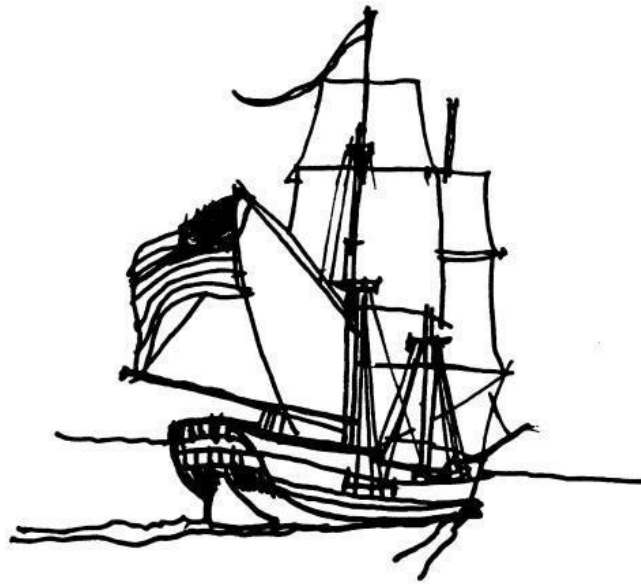


Robert Gray Elementary Student Handbook 2026-2027



Explorers

Mission Statement

We believe all students at Robert Gray Elementary will achieve high academic and social expectations and we have the power to make that a reality.

Robert Gray Elementary School Staff Roster

Principal: Daniel Olson dolson@asd5.org
Office Coordinator: Mirsa Ortuño mortuno@asd5.org
School Phone Number: 360 538-2140 Fax: 360 538-2142

Grade	Name	email address
PK-3	Ms. Gadwa	lgadwa@asd5.org
PK-4	Ms. Doll	jdoll@asd5.org
PK-4	Mrs. Mazariegos	gmazariegos@asd5.org
Kindergarten	Mrs. Ochoa	mchoa@asd5.org
Kindergarten	Mrs. Mao	cmao@asd5.org
1st	Mrs. Jugum	mjugum@asd5.org
1st/2nd	Mrs. Timmons	ttimmons@asd5.org
2nd	Mrs. Niemi	jniemi@asd5.org
3rd	Ms. Ruiz	mruizgarcia@asd5.org
3rd	Ms. Roberts	droberts@asd5.org
4th	Mr. Floch	tfloch@asd5.org
4th/5th	Mr. Fagerstedt	jfagerstedt@asd5.org
5th	Mrs. Burgher	tburgher@asd5.org
Special Education	Mrs. Fritts	mfritts@asd5.org
Special Education	Mr. Heckard	rheckard@asd5.org
Counselor	Mrs. Kim	kkim@asd5.org
EL Teacher	Ms. Creviston	bcreviston@asd5.org
MTSS Coaches	Mrs. Metke	ametke@asd5.org
Music	Mr. Peterson	epeterson@asd5.org

Library Technician:

Ms. Goodenough cgoodenough@asd5.org

Para Educators and Staff:

?	MTSS Assistant
Ms. Chenoweth	MTSS Assistant
Ms. Johnston	MTSS Assistant
Ms. Delanoy	SLP Tech
Mrs. Fink	Para Educator
Ms. Murray	Special Education Para Educator
Ms. Brown	Special Education Para Educator
Mrs. King	Special Education Para Educator
Mrs. Bell	Behavior Support Specialist
Ms. Bell	PK-4 Paraprofessional
Ms. Bradley	PK-3 Paraprofessional
Ms. Pettis	PK-4 Paraprofessional

School Nurse:

Ms. Peterson dpeterson@asd5.org

Custodians:

Ms. Anderson, Ms. Toy

Cook:

Ms. Flores

Kitchen Staff:

Ms. Flores, Ms. Romero, Ms. Eaton

District Superintendents:

Lynn Green 360-538-2038

Traci Sandstrom 360-538-2123

District Office Phone Number:

360 538 2000

School Board

The Aberdeen School District Board of Directors is made up of five at large representatives elected from the citizens who reside within the school district boundaries. A current listing of the Board of Directors can be found on the Internet at www.asd5.org or by calling the Aberdeen School District office at 538-2000. The board represents the people of the school district. Board members welcome comments and questions from the public. The Board of Directors typically meets the first and third Tuesdays of each month during the school year at 7:00 in the Community Room at Aberdeen High School at 410 N. G Street in Aberdeen. During the summer, the Board of Directors usually meets once a month. A copy of the meeting schedule can be obtained from the district office and on the district website.

A Message from the Principal

I want to welcome each of you to the 2026-27 school year! This handbook is for you to become familiar with how our school works and the expectations for us, our students and our families. This allows us all to be best prepared if and when you need to make arrangements for your students. We ask that you review this handbook and then sign the sheet at the back page then return the signature page to us with your student. Together we make an awesome team for your students and look forward to working with all of you this year.

As a PBIS school we look to celebrate each student's growth and successes, we also have the highest expectations for our students in both academics and social behaviors. We want a culture that follows our Motto "Every day at Robert Gray, be respectful, be responsible, be safe and be a learner". What this means for both staff and students is we are committed to each other to bring our best selves to school everyday and a promise to be kind to one another. This is a learning curve for many of our students to master these four areas of expectation and our staff will be there to guide and support them as needed.

It is an honor to serve our Robert Gray community and I look forward to working with all of you!

