

# The Ultimate Parent Guide to Lakeridge Elementary

*Everything you need to know, all in one place.*

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*This document has been put together to help Lakeridge families find their way around quickly and easily. If you have questions about items not included in this document, please let us know so we can incorporate that information for future families! We encourage you to keep this guide handy for your entire elementary school stay.*

The Mercer Island School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, marital status, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The Mercer Island School District offers classes in many College and Career Readiness programs, admission to which is non-discriminatory. Lack of English-language proficiency will not be a barrier to admission and participation in those programs.

**Harassment, Intimidation and Bullying Compliance Officer:**

Erin Battersby, Senior Director of Compliance and Legal Affairs, (206) 230-6227  
[erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)

**Title IX Compliance Coordinator:**

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**Section 504 & ADA Coordinator:**

Dr. Lindsay Myatich, Director, (206) 236-3326  
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Erin Battersby, Senior Director of Compliance and Legal Affairs, (206) 230-6227  
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# Welcome to Lakeridge Elementary!

## ***New Family Program at Lakeridge***

If you're new to Lakeridge (LR), welcome! Our kindergarten teachers have wonderful ways of helping children and parents alike get used to their new environment—they are a great resource! We know you'll feel a part of the caring Lakeridge community very soon.

If your child has come to Lakeridge from another school, we hope you find our environment warm and inviting to new children and families. You will soon be receiving a call from our New Families Program team. Sometimes just having someone to call that's been here awhile helps. If you're new to the school, please watch for information about our New Family Coffee. If you've come mid-year, you'll soon hear from someone from our New Family Program. As you'll soon see, Lakeridge has plenty of activities that will help your child and you get to know other kids and families quickly.

## **Principal's Message**

Dear Lakeridge Families,

Lakeridge is one of four elementary schools in the Mercer Island School District. It is located on the south end of the island, at 8215 Southeast 78th Street.

Lisa Deen and I lead a staff of approximately 55 who serve 425 students. We are host to one of two district's Highly Capable Programs for elementary students. Other special programs include a Special Education Resource Room, Counseling, Learning Support Services (LSP), technology integrated classrooms; Spanish language, music, art, library, and PE specialists; technology TOSAs; student council; before school choir, band and orchestra programs; and after school clubs including chess and art clubs.

Lakeridge uses district adopted curriculum as the foundation for its instructional program. Individual teachers and/or grade level teams assess students' needs and adapt instruction as necessary to ensure learning. Teachers frequently integrate material from several disciplines to make learning more meaningful for students.

Program components that guide our educational decisions include:

- Every student will be taught at a level and in a manner appropriate with his or her potential and ability.
- Teachers will utilize a variety of instructional strategies and grouping practices to address the needs of all learners.
- Student placement involves staff and parent input. Placement is ultimately the responsibility of the Principal. Placement goals take into consideration:
  - Academic, emotional and social needs of each child
  - Relative balance within classes gender, mixed grades, ethnicity, abilities, etc.
  - Appropriate peer groupings that promote a positive atmosphere for learning
  - Unique educational needs (ESL, Special Needs, etc.)

Our school staff values the following core beliefs about students and learning:

- Pursuit of academic excellence
- Personalized learning
- Developing a positive sense of self
- Developing empathy, kindness, inclusiveness, and respect for all
- Building genuine relationships
- Belonging to a healthy, safe, supportive community
- Celebrating our diversity
- Using technology to access and convert information into knowledge

- Creating innovative solutions
- A passion for lifelong learning

Celebrating diversity is something Lakeridge values along with equity and inclusion. Our staff are committed to building and sustaining a school community where staff, parents, and learners acquire and build upon the knowledge, skills and attitudes that value and embrace inclusiveness, equity and awareness as a way to unleash creativity and innovation in pursuit of the District's 2020 Vision and Mission.

The District's Diversity Advisory Committee was established in 2014 to serve as a resource and catalyst for helping the school system embrace diversity as we deepen and expand our work as a multicultural organization. Valuing diversity embodies inclusion, mutual respect, and multiple perspectives. In this context, we are mindful of all aspects of human identities, such as socioeconomic status, race, ethnicity, language, nationality, gender, sexual orientation, gender identity and expression, religious/spiritual beliefs and values, geography, mental and physical disability and age.

Inclusion is a core requirement for successfully embracing diversity. Inclusion is achieved by intentionally creating opportunities for involvement, participation, and growth from each of us - nurturing the climate and culture of the school through professional development, education, policy, and practice. Equity also requires mutual respect as we strive for fairness and justice in the way people are treated within our school. Our objective is to create a school climate that fosters respect, belonging, and value for all, while encouraging participation and connection throughout the organization. Lakeridge supports diversity through various initiatives, including:

- Rich Curriculum and classroom activities that reflect our diverse student population
- School events that celebrate and honor our diverse student body and community
- Staff development that enhances skill sets to meet the diverse needs of our learning community
- Staff, student and parent involvement in committees and activities that study, suggest, and support diversity initiatives

Recognizing that it takes an entire community to educate a child, we welcome and encourage support, participation, and contributions from parents and other community members. This important and valued partnership helps ensure your child's success while maintaining open communication and fostering mutual support. Parent participation in the development of involvement opportunities is also welcomed and valued.

Welcome to Lakeridge!

Sincerely,

Heidi Jenkins  
Principal

## **Mercer Island School District**

The Mercer Island School District consists of four elementary schools—Lakeridge, Island Park, West Mercer, and Northwood, one middle school—Islander Middle School, and two high schools—Mercer Island High and Crest Learning Center. Information about the Mercer Island School District can be found on the [district website](#).

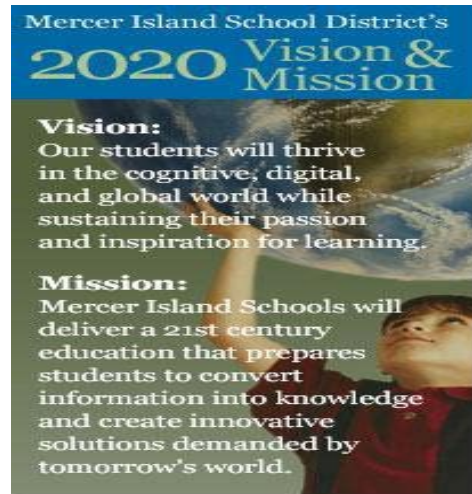
### ***Vision 2020 - Impetus for Change***

Mercer Island students are top performers on state standardized test scores but we've realized that's not enough. Therefore, our schools are preparing students for the future by teaching our students how to think, collaborate, and be creative and effective in the interconnected world. We're keeping our standards high while connecting with students through a more personalized, student centered style of learning.

### ***2020 Values***

Student-centered classrooms are classrooms where students exhibit:

- Innovation and Creativity
- Personal development and Citizenship
- High expectations
- Global perspective
- Technological fluency
- Entrepreneurism and Collaboration
- Passion for learning
- Personalized learning



### ***2020 Vision Essential***

Creating a more personalized learning environment that is responsive to students' strengths, needs, learning styles, interests, passions and affinities.

### ***Fundamentals of the Vision 2020***

1. Create a more personalized learning environment where student-centered education is responsive to students' strengths and learning styles, interests and passions.
2. Maintain the highest standards in the areas of fine arts; health/fitness; literacy – reading, writing and communications; mathematics; science; social studies, and world languages.
3. Develop self-awareness, empathy, emotional/social intelligence, responsible decision-making and citizenship.
4. Encourage and enable students to be academic entrepreneurs and risk-takers who can choose to pursue academic passions and interests beyond traditional curriculum and beyond the traditional classroom environment.
5. Cultivate and foster thinking and process skills such as analytical and critical thinking, cross-discipline thinking, creativity, innovation, collaboration, communication, problem- solving, and information and technology literacy in curriculum design.
6. Cultivate Global Awareness and understanding of real-world problems, issues, concerns, commonalities, differences and interdependence.
7. Foster and embrace diversity, inclusiveness, and equity with a focus on respect and acceptance of every student.

## The “Nuts and Bolts” of Lakeridge

Here's the place to find the basic information you'll need. From school hours to dropping things off, your most common questions will probably be answered here!

### General Contact Information

Lakeridge Main Office: 206-236-3415

Absentee Alert: 206-236-3376

Transportation Office (Bus): 206-236-3338

District Emergency Number: 206-236-3366

District Webpage: <http://www.mercerislandschools.org>

Current contact information for Lakeridge staff, PTA, and Parent Advisory Council members can be found in the [Lakeridge Directory](#), located in the upper right hand corner of our school's web page.

### Daily Schedule

<b>Office Opens</b>	8:00am
<b>Classrooms Open</b>	9:10am (First Bell)
<b>School Begins</b>	9:15am (Tardy Bell)
<b>AM Recess</b>	
Grades K-2	10:55 -11:10
Grades 3-5	10:35-10:50
<b>Lunch/ Recess</b>	
First Lunch – Grades K ,3 & 5	12:20 - 12:40 (Recess 12:40 - 1:00)
Second Lunch – Grades 1, 2 & 4	12:45-1:05 (Recess 1:05 - 1:25)
<b>PM Recess *(M, T, Th, F)</b>	
Grades K-2	2:45 - 3:00
Grades 3-5	2:25 - 2:40
<b>School Dismisses</b>	2:05 pm (Wednesdays ONLY)
	3:45 pm (Monday, Tuesday, Thursday, Friday)
<b>Office Closes</b>	4:00pm

### School Hours

Normal school hours are 9:15am to 3:45pm, Monday, Tuesday, Thursday, and Friday and 9:15am to 2:05pm on Wednesday. The playground and school grounds are unsupervised before and after normal school hours. *Children playing on school grounds outside of normal school hours must be under the supervision of an adult. Please plan and provide adult supervision to your child if they are on school grounds before 9:00am or after 3:45pm.*

Teachers often are in their classrooms before and after school preparing for the school day, grading papers, collaborating with their peers, attending meetings and working on curriculum. In consideration of their busy schedules, please schedule an appointment if you would like to meet with them during these times.

