancy, discipline, and de-escalation. Drug dogs may search school campuses at any time.

The district has designated a compliance officer for Harassment, Intimidation, and Bullying (HIB), sexual harassment, and nondiscrimination.



## Overview of Discipline and Why it is Important to Student Learning

The Granite Falls School District views discipline as a "teachable moment" that is fundamental to a positive approach. The goals of disciplinary measures are to correct inappropriate or unacceptable behavior, assist students in developing empathy, accept responsibility, develop the capacity to improve behavior, and repair harm caused. The district emphasizes an instructive, restorative, and corrective approach to student behavior.

Discipline is important to student learning because it helps maintain an environment focused on learning, ensuring that all students have the right to an education and a safe, secure learning environment. Restorative approaches help prevent conflict, build relationships, empower community members, improve safety, offer alternatives to suspension, increase social skills, address underlying factors of misbehavior, and provide accountability.

### Discipline Guidelines

- **Prudent, Legal, and Reasonable Measures:** Teachers and administration are supported in using prudent, legal, and reasonable disciplinary measures.
- **Progressive Discipline:** The district is committed to a policy of progressive discipline, meaning disciplinary actions escalate based on behavior severity and frequency, except in situations judged unlawful.
- **Consistency:** Building administrators and teachers confer annually to develop and review building and district disciplinary standards and ensure uniform enforcement.
- **Educational Services During Exclusion:** Students must continue to receive educational services during exclusions and suspensions. Homework must be provided for short-term suspensions, and students must be given as many days as they were absent to turn in work.
- **Re-engagement Meetings:** Long-term suspensions and removals require mandatory re-engagement meetings to help transition students back into school.
- **No Suspension for Attendance/Tardiness:** Students may not be suspended or expelled for absences or tardiness.
- **Attempt Other Forms of Discipline First:** Schools must attempt one or more other forms of discipline before administering short-term suspensions or removals, and consider other forms before imposing long-term suspensions or removals. This effectively eliminates zero-tolerance approaches.
- **Limits on Removals:** Removal from school is prohibited for students in grades K-4, with an exception for firearms.



- **Emergency Removals:** Permitted only when a student's presence poses an immediate and continuing danger to others or an immediate and continuing threat of material and substantial disruption to the educational process, and reasonable attempts to support the student have been exhausted.
- **Corporal Punishment Prohibited:** Corporal punishment is not allowed.
- **No Unlawful Discrimination:** Disciplinary actions must not involve unlawful discrimination, and staff must be mindful of bias.
- **Physical Restraint:** Use of necessary physical restraint is not prohibited when a student poses an imminent likelihood of serious harm, and is performed by trained personnel.
- **Special Education Students:** Students with IEPs can be excluded or suspended, but not for more than 10 days without a manifestation determination meeting to discuss if the behavior was a result of their disability. If the behavior is a manifestation of the disability, the proposed discipline must stop, and the IEP team must convene.

### **Progressive Discipline Procedures**

The Granite Falls School District is committed to a policy of progressive discipline. This means that consequences for misconduct are determined on a case-by-case basis, considering the student's age, the severity of the infraction, any handicapping conditions, discipline history, and state/federal laws.

#### **The progressive approach involves:**

1. **Lowest Level Intervention First:** Every reasonable effort should be made to correct inappropriate student behavior using logical consequences and restorative responses.
2. **Escalation for Unchanged Behavior:** If a student's behavior does not change using the lowest identified level of intervention and/or consequence—or the behavior increases in frequency, intensity, or duration—the next level of intervention/consequence is used.
3. **Parent/Guardian Involvement:** Parents should be involved early in efforts to support students in meeting behavioral expectations and resolving behavioral violations.
4. **Consideration of Underlying Problems:** Behavior may be symptomatic of underlying issues like trauma, academic challenges, or a student's disability, requiring sensitivity and involvement of counselors or mental health practitioners.
5. **Pairing Consequences with Interventions:** When an exclusionary consequence is used (e.g., in-school suspension, out-of-school suspension), it should be paired with one or more interventions (e.g., referral to staff, parent conference, mediation).



## Progressive Discipline Consequences for Students 9-12

The "Student Discipline Slides 2025-26" indicate a "GFSD Continuum of Discipline Responses" that categorizes behavioral violations into "levels from Level A-Type 1 (least serious) to Level G-Type 5 (most serious)". This continuum provides guidance to school administrators when considering ranges of interventions and consequences. The following outlines the general progression as described in the sources for secondary students (grades 6-12), applying to Crossroads High School.

### Level 1 Behaviors (Least Serious - e.g., Level A-Type 1):

- **Nature:** Minor disruptions to the classroom environment (e.g., being out of seat, talking out of turn, leaving classroom without permission, dress code/device violations).
- **Goal:** Correct behavior while limiting time missed from class.
- **Response:** Typically addressed through classroom-level interventions and not immediately referred to an administrator unless not correcting the behavior. Repeated inappropriate behavior requires a parent/teacher conference, a conference with the counselor, and/or a conference with an administrator.