Thank you,

Mr. Daniel Olson, Principal

Robert Gray Elementary Schedule 2026-2027 School Year

Daily Schedule

8:50 am- Doors are opened for students to eat breakfast (do not drop off earlier than this)
9:10 am- Pledges
9:15 am- Move to classes
9:30 am- Begin instruction

Lunches/Recess

11:15 am-11:50 am **PK-1**
11:35 am-12:10 pm **2-3**
12:00 pm-12:35 pm **4-5**
3:10 pm- Student Release

General Information and School Policies

Student Arrival Time

Students are not to be dropped off before **8:50 am** in the morning. There will be no supervision available or activities on our site prior to that time. Please line up in the covered area for the pledges and remain in line during this time, your teacher will be out at 9:10 am.

Students Late to School

In the event students are late coming to school, they need to check in with the office. Students will not be admitted to class unless they have been to the office and get a pass to class. It is important that each student makes every effort to be on time, as breakfast will be served at the beginning of each day. Teachers will begin with critical instruction at the start of the school day as soon as breakfast is completed and the attendance is taken. It is an interruption in the school program when students arrive late to class. Medical, counseling and court appointments do not count as tardy, but all other late arrivals do count as tardy regardless if the parent has excused the child or not. Your cooperation in this matter is appreciated.

Breakfast and Lunch

Thanks to an option in the National School Lunch and School Breakfast Programs called the Community Eligibility Provision (CEP), **all** students enrolled at Robert Gray Elementary will receive breakfast and lunch at **free of charge!** *Any extra items such as an extra entrée or milk will be an additional cost.* No further action is required of families to receive free meals, however it is asked that families complete and return the Free/Reduced Meal forms to support school funding. Prices for adult meals are \$3.75 for breakfast, and \$5.00 for lunch.

Aberdeen School District will be providing breakfast in the general education classroom during the first fifteen minutes of the start of the school day. As part of the school meal program, each child will be provided a lunch each day and when we have early releases we will provide grab-n-go meals for students.

Temporary Dismissal

Students must bring a note or parents may call the school office if a student has a doctor or dentist appointment. Students will not be allowed to leave the school grounds without first checking out at the school office. Parents need to report to the front office to sign your student out. Students will be called to the office to meet their parents when the parent arrives.

Picking Up Students After School

If you pick up your student after school, please make arrangements to meet him/her outside. It would help our traffic problem if you follow our parking and or pull through expectations. Students who are not picked up on time will be brought to the Main Office to attempt to reach you via phone. If we cannot reach you in a timely manner, Child Protective Services and the Police are notified. Please make arrangements to pick your child up at their designated dismissal time, as we do not have staff available to watch them. We will attempt to contact you multiple times, before any further action is taken.

Messages to Students from Home

While we are happy to deliver critical messages from you to your child during the school day, please be aware of the fact that any messages called in or left on our school voice mail may not reach your child before school ends. PLEASE make after-school arrangements with your child before sending them to school in the morning. It is also helpful if you call at least 30 minutes before school is out as the last portion of the day is often the busiest time in the office and classroom.

Use of the School Telephone

Our school phone is for business and emergencies. Before coming to school, students need to make arrangements about where they are to go after school and what activities they are going to attend. We do not allow students to use the phone to arrange after school activities. We do allow students use of the school phone in emergencies.

Insurance

Our school district offers an optional student insurance plan. If you are interested we will request the information and get a form for you.

Bicycles, Scooters, and Skateboards

If parents wish, students may ride bicycles, scooters or skateboards to school. We have bicycle racks for storage. Students are urged to lock their bikes in the racks that are provided. Students with scooters and skateboards are to keep them in a safe place. Primary grade students will need to develop a plan with their teacher for safe storage. The school is not responsible for lost or stolen bikes, scooters, or skateboards, and will not hold any of these items as storage.

All students must follow the laws regarding bike, scooter and skateboard riding. *This includes wearing a helmet.* Students need to wait until they have left the school grounds and safely crossed the street with the crossing guard before they begin to ride. Failure to obey the laws regarding the riding of bikes, scooters, or skateboards will result in a loss of privilege to ride them to and from school. **No bicycle, scooter, or skateboard riding is allowed on the playground during school hours.**

Lost and Found

A lost and found area is provided in our school for unlabeled, unclaimed clothing. During conferences, items are placed on tables for easy identification by parents. Unclaimed items are given to the local clothing bank three times per year: Winter Break, Spring Break, and June. Items that are labeled with the student's name are returned to the student. We will be cleaning out our lost and found area every quarter so please be sure and have your child check if he/she has anything missing.

School Records Update

Please provide our office with your correct contact information. We need to know where you can be reached during the school day in case of emergencies while your child is in school. Many times we can not reach parents when their child is sick or is in need because of incorrect and out of date contact information. This is frustrating to a sick child.

Birthday Parties/Invitations/Items to be Sold

Invitations to after school or weekend birthday parties are not to be distributed at school. When some students are not invited this can cause hurt feelings. Also, not all parents can afford or want to have parties for their child. Please be aware that items to be sold by students at school for non-school fundraisers are **not** permitted. In the past many students have lost money or merchandise.

Treats at School

The health and nutrition of our students is one of our primary concerns. We have numerous children and adults who suffer from various allergies; some are life threatening. In addition, our district has adopted a policy to limit the number of non-nutritional snacks offered at school. Classrooms have two parties each year. Those dates are selected by the teacher. Many classrooms have limited the types of treats that may be served at their two parties during the school year due to allergies and dietary restrictions. When a treat is permissible, please remember, all treats to be distributed at school must be commercially made and fruit must be cut and processed in a commercial kitchen. **We can not distribute home baked goods or home cut fruits due to potential problems with Hepatitis and other infectious diseases.** Please contact your child's teacher 24-hours in advance to plan for birthday treats in the classroom.

Student Absences

Attendance is a critical building block for student learning. If students are not present, they cannot engage in learning. Attendance is a leading indicator of equity that signals when students might need additional support and areas for system and school improvement.