## ***Volunteers and Visitors***

When you visit Lakeridge Elementary, please check in at the front office window to sign in and receive a badge. Please bring your Driver's License/Identification Card with you to check in.

If you are volunteering in a classroom, please silence or turn off your phone. If you must text or take a call, please ensure students are supervised and remove yourself from the learning environment before you do so. Thank you for limiting cell phone usage while at school.

## ***School Calendar***

The [calendar for the school year](#) is available online on the district website. Important events will also be included in the Lakeridge PTS's newsletters and on the [PTA website](#).

## ***Dropping Off Forgotten Items***

Please drop off any items that you need to get to your children during the school day to the front office so as to not disturb the teaching and learning environment.

## ***Lost and Found***

The Lost-and-Found is always full of coats, sweatshirts and other items. Located in the main hall, please check it regularly for your child's lost items. Please label all removable clothing worn to school. Items not claimed during the year will be donated to local charities at random times during the year.

## ***School Supplies***

School supplies are purchased in bulk. A charge, per student, is collected with other student fees as part of the parent pack collected by the PTA.

## ***Logo Spiritwear***

Lakeridge Logo shirts and sweatshirts are available for purchase at the beginning of year. You can view the styles at the Opening Day Coffee.

## ***School Lunch and Snacks***

It is each student's responsibility to have a lunch from home, a valid lunch account, or the appropriate money for lunch. We cannot loan money for lunch. Additionally, students need to bring a healthy snack for a classroom snack break. Students are encouraged to eat their own lunches, and trading food items is not allowed as a precaution against food allergens. You can help your child learn the value of nutritious meals by planning for and/or preparing good lunches with healthy drinks together. When packing a lunch, please help your child to open any containers or packaged food items independently so they can manage their own lunch at school. If you have a child with serious food allergies, please consult the school nurse or your child's teacher to get information on establishing a 504 plan with the school. Unless directed by staff, all food is to be consumed inside the building during the school day.

### **Common Q & A Calendar**

#### **Q: What's an Early Release Day?**

A: Every Wednesday students are released at 2:05pm to allow planning time for the teachers. After school activities are available to students that are interested.

#### **Q: What's a Noon Dismissal Day?**

A: Occasionally, during the year the district schedules a noon dismissal day for various reasons.

### **Common Q & A Lunch**

#### **Q: How does my child buy lunch?**

A: Money is deposited into your child's lunch account online, at the front office, or by bringing \$3.50 on the day he or she want to buy lunch.

## School Lunch Program

Information about the school lunch program can be found on the [Food Services Homepage](#). Hot lunches are served daily. A menu is sent home with students each month and is also available on the [MISD website](#). The cost of a school lunch is \$3.50 which includes milk. Students may purchase milk or juice for 40 cents per half pint.

## Lunch Accounts

Money may added to your [child's lunch account online](#) or in the front office by either the parent or the child. Checks should be made payable to "Mercer Island School District-Food Services". Cash, credit and debit cards are NOT accepted in the front office.

## Free and Reduced Lunches

Under provisions of the National School Lunch Act, free and reduced price lunches are available to children of families who qualify. In certain cases, foster children are also eligible for these benefits.

Free and reduced price lunch application forms are sent home the first day of school and given to the parents of new students upon enrollment. Occasionally, a change in family income or size during the school year may qualify students who were previously not eligible. Should this be your case, please contact the school office. We encourage all families who might qualify to submit the application.

## Healthy Foods Focus

Here at Lakeridge, we are doing all that we can to foster a healthy and nutritious school environment. At the school we focus on non-food incentives and rewards. As a parent, we encourage you to support this effort by: 1) sending your child to school with healthy snacks and lunches if you don't participate in the school lunch program. 2) providing nutritious party snacks if you choose to bring them for classroom celebrations (e.g. Valentine's Day, Halloween).

## Lakeridge Directory

Each year, an Lakeridge Student and Staff Directory is published by the PTA and distributed to its members. We recommend you join the PTA to get your copy. In the directory, you will find current contact information for students, staff, administrators, Parent Advisory Council, PTA, and the district all together in one convenient location. This is the only published information provided with contacts for students in your children's class or any other class or grade at Lakeridge.

## Library Books

Each classroom has a 30-minute library period per week during which children are able to check out and return library books.

### Common Q & A Attendance

#### **Q: What time should we get to school?**

A: Please have your child to school no earlier than 9:10am and no later than 9:15am. Prior to 9:10am, there is no supervision on the school grounds. School doors open at 9:10am. Another reliable transportation mode available to all students is the school bus. If you are interested in obtaining more information about this free service, please call the Transportation Office (Bus) at 206-236-3338.

#### **Q: Can my child play on the playground after school until I can get there?**

A: Unfortunately, no. The playground is unsupervised after school. If your child is there, an adult will need to be with him/her supervising.

#### **Q: How do I pick up my child for an appointment during school hours?**

A: Please send a note in with your child informing the teacher of the appointment in the morning. When you arrive, check in at the front office, sign out your child and he or she will be called from class by the office staff.

#### **Q: What do I do when my child is sick?**

A: Call the school Absentee Alert number as soon as you know your child will be absent: 206-236-3411.

#### **Q: If the teacher knows that my child is leaving early, can I just go get my child from the classroom?**

A: For security reasons, we need you to check in with the office and sign your child out. The office will send for your child.



Guidelines for the number of books and length of borrowing time varies by grade. Our wonderful Teacher-Librarian is here to help if you need reading suggestions.

## **Attendance**

Students develop attendance patterns early in their school careers. By keeping students home from school only when necessary, parents can help their students develop good attendance patterns. As soon as you know your student will be absent, please call the school Absentee Alert number at 206-236-3411. Leave the name of your child, the teacher and the dates and reason for their absence on the recording. As a safety protocol, if your child is not in school and you have not reported his/her absence on the Absentee Alert line, a school staff member will call you to verify your child's location.

### ***Student Sign-In/Sign-Out***

Students must be signed in and out from the office whenever their arrival or departure is not at the normal time, regardless of the reason. For security reasons, please follow proper school check-out procedures.

### ***Illness***

If your child is ill to the extent that it will be difficult to participate in the activities of a normal school day, please keep him/her home.

When children become ill at school, the parent/designated person is called to pick them up. *It is extremely important to keep the office up to date with any telephone, address or work changes.* It is important to provide a local Mercer Island phone number for emergency contacts. The school nurse recommends that a child with a fever be kept home for 24 hours after a normal temperature is reached without the aid of fever-reducing medications. A child who has vomited should also be kept home for 24-hours after the last vomiting incident.

### ***Tardiness***

Classroom doors are opened and the school day begins at 9:10am. Students are expected to be at school by 9:10am and seated in the classroom by 9:15am or they will be considered tardy. Instruction begins promptly at 9:15am. Tardy students must check in at the front office. Frequent tardiness is disruptive to a child's learning and the classroom environment; please help your child arrive at school on time.

### ***Excused Absences***

Excused absences include: illness, medical, or dental appointments, bereavement, and unforeseen emergencies. All absences must be reported on the Absentee Alert number at 206-236-3411.

### ***Pre-Arranged Absences***

On an increasing basis the Mercer Island Elementary School administration and teachers are experiencing difficulties because students are missing school for prolonged periods of time associated with family vacations. It is likely that parents are not aware of the impact such absences have on their child's education and on the ability of the school to function in a manner that serves the children best, particularly with the cumulative impact of several children missing school during the same time period, for example pre-Thanksgiving holiday. It has become necessary for Lakeridge Elementary to institute a policy for non-illness or non-emergency absences lasting three consecutive days or more.

- Families must fill out an absence form for each child and send it to the teacher at least two weeks before the pre-planned absence occurs. These may be obtained in the school office or on the school website.
- Teachers are not expected prepare special homework packets in advance for families to take with them on vacation.

- When appropriate teachers will save (all) work that was handed out during the child's absence. This work should be completed at home when the child returns to school.
- Upon a student's return from an absence, parents are responsible for reviewing with their child/children work that was missed.
- Parents should not request that teachers make-up work with students due to vacation absences.
- Children will miss some learning that cannot be made up.
- It is recognized that there is educational value to travel. It is highly desirable for vacation activities to be blended into a child's education. Examples include keeping a journal or scrapbook for travel; digital records of trips, reading related books, maps or other educational material. At the discretion of the teacher, some makeup work may be substituted for travel experiences.

## ***Early Dismissals***

If your child needs to leave early from the classroom for any reason, please go into the Main Office and your child to be called out of the classroom. Allow 10 minutes for your child to gather belongings and walk to the front office. You need to sign the student out at the Main Office. For security reasons, please follow proper school check-out procedures.

## ***Vacations***

We encourage families to follow the school vacation schedule when scheduling a family vacation. When children are missing from the classroom, the dynamics of the classroom and learning are affected. Scheduled district vacation days are identified on the [school calendar](#). If you cannot follow the school vacation schedule and you will be gone for 3 or more days, you must complete the school's absentee form and have it signed by your child's teacher. The absence will fall under the pre-arranged school's absence policy above. Pre-arranged absence forms can be found on the Lakeridge Elementary website.

# **Communication**

Lakeridge is a busy place with a lot going on! To ensure clear and open communication, each teacher maintains his or her own classroom communication plan which he or she will share with you at Curriculum Night. Both parents and teachers have busy schedules, so be sure to note the best form of communication for your particular teacher. If you would like to meet with your teacher in person, please make an appointment ahead of time. This allows the teacher time to focus and prepare for your meeting. As a general rule, telephone calls and email messages will be returned within 48 hours. If your student's transportation plan has shifted during the day, please do not rely on emailing or leaving a voice message for teachers, as they may not receive the message during the school day. Please reach the front office to inform us of your student's change in plans.