### Level 2 Behaviors (More Serious - e.g., Level B/C-Type 2):

- **Nature:** Frequency or seriousness disrupts the learning environment of the school (e.g., horseplay, nonattendance to class, leaving school grounds, using profane/vulgar language).
- **Goal:** Correct behavior by stressing its seriousness while keeping the student in the classroom and in the school.
- **Response:** Staff should use consequences in a graduated fashion.

### Level 3 Behaviors (Significant - e.g., Level D/E-Type 3):

- **Nature:** Acts against a person(s) or property that indirectly endanger the health or safety of others (e.g., fighting, harassment, possession of drugs/alcohol).
- **Goal:** Address serious behavior; may result in short-term removal from school.
- **Response:** Consequence options may include combinations of interventions and consequences. Out-of-school suspensions should include a conference with the parent and student upon return.



#### **Level 4 Behaviors (Most Serious - e.g., Level F/G-Type 4/5 - "Exceptional Misconduct"):**

- **Nature:** Acts against a person(s) or property that may directly or indirectly endanger the health or safety of others (e.g., assault, possession of a dangerous instrument, terroristic threatening). Also includes "Exceptional Misconduct" for conduct so serious or disruptive it warrants immediate short-term suspension, long-term suspension, or expulsion.
- **Goal:** Immediate administrative action to ensure safety.
- **Response:** Always result in administrative action, possible notification of appropriate law enforcement authorities, and immediate removal from school. Recommendation to the Office of Student Relations for an administrative hearing to determine next steps. Consequence options at the school level are limited due to seriousness.



Behavior	Level 1: Student / Parent Conference	Level 2: Student / Parent Conference & Detention	Level 3: In-School Suspension / Suspension	Level 4: Suspension & Expulsion	Laws
	Restitution				
Academic Dishonesty		✓			WAC 392-400 - Student Discipline
Alcohol, Distribution				✓	Chapter 69.50 RCW - Uniform Controlled Substances Act
Alcohol, Possession or Use			✓	✓	Chapter 69.50 RCW - Uniform Controlled Substances Act
Arson				✓	RCW 9A.48.020, 9A.48.030 - Arson in the First and Second Degree
Assault I & II				✓	RCW 9A.36.011, 9A.36.021 - Assault in the First and Second Degree
Assault of a Teacher				✓	RCW 28A.600.460(2) - Classroom Discipline; WAC 392-400-810(1) - Assault of a Teacher
Bomb Threat				✓	RCW 28A.600.015(6)(d) - Expulsions and Suspensions; WAC 392-400-445(2) - Expulsion
Bullying and Harassment		✓	✓		RCW 28A.600.477(5)(b)(i) - Prohibition of Harassment, Intimidation, and Bullying; RCW 9A.36.080 - Hate Crime Offense; RCW 9A.46.020(1) - Stalking
Bus Misconduct		✓			WAC 392-400 -



					Student Discipline
Dangerous Behavior	✓	✓	✓	✓	
Defiance		✓			WAC 392-400 - Student Discipline
Destruction of property		✓	✓		RCW 28A.635.060 - Defacing or injuring school property
Dress Code Violations	✓	✓	✓	✓	RCW 28A.640 - Sex Discrimination Prohibited; RCW 28A.642 - Discrimination Prohibition
Disruptive conduct	✓				WAC 392-400 - Student Discipline; RCW 28A.635.090 - Interference by force or violence
Disrespect	✓	✓			WAC 392-400 - Student Discipline
Disruption of School		✓			RCW 28A.635.090 - Interference by force or violence
Explosives				✓	RCW 9A.41.280 - Possessing dangerous weapons on school facilities
Extortion/Blackmail			✓		RCW 28A.600.015(6)(d) - Expulsions and Suspensions
Failure to attend detention	✓	✓			WAC 392-400 - Student Discipline
Fighting			✓		RCW 28A.635.090 - Interference by force or violence; RCW 9A.04.110(4) - Definitions
Fire, Setting				✓	RCW 9A.48.020, 9A.48.030 - Arson in the First and Second Degree



Firearm, Possession or Use/Threatening				✓	RCW 9.41.280 - Possessing dangerous weapons on school facilities
Forgery/Falsification		✓			WAC 392-400 - Student Discipline
Gang Intimidation or Activity			✓		RCW 28A.600.455 - Gang activity—Suspension or expulsion
Horseplay	✓	✓			WAC 392-400 - Student Discipline
Illicit Drugs, Distribution				✓	Chapter 69.50 RCW - Uniform Controlled Substances Act
Illicit Drugs, Possession or Use			✓	✓	Chapter 69.50 RCW - Uniform Controlled Substances Act
Inappropriate Sexual Behavior		✓	✓		RCW 9.68A.011 - Definitions; RCW 28A.640.020(2)(f) - Sexual Harassment; WAC 392-190-056 - Sexual Harassment
Inappropriate use of a mobile device	✓	✓			WAC 392-400 - Student Discipline
Inappropriate use of technology	✓	✓			WAC 392-400 - Student Discipline
Intentionally throwing or releasing an object	✓	✓			WAC 392-400 - Student Discipline
Leaving class without permission	✓	✓			WAC 392-400 - Student Discipline
Leaving school grounds without permission		✓	✓		RCW 28A.225 - Compulsory School Attendance
Loitering on school grounds	✓	✓			WAC 392-400 - Student Discipline
Marijuana/THC, Distribution or Use			✓	✓	Chapter 69.50 RCW - Uniform Controlled Substances Act