Please call the school each morning before 8:00 AM if your child is absent. As time permits, we try to contact parents of students who do not call, but this is not always possible due to the level of activity in the office. **Students who are absent may not participate in any school-sponsored activities on the day of their absence. On occasions, there are exceptions to this policy, exceptions to this policy must be cleared in advance with the principal.**

Regular attendance at school is critical to a student's overall success. **Absences are generally considered excessive when the student is gone for more than 10% of the school days.** Excessive absences can result in the student retaking a grade or subject, requiring the student to attend summer school and/or filing a Truancy Petition with the juvenile court. An emphasis will be made during the coming school year to limit absences to no more than 10%. Of course, each case will be considered individually and common sense will be applied. If you would like more information regarding the state requirements for attendance, please contact Mr. Olson, Principal, at 360-538-2140 or email dolson@asd5.org

The Attendance Process for Truancy is the following:

- **1st Unexcused Absence** = Letter or Phone Call to Family to clear absences
- **3rd Unexcused Absence** = Meeting with Principal/ Community Truancy Board
- **7th Unexcused Absence** = After the 7th unexcused absence in a month a Truancy Petition will be filed with Grays Harbor Juvenile Court
- **Or the 15th Unexcused Absence** = During the year a Truancy Petition will be filed with the Grays Harbor Juvenile Court

****Any Excused absences are not counted towards truancy actions.**

Robert Gray Elementary School PTO

The Parent/Teacher Organization at Robert Gray Elementary School is a busy, dedicated group. You are welcome to be a part of the group and we welcome each of you. This group is directly responsible for our Carnival. They also sponsor our Library, Family Bingo Nights, Assemblies, Field Trips, Playground Equipment, and MORE! If you would like to help or want more information, please contact one of the officers listed below or the school office.

President – Nicole Evanson
Vice President – Amy Martinsen
Secretary – Cassandra Vines
Treasurer – Mackenzie Ochoa

Student Government

We elect student body ASB officers twice each year. They participate in our Associated Student Body affairs. These students meet and decide on special events for our school.

School Mascot/Colors

Our school mascot is the Explorer and our colors are navy blue and gray. We encourage students and staff to wear these colors on special days. Friday's are Explorer Pride Day, have your students show their school spirit!

Volunteers

We are always interested in having parents and community members work in our school. Volunteers are needed for both long and short-term projects. We also have things that can be done at home. If you would like to volunteer your time and talents, please contact the District Building front office. School volunteers must complete a Washington State Patrol background check prior to beginning to help at school. **All volunteers must check in at the office and pick up a visitor's button before entering the classroom buildings or a classroom. The visitor's sticker identifies authorized visitors for our staff and students.**

Special Programs

Robert Gray Elementary offers three programs for students who need special assistance learning. One program is Special Education. This program provides assistance for students with learning disabilities and handicaps. Students who qualify for this program receive assistance in the resource room in qualifying subject areas. To qualify for resource, students must be referred for testing and meet state standards determined through individualized testing administered by the school psychologist. The other programs offered are the Learning Assistance Program (LAP) and Title 1. LAP and Title 1 offer assistance to students who are not performing up to grade level standards in the areas of reading or math. To qualify for LAP or Title 1, students must be referred by their classroom teachers and meet a predetermined criteria based on the student's performance in reading or math. Lastly we have added an EL component to best support our students learning the English language.

Counseling Services

Counseling services are available to all students. Our counselor provides a number of classroom lessons and guidance activities. Students may also see the counselor from time to time in a group or individual setting. The focus of group or individual meetings is to help a student acquire the skills needed to succeed in a school setting or to help resolve a conflict. Please remember if a child discloses information that they or someone else is being harmed or harming others there is the duty to report to the proper authorities/agencies. If requested by the court systems information may be released. Information gained during counseling sessions may be shared with parents/guardians or other necessary school personnel when deemed appropriate. Information will not be shared with other students or other families.

Internet and District Network Usage

The school district network is provided for students to conduct research and receive instruction from the worldwide web. An Internet Acceptable Use Policy agreement is filled out when a student registers in the Aberdeen School District. This form is renewed as it is revised by the District or when the students transition to a new building.

Other General Information

1. If a student has been ill and parents are requesting that he/she not be allowed outside for recess or noon playtime, PLEASE send a dated note to your student's teacher each day. In general terms, if a child is too ill to participate in all school activities, including recess and PE, they are too ill to come to school. Students that are recovering from an illness, cold, or allergies should remain home until the child is symptom free and ready to return to normal school activities.
2. Students who walk home after school will be required to leave as soon as school is dismissed. To ensure safety for all students and staff, students are not allowed on the playground or school grounds after school is dismissed.

3. An adult crossing guard assists the students crossing at **B Street**. Students should use the cross streets where there are crosswalks so injuries can be avoided.
4. If a parent or guardian needs to come to the school, all visitors must report to the main school office and ring the doorbell. An office staff member will use the intercom system to communicate with all visitors. We will greet you once you are in the building.
5. If you have something to deliver to your child, please bring it to the office and we will see that he/she gets it.
6. **Parents or any other persons will NOT be allowed in the building to wait for children in the halls, office or outside classrooms before class ends. Please meet your child outside the school.** This helps to maintain a quiet and undisturbed learning atmosphere through the end of the school day. We do not permit children in grades K, 1 and 2 to wait for their parents outside the school building unsupervised as there could be an accident or mishap.

Emergency School Procedures

Fire

Fire drills are practiced regularly at school. In the event of a fire during school hours the students would walk to Stewart Field. We would house students there until parents were contacted to pick them up. No student would be dismissed until all students were accounted for.

Earthquake

Earthquake drills are also practiced. Students would not be sent from the building until the shaking has stopped. A quick safety inspection would be conducted and a suitable safe spot selected to house students until parents could sign them out.