## ***Lakeridge Website***

Lots of good information is on the [Lakeridge website](#).

## ***Lakeridge Directory***

The Lakeridge Directory is distributed free with an Lakeridge PTA membership. Don't miss getting one of these—it contains contact information for the staff, administration, Parent Advisory Council, PTA, and of course all of the other children's names and contact information! Additional copies are available for a nominal fee.

## **Common Q & A Communication**

**Q: How do I find out what's going on at the school?**

**A:** The best resource is our newsletter that will come via email to your home.

**Q: If I have a question about my child and his/her school learning experience, with whom should I speak?**

**A:** Contact your child's teacher directly about your child's school experience.

## ***District Announcement Emails***

The email address that you provide in your parent pack will be added to what is termed the Announcement Listserv. The listserv will post the school newsletter and will be used for District Informational (non-emergency) announcements

**Email Distribution Method:** Parent email addresses from the Skyward system will be used as the initial distribution list for Lakeridge communication. If you wish to subscribe to our communication with a different email address, log into your parent Skyward account to make this change.

## ***Backpack Mail***

Check those backpacks! Notices, communications, homework, and completed student work will come home regularly from your child's teacher, school staff, room parents or the PTA through "backpack mail". Check your child's backpack daily.

## ***Classroom Email Lists***

Each classroom teacher collects email addresses and utilizes them for classroom communication. Classroom emails might include information about classroom activities, special events, and teacher questions. Teachers use the "blind cc" feature so that your email privacy is protected.

## ***Student Advisory Council (SAC)***

The Student Advisory Council is an advisory team consisting of parents and school staff that oversees the school improvement plan, safety issues, special events and programs, extracurricular activities and other issues as they arise. If you have a question or concern about the school community, ask your Parent Advisory Council representative; Parent Advisory Council contact information can be found in the school Directory.

## ***PTA Bulletin Board***

In the main hall of the school, you'll find the PTA Bulletin Board containing notices and printed copies of current happenings.

## ***PTA Website***

You can find out more information about our very active [PTA](#) on our school webpage or like them on [Facebook](#).

## ***Emergency Contact Information***

Each fall parents are requested to fill out forms which give information to the school about who to contact in an emergency and who is authorized to pick up your child from school. It is essential that this information be kept up to date as it is vitally important when your child is ill, in need of something, or in an emergency. Please keep us informed of any changes. It is important to have at least 2 emergency contacts. It is strongly preferred that these be Mercer Island contacts for ease of access.

## ***Parent/Teacher Conferences***

The parent of each child will have one formal parent/teacher conference scheduled in the fall. If you want to discuss your child's school work or progress at any other time, please schedule an appointment in advance with your child's teacher. This allows your child's teacher adequate time to prepare for a meaningful exchange of information. "Drop-in" conferences tend to be disruptive and take away valuable learning time from all students.

## Parent Packs

Our PTA [Back-to-School forms](#) and payment information are [ONLINE!](#) The E-Parent Pack contains information on School Supply Payment, PTA Membership, Special Classroom Fee, and other donation opportunities.

## Privacy Policy

You will find a link on our school's home page entitled "FERPA". This link will contain a Notification of Rights under the Family Educational Rights and Privacy Act which outlines information collected by the school and its scope of use. As a part of that form, parents and/or guardians of children can submit an **annual exception request\***. If families desire to be opted out of various information uses for the current school year, return this completed form to the school on or before the 10<sup>th</sup> day of school.

*\* Please note that if you determine that signing this form is best for your family, your child's name and/or work will NOT appear in the directory, on 5<sup>th</sup> grade sweatshirts, in the yearbook, on websites or in other public contexts. This means that you will not receive any PTA communications or key pieces of information from the PTA including monthly newsletters, unless you sign up with the PTA directly.*

## Transportation

At Lakeridge the safety of our children is paramount. Our busy location will always be a challenge. If your child's neighborhood is provided bus service, the safest and most socially conscious way to get him or her to school is to send your children on the bus. If you are in a walking zone, please review the designated safe walk routes and teach your children to walk to school safely. We strongly encourage it!

## Buses

Bus service is available for many students based on their home location in the Lakeridge boundaries. Students in a bus zone are highly encouraged to use bus transportation to and from school in order to keep traffic in and around the parking lot to a minimum. There is a separate parking lot for bus use only and students will be dropped off there in the morning and will line up by bus number after school in the same place. You can find information about bus transportation through the [district Transportation Services website](#).

Note that Kindergarteners will not be dropped off at their bus stop without an adult meeting them unless a release form has been signed.

Students will not be allowed on a bus they don't normally ride without a signed and dated note from a parent or guardian. The school office cannot issue bus passes.

## Common Q & A Transportation

**Q: I need to pick up my child early, should I just go get them at the classroom?**

A: No. Please see the Attendance section for details. You will need to go to the school office and sign out your students(s). The office staff will then call the classroom to have the teacher send out your student.

**Q: Where do I pick up/drop off my child when they don't ride the bus?**

A: Give yourself plenty of time and follow the carefully prescribed parking lot procedures to safely drop off or pick up your child in a car.

**Q: What if my child misses the bus coming home?**

A: Your child will need to return to the main office where a staff member will contact a parent.

**Q: How early can I drop my child off in the morning?**

A: Please do not drop your child off before 9:10am.

**Q: Can my 2nd grader ride their bike to school with their older sibling?**

A: No. Children must be in 3rd grade or above to ride a bike to or from school.

## ***Walking***

If your child will be walking home without an adult, please do a practice walk both to and from school so that the child is familiar and comfortable with the route you have chosen and has safe walking practices. When approaching the school, students should use designated crosswalks with Safety Patrol personnel present.

## ***Field Trips***

Field trips are taken both on buses and in private cars. Permission slips must be signed by parents and/or guardians before the trip.

## **Kiss-and-Go Zone (Parking Lot Pick-up and Drop-off)**

The Kiss-and-Go Zone is located just west of the school building, in front of the field. The parking lot for parents is at the park across the street. Our Kiss-and-Go Zone can accommodate an efficient drop-off and pick-up process if all parents and students follow these guidelines:

- Use the school bus or walk whenever possible.
- If driving your student, after turning onto SE 78th Street, turn right into the parking lot across the street and go through the lot and then out of the lot to enter the line for the Kiss & Go zone. Please do not enter the Kiss & Go Zone directly from SE 78th.
- Never leave your vehicle at the curb, even for “a minute.”
- Use the inside curb lane for picking up or dropping off your children. Do not allow your children to dash across the lot to find you.
- Children should enter/exit cars on the curbside for safety.
- As you enter the zone, pull up as far as you can when dropping off or picking up your child.
- Be ready. Please have backpacks ready, coats on, breakfast eaten BEFORE you enter the drop-off line so your child is ready to “Kiss-and-Go” when you stop the car.
- Please exercise patience at all times.
- Refrain from cell phone use while operating your vehicle in the parking lot.
- If your child care provider or other family member will be dropping off or picking up your children, it is your responsibility to make sure that those designated persons are also familiar with these policies and routines.
- If you need to park, please use a designated parking spot, get out of your car, use the crosswalk to meet your child(ren), and use the crosswalk to escort them back to your car.
- There are parking lot “attendants” present at pick-up and drop off. Their primary responsibility is student safety.
- The parking lot layout can be confusing. The goal is to get the children to school safely and keep the cars moving. Please follow the “parking attendants” directions when in the parking lot.

## ***Bikes and Scooters***

A student must be in 3<sup>rd</sup> grade to ride a bike or scooter to school without parent/adult supervision. Bikes and scooters must be walked at the crossings and while on school grounds. Students are required to wear helmets while riding to and from school. During the school day bikes must be locked to the bike racks which are provided on the school grounds. The racks are located throughout campus and are “off limits” during the school day. Please practice the riding of bikes/scooters with your students prior to allowing them to do this independently. Students may not ride through the staff parking lot. They must walk their bikes around the building and across the crosswalks before riding home.

## ***Going Home with a Friend / Play date***

Your student's day will follow a routine, and we require a written note if you request a schedule change (e.g. riding a different bus, being picked up by someone else, walking home/riding a bus when not routine). This note must be dated and signed by the parent or guardian. In the absence of a note, we will proceed with your child's typical routine. For a change in routine, please do not rely on an email sent to a teacher during the teaching day. Teachers are often unable to check email until after students are dismissed at the end of the day. If there is an immediate change in transportation, please call the front office and be sure to reach someone verbally before ensuring that the message has been received.

## ***Transportation Department Contact Information***

The Transportation Services department can be contacted at 206-236-3335 if you have specific questions about your bus route or transportation questions. See the [district website](#) for more information.

## Health Services

A Mercer Island School District Nurse is “on call” in emergencies. For care of ill or injured students, office personnel are trained in first aid and CPR procedures. Because of the limited facilities for the care of ill or injured children, it is important for the school to have up-to-date information about what parents would like us to do in case of emergency. Please be sure we have a local Mercer Island emergency telephone number where you, or a person you designate, may be reached (see communications). All of the [district’s policies and procedures on health and immunizations](#) may be found on the district website.

### ***Food Allergies***

If your child has serious food allergies, please contact the school nurse about a plan for your child.

### ***Health Information***

Each fall parents are requested to fill out forms which give information about student health problems. Please keep us informed of any change in your child’s health status and activity restriction.

### ***Medication***

We are unable to give any medication at school without a written request from a doctor or dentist. This ruling also applies to all over-the-counter medications including aspirin, vitamins, cough drops, throat lozenges, etc. Inhalers are categorized as medication and will require written permission and instructions. Forms for “[Medication Authorization](#)” are available in our school office or on the [Health Services district webpage](#).