Marijuana/THC, Possession		✓	✓	✓	Chapter 69.50 RCW - Uniform Controlled Substances Act
Physical Aggression		✓	✓		RCW 28A.635.090 - Interference by force or violence
Physical Contact		✓			WAC 392-400 - Student Discipline
Profanity/Vulgarity	✓	✓			WAC 392-400 - Student Discipline
Profanity/Vulgarity to staff		✓	✓		WAC 392-400 - Student Discipline
Property Misuse	✓				WAC 392-400 - Student Discipline
Robbery				✓	RCW 9A.56.190, 9A.56.200, 9A.56.210 - Robbery in the First and Second Degree
Safety I			✓		RCW 28A.600.015(6)(d) - Expulsions and Suspensions; WAC 392-400-440(2) - Long-Term Suspension
Safety II				✓	RCW 28A.600.015(6)(d) - Expulsions and Suspensions; WAC 392-400-445(2) - Expulsion
Sexual Abuse/Sexual Assault				✓	RCW 9.94A.030(47) - Definitions
Talking out in class	✓	✓			WAC 392-400 - Student Discipline
Theft/vandalism	✓	✓			RCW 28A.635.060 - Defacing or injuring school property
Threat			✓		RCW 28A.600.015(6)(d) - Expulsions and Suspensions



Tobacco/Vape, Possession, Use, or Distribution		✓	✓		RCW 28A.210.310 - Prohibition on use of tobacco products on school property
Trespassing		✓			WAC 392-400 - Student Discipline
Unexcused tardiness to class	✓	✓			RCW 28A.225 - Compulsory School Attendance; WAC 392-400-233 - Attendance; WAC 392-401 - Excused and Unexcused Absences
Weapon, Possession				✓	RCW 9.41.280 - Possessing dangerous weapons on school facilities



## Discipline Definitions

The Granite Falls School District uses specific terminology for disciplinary actions:

- **Academic Dishonesty/Plagiarism:** Knowingly submitting work of others as one's own or assisting in such.
- **Behavioral Violation:** A student's behavior that violates the district's discipline policies.
- **Bus Suspension:** Suspension of bus privileges for one-way or both ways, requiring alternative transportation.
- **Classroom Exclusion:** Exclusion of a student from a classroom or instructional/activity area for behavioral violations. It does not include brief missed instruction where the student remains supervised and other forms of discipline are attempted. A classroom exclusion may be for all or any portion of the balance of the school day, up to the following two days, or until the principal/designee and teacher have conferred.
- **Confer:** The principal/designee and teacher have met and mutually agreed that the student should return to class.
- **Culturally Responsive:** Knowledge of student cultural histories, contexts, family norms, and skills in adapting instruction and accessing resources.
- **Defiance:** Failure to obey lawful instructions of school personnel.
- **Designee:** Person(s) authorized by the Superintendent to make policy/procedure decisions.
- **Detention:** Assigned to students outside of the school day, time varies by site.
- **Discipline:** Any action taken by a school district in response to behavioral violations.
- **Disruption of the Educational Process:** Interruption of classwork, creation of disorder, or invasion of student rights.
- **Emergency Expulsion (Emergency Removal):** Removal of a student from school because their statements or behavior pose an immediate and continuing danger to others or an immediate and continuing threat of material and substantial disruption of the educational process.
- **Expulsion (Removal):** Denial of admission to the student's current school placement in response to a behavioral violation.
- **Grievance:** A claim by a grievant (employee or Association) that a dispute exists regarding the interpretation or application of a specific term of the Collective Bargaining Agreement.
- **Hearing:** Initial meeting with the student to investigate an alleged behavioral violation.
- **Length of an Academic Term:** Total number of school days in a trimester or semester.
- **Manifestation Determination Review:** A meeting to determine if a student's behavior was caused by, or had a direct and substantial relationship to, their disability, or was a direct result of the district's failure to implement the IEP.



- **Other Forms of Discipline:** Actions used in response to problem behaviors other than classroom exclusion, suspension, expulsion, or emergency expulsion, involving best practices and strategies from the state menu for behavior.
- **Parent:** Biological/adoptive parent, foster parent, guardian, or individual acting in place of a parent or legally responsible for welfare/educational decisions.
- **Restorative Circle:** Facilitated discussion circle where students/staff discuss concerns, resolve conflicts, and create agreements.
- **School Business Day:** Any calendar day except weekends and holidays when the Superintendent's office is open.
- **School Day:** Any day or partial day students are in attendance for instructional purposes.
- **School Restitution:** Opportunity for students to restore, repair, or improve property/campus after damage, vandalism, littering, or unnecessary mess.
- **Short-Term Suspension:** Exclusion from school for up to ten consecutive school days.
- **Suspension:** Denial of attendance from any subject/class or full schedule of subjects/classes in response to a behavioral violation, not including classroom exclusions, expulsions, or emergency expulsions. It may also include denial of admission to district property.
- **Team Time-Out:** Teachers collaborate to offer students a reflection or de-escalation space in another teacher's classroom.