Tsunami

Tsunami warnings usually allow for adequate time to dismiss students from school. In case of an emergency situation, Robert Gray students would walk to a rendezvous point at Sam Benn Park. Parents would then be contacted to pick up students from that point.

Intruder

We practice Intruder drills each year to ensure students and staff know what to do if this should ever occur. Our reunification site is the Stewart Building for student pick up in such an emergency situation.

THIS HANDBOOK IDENTIFIES ANTICIPATED STANDARDS OF ACCEPTABLE BEHAVIOR AND OUTLINES THE GENERAL CONSEQUENCES WHICH WILL OCCUR WHEN SAID STANDARDS ARE NOT MET. THESE ARE GUIDELINES TO BE INTERPRETED BY SPECIFICALLY TRAINED, PROFESSIONAL STAFF MEMBERS AT ROBERT GRAY ELEMENTARY. EACH INCIDENT WILL BE CONSIDERED ACCORDING TO THE INDIVIDUAL MERITS OF THE CASE. AS IN ANY SET OF REGULATIONS CONCERNING PROCEDURAL OPERATION, IT IS NOT POSSIBLE TO SPECIFY EVERY CONCEIVABLE SITUATION. SCHOOL RULES PUBLISHED IN THIS HANDBOOK ARE SUBJECT TO SUCH CHANGES AS MAY BE NEEDED TO ENSURE CONTINUED COMPLIANCE WITH FEDERAL, STATE OR LOCAL REGULATIONS AND ARE SUBJECT TO SUCH REVIEW AND ALTERATION AS BECOMES NECESSARY FOR THE ROUTINE OPERATION OF THE SCHOOL. ROBERT GRAY ELEMENTARY HAS THE AUTHORITY TO DISCIPLINE FOR OFF-CAMPUS ACTIVITIES WHICH TAKE PLACE AT ANY TIME OF THE YEAR IF IT CAN BE ESTABLISHED THAT THERE IS A DETRIMENTAL EFFECT ON THE EDUCATIONAL ATMOSPHERE'S SAFETY AND GOOD ORDER. PLEASE ALSO REFER TO BOARD POLICY #1330.

PBIS - Positive Behavioral Interventions and Supports

At Robert Gray Elementary we use a schoolwide PBIS model for our expectations, discipline, celebrations and day to day interactions with adults and peers. It is a schoolwide model and both staff and students are expected to follow our expectations for each other.

- **Discipline** is documented on referral forms and then entered into the SWIS system for data and trends.
 - As a parent you will receive a communication from a staff member if your student receives a referral
 - There are two types of referrals, Minors are handled by the staff member and Majors are sent to the Principal. Each infraction and student are taken into consideration when consequences are given.
 - Our goal is to be restorative in our discipline and help students learn from their mistakes.
 - Privileges can be taken depending on the infraction, this will be discussed with staff and the family as we work with the student.
 - Suspensions are the last resort, or your student is a safety risk to themselves or others. You will be notified by letter and will get a phone call or it will be a personal contact to make sure you get timely communication.
- **Expectations**
 - We share our **20 Day Rules** at the beginning of the year, after Winter Break and again after Spring Break. These are around the building expectations for students.
 - We also do a **Recess Rodeo** twice a year, so students know how to play safely at recess.
 - There is signage and posters around the building and staff do verbal reminders of expectations while at school.

Robert Gray Elementary Twenty Day Rules

1. Quiet Hand Signal with Wait Time	11. Safety Behavior Expectations
2. Lining up and Walking in the Hall and on Stairs	12. Dismissal Behavior Expectations
3. Locker Procedures and Practice	13. Technology Behavior Expectation
4. Recess/Playground Behavior Expectations	14. Library Behavior Expectations
5. Assembly Behavior Expectations	15. No Personal Items at School
6. Substitute Teacher Behavior Expectations	16. Office Behavior Expectations
7. Kindness Expectations	17. Breakfast Behavior Expectations
8. Restroom Behavior Expectations	18. Pick up After Yourself and Others
9. Cafeteria Behavior Expectations	19. Courtyard Behavior Expectations
10. Before School Behavior Expectations	20. Emergency Procedure Behavior Expectations

- **Celebrations**
 - **Smooth Sailors** - monthly This is a celebration of students achieving excellence in all areas of Respect, Responsible, Safe and Learner. This is an assembly format
 - **Cooperation Celebrations** - quarterly This is a schoolwide activity for students who have no referrals and each one has a different theme for each one. If you have 1 referral

you miss 15 minutes, 2 referrals are 30 minutes and 3 or more referrals you may miss the entire event. This is specific for Cooperation Celebrations.

- **Student Store** - bi-weekly Students are able to earn Blue Ships in the classroom and anywhere in the building for being respectful, responsible, safe and a learner. They save their Blue Ships and the store has products and things to buy with their tickets.

Weapons Free Zone

By state law, schools are drug and weapon free zones. Weapons include but are not limited to the following list: knives (of any sort or size), guns (real or look alike), martial arts instruments, and common items used with intent to inflict bodily harm to another person. Any student who brings dangerous objects to school is subject to discipline as outlined by state law, which includes but is not limited to expulsion.

Weapons Policy

It is a violation of district policy and state law for any person to carry a firearm or dangerous weapon on school premises, school-provided transportation or areas of other facilities being used exclusively for school activities. It is also a violation of district policy for any person to carry or use in a threatening or disruptive manner any device, which resembles or is intended to look like a dangerous weapon. Any such violations shall be taken seriously by school officials and will be subject to corrective action or punishment. School officials shall notify the student's parents or guardians and the appropriate law enforcement agency of known or suspected violations of this policy. Students who violate this policy shall be subject to discipline, including a one-year expulsion for a violation involving a firearm. The superintendent may modify the one-year expulsion on a case-by-case basis.