### ***Lice Policy***

In the Mercer Island School District, we maintain a lice policy in the effort to control the spread of lice among classmates. Students will not be admitted to school if there is any visible sign of lice. If lice are discovered while the student is at school, a parent will be called and asked to take the child home from school. Students may return to school when: (1) they have been properly treated for the lice problem, and (2) NO lice are visible in the hair. It is important that a case of lice discovered outside of school be communicated to the health room at the school confidentially at 206-230-6298 so that a communication can go out to the class to be aware and check their own children. You can access the district’s lice policy #3420 and procedures on the district webpage under Health Policy and Procedures.

### ***Health Screening***

Vision screening for near-sightedness and hearing screening are given at the school. Parents are advised if the results show a need for additional follow up. These are screening services only and do not take the place of regular examinations performed by your eye specialist or family physician.

### ***Immunizations***

Washington State law requires that all students K-12 must be immunized against diphtheria, whooping cough, tetanus (DPT), polio, measles (rubella) and rubella (three day/German measles). Mumps vaccine is required for kindergarten students only. The law states that parents must fill out and sign a certificate of immunization status form giving the month and year of each dose of vaccine; or evidence of initiation of a schedule of immunizations; or exemption for medical, personal, or religious reasons.

Beginning September of 1991, Washington State Immunization Regulations were changed to require proof of a second dose of measles vaccine for all children entering sixth grade. Since September 1997 Hepatitis B\* vaccination has been required for all children entering daycare, preschool or kindergarten.

The immunization form must be turned into the school by the student's first day of attendance at school. Forms are available in each school office. Required immunizations may be obtained from your doctor. Be sure to keep a record so you will be able to supply the necessary information.

\*Hepatitis B series (all three shots required)

## Volunteering

Parents are the first teachers of their children. The public schools extend a cooperative and professional hand to foster life-long learning skills and interests. We welcome your involvement at school and your attention to the program at home. There are many ways we invite parents to participate.

Lakeridge Elementary has a great tradition of volunteerism. Volunteer hours during the year add up to the equivalent of over eleven full time staff every year! It's easy to get involved and you'll find welcoming volunteer veterans around every corner ready to show you the way.

### PTA

The Parent and Teacher Association is a vital part of Lakeridge School. Your membership dues support the school program and your active involvement keeps you informed, as well as offering enrichment to the students. Many one-time and on-going activities need your help; if you can offer, please do!

Maybe you'd like to be a regular classroom volunteer to support learning centers or other classroom routines. If you're more comfortable in the background, maybe join the Copy Corp, help organize a family event, or do the finances for the PTA. Come to the opening day coffee to see all of the choices or simply visit the [Lakeridge PTA](#) website.

### Opening Day Coffee

Volunteer opportunities abound at our "Opening Day" coffee. Held on the first day of school, the coffee is a great place to meet other parents, see all of the volunteer opportunities available to you and talk to others about what might work best for you. Supervised children are welcome.

### Mandatory Volunteer Orientation

All volunteers at MISD elementary schools are required to watch the [volunteer training video found](#) under the heading "Parents & Students, Volunteer Training" on the school website. Once you have viewed the video, print the quiz page, complete the quiz, sign it and return it to the office. Only those who have a signed form and completed background check will be allowed to volunteer in the classroom.

### Background Checks

All school volunteers must undergo a background check. Forms are on the school and PTA websites, or in the school office.

## Common Q & A Volunteering

### **Q: Can I volunteer in my child's classroom?**

A: Yes! Most teachers have things they would like help with in the classroom. Attend Curriculum Night or talk with your teacher about the opportunities.

### **Q: I work. Does that mean I can't volunteer?**

A: There are plenty of volunteer opportunities that don't require you to miss work. Come to the Volunteer Coffee on the first day of school or contact the PTA president for ideas!

### **Q: I went to volunteer training last year; do I have to go again?**

A: All volunteers must view the volunteer training video and turn in the completed and signed quiz page each year.



# Lakeridge Support Services

We are fortunate at Lakeridge to have a broad range of support and specialists on staff to aid in the education, development, and welfare of the entire student body.

## ***Counselor***

The elementary school counselor works with students, teachers and parents in order to provide students with the best available learning environment. This position is funded by Mercer Island Youth and Family Services. To help students, the counselor provides guidance and counseling in the areas of educational and social-personal-behavioral concerns. In working with teachers, the counselor helps identify and provide appropriate programs for students with special learning difficulties. The counselor also works closely with parents to help them better understand the school environment, the way their children function, and provide referrals to parents who need further support.

## ***English Language Learners (ELL)***

The ELL program brings a rich cultural diversity to our school. ELL students receiving instruction four times per week during the morning. The small group instruction emphasizes oral language development as well as reading, spelling and some writing. The remainder of the day, students are in the general education classroom with program adaptation done by the teacher in conjunction with the ELL teacher.

The first step in determining if students qualify for ELL services is to ask parents/guardians during the registration process to complete a home language survey which identifies the child's primary language. Parents who indicate on the home language survey that their student has a primary language other than English will be assessed before starting school or within ten days of attendance using a Washington English Language Proficiency Assessment (WELPA) test to determine eligibility for the ELL program. The test covers listening, speaking, reading, and writing skills. Any student who scores a level one (beginning/advanced beginning), two (intermediate), or three (advanced) will be eligible for English language instruction in the program. Parents/guardians are notified soon after testing. Upon meeting with the parents/guardians after initial testing and gathering more information about the student, the ELL coordinator will recommend appropriate placement. Please note that all eligible K-5 students are placed at their neighborhood schools and all ELL students will attend regular class(es) while participating in the ELL Program. For more information about our ELL program, please visit the district website under Learning Services, English Language Learners.

## ***Highly Capable Program***

In accordance with the philosophy to develop the special abilities of each student, the Mercer Island School District offers appropriate instructional programs to meet the needs of highly capable students of school age. The framework for such programs shall encompass, but not be limited to, the following objectives:

- Expansion of academic attainment and intellectual skill;
- Stimulation of intellectual curiosity, independence and responsibility;
- Development of a positive attitude toward self and others; and
- Development of originality and creativity.

### ***Highly Capable Program Design***

**Primary Enrichment Program K-2:** The Primary Enrichment Program (PEP) is an enrichment program at Lakeridge that offers pull-out instruction to K, 1, and 2 students. Students who qualify for this program remain in their general education classrooms with enrichment pullout and/or push-in once a week. This program is separate from the Highly Capable Program and qualification for PEP does not guarantee qualification for the 3-8 Highly Capable Program.

**Highly Capable 3-8: The grades 3-8** Highly Capable Program is self-contained in grades 3 through 5 at West Mercer Elementary and Lakeridge Elementary only. Students in the Highly Capable Program remain with their class throughout the day and move to their elective studies (PE, art, music, and library) with their

class.

For more information about Mercer Island School District's Identification and selection process, please visit the district webpage under [Learning Services, Highly Capable](#).

## ***Special Education***

Special Education services are available to students who qualify for specially designed instruction. Lakeridge has a Resource Room (RR) which serves children with mild to moderate learning challenges.

## ***Learning Support***

The purpose of the Learning Support Program team is to provide a problem-solving forum for school personnel working with struggling or at-risk students as identified by teachers, parents, and or/counselors. The team may include a broad range of staff members, as necessary, for the particular child. The goal of the Learning Support Program (LSP) is to improve educational opportunities for students by helping them: 1) succeed in the regular classroom; 2) obtain grade-level proficiency; 3) improve achievement in basic and more advanced skills that all students are expected to master.

## ***Occupational Therapist***

Lakeridge has an Occupational Therapist for students who qualify for help with daily living functions to support well-being. OT's use self-care, work, and play activities to increase independent function, enhance development, and prevent disability. In the school setting, this means helping students with their main occupation, being students.

## ***Speech Therapist***

Also known as a Speech Language Pathologist, this professional is available to provide individual speech and language therapy for students who have difficulty pronouncing some speech sounds and/or correctly putting words together into sentences. Parents who are concerned about their child's speech, language, or hearing should contact Speech Therapist or their child's teacher.

## ***School Psychologist***

School psychologists are assigned to all elementary schools within the district. They work cooperatively with the elementary school counselor to aid teachers and parents in understanding their children's learning and social abilities. Children are referred to the psychologist through the Building Guidance Team (see below) which is managed by the building principal.

## ***World Language Program***

All Mercer Island Elementary schools offer a Spanish language program to begin in the fall of 2016. This will be a great enhancement to the K-5 curriculum. Spanish will be taught as a specialist class, in a rotation with P.E. and Music. For more information about this program, please visit the district website under [Departments, Superintendent Services, Elementary World Language Program](#).

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# Instruction and Assessment

## **Curriculum**

Adopted curriculum and district targets can be found on the [district website](#).

## **Curriculum Nights**

In the fall of each school year, the school holds “Curriculum Night” in each classroom. The teacher presents the curriculum for the year, their teaching philosophy, operational guidelines and policies, answers questions and has classroom volunteer sign-up sheets available. Attending Curriculum Night will give you a great sense of what to expect in your child’s classroom for the year. You will also have the opportunity to sign up for volunteer spots in your child’s classroom at Curriculum Night.

## **Assessment**

State mandated assessments include:

- 3<sup>rd</sup> grade: Smarter Balanced English Language Arts and Math Assessments.
- 4<sup>th</sup> grade: Smarter Balanced English Language Arts and Math Assessments.
- 5<sup>th</sup> grade: Smarter Balanced English Language Arts and Math Assessments.
- 5<sup>th</sup> grade: Measure of Student Progress Science

For more information on state testing, please visit OSPI’s [State Assessment webpage](#). In addition to state testing, Mercer Island School District assesses all students in 4<sup>th</sup> grade for 5<sup>th</sup> grade math class placement.