Granite Falls School District, including Crossroads, is deeply committed to fostering a safe, inclusive, and supportive learning environment that actively prepares and empowers students academically, socially, and emotionally. The district's dedication to equity means ensuring student success is not predetermined by factors such as race, ethnicity, or disability, and it actively works to remove barriers and create an environment where every student can thrive. This commitment is underscored by ongoing efforts to implement positive behavior supports through targeted staff training, role modeling, counseling, and strong family partnerships.

### **Student Behavior Introduction**

Crossroads, recognized as a small internationally accredited "school of choice" within the Granite Falls School District, cultivates a desire for lifelong learning in a setting where students are individually known and supported by all staff. The overarching district philosophy sets high expectations for all student conduct to maintain an environment conducive to learning. Every student is granted the right to an education and a safe, secure learning and working environment, coupled with the responsibility to uphold these rights for themselves and others.



## Behavior Matrix (Grades 9-12)

The sources do not provide a specific, detailed behavior matrix with explicit Level 1, 2, 3, 4 descriptions for Granite Falls School District or Crossroads High School. However, the "Student Discipline Slides 2025-26" reference a "GFSD Discipline Matrix" and a "GFSD Continuum of Discipline Responses" that categorize behavioral violations into "levels from Level A-Type 1 (least serious) to Level G-Type 5 (most serious)". This indicates a structured, tiered approach to addressing misconduct based on its severity and impact. The Crossroads High School Handbook broadly defines "Exceptional Misconduct" as conduct so serious or disruptive that it warrants immediate short-term suspension, long-term suspension, or expulsion.

Behavioral expectations for students are comprehensive and apply across all school-related contexts, including on campus, at bus stops, on buses, and at any school-sponsored activity. Categories of misconduct, which would fall into the various "levels" of the district's continuum, include but are not limited to:

- **Alcohol, Drugs, and Mind-Altering Substances:** This includes possession, use, distribution, or facilitating the sale of such substances.
- **Alteration of Records:** Falsifying, altering, or destroying school records or communications.
- **Arson:** Intentionally causing a fire or explosion.
- **Assault:** Intentional use or threat of physical force or violence on another person.
- **Athletic/Activity Code Violations:** Non-conformance with specific conduct standards for interscholastic programs.
- **Attendance (Absences and Tardiness):** Failure to attend scheduled classes and activities daily, though students cannot be suspended or expelled solely for these reasons.
- **Bomb Threats:** Threatening to bomb or damage district property.
- **Burglary:** Unlawfully entering a district building with intent to commit a crime.
- **Cheating and Plagiarism:** Intentional deception or assistance in dishonest academic work.
- **Checking out of School: Leaving school without proper office excuse.**
- **Commercial Activity:** Unauthorized selling of goods or services on district property.
- **Criminal Behavior:** Engaging in criminal acts on or off-campus that negatively impact the school's operation or learning environment.
- **Damage to Property and Vandalism:** Intentionally causing physical damage to property.
- **Dangerous Behavior:** Engaging in behavior that a reasonable person would know creates a risk of injury to others or property.
- **Defiance:** Disobeying lawful instructions of school personnel.



- **Disruptive Conduct:** Materially and substantially interfering with the educational process, such as blocking entrances, interfering with classes, or occupying school grounds to deprive others of its use.
- **Disruptive Dress and Appearance:** Dress that presents a health/safety hazard, creates a reasonable expectation of damage to school property, or materially and substantially disrupts the educational process.
- **Electronic Information Systems:** Violating acceptable use rules for district technology.
- **Explosives:** Possessing, using, or threatening with explosive devices.
- **Fighting:** Physical contact involving a quarrel, including promoting or inciting one.
- **Gambling:** Risking or betting on outcomes of events, or facilitating gambling.
- **Gang Activity:** Engaging in or displaying symbols of gang affiliation.
- **Harassment, Intimidation, and Bullying (HIB)/Cyberbullying:** Intentional written, electronic, verbal, or physical acts causing harm, interfering with education, creating a hostile environment, or disrupting school operations, often motivated by protected characteristics.
- **Hazing:** Acts that injure, degrade, or disgrace others.
- **Identifying Self:** Refusal to identify oneself to school authorities upon request.
- **Inappropriate Display of Affection:** Overt displays of affection that violate standards of acceptable social conduct.
- **Inappropriate Language or Conduct:** Vulgar, profane, or obscene language/conduct that disrupts school operations.
- **Lasers and Similar Devices:** Possession or use without prior authorization.
- **Littering:** Discarding litter on public property.
- **Loitering:** Remaining on school campus at the official close of the school day without permission.
- **Motor Vehicle Violations:** Violating safe driving rules, parking policies, or registration procedures on or around school property.
- **Robbery:** Stealing from a person by force or threat of force.
- **Theft:** Wrongfully obtaining or exerting unauthorized control over property.
- **Tobacco, Nicotine Products, and Delivery Devices:** Possession, use, distribution, or sale of such products on school property.
- **Trespass:** Entering district buildings or property where students are not allowed, or refusing to leave when ordered.
- **Violation of Suspension:** Entering district property during the terms of any suspension without prior express approval.
- **Weapons and Other Dangerous Devices:** Possession, use, display, or transmission of any object that is or reasonably appears to be a dangerous weapon or related device.