Cell Phones and Other Electronic Devices

We understand that cell phones have become an integral part of our society and that many parents feel safer knowing that their children have a way to contact their parents in the event of an emergency or just to let them know where they are. However, cell phones can be a major disruption during school hours. Students may have cell phones at school, but they **must be turned off and kept in a backpack or locker during school hours**. Students will not be allowed to call or text anybody during school hours, including parents. If students must contact a parent or guardian, they must do so using the classroom or office phone. Other electronic devices, such as games or tablets, are not allowed at school.

If students violate these rules, the following steps will be taken:

- On the first incident, the phone will be confiscated for the day, and then returned to the student at the end of the school day.
- On the second incident, the phone will be confiscated, and may only be returned directly to the parent or guardian.
- On the third incident, the phone will be confiscated. Admin, parent and the student will agree to an option to either leave the phone at home, or give it to Office Staff each morning and pick it up at the end of the day.
- If cell phones are used in conjunction with other offenses (i.e. bullying, harassment, etc.), other consequences will apply in addition to confiscation.
- The school assumes no responsibility if cell phones or other electronic devices are lost, stolen or damaged.

Tobacco Policy

District policy prohibits the use of tobacco by students, staff or visitors on school district property. Possession or distribution of tobacco products by minors is prohibited. School district property includes

all district buildings, grounds and district-owned vehicles. Students are subject to discipline for violations of this policy. E-cigarettes are treated as tobacco products and subject to the same policies.

Dress Policy

School dress standards set a tone that impacts the learning environment. Students should be dressed appropriately each day for the variety of activities in which they may participate, including PE and recess. Dress standards for school differ from what students might wear to the mall or at home. Clothing that directly or indirectly advertises gangs or suggests the use of drugs, alcohol, tobacco products or which attracts undue attention or is considered disruptive to the educational process and therefore may not be worn.

These guidelines must be followed:

- Students will come to school wearing shoes, pants (or skirts/dresses), shirts, and a jacket or sweatshirt for outside.
- Shirts/tops need to cover their backs, stomach area.. Shirts exposing the stomach or which are low-cut or backless are not allowed.
- Pants must cover the buttocks and underclothes when sitting.
- Pajamas and slippers are only allowed on themed events.
- Clothes need to be without reference to tobacco, drugs, alcohol, gangs, violence, or sexual themes.
- No tails, ears, or any add on clothing/items that may lead to disruption of school spaces.
- Ball Caps, Bandanas, do-rags and hoods are not allowed in the building or classrooms. Hooded sweatshirts are permitted, but hoods may not be worn indoors and they are not considered to be hats on "hat days."
- Students wearing high heels need to have a change of shoes to use during PE.
- Shorts, skirts, and dresses should be long enough to cover the mid-thigh on the student.

Students will be asked to change if their clothing does not match the school dress policy. We have a limited amount of clothing for students to borrow if their attire is not appropriate for school. Sometimes what we have does not fit the child. In those cases, the parent will need to bring a change of appropriate clothes before the student may return to school activities. Parents will be contacted if their student's dress interferes or disrupts the overall learning atmosphere at school.

Student Discipline Guidelines and Procedures

District Wide Discipline Procedure

All students will be expected to obey all rules at school. When a student breaks a rule, he/she can expect to have a consequence. Depending on the rule that has been broken and the circumstances surrounding the problem, one or more of the following will occur:

1. An individual conference with a teacher or para-educator is the first step. Consequence(s) may be a verbal warning, loss of school privileges (i.e. recess, lunch playtime), after school detention, suspension or expulsion. The principal will be involved in all cases requiring suspension and in most cases involving detention.
2. The student may be referred to the principal (this option can be exercised by teachers or para-educators). The adults will then work together to determine the best plan.
3. In case of detention after school, the parent will be notified 24 hours in advance.
4. General guidelines: The Aberdeen School District believes that schools and families work together for the good of the students. Early involvement of parents when discipline issues arise is essential to a student's successful school career. When students know that home and school expect the same behaviors and believe the student is capable of good behavior, the more likely the student is to make good choices. The principal's role in supporting the student is also essential.

5. If a student receives a written conduct violation from a staff member, the child will meet with the principal. The principal will write a brief report outlining the violation and the steps the school has taken or is taking to correct the behavior. If the violation is serious enough to warrant a suspension either in school or out of school, the parents will be contacted immediately.
6. Always, if any parents have concerns or questions, they are encouraged to contact the principal or classroom teacher.

Building and Playground Guidelines

At Robert Gray Elementary School, we have 4 (four) simple building and playground guidelines. We expect these guidelines to be followed by every member of our school community, including students, staff, and any visitors to our building. These guidelines are learned and practiced in each classroom, and are posted in each room and classroom in the building. They are in place in classrooms, on the playground, in the hallways, lunchroom, and bathrooms. In addition, Robert Gray Elementary School uses the guidelines from Positive Behavior Interventions and Support (PBIS) to specifically identify and teach behavior expectations and procedures to students.

We follow these guidelines for success:

1. Be respectful
2. Be responsible
3. Be safe
4. Be a learner

Some definitions:

- **Respect and responsibility for SELF means:**
I do my best and make good choices, play and work safely, and take good care of myself.
- **Respect and responsibility for OTHERS means:**
I treat others as I wish to be treated, with kindness and compassion. It means I accept differences in others and value those differences.
- **Respect and responsibility for PROPERTY means:**
I take care of our school and our materials. It means I clean up after myself, and help others take care of our home, school and community.