## **Classroom Placement**

All of the elementary schools use the same process for class formation. Balanced class groupings are created that accommodate individual needs by distributing student abilities, behaviors and interests evenly among the classes. This process achieves a learning environment that will enable all children to grow to the maximum of their abilities. Please be aware that we are unable to accommodate parent requests for specific teachers. It is the principal’s responsibility to assure that all teachers are qualified and work hard to meet the needs of all children. Notification of placement for the next school year will be available through Skyward at the end of August, just prior to school opening. An optional Special Considerations Form will be provided in the spring for parents give input on specific needs of their student(s).

## **Progress Reports**

Progress Reports are given each trimester (November, March and June). They are distributed via Skyward. Click [here](#) for information about Skyward.

## **Teacher Conferences**

The parent of each child will have one formal parent/teacher conference scheduled in the fall. If you want to discuss your child’s school work or progress at any other time, please schedule an appointment in advance with your child’s teacher. This allows your child’s teacher adequate time to prepare for a meaningful exchange of information. “Drop-in” conferences tend to be non-productive and take away valuable learning time from all students.

## **1:1 iPads - 4th and 5th Grades**

Beginning in September 2015, all 4th and 5th grade students were assigned an iPad. These iPads are for **in class use only** as directed by teachers and **may not be taken home**.

In the first few weeks of school, each class is introduced to the iPads and our Intermediate Student iPad Agreement which covers key points for successful use of iPads in the classroom environment. Students are expected to follow the guidelines found in the [Intermediate Student iPad Agreement](#).

As an instructional tool, app focus is on productivity and creation. A few foundational apps include Safari, Word and/or Docs, PowerPoint and/or Slides, Notability, and Pic collage. Cloud access available through Office 365 OneDrive and/or Google Drive make it possible for intermediate students to access documents beyond the school day from any internet connected device.

With their district account, students have the ability to install Office on their computer at home. Click [here](#) for full instructions.

Additionally, an extensive list of apps aligned to the curriculum needs and Common Core Standards is available at no cost to students through the app catalog. To view this list of apps, please visit our school webpage under the [Learning Services, 1:1 iPads tab](#).

## **School Expectations**

### **Code of Conduct**

The Lakeridge Code of Conduct incorporates the belief that our students are capable of making positive choices and taking responsibility for their choices. We work to have students consciously aware that they can choose positive thoughts, actions and feelings. We believe in students. The development of personal responsibility will empower them to become successful learners and productive citizens. We encourage you to read our [Code of Conduct and Safety guidelines](#) on our school webpage under Popular Links (on the left side of the home page).

### **Classroom Preparedness**

Students are expected to make choices in preparation for their day, and we believe they can take responsibility for these choices. Preparation for the day includes supplies, homework, lunch, musical instruments, and appropriate clothing.

### **Dress**

Dress for the school day should reflect good choices. We ask that students dress for safety, comfort, weather conditions, and the job. If clothing is substantially distracting to the student himself/herself or to others, it is inappropriate. Clothing that promotes or contains references to alcohol, drugs, or tobacco use, or poses a serious threat to school safety through pictures, messages, innuendo, or slogans—is prohibited. Hats are only to be worn outside of school buildings. Please help your child with these choices for their own well-being. Please label all items of clothing with your child's first and last name.

### **Cell Phones, Electronic Devices and Headphones**

Electronic toys and music listening devices—including (but not limited to): cell phones, I-pads, Nintendo DS games, Gameboys, CD Players, DVD players, and headphones - are not to be used on school grounds.

### **Toys at School**

Toys at school can be lost, broken and, above all, a major distraction to learning and supervision. Accordingly, personal toys, sports equipment, electronic games, and other like play items should remain at home. Exceptions may

be made by classroom teachers for one-time special projects/presentations and for therapeutic uses mutually agreed upon by staff, parents/guardians, medical personnel and 504/special education teams.

### ***Food/Gum/Beverage***

We appreciate clean hallways, classrooms, and classroom equipment. Students are expected to be responsible for making appropriate use of trash cans and drinking fountains. Gum chewing is not permitted at the school.

### ***Pets***

In order to maintain an environment that is healthy for everyone, including those with allergies, please do not bring pets to school. No pets are allowed on school grounds at any time as it is against state law.

## **District Policies and Procedures**

This section of the handbook provides general guidelines for the operation of MISD elementary schools. To view District policies and procedures applicable to our school, please see Appendix A, Mercer Island School District Board Policies.

## **School Safety**

The safety of our children is of key concern and gets regular attention. The building and grounds are inspected and monitored consistently for repair needs and safe conditions.

### ***Hours***

Students are to be on campus only between 9:10am and 3:45pm. Please instruct your child that going “straight home” at dismissal is best for safety. Students will line up by classrooms before school and wait for buses and rides after school in designated areas, not on the playground. Students on the playground before 9:10am or after 3:45pm must have parent/adult supervision. There is no before or after school supervision provided by school personnel. Before and after school care is available on-site through [Kids Company](#). In addition, there are approved before and after school activities such as choir, languages, chess club, etc. which do have supervision.

### ***Visitors***

We ask that all visitors (parent and community) come to the office when visiting or volunteering at school. Because safety and security is of the utmost importance at the school, it is important that we know who is in the building at all times. Please check in at the Main Office and obtain a badge. It is required that you wear a badge while in the school building or on campus during normal school hours. You will need your Driver's License/Identification Card to check-in at the office. Only pre-arranged volunteers or parents with appointments should go to the classrooms. No children may be left unattended in the office while parents are in meetings or other activities at the school. Please do not bring siblings to wait in the office. You must find alternative childcare arrangements for meetings and activities.

### ***Safety Drills***

Safety drills are done during the year to practice for emergencies such as fire, earthquake, bus exiting, and incidents which require the school to lock down. These are taken seriously and done on a routine basis.

### ***Student Insurance***

Student insurance is available to parents through the school. Participation in this insurance program is strictly voluntary and your own insurance policy should be reviewed prior to your final decision regarding the purchase of school insurance. Please be aware that the school does not have accident insurance to cover parents' medical bills if your child is injured.

### ***Money and Valuables***

Because of the danger of loss, students are requested not to bring more money to school than is needed during the school day. Valuable jewelry, sporting goods, cameras, radios, video games, and play things are not to be brought to school. Personal items of any kind are brought at the students' own risk.

### ***Emergency School Closure***

It is the policy of the Mercer Island School District to hold school whenever possible. However, there may be days when school must be closed or start later than usual due to weather or emergency conditions. A school closure message may be accessed by calling the District's emergency number at 206-236-3366 or on the [district website](#). The District also uses several local radio and TV stations to inform the community. Detailed explanations are published and distributed to all families prior to our winter weather season and can be accessed on our district webpage under [News & Events, Emergency Information](#).

### ***Emergency E-mail Lists***

Lakeridge can inform parents by email of emergencies, school closures and other important administrative information through a third party organization. All you need to do is subscribe in order to obtain this valuable information.

The Emergency listserv is housed by an outside organization and is tied directly to the school closure and late start media broadcast system. We will use this system to broadcast emergency or safety related messages.

In order to get immediate updates via email and/or text you must register with the [Flash Alert Network](#). The old School Report system has migrated to Flash Alert so even if you were previously receiving alerts, you must re-register with Flash Alert.

Questions about Flash Alert should be addressed to Director of Transportation [David Bynum](#).

### ***Emergency Procedures***

During any Emergency Procedure, we ask that telephone inquiries be made to the Mercer Island School District Emergency number at 206-236-3366. The comfort, safety, and preparedness of our Lakeridge School community are our greatest priorities.

Parents should know:

- The school has monthly drills
- The school interfaces with Fire, Police, and City of Mercer Island personnel as needed
- The school has a container with emergency supplies that provide for at least 48 hours of student and staff needs
- The school has a School Safety Team that meets regularly

## Fundraising

The generosity of the Mercer Island Community is astounding every year. Fundraising efforts allow us to differentiate curriculum and resources and increase the enjoyment of learning for our children. Go to [Lakeridge PTA](#) webpage to find information about the latest community fundraisers.

### ***Mercer Island Schools Foundation***

The Mercer Island Schools Foundation is an active and important part of our successful school system. Money raised by the foundation funds programs in every school. Their annual phone-a-thon takes place in the fall. Additionally, the Mercer Island Schools Foundation hosts community business fundraising breakfasts during the year. The Mercer Island School Foundation can be reached at 206-275-2550 or by visiting their [website](#).

## Common Q & A Fundraising

### **Q: This is a public school; why do we need to fundraise?**

A: Lakeridge values and supports an excellent education for our children. The Legislature does not adequately fund public school education in Washington. The funds raised support enriched opportunities and more individualized attention for LR students.

### **Q: Why are there so many fundraising activities at the beginning of the year? Can't you spread them out a little?**

A: Funds raised during the early part of the year support the enrichment programs through the year. By holding them in the fall, we know how much money we have for the school year.

## School Activities and Events

This section of the Ultimate Guide contains information on various school events. Some occur during school hours and some are after school extra-curricular activities. Activities are subject to change each year.

### ***Early Release Day Activities***

Various art and science class are offered throughout the school year on early release Wednesdays. Look for these opportunities throughout the year via backpack mail and your Lakeridge PTA Parliament Press Express. These opportunities are administered by outside groups. Lakeridge donates the classroom space as a courtesy to families seeking after school enrichment, and PTA volunteers serve as a liaison between the program vendors and the school.

### ***Art Docent***

Art Docents are parent volunteers who visit classrooms to give an art history lesson using reproductions of artworks from the PTA's collection of prints or online resources. Usually, the art docent will select a theme, such as a genre of art (impressionism, abstract art, etc.) or theme (children in paintings, dogs in art, etc.) The class discusses the artwork and then completes an art project exploring the theme.

### ***Artist in Residence***

This program exposes students to art and the creative process. Professional artists and art instructors work with each classroom on art projects that complement the curriculum.

### ***Assemblies***

Lakeridge is lucky to have great assemblies each year that tie into the curriculum or citizenship focus of the school. Some assemblies are for the entire student body, while others are for specific grade levels.