## Classroom and Teacher-Based Supports

### Proactive Support:

- CRHS teachers adapt their curriculum to various learning styles, notably through Project Based Learning (PBL), encouraging teamwork, deep thinking, and creativity.
- The district's strategic plan prioritizes providing differentiated instruction and a rigorous, aligned curriculum to enhance student engagement.
- CRHS staff deliver core Social-Emotional Learning (SEL) lessons that align with Washington State SEL standards through dedicated Check and Connect classes.
- Professional development for staff includes training in restorative practices, Multi-Tiered Systems of Support (MTSS), and understanding poverty to address academic disparities effectively.
- Teachers are primarily responsible for cultivating a learning-focused classroom environment and consistently enforcing student conduct expectations.
- Academic honesty is promoted through teachers using various online resources that filter assignments for originality.
- Teachers establish clear behavioral parameters in line with building procedures and actively develop strategies to prevent disciplinary issues.



## **Overview of Discipline and Why it is Important to Student Learning**

The Granite Falls School District approaches discipline as a "teachable moment", which is fundamental to a positive disciplinary framework. The primary objectives of disciplinary measures are to correct inappropriate behavior, cultivate empathy in students, promote accountability for actions, foster the capacity for improved behavior, and facilitate the repair of any harm caused. The district advocates for an instructive, restorative, and corrective approach to student behavior. Discipline is deemed critical to student learning because it helps maintain an environment conducive to learning, thereby safeguarding every student's right to an education and a safe, secure learning environment. Restorative practices, in particular, are valued for their ability to prevent conflict, build relationships, empower community members, enhance safety, offer alternatives to exclusionary measures, improve social skills, address root causes of misbehavior, and instill accountability.

### **Addressing Inappropriate Student Behavior:**

- CRHS staff use a broad spectrum of intervention measures for both academic and behavioral concerns, favoring restorative practices, conflict resolution, peer-mediation, and counseling over exclusionary methods like suspension.
- Teachers are expected to promptly address and resolve disciplinary problems in accordance with school and district policies.
- Teachers possess the authority to administer disciplinary actions when students disrupt the learning environment or fail to meet behavioral expectations.
- In emergency situations (e.g., aggressive behavior, bullying, physical contact with staff/students, threatening language), teachers are authorized to remove a student from class even if alternative corrective actions have not yet been attempted.
- For less severe incidents, teachers are generally expected to attempt at least one alternative form of corrective action before initiating a classroom removal.
- Teachers may formally recommend student suspension or expulsion in writing, providing supportive rationale. If the administration declines the recommendation, a timely written explanation must be provided to the teacher.
- Crossroads dedicates Fridays for teachers to meet individually with students, particularly those who have outstanding work.



## School-Wide Supports

### Proactive Support:

- The Granite Falls School District is fundamentally committed to the safety and security of all members of the learning community.
- The district provides essential information and services to schools, parents, and the community, including resources on investigations, fingerprint records, administrative support, and an official code of professional conduct for educators.
- The Student Ambassadors program, a district initiative, provides CRHS students with direct engagement opportunities with district leadership, allowing them to share insights and contribute to a welcoming, inclusive school environment.
- A district-wide (grades 3-12) student wellness screener is implemented to proactively identify students needing additional support to attend school, with the collected data informing responses to equity needs.
- The district offers information and resources concerning bullying prevention and reporting.
- All employees are notified when a student's actions pose a threat to themselves or others, or when a student is suspended or expelled.
- The district's Equity Policy serves as a foundational framework for all decision-making, aiming to eliminate disparities and promote an inclusive environment, with annual reports on progress submitted to the Board of Directors.
- Crossroads High School offers diverse Career and Technical Education (CTE) programs, with school counselors available to guide students in selecting pathways aligned with their post-secondary goals.