General Expectations

1. Rock throwing, assaultive behavior, harassment of any kind, use of bad language, bothering others' belongings without permission, disorderly conduct, damaging school property, disobedience, or defiance have no place at school and will result in disciplinary action.
2. Students may not bring any personal play items to school (this includes toys, balls, electronic devices and make-up or finger nail polish). The school will issue playground equipment for use on the playground. In the past, personal items brought to school have been lost, stolen or broken. The school takes no responsibility for unauthorized items brought to school.
3. Students may not be on school grounds prior to 8:50; there is no adult supervision.
4. Students are expected to follow the directions of any adult in the building, on the playground, or at any school activity. Students are expected to follow adult directions with respect and with an appropriate attitude.
 - a. going into the building before school starts without permission from an adult

- b. stopping for drinks or using the restroom on the way to class from recess
- c. gum chewing

Playground Expectations

On the playground we expect that everyone is:

- 1. Being respectful
- 2. Being responsible
- 3. Being safe
- 4. Being kind

We also have some *specific* game rules made to help keep everyone safe and having fun! These will be taught to all students during the first two days of school.

If you would like a copy of the specific game rules, please let the office know. We can email them to you or send home a paper copy.

Student Cafeteria Rules

In order for lunchtime to be pleasant for everyone, I will show respect and responsibility for myself, others and property by:

Student Bus Rules

While waiting for the bus I will show respect and responsibility for myself, others and property by:

- 1. Lining up in the covered area as soon as school is dismissed.
- 2. Stand on an "Anchor" to line up with your peers.
- 3. Keeping my hands and feet to myself.
- 4. Being polite to others.
- 5. Not fighting.
- 6. Continuing to behave in an exemplary (means my best) way while riding home.

Don't Lose Your Bus Privilege!

Rules for Riding School Buses

The driver is in full charge of the bus and students.

- 1. Students shall ride their regularly assigned route at all times unless permission has been granted by school authorities to do otherwise.
- 2. Bus drivers have the authority to assign seating on the bus.
- 3. Classroom conduct must be observed on the bus.
- 4. Eating and drinking will not be permitted on regular to and from school bus routes. Students shall help to keep the bus clean.
- 5. Students are to remain quiet when a bus is stopped at a railroad crossing.
- 6. Students are to remain seated while the bus is in motion.
- 7. A more comprehensive list of bus rules is located in District Procedure 6605P.
- 8. Failure to observe these rules may result in the suspension of a student's riding privileges in accordance with school district policy.

An Important Reminder

In life, natural consequences face us each day, in every decision we make. School is a safe place where children learn which decisions are the most productive: those which produce positive natural consequences. Thus, even playground and social situations are vast learning grounds for making good decisions. Therefore, logical 'natural consequences' are used when less positive decisions are made. This could include being "out", receiving a short time-out, a conference with a supervisor, the counselor, teacher, or sometimes the principal. All of these consequences have the same positive goal: to help each child learn to make good decisions.

In the event when a child participates in bullying, intimidation and harassment not corrected by discussion or the above measures; parents will be involved and district discipline procedures will be used. While

these instances are rare; they are taken seriously and handled immediately. The policies and procedures pertaining to this are covered in the District Policy and Procedure manual which is sent home each year.

Aberdeen School District Parent Involvement

The board believes that the education of children is a joint responsibility, one it shares with the parents and the community. To ensure that the best interests of the child are served in this process, a strong program of communication and/or collaboration between home and school must be maintained. The board believes that it is the parents who have the ultimate responsibility for their children's in school academic achievement and behavioral conduct. During school hours, the board, through its designated staff, shall strive to serve the interests of parents in providing for the safety, health and welfare of their children.

The board directs the superintendent to develop activities that will enhance homeschool cooperation. Such activities may include, but not be limited to:

- Conducting parent-teacher conferences which facilitates two-way communication between home and school;
- Holding open houses which provide parents with the opportunity to see the school facilities, meet the staff and review the program on a first hand basis.
- Disseminating building and room newsletters to parents on a regular basis;
- Conducting meetings of parents and staff members to explain and discuss matters of general interest with regard to child school, childhome, or child school home relationships;
- Conducting meetings of staff member(s) and individual or groups of parents of those students who have special abilities/aptitudes, disabilities, needs or problems;
- Sponsoring or cosponsoring special events of a cultural, ethnic or topical nature, which are initiated by parent groups, involve the cooperative effort of students and parents, and are of general interest to the schools or community;
- Collaborating with parents, students and staff in school improvement planning, development and implementation
- Providing interested parents of preschool children with information and/or training on successful parenting practices.

For the benefit of children, the board believes that parents have a responsibility to encourage their child's performance in school by:

- Supporting the schools in requiring that the children observe all school rules and regulations, and by accepting their own responsibility for children's willful in school behavior.
- Sending children to school with proper attention to their health, personal cleanliness and dress.
- Maintaining an active interest in the students' daily work and making it possible for the student to complete assigned homework through providing a quiet place and suitable conditions for study.
- Reading all communications from the school, and signing and returning them promptly when required.
- Cooperating with the school in attending conferences set up for the exchange of information on the child's progress in school.
- Participating in school activities and special functions.

Robert Gray Elementary School Parent Involvement Policy

Annual Title 1 / Learning Assistance Program (LAP) Parent Meeting

During a PTO meeting in the fall, the Title 1 / LAP plan will be presented. Changes in the plan from the previous year will be highlighted.

Yearly Parent Meetings and Activities

We strive to involve families in a variety of meaningful meetings and activities. These meetings include but are not limited to:

- Open House/Explorer Days
- PTO Meetings
- Family Activity Nights
- School Concerts and Performances
- Assemblies- Families are welcome to attend

School Performance Profiles

Each year a school performance profile is made available to parents. Also available is a more comprehensive profile using information gathered by the School Improvement Team. The data collected and reported by the School Improvement Team includes information regarding student achievement and behavior.