## **Band**

Fifth grade students may participate in Band or Orchestra twice weekly before school at Islander Middle School. Specific information comes home with 4<sup>th</sup> graders in the spring.

## **Birthday Celebrations**

If you wish to send a birthday treat to school, please schedule it in advance with your child's teacher and be conscious of our school's healthy snack efforts. Balloons, flowers and birthday surprises are disruptive in the school setting, so please save them for home. If your student has a birthday party planned outside of school, please deliver invitations through the U.S. mail—not receiving an invitation can make other children feel left out, and teachers are asked not to support for facilitate their distribution in class.

## **Book Swap**

This event takes place during the student's library time for a week in June. Used books are brought in by students 2 weeks prior to the event. Books are sorted into age groups and placed on tables in the library the day before the event. Students are then able to select a new book to keep from the assortment of books that students have donated to the Book Swap.

## **Classroom Buddy Program**

At Lakeridge, we value a community atmosphere. Older students help promote this through our classroom buddy program. Younger and older students are paired for special projects during classroom time.

## **Chess Club**

*The Lakeridge Chess Club is committed to improving chess playing skills in children of all levels from beginning to advanced players. At each after school session, students receive a lesson from professional chess coaches. Available for students in grades 2-5, chess club is a parent run activity.*

## **Eagle Tickets & Extended Recess**

Throughout the year the students are eligible to receive Eagle Tickets for exhibiting school spirit, excellent citizenship for being all around great kids! These tickets earn the kids extended recess opportunities and a chance to be drawn for a monthly lunch with Principal Hoffman. The kids will come home talking about it!

## **Field Day**

Each spring, during a designated school day, classes participate in outdoor athletic activities to celebrate fitness and spring.

## **Field Trips**

The PTA enrichment budget provides funds to classrooms for field trips throughout the year. All field trips are directly related to the current curriculum. Your teacher will provide information regarding specific field trips either by backpack mail, email, or both.

## **Fine Arts Showcase**

The district-wide Fine Arts Showcase is a not-to-be-missed art extravaganza at the high school. All elementary students will have an art piece in Showcase, and our 3<sup>rd</sup> graders perform in a very special choral and dance program. Artwork is displayed from elementary through high school, and all of our school music programs perform over the course of this two-day event.

## **Common Q & A**

### **School Activities**

**Q: Is the 5<sup>th</sup> Grade Sweatshirt a big deal?**

A: Yes! The tradition of having sweatshirts with all of the names of the graduating 5<sup>th</sup> graders in the district is a big deal. We've had a few occurrences where parents have not ordered their child a sweatshirt or have chosen to not include their name on the shirt—resulting in disappointed children. So, carefully consider these choices.



## ***International Night***

A night to celebrate our international population through music, crafts, games, food and literature. Students and parents can gather to celebrate with an evening of true international flair.

## ***New Family Coffee***

The first month of school there is a coffee for all parents new to Lakeridge Elementary. More information will be available in your parent pack.

## ***Opening Day Coffee/Volunteer Sign Up***

Held the first day of school, the Opening Day Coffee is a time when parents can socialize with each other and learn how to get involved at school. Volunteer signup sheets are available, and parents familiar with the programs are available to answer any questions. The Principal and PTA president will also address the group. Parents of Kindergarteners who don't start on the first day of school should also attend. Children are welcome. It is a great way to make connections and start the school year!

## ***Parent Education Library***

Parent Education materials are available for sign out from the library. The materials are located on a cart near the library entrance. Sign out instructions are on the cart.

## ***Parent Education Events***

Regular parent education events are scheduled throughout the school year on a broad range of topics. Watch for scheduled events in the Lakeridge. PTA members are automatically a member of Parent Edge. Find out more about upcoming Parent Edge events by visiting their [website](#) or "like" them on [Facebook](#).

## ***Principal's Coffee***

This informal and comfortable forum provides parents with direct two way communication with our principal. These meetings are typically held bi-monthly during selected PTA meetings.

## ***PTA Meetings***

The PTA holds regular general membership meetings that are open to everyone. We count on you to help shape our programs for the year. A meeting calendar is published at the beginning of the year. Meetings are meant to be informative, participatory and fun! The meeting schedule can be found on the PTA website.

## ***Reflections***

Reflections is a great chance for children to express themselves through literature, musical composition, photography, visual arts, film/video and choreography/dance. Reflections is a Washington State PTA-sponsored art show, held in the late fall, and open to all K-12 children. Entries are judged according to age and grade level. Watch for information about how students can participate in this program via PTA publications.

## ***Safety Patrol***

Open to fourth and fifth grade students who are at least 10 years old. The safety patrol student volunteers provide before and after school crossing help at supervised crosswalks and in the parking lot. All training is provided and the program has a staff coordinator.

## ***Science Fun Night***

The Science Fair will be held in the spring and is open to everyone. Students engage in fun science learning through a variety of activities.

## **School Pictures**

Each fall, arrangements are made for a photographer to take individual pictures of boys and girls for student records. As a service to the parents, these pictures may be purchased on a prepaid basis. Classroom pictures are taken in the spring and may also be purchased on a pre-paid basis.

## **Student Council**

Two representatives from each third, fourth, and fifth grade class participate on the council. Representatives are selected based on specified class criteria.

## **Yearbook**

Lakeridge PTA puts out a yearbook at the end of the year which provides wonderful memories of classmates, teachers, and activities. Information about purchasing the book is available in the PTA Parent Pack.

## **5<sup>th</sup> Grade Special Events**

In their final year of Elementary school, Lakeridge fifth graders enjoy several unique events and activities.

**Outdoor Education Experience.** Fifth-grade students at Lakeridge Elementary School have the opportunity to participate in a four day/three night program at an Outdoor Education School. This outdoor learning experience is designed to educate and inspire environmental and community stewardship with a focus on science and sustainability. Our students stay onsite with parent chaperones and teachers and receive instruction from the site educators and staff. The curriculum ties into our state science and social studies standards.

**Fifth Grade Activity.** This culminating event held at the end of the school year celebrates the culmination of the elementary school experience. The scope and type of event will change from year to year, with the objective being to give students a unique and memorable experience. The event is held towards the end of the year.

**Sweatshirts.** The PTAs create sweatshirts each year that list all 5<sup>th</sup> graders across the district. The tradition of having sweatshirts with all of the names of the 5<sup>th</sup> graders in the district has come to mean a great deal to students. Specific ordering information is provided to students via backpack mail. **\*\*Please note:** if you have signed the privacy policy and opted for your child's name and picture to not be used, you will need to provide special permission for your child's name to appear on the sweatshirt.

**Middle School Transition Day – Gator for a Night.** A very special opportunity for 5<sup>th</sup> graders to spend a half day at Islander Middle School for orientation. Prior to transition day, IMS staff come to IP to provide information and answer student questions.

## **Your Mercer Island Community**

Happy kids are active in their community. Here on Mercer Island we are lucky to have a rich set of community resources to choose from for children and families. Don't know where to sign up for soccer? For summer camp? Want to know where to go swimming? Here are some of the places and things Mercer Island kids (and their families) enjoy. While kids often do things off Island, we've limited this guide to Mercer Island-based resources. Please let us know if we've missed anything! Check out the [Lakeridge PTA website](#) for current community and kids' activities.

## **Community Resources**

### **Mercer Island Parks and Recreation**

The "Recreation Guide", published seasonally by the City, contains listings of classes, camps, and activities for youth, adults and seniors. You can reach MI Parks & Rec at 206-236-3545 or by visiting their [website](#).

## **Youth and Family Services**

Another department of the City, Youth and Family Services is located in Luther Burbank Park. MIYFS provides family and community services to the MI community through collaboration with many groups, including the Mercer Island School District. They can be reached at 206-236-3525 by visiting their [website](#).

## **Mercer Island Library**

Our local library, located at 4400 88<sup>th</sup> Ave SE, is part of the King County Library System. This local branch has an extensive youth section serving elementary students and even has a “teen area” for kids to do homework after school. Providing more than just great books, our library also sponsors a full calendar of activities for children and adults. See their [website](#) for the calendar, library hours and additional information or reach them by phone at 206-236-3537.

## **Boys and Girls Club**

The Mercer Island Boys and Girls Club of King County is a non-profit organization serving children ages 6 – 18 with a broad range of programs from arts and sports, to career development with a concentration on themes of citizenship and leadership. It’s great to be on their email list, as they send reminders of sign-up periods and other notifications. You can contact the MI Boys and Girls Club at 206.232.4548 or by visiting their [website](#).

## **Mercer Island Swimming Pool (formerly Mary Wayte)**

Operated by Northwest Center Pools, the Mercer Island Pool offers public swim and family swim time for a nominal fee. Check their schedule at 206.296.4370 or [online](#).



Book	Administrative & Board Policies
Section	2000: Instruction
Title	Electronic Resources and Internet Safety Policy
Number	2022 A
Status	Active
Adopted	November 30, 1995
Last Revised	April 18, 2018

### **ELECTRONIC RESOURCES AND INTERNET SAFETY POLICY**

The Mercer Island School District ("District") recognizes that an effective public education system develops students who are globally aware, civically engaged, and capable of managing their lives and careers. The District believes that staff and students need to be proficient users of information, media, and technology to succeed in a digital world. The District is dedicated to promoting and instilling principles of digital citizenship and media literacy in each of its students.

#### **A. Definitions**

##### **Digital Citizenship**

Digital citizenship includes the norms of appropriate, responsible, and healthy behavior related to current technology use, including digital and media literacy, ethics, etiquette, and security. Digital citizenship includes the ability to access, analyze, evaluate, develop, produce, and interpret media, as well as Internet safety and cyberbullying prevention and response.

##### **Media Literacy**

Media literacy is the ability to access, analyze, evaluate, create, and act using a variety of forms of communication. Media literacy includes the ability to understand how and why media messages and images are constructed and for what purposes they are used.