## **Addressing Inappropriate Student Behavior:**

- The district administration and Board officially endorse and support teachers in employing prudent, legal, and reasonable disciplinary measures.
- When a student causes a disruption in the classroom, the teacher may exclude them for a portion or the entirety of the school day, up to two days, or until a conference between the principal/designee and teacher has occurred, whichever comes first.
- Following a disruptive incident, the teacher is to meet with their administrator to discuss potential reimbursement for time spent restoring the classroom and for the replacement cost of any damaged materials.
- The district will pursue full prosecution under the law for non-employees on school premises who are under the influence of alcohol or illegal drugs, or who physically or verbally abuse or intimidate an employee.
- To address equity needs, CRHS adjusted schedules and added "High School Success" and "PBL" classes, along with "Math Support" and "Learning Strategies" for special education students, based on data review and identification of opportunity gaps for low-income students.
- The district collaborates with the Snohomish County Sheriff's Department on emergency plans, truancy, discipline, and de-escalation, including unannounced drug dog searches on school campuses.
- The district maintains compliance officers for Harassment, Intimidation, and Bullying (HIB), sexual harassment, and nondiscrimination, ensuring clear channels for reporting and investigation.



# Registration and Referral Process

Granite Falls School District provides online enrollments for all NEW students and online annual registration updates for all current students. You can find a direct link by going to the district's website <https://www2.nwrdc.wa-k12.net/scripts/cgiip.exe/WService=wgranits71/skyenroll.w>.

What to bring to register your child for school:

High School

- Students transferring from another school district should bring a withdrawal sheet or transcript from their previous school:
  - Students transferring from Lake Stevens School District must have a referral from their LSSD counselor.
  - Students transferring from Granite Falls High School must have a referral from their LSSD counselor.
- Proof of immunization as required by state law
- Child's Birth Certificate
- The Crossroads counselor or Admin TOSA will assist students with class selection

\*Without proof of immunization at the time of registration, your child may not be able to attend class until the requirements are met.

## Crossroads Referral Process

This process is designed to support students through a tiered system of interventions, moving from general classroom strategies to more targeted and intensive support.

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### Step 1: Ongoing and Tier 1 Interventions

This is the initial phase where a teacher uses a variety of **proactive and engaging strategies** for all students. If a student is not responding to these general Tier 1 strategies, the teacher begins to monitor their progress more closely.

- The teacher identifies students who are not responding to classroom-wide interventions.
  - They then implement additional interventions and add the student to the **Tier 2 Monitoring Tool** to track progress and document supports.
-



## Step 2: Tier 2 Interventions

At this stage, the focus shifts to more specific, targeted support for the struggling student. The teacher uses the Yellow Folder to document these efforts.

- The teacher implements strategic **Tier 2 interventions** for approximately **three weeks**, monitoring the student's progress.
  - During this period, the teacher must make and document contact with the student's parent or guardian.
  - After the three weeks, the teacher assesses the student's success. If the student has had limited success, the teacher will try **5-8 additional strategies/interventions** and continue documenting for another two weeks.
- 

## Step 3: Tier 3 Interventions & Referral

If a student continues to show limited progress after Tier 2 interventions, the process escalates to a possible Tier 3 referral, involving the school's support staff.

- If the student is having **success**, the teacher continues with Tier 2 interventions and monitors their progress.
- If the student continues to have **limited success**, the teacher must communicate their concerns to the school counselor via email, phone, or in person. All previous interventions must be documented before this discussion.
- During weekly meetings, the school counselors will review new student referrals.
- The counselor will then communicate with the principal, assistant principal, student, and teacher to determine the next steps.
- If a **Crossroads Referral Meeting** is necessary, the counselor will coordinate it with the parents, administration, and teachers. They will also provide the teachers with a **Teacher Response Form** to gather feedback before the meeting.
- Following the **Crossroads Referral Meeting**, the student will have ongoing, periodic check-ins with the counselor.
- Teachers should continue to document the student's progress throughout this entire process.



## Services and Resources

### McKinney-Vento Services

Students who are homeless and eligible for McKinney-Vento Services may enroll in school immediately even if they do not have all listed records or documents. Contact the McKinney-Vento Liaison at 360-691-7717 for more information or assistance with enrolling a homeless student.

### Restorative Practices

Crossroads staff use a wide range of intervention measures to address both behavioral and academic concerns. We strive to use restorative practices, conflict resolution, peer-mediation, and counseling, rather than over-relying on exclusionary methods of discipline, such as suspension. Understanding discipline as a "teachable moment" is fundamental to a positive approach to discipline. Restorative approaches help our school staff prevent or deal with conflict before it escalates; build relationships and empower community members to take responsibility for the well-being of others; improve safety by preventing future harm; offer alternatives to suspension and expulsion; offer a supportive environment that can increase learning; increase the social skills of those who have harmed others; address underlying factors that lead youth to engage in inappropriate behavior and build resiliency; provide students with opportunities to be accountable to those they have harmed; and enable them to repair the harm to the extent possible.

Taking a restorative approach to discipline changes the fundamental questions asked when a behavioral incident occurs. Instead of asking who is to blame and how will those engaged in the misbehavior be punished, the restorative approach asks four key questions:

- What happened?
- Who was harmed or affected by the behavior?
- What needs to be done to make things right?
- How can people behave differently in the future?

A restorative approach emphasizes values of empathy, respect, honesty, acceptance, responsibility, and accountability.