Assessment results are shared and explained during parent-teacher conferences. Letters are also sent home inviting parents to arrange conferences with the principal for further explanation and planning regarding assessment results.

Testing, curriculum and student standards are reviewed during Open House, PTO meetings and specially called meetings.

Student-Parent-School Compact (To be signed during 1st Conferences)

During the fall of each school year students, parents and school staff will be asked to sign the student-parent-school compact. The compact explains the responsibilities of each party in regards to student achievement.

As a school, we will:

- know your child's needs and try to meet them.
- communicate regularly with families.
- provide a safe and positive learning environment for your child.
- provide meaningful learning activities both in and out of school.
- assist your child in the selection of reading materials.

As a parent/guardian, I will:

- attend one evening school function and all regularly scheduled student-parent-teacher conferences.
- help my child read at least 15 minutes at the minimum of four nights a week.
- visit the library on a monthly basis with my child or provide a source of new reading material for my child.
- send my child to school on time and make sure he/she is well rested.
- talk to my child about school and assist with homework.

As a student at Robert Gray School, I will:

- respect myself, my school and all others.
- read at least 15 minutes a day or more.
- complete and turn in all my schoolwork on time.
- go to bed at a reasonable hour and eat a healthy breakfast and lunch.
- come to school on time and ready to learn.

We agree that students will have the greatest opportunity to succeed in school when we work together to accomplish these things.

Student Signature

Parent/Guardian Signature

Teacher Signature

Date

Our School Protects Students from Harassment, Intimidation, and Bullying (HIB)

We strive to make our school a safe and inclusive environment 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 explains what HIB is, what to do when you see or experience it, and how our school responds to it.

What is HIB?

State law (RCW 28A.600.477(5)(b)(i)) defines HIB 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 status) 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 often involves one student having, or appearing to have, more power than another student. While HIB often appears as repeated behaviors, it is important to take single serious incidents seriously. It usually happens more than once or is very likely to happen again. HIB is against the law in our schools.

HIB policy only applies to actions between students. It does not cover harassment, intimidation, or bullying of an employee, volunteer, parent/legal guardian, or community member.

How can I make a report about HIB?

Talk to any school staff member, start with whoever you feel most comfortable with, such as a teacher, counselor, coach, or other school staff. You can report HIB by telling school staff in person or in writing (written reports can be made in your home language; please ask your school or district for support with translation). You can make your report anonymously/without giving your name or confidentially (asking that your name not be shared with other students or parents/caregivers involved). No student will be disciplined based only on an anonymous or confidential report.

If a staff member learns about, sees, or hears HIB happening, they must act quickly to stop the behavior(s) and keep it or them from happening again. Our district also has a HIB Compliance Officer, Traci Sandstrom, tsandstrom@asd5.org, who helps prevent and respond to HIB.

What happens after I make a report about HIB?

When you report HIB, school staff must act quickly to stop the behavior and prevent it from happening again. If you and the school agree the problem is resolved, then no further action may be needed. But, if you feel that you or someone you know is facing HIB that is unresolved, severe, or keeps happening, you should ask for an official HIB investigation by completing an Incident Reporting Form [3207](#).

The school must also make sure that students who report HIB are not treated badly for speaking up. This is called retaliation, and it is not allowed.

What is the investigation process?

The HIB investigation begins if you submit the HIB Incident Report Form [3207](#), and the incident meets the definition of HIB toward a student. When you submit the Incident Reporting Form, the HIB Compliance Officer or the staff member leading the investigation must notify the families of the students involved that a complaint was received. They must make sure a prompt and thorough investigation takes place. The investigation is usually finished within five school days. If it takes longer, the school will keep you updated, generally once a week, until it is done.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must share the results with you within two school days.

This response should include:

- A summary of what the investigation found
- A decision about whether the HIB was substantiated (found to have happened)
- Any steps the school will take to address the problem
- Clear information about how you can appeal the decision

If HIB is confirmed, the school will address it.

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

For the student named as the “targeted student” in a complaint:

If you disagree with the school district’s decision, you may appeal. To appeal, send a written request asking the superintendent (or the person they’ve assigned) to review the investigation. They will send you a written decision.

For the student named as the “aggressor” in a complaint:

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

What information may I have about other students?

Student privacy laws limit what the school can tell you about any intervention or discipline given to another student. You will be told whether HIB was found to have happened and that steps were taken, even if the details of those steps impacting all students involved cannot be shared.

For more information about the HIB complaint process, including important timelines, please see the district’s *HIB Policy* [3207](#) and *Procedure* [3207P](#).

How do I make a HIB complaint about a staff member?

This process is for concerns about one student harassing, intimidating, or bullying another student. If your concern is about a staff member’s behavior, ask your school for information on how to report it.

Our School Stands Against Discrimination

Discrimination can happen when someone is treated differently or unfairly because of a **protected status**, 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 behavior that is threatening, harmful, or humiliating. It happens when the behavior is based on a student's protected status and is serious enough to create a hostile environment. A **hostile environment** is created when behavior 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 [asd5.org](#).

What is sexual harassment?

Sexual harassment is unwelcome behavior or communication that is sexual in nature and seriously 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 accept unwelcome sexual behavior or communication to receive something in return, such as a better grade or a place on a sports team.

Examples of sexual harassment include:

- Pressuring a person for sexual actions or favors.
- Unwelcome sexual touching.
- Written, graphic, or electronic messages that are sexual in nature.
- Sharing sexually explicit texts, emails, or pictures.
- Making sexual jokes, spreading sexual rumors, or making suggestive comments.
- Physical violence, including rape and sexual assault.

Our school does not discriminate based on sex. We prohibit sex discrimination in all education programs, activities, and employment, as required by Title IX and state law.