#### **B. Electronic Resources**

The District will develop media literacy through the use of electronic resources as a powerful and compelling means for students to learn core subjects and applied skills in relevant and rigorous ways and for staff to educate them in such areas of need. It is the District's goal to provide students with rich and ample opportunities to use technology for important purposes in schools just as individuals in workplaces and other real-life settings. The District's technology will enable educators and students to communicate, learn, share, collaborate and create, to think and solve problems, to manage their work, and to take ownership of their lives.

The Superintendent or designee will (1) create strong electronic resources and develop related educational systems that support innovative teaching and learning, (2) provide appropriate staff development opportunities regarding this policy, and (3) develop procedures to support this policy. The Superintendent or designee is authorized to develop procedures and acceptable use guidelines for staff and students as to use of District electronic resources, including those that access Internet and social media, and to regulate use of personal electronic resources on District property and related to District activities.

#### **C. Internet Safety**

To help ensure student safety and digital citizenship, all students will be educated about Internet safety. This will include appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

To promote Internet safety and appropriate online behavior of students and staff as they use electronic resources and access material from the Internet, the Superintendent or designee is authorized to develop or adopt Internet safety procedures, acceptable

use guidelines, and, for students, related instructional materials for every grade level. The Superintendent or designee in evaluating such procedures and instructional materials should take into account District electronic resources, community norms, privacy rights, responsible use, and issues of concern with student or staff use of electronic resources.

As a component of District's Internet safety measures, all District-owned electronic resources, including computer networks and Wi-Fi, in all District facilities capable of accessing the Internet must use filtering software to prevent access to obscene, racist, hateful or violent material. However, given the ever-changing nature of the Internet, the District cannot guarantee that a student will never be able to access objectionable material.

Further, when students use the Internet from school facilities for educational purposes, District staff will make a reasonable effort to supervise student access and use of the Internet. If material is accessed that violates District policies, procedures or student guidelines for electronic resources or acceptable use, District staff may instruct the person to cease using that material and/or implement sanctions consistent with district policies, procedures, guidelines, or student codes of conduct.

#### **D. Policy and Practices**

The District acknowledges the need for digital and online policies that are dynamic and responsive to diverse community standards and student learning outcomes. The District annually reviews its policies and procedures on electronic resources, Internet safety, digital citizenship and media literacy.

#### **E. Communications and Engagement**

The District acknowledges that parents and community stakeholders are partners in developing students as digital citizens and life-long learners. The District encourages parents' active engagement in the process of educating students to become media-literate digital citizens.

#### **Cross References:**

- Policy 2019 Curriculum Development and Adoption of Instructional Materials
- Policy 2025 Ownership/Copyright of Curriculum Materials Funded by the District
- Policy 3207 Prohibition of Harassment, Hazing, Intimidation and Bullying
- Policy 3231 Student Records
- Policy 3241 Discipline, Suspension, Expulsion and Voluntary Withdrawal from School
- Policy 4040 Public Access to School District Records
- Policy 4217 Effective Communication
- Policy 5281 Disciplinary Action and Discharge

#### **Legal Reference:**

18 USC §§ 2510-2522, Electronic Communication Privacy Act Pub. L. No. 110-385, Protecting Children in the 21st Century Act  
RCW 28A.650.045 Digital citizenship, Internet safety, and media literacy

Adopted: 11/30/95

Revised: 06/27/02; 03/26/08; 06/20/11; 06/15/12; 07/24/15; 04/18/18



Book	Administrative & Board Policies
Section	2000: Instruction
Title	Electronic Resources and Internet Safety Procedure
Number	2022 P
Status	Active
Adopted	November 30, 1995
Last Revised	April 18, 2018

### **ELECTRONIC RESOURCES AND INTERNET SAFETY PROCEDURE**

These procedures are written to support the Mercer Island School District ("District") Policy 2022, Electronic Resources and Internet Safety, and to promote positive and effective digital citizenship among students and staff. Digital citizenship represents more than media literacy: successful, technologically fluent digital citizens live safely and civilly in an increasingly digital world. They recognize that information posted on the Internet is public and permanent and can have a long-term impact on an individual's life and career. Expectations for student and staff behavior online are no different than face-to-face interactions.

#### **Use of Personal Electronic Devices**

In accordance with all District policies and procedures, students and staff may use personal electronic devices (e.g. laptops, mobile devices and e-readers) to further the educational and research mission of the district. School staff will retain the final authority in deciding when and how students may use personal electronic devices on school grounds and during the school day. Absent a specific and articulated need (e.g. assistive technology), students do not have an absolute right to possess or use personal electronic devices at school.

#### **Network**

The District's network includes wired and wireless computers and peripheral equipment, files and storage, e-mail and Internet content (blogs, web sites, web mail, groups, wikis, etc.). The District reserves the right to prioritize the use of, and access to, the network.

All use of the network must support education and research and be consistent with the mission of the District.

A. Acceptable network use by District students (with appropriate parental permission, (see Forms 2022F1, 2022F5, 2022F6, 2022F7, and 2022F8), and staff includes:

- Creation of files, projects, videos, web pages and podcasts using network resources in support of educational research;
- Participation in blogs, wikis, bulletin boards, social networking sites and groups and the creation of content for podcasts, e-mail and web pages that support educational research;
- With parental permission, the online publication of original educational material, curriculum related materials and student work. Sources outside the classroom or school must be cited appropriately;
- Staff use of the network for incidental personal use in accordance with all District policies and guidelines; and
- Connection of personal laptops and other "smart" devices, when authorized, to the District network after checking with Site Technology Specialist to confirm that the equipment is equipped with up- to-date virus software. Connection of any personal electronic device is subject to all guidelines in this document and District policy. The District reserves the right to limit personal equipment on the network.

B. Unacceptable network use by District students and staff includes but is not limited to:

- Personal gain, commercial solicitation and compensation of any kind;

- Action resulting in liability or cost incurred by the District;
- Downloading, installation and use of applications (including shareware or freeware) without permission or approval from their Site Technology Specialist and Technology Teacher on Special Assignment;
- Support or opposition for ballot measures, candidates and any other political activity;
- Hacking, cracking, vandalizing, the introduction of viruses, worms, Trojan horses, time bombs and changes to hardware, software, and monitoring tools;
- Unauthorized access to other District computers, networks and information systems;
- Action constituting harassment, intimidation or bullying, including cyberbullying, hate mail, defamation, discriminatory jokes and remarks. This also includes the manufacture, distribution, or possession of inappropriate digital images;
- Information posted, sent or stored online that could endanger others (e.g., bomb construction, drug manufacture);
- Accessing, uploading, downloading, storage and distribution of obscene, pornographic or sexually explicit material;
- Attaching unauthorized equipment to the District network. Any such equipment will be confiscated; and
- Any unlawful use of the District network, including but not limited to stalking, blackmail, violation of copyright laws, and fraud.

The District will not be responsible for any damages suffered by any user, including but not limited to, loss of data resulting from delays, nondeliveries, misdeliveries or service interruptions caused by its own negligence or any other errors or omissions. The District will not be responsible for unauthorized financial obligations resulting from the use of, or access to, the District's computer network or the Internet.

### **Internet Safety: Personal Information; Inappropriate Content**

A. Students and staff should not reveal personal information, including a home address and phone number, on web sites, blogs, podcasts, videos, wikis, e-mail or as content on any other electronic medium.

B. Staff members shall not communicate with parents or students through text message from a personal cell phone. Staff should only use approved forms of communication with parents and students, such as, District email, direct phone conversation on District cell phones and/or District landlines, Schoology/teacher websites, Remind101, and approved Facebook/Twitter accounts.

C. Staff members shall not maintain personal relationships (i.e. "friend") with current District students on social networking sites.

D. Students and staff should not reveal personal information about another individual on any electronic medium.

E. No student pictures can be published on any class, school or District web site unless the appropriate permission has been verified according to District policy.

F. If students encounter dangerous or inappropriate information or messages, they should notify the appropriate school authority.

G. Students should be aware of the persistence of their digital information, including images and social media activity, which may remain on the Internet indefinitely.

### **Filtering and Monitoring**

Filtering software is used to block or filter access to visual depictions that are obscene and all child pornography in accordance with the Children's Internet Protection Act (CIPA). Other objectionable material could be filtered. The determination of what constitutes "other objectionable" material is a District decision.

A. Filtering software is not 100% effective. While filters make it more difficult for objectionable material to be received or accessed; filters are not a solution in themselves. Every user must take responsibility for his or her use of the network and Internet and avoid objectionable sites.

B. Any attempts to defeat or bypass the District's Internet filter or conceal Internet activity are prohibited: proxies, https, special ports, modifications to District browser settings and any other techniques designed to evade filtering or enable the publication of inappropriate content.

C. E-mail inconsistent with the educational and research mission of the District will be considered SPAM and blocked from entering District e-mail boxes.

D. The District will provide appropriate adult supervision of Internet use. The first line of defense in controlling access by minors to inappropriate material on the Internet is deliberate and consistent monitoring of student access to District computers.

E. Staff members who supervise students, control electronic equipment or have occasion to observe student use of said equipment online, must make a reasonable effort to monitor the use of this equipment to assure that student use conforms to the mission and goals of the District.

F. Staff must make a reasonable effort to become familiar with the Internet and to monitor, instruct and assist effectively.

G. The District may monitor student use of the District network, including when accessed on students' personal electronic devices.

### **CIPA UPDATE/Internet Safety Instruction**

All students will be educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. Age appropriate materials will be made available for use across grade levels. Training on online safety issues and materials implementation will be made available for administration, staff and families.

### **Copyright**

Downloading, copying, duplicating and distributing software, music, sound files, movies, images or other copyrighted materials without the specific written permission of the copyright owner is generally prohibited.

However, the duplication and distribution of materials for educational purposes are permitted when such duplication and distribution fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC) and content is cited appropriately.