## Student Government

The Student Council consists of the elected ASB officers and class officers and representatives, one elected class representative for every Check and Connect classroom. ASB Elections are held at the end of the previous school year. Student Council designations are completed at the beginning of each new school year. The Student Council meets at least once every month. The instructor/advisor is Kayla Land.

## Textbooks/Supplies

All textbooks, Chromebooks and other school property are loaned to students by the School District. Students are charged for property not returned or returned damaged or showing excessive wear. Allowance will be made for normal wear.

## Granite Falls School District Programs

Crossroads High School students can take part in various programs designed to enhance and support their learning experiences. These programs include:

- **Running Start:** Offered through Everett Community College, this program allows students to earn both high school and college credits simultaneously.
- **Career and Technical Education (CTE) Courses:** CTE courses provide students with the chance to gain valuable skills and earn college credits while still in high school.
- **Sno-Isle TECH Skills Center:** This program is available to students seeking specialized training in career and technical fields.

The high school counselor is available to help students and parents in selecting the program that best aligns with each student's goals and aspirations. Please note that all ALE (Alternative Learning Experience) site-based program rules outlined above apply to these programs.



## Flexible Learning Option (FLO)

Crossroads offers a limited number of courses with a remote option where students and families work with a certificated teacher to develop a *Written Student Learning Plan (WSLP)* that includes credit bearing classes and a specific number of homework hours. The courses offered require weekly in-person contact time. However, students will need to connect virtually once a week with their advisor (certificated teacher) if they cannot connect in-person. Teachers are also available to meet with students during office hours, Friday mornings, and from 2:30-7:00 pm Tuesday nights. Instructional interaction between the teacher and student includes one-on-one assistance, review of assignments, formative and summative assessments, progress monitoring, and educational facilitation. Instruction in this program will encompass weekly face to face contact, both synchronous and asynchronous remote instruction, and active progress monitoring.

## Granite Falls School District Open Doors Academy

The Granite Falls Open Doors Academy provides a unique, personalized educational experience designed to help students who qualify reengage and rediscover their educational path to graduation. The program targets students who have dropped out of school or made a significant detour on the road to graduation. The Open Doors Center for Reengagement will offer a custom-designed program of online and in-class sessions to help students progress toward becoming college and/or career ready. We offer students the opportunity to earn their GED (high school equivalency) through a partnership with Goodwill or Everett Community College, and/or work on their associate degree and high school diploma.

### Participation In Commencement

To participate in the Crossroads graduation exercises, students must have completed all CR, and State of Washington diploma requirements. It is understood that the final responsibility for the credit and course requirement for graduation rests with the student and parent. The administration, counselors, and advisors are ready to assist any student or parent at any time regarding their status as far as meeting requirements for graduation.



# Granite Falls School District Nondiscrimination and HIB Policy

## Our Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)

Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our school's process for responding to it.

### What is HIB?

State law defines HIB in **RCW 28A.600.477(5)(b)(i)** as “any intentional electronic, written, verbal, or physical act including, but not limited to, one shown to be motivated by any characteristic in **RCW 28A.640.010** and **28A.642.010** (discrimination based on a protected class) or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act:

- (A) Physically harms a student or damages the student's property;
- (B) Has the effect of substantially interfering with a student's education;
- (C) Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- (D) Has the effect of substantially disrupting the orderly operation of the school”

HIB may involve an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.



## **How can I make a report or complaint about HIB?**

**Talk to any school staff member** (consider starting with whoever you are most comfortable with!). Reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based **solely** on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer that supports prevention and response to HIB.

### **Harassment, Intimidation & Bullying (HIB) Compliance Officer**

Name and Title: Rachel Quarterman, Executive Director of Student Services

Address: 205 N. Alder Ave. Granite Falls, WA. 98252

Telephone Number: 360-691-7717

Email: [rquarterman@gfalls.wednet.edu](mailto:rquarterman@gfalls.wednet.edu)

## **What happens after I make a report about HIB?**

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.

Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

## **What is the investigation process?**

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.



When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- Clear information about how you can appeal the decision

### **What are the next steps if I disagree with the outcome?**

#### **For the student designated as the “targeted student” in a complaint:**

If you do not agree with the school district’s decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

#### **For the student designated as the “aggressor” in a complaint:**

A student found to be an “aggressor” in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

For more information about the HIB complaint process, including important timelines, please see the district’s <https://www.gfalls.wednet.edu/Page/236> or the Granite Falls School District Board Policy 3207 and 3207P linked here:

<https://go.boarddocs.com/wa/gfalls/Board.nsf/Publicdistrict's>

### **Our School Stands Against Discrimination**

Discrimination can happen when someone is treated differently or unfairly because they are part of a **protected class**, including their race, ethnicity, color, national origin, immigration or citizenship status, sex, gender identity, gender expression, sexual orientation, homelessness, religion, creed, disability, neurodivergence, use of a service animal, or veteran or military status.