To review the district's Sexual Harassment Policy [3205](#) and Procedure [3205P](#), visit [asd5.org](#).

What should my school do about discriminatory and sexual harassment?

When a school learns about possible discriminatory harassment or sexual harassment, it must investigate and take steps to stop the unwanted behavior. The school must address any effects of the harassment on the student at school, including eliminating the hostile environment, and prevent the harassment from happening 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 to report your concerns, ask questions, or learn more about how to resolve your concerns. If English isn't your first language, you can request an interpreter or prepare the complaint in your language. If you have a disability and need accommodations to make a complaint, let the school know your disability needs.

Concerns about discrimination:

Civil Rights Coordinator: Christi Clinkingbeard, 216 N G. St., Aberdeen, 360-538-2003

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: Christi Clinkingbeard, 216 N G. St., Aberdeen, 360-538-2003

Concerns about disability discrimination:

Section 504 Coordinator: Stefanie Lamont, 216 N G St., Aberdeen, 360 538-2018

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: Christi Clinkingbeard, 216 N G St., Aberdeen, 360 538-2003

To **submit a written complaint**, describe the behavior or incident that you believe may be discriminatory. 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 so the school district can investigate it promptly. You must submit your complaint within one year of the behavior 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 will make sure your complaint is investigated promptly and thoroughly. The investigation will be completed within 30 calendar days unless you agree to a different timeline. If exceptional circumstances require more time, the Civil Rights Coordinator will notify you in writing and tell you the expected date for the response.

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

- A summary of the investigation results.
- A determination of whether the school district failed to comply with civil rights laws.
- Any corrective actions or remedies that are needed.
- Information about how to 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 or designee, then to the board of directors, and finally 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](#).

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

Harassment, intimidation, or bullying (HIB) can be discrimination if it is based on a protected status. 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 address your concerns.

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, whether or not they have legally changed their name.
- Update students' gender designation so they accurately reflected in school records.
- Provide students with access to restrooms and locker rooms that align with their gender identity.
 - Ensure students can participate in sports, physical education classes, field trips, and overnight trips consistent with their gender identity.
- Keep students' health and education information private and confidential.

- Allow students to wear clothing that reflects their gender identity and enforce dress codes without regard to a student's gender or perceived gender.
- Create an inclusive, respectful environment and 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 asd5.org. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator.

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

Our School is Committed to Students and State Law

Students have the right to learn in schools that follow state law and protect their rights. Willful noncompliance happens when a school district leader or school board member does something—or fails to do something—that they knew, or reasonably should have known, would violate state law. Under ESHB 1296, OSPI is responsible for investigating complaints about willful noncompliance and working to find fair solutions.

These laws include requirements related to:

- Civil rights and nondiscrimination (RCWs 28A.640 and 28A.642)
- Harassment, intimidation, or bullying (RCW 28A.600.477)
- Curriculum requirements and instructional materials policies (RCWs 28A.150.230, 28A.300.475, 28A.320.170, 28A.320.230, and 28A.320.235)
- Use of restraint or isolation (RCW 28A.600.485)
- Student discipline (chapter 28A.600 RCW)

How do I make a complaint about willful noncompliance with state law?

You must first use available complaint processes to try to resolve your concern. This means the available complaint processes start with your school district, even if the school district superintendent or a school board member is the subject of your complaints. School personnel are not allowed to retaliate for making a formal complaint.

If no available complaint processes are available, you must check OSPI's website for other OSPI complaint procedures at [How to File a Complaint](#), and follow any applicable processes. If none exist, or you have completed all other processes, you must send written notice to the district superintendent at least 30 calendar days before filing a complaint with OSPI.

Complaints to OSPI must be submitted within 30 calendar days after a final decision in the local complaint process, when one applies. The complaint must be in writing and include enough information to describe the concern and the actions or failures to act that may be willful noncompliance. You may send the complaint by mail, email, or hand delivery to OSPI.

When OSPI receives a complaint that meets the requirements for investigation, it will open an investigation. OSPI will send you a written notice of the allegations under investigation. After the investigation is complete, OSPI will issue written findings to you and your school. These findings will state whether noncompliance occurred and may require the school to take actions to fix the issue.

Who else can help with HIB, Discrimination, or Willful Noncompliance Concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level, even if the complaint involves the school or school district. School personnel should not retaliate against students or families for making a formal complaint.

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, as well as complaints alleging willful noncompliance with state law under ESHB 1296.

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

- Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center
- Email: schoolsafety@k12.wa.us
- Phone: 360-725-6068

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

- Website: ospi.k12.wa.us/policy-funding/equity-and-civil-rights
- Email: equity@k12.wa.us
- Phone: 360-725-6162

OSPI Office of Legal Affairs (For more details on the willful noncompliance complaint process)

- Website: ospi.k12.wa.us/educator-support/educator-conduct/state-law-noncompliance-complaints
- Email: OLA@k12.wa.us

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

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

- Website: www.oeo.wa.gov
- Email: 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: www.ed.gov/
- Email: ocr@ed.gov
- Phone: 800-421-3481

ROBERT GRAY ELEMENTARY SCHOOL

1516 North B Street, Aberdeen, WA 98520
360-538-2140

Daniel Olson, Principal
FAX 360-538-2142

Dear Parent/Guardian,

Thank you for reviewing the Robert Gray Elementary Student Handbook with your children. The Student Handbook is on the Robert Gray Elementary website or you may request a hard copy from the Robert Gray Elementary office.

RETURN THIS FORM TO ROBERT GRAY OFFICE.

Thank you!

**Mr. Daniel Olson
Principal**

Student Name	Grade	Teacher
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Date _____ Parent's signature _____

Every day at Robert Gray...

Be Respectful ~ Be Responsible ~ Be Safe ~ Be a Learner