### **Ownership of Work**

A. All work completed by employees as part of their employment will be considered property of the district. The District will own any and all rights to such work including any and all derivative works, unless there is a written agreement to the contrary.

B. All work completed by students as part of the regular instructional program is owned by the student as soon as it is created, unless such work is created while the student is acting as an employee of the District. Permission to publish any student work outside the school requires permission from the parent or guardian (2022F5).

### **Network Security and Privacy**

Passwords are the first level of security for a user account. System logins and accounts are to be used only by the authorized owner of the account, for authorized District purposes. Students and staff are responsible for all activity on their account and must not share their account password.

These procedures are designed to safeguard network user accounts:

- Change passwords according to District policy;
- Do not use another user's account;
- Do not insert passwords into e-mail or other communications;
- If you write down your account password, keep it out of sight;
- Do not store passwords in a file without encryption;
- Do not use the "remember password" feature of Internet browsers; and
- Lock the screen, or log off, if leaving the computer.

### **Student Data is Confidential**

District staff must maintain the confidentiality of student data in accordance with the Family Education Rights and Privacy Act (FERPA).

### **No Expectation of Privacy**

The District provides the network system, e-mail and Internet access as a tool for education and research in support of the District's mission. The District reserves the right to monitor, inspect, copy, review and store, without prior notice, information about the content and usage of:

- The District network, including when accessed on students' personal electronic devices and on devices provided by the District, such as phones, laptops, netbooks, and tablets;
- User files and disk space utilization;
- User applications and bandwidth utilization;
- User document files, folders and electronic communications;
- E-mail;
- Internet access; and
- Any and all information transmitted or received in connection with network and e-mail use.

No student or staff user should have any expectation of privacy when using the District's network. The District reserves the right to disclose any electronic records to law enforcement officials or third parties as appropriate, including records that pertain to valid public records requests. All electronic records are subject to the public records disclosure laws of the State of Washington.

### **Archive and Backup**

Backup is made of all District e-mail correspondence for purposes of public disclosure and disaster recovery. Barring power outage or intermittent technical issues, staff and student files are backed up on District servers regularly. Refer to the District retention policy for specific records retention requirements.



**Disciplinary Action**

All users of the District's electronic resources are required to comply with the District's policy and procedures by annually agreeing to the appropriate Acceptable Use Statement as appropriate (Forms 2022F1, 2022F2, and 2022F4).

Violation of any of the conditions of use explained in the Electronic Resources Policy or in these procedures could be cause for disciplinary action, including but not limited to, suspension or expulsion from school and suspension or revocation of network and computer access privileges.

**Accessibility of Electronic Resources**

District staff with authority to create or modify website content or functionality associated with the district will take reasonable measures to ensure that such content or functionality is accessible to individuals with disabilities. Any such staff member with questions about how to comply with this requirement should consult with the District's Director of Informational Technology.

Adopted: 11/30/95

Revised: 06/27/02, 03/26/08, 06/20/11, 07/06/12, 07/24/15, 08/01/17; 04/18/18



Book	Administrative & Board Policies
Section	3000: Students
Title	Student Excused and Unexcused Absences
Number	3122 A
Status	Active
Adopted	January 28, 1982
Last Revised	September 6, 2017

### STUDENT EXCUSED AND UNEXCUSED ABSENCES

It is the position of the Mercer Island School District ("District") that any absence from a class may be detrimental to optimum progress; and that excessive absences not only impact academic achievement, but also the student's development of appropriate attitudes and responsibilities. The expectation is that District students will attend regularly. Upon enrollment and at the beginning of each school year, the District shall inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of truancy, the role and responsibility of the District in regard to truancy, and resources available to assist the student and their parents and guardians in correcting truancy. The District will also make this information available online and will take reasonable steps to ensure parents can request and be provided such information in a language they can understand. Parents will be required to date and acknowledge review of this information online or in writing. Furthermore, state law requires that minors between the ages of 8 and 18 be in attendance at school during normal instructional periods. Therefore, the purpose of this policy is to encourage regular attendance in school.

However, it is understood that there will be occasions when students will be absent from school. In order to limit the number of absences without prohibiting appropriate absences, two categories of student absences have been established: **excused and unexcused**. An **excused absence** occurs when a student misses a class period and the parent provides valid reasons for the absence. Any absence not excused by a parent for valid reasons is considered to be an **unexcused absence**.

#### Excused Absences

Regular school attendance is necessary for mastery of the educational program provided to students of the District. At times, students may be appropriately absent from class. School staff will keep a record of absence and tardiness, including a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student's excused absences. The following principles will govern the development and administration of attendance procedures within the District.

#### A. The following are valid excuses for absences:

- (1) Participation in a District or school approved activity or instructional program;
- (2) Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental or optometry) for the student or person for who the student is legally responsible;
- (3) Family emergency including, but not limited to, a death or illness in the family;
- (4) Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
- (5) Court, judicial proceeding, or serving on a jury;
- (6) Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
- (7) State-recognized search and rescue activities consistent with RCW 28A.225.055;
- (8) Absence directly related to the student's homeless status;
- (9) Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;

- (10) Absence resulting from a disciplinary/corrective action (e.g., short-term or long-term suspension, emergency expulsion); and
- (11) Principal (or designee) and parent, guardian, or emancipated youth mutually agreed upon approved activity.

B. The school principal (or designee) has the authority to determine if an absence meets the above criteria for an excused absence.

1. If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher; except that in participation-type classes, a student's grade may be affected because of the student's inability to make up the activities conducted during a class period.
2. An excused absence will be verified by a parent/guardian or an adult, emancipated or appropriately aged student, or school authority responsible for the absence. If attendance is taken electronically, either for a course conducted online or for students physically within the District, an absence will default to unexcused until such time as an excused absence may be verified by a parent or other responsible adult. If a student is to be released for health care related to family planning or abortion, the student may require that the District keep the information confidential. Students thirteen and older have the right to keep information about drug, alcohol or mental health treatment confidential. Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.

### **Unexcused Absences**

A. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above for an excused absence. Unexcused absence includes failure to comply with alternative learning experience program attendance requirements as defined by the District.

B. As a means of instilling values of responsibility and personal accountability, a student whose absence is not excused will experience the consequences of his/her absence. A student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent.

C. The school will notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification will include the potential consequences of additional unexcused absences.

D. A conference with the parent or guardian will be held after three unexcused absences within any month during the current school year. A student may be suspended or expelled for habitual truancy. Prior to suspension or expulsion, the parent will be notified in writing in his/her primary language that the student has unexcused absences. A conference will be scheduled to determine what corrective measures should be taken to ameliorate the cause for the student's absences from school. If the parent does not attend the conference, the parent will be notified of the steps the District has decided to take to reduce the student's absences.

E. Not later than the student's fifth unexcused absence in a month the District will enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a community truancy board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.

F. If such action is not successful, the District will file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student or parent and student no later than the seventh unexcused absence within any month during the current school year or upon the tenth unexcused absence during the current school year.

G. All suspensions and/or expulsions will be reported in writing to the superintendent within 24 hours after imposition.

The superintendent will enforce the District's attendance policies and procedures. Because the full knowledge and cooperation of students and parents are necessary for the success of the policies and procedures, procedures will be disseminated broadly and made available to parents and students annually. Each school has attendance information and procedures posted on the schools' websites.

### **Students dependent pursuant to Chapter 13.34, RCW**

A District representative or certificated staff member will review unexpected or excessive absences of a student who has been found dependent under the Juvenile Court Act with that student and adults involved with that student. Adults include the student's caseworker, educational liaison, attorney if one is appointed, parent or guardians, foster parents and/or the person providing placement for the student. The review will take into consideration the cause of the absences, unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues, and the student's unavoidable appointments that occur during the school day. The representative or staff member must proactively support the student's management of their school work.

### **Legal References:**

RCW 28A.225 Compulsory School Attendance and Admission

WAC 392-400-233 Unexcused Absences and Tardiness

RCW 13.34 Juvenile Court Act - Dependency and Termination of Parent-Child Relationship

Adopted: 01/28/82

Revised: 03/28/96; 02/11/11; 03/24/11; 10/05/15; 08/23/16; 07/31/17; 09/06/17



Book	Administrative & Board Policies
Section	3000: Students
Title	Student Excused and Unexcused Absences Procedure
Number	3122 P
Status	Active
Adopted	January 23, 1986
Last Revised	July 31, 2017

## STUDENT EXCUSED AND UNEXCUSED ABSENCES

### Preamble

It is the position of Mercer Island School District ("District") faculty and staff that any absence from a class may be detrimental to optimum progress; and that excessive absences not only impact academic achievement, but also the student's development of appropriate attitudes and responsibilities. The expectation is that District students will attend all of their regularly scheduled classes. It is understood that there may be occasions when student will be absent.

### Excused Absences

The following are valid excuses for absences and tardiness. Assignments and/or activities not completed because of an excused absence or tardiness may be made up in the manner provided by the teacher.

1. **Participation in school-approved activity or instructional program.** To be excused this absence must be authorized by a staff member and the affected teacher must be notified prior to the absence unless it is clearly impossible to do so.
2. **Absence due to:** illness; health condition; medical appointment; family emergency; religious purposes; court, judicial proceeding or serving on a jury; post-secondary, technical school or apprenticeship program visitation, or scholarship interview; State recognized search and rescue activities consistent with RCW 28A.225.055; and directly related to the student's homeless status.

When possible, the parent/guardian is expected to notify the school office on the morning of the absence by phone, e-mail or written note and to provide the excuse for the absence. If no excuse is provided with the notification, or no notification is provided, the parent/guardian will submit an excuse via phone, e-mail or written note upon the student's return to school. Adult students (those over eighteen) and emancipated students (those over sixteen who have been emancipated by court action) will notify the school office of their absences with a note of explanation. Students fourteen years old or older who are absent from school due to testing or treatment for a sexually transmitted disease will