## What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student's protected class and is serious enough to create a hostile environment. A **hostile environment** is created when conduct is so severe, pervasive, or persistent that it limits a student's ability to participate in, or benefit from, the school's services, activities, or opportunities.

*To review the district's Nondiscrimination Policy 3210 and Procedure 3210P, visit <https://go.boarddocs.com/wa/gfalls/Board.nsf/Public#>*

## What is sexual harassment?

**Sexual harassment** is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

*To review the district's Sexual Harassment Policy 3205 and Procedure 3205P, visit <https://go.boarddocs.com/wa/gfalls/Board.nsf/Public#>*

## What should my school do about discriminatory and sexual harassment?

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.



## **What can I do if I'm concerned about discrimination or harassment?**

**Talk to a Coordinator or submit a written complaint.** You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

### **Civil Rights Compliance Coordinator- Contact for concerns about discrimination**

Name and Title: Emily Moore, Executive Director of Teaching and Learning  
Address: 205 N. Alder Ave. Granite Falls, WA. 98252  
Telephone Number: 360-283-4507  
Email: [emoore@gfalls.wednet.edu](mailto:emoore@gfalls.wednet.edu)

### **Section 504/ADA Coordinator- Contact for concerns about discrimination related to a disability**

Name and Title: Rachel Quarterman, Executive Director of Student Services  
Address: 205 N. Alder Ave. Granite Falls, WA. 98252  
Telephone Number: 360-691-7717  
Email: [rquarterman@gfalls.wednet.edu](mailto:rquarterman@gfalls.wednet.edu)

### **Title IX Coordinator- Contact for concerns about discrimination including sexual harassment**

Name and Title: Jennifer Harmon, Director of Human Resources  
Address: 205 N. Alder Ave. Granite Falls, WA. 98252  
Telephone Number: 360-283-4309  
Email: [jharmon@gfalls.wednet.edu](mailto:jharmon@gfalls.wednet.edu)

### **Harassment, Intimidation & Bullying (HIB) Compliance Officer**

Name and Title: Rachel Quarterman, Executive Director of Student Services  
Address: 205 N. Alder Ave. Granite Falls, WA. 98252  
Telephone Number: 360-691-7717  
Email: [rquarterman@gfalls.wednet.edu](mailto:rquarterman@gfalls.wednet.edu)

### **Gender-Inclusive Schools Coordinator- Contact for concerns about discrimination based on gender identity**

Name and Title: Emily Moore, Executive Director of Teaching and Learning  
Address: 205 N. Alder Ave. Granite Falls, WA. 98252  
Telephone Number: 360-283-4507  
Email: [emoore@gfalls.wednet.edu](mailto:emoore@gfalls.wednet.edu)



To **submit a written complaint**, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

### **What happens after I file a discrimination complaint?**

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

- A summary of the results of the investigation
- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision

### **What are the next steps if I disagree with the outcome?**

If you do not agree with the outcome of your complaint, you may appeal the decision to the Superintendent of the Granite Falls School District and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure (3210P) and Sexual Harassment Procedure (3205P). For the 2026–27 school year, this complaint process will be updated as required by the new state law, [ESHB 1296](#).

### **I already submitted an HIB complaint – what will my school do?**

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure (3210P) and the HIB Procedure (3207P) to **fully resolve your complaint**.



## Who else can help with HIB or Discrimination Concerns?

### Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

- Website: [ospi.k12.wa.us/student-success/health-safety/school-safety-center](https://ospi.k12.wa.us/student-success/health-safety/school-safety-center)
- Email: [schoolsafety@k12.wa.us](mailto:schoolsafety@k12.wa.us)
- Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)

- Website: <https://ospi.k12.wa.us/policy-funding/equity-and-civil-rights>
- Email: [equity@k12.wa.us](mailto:equity@k12.wa.us)
- Phone: 360-725-6162

### Washington State Governor's Office of the Education Ombuds (OEO)

The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

- Website: [www.oeo.wa.gov](http://www.oeo.wa.gov)
- Email: [oeoinfo@gov.wa.gov](mailto:oeoinfo@gov.wa.gov)
- Phone: 1-866-297-2597

### U.S. Department of Education, Office for Civil Rights (OCR)

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

- Website: <https://www.ed.gov/>
- Email: [ocr@ed.gov](mailto:ocr@ed.gov)
- Phone: 800-421-3481

## Our School is Gender-Inclusive



In Washington, all students have the right to be treated consistent with their gender identity at school. Our school will:

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity
- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district's Gender-Inclusive Schools Policy 3211 and Procedure 3211P, visit <https://go.boarddocs.com/wa/gfalls/Board.nsf/Public#>. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:

**Gender-Inclusive Schools Coordinator- Contact for concerns about discrimination based on gender identity**

Name and Title: Emily Moore, Executive Director of Teaching and Learning  
Address: 205 N. Alder Ave. Granite Falls, WA. 98252  
Telephone Number: 360-283-4507  
Email: [emoore@gfalls.wednet.edu](mailto:emoore@gfalls.wednet.edu)

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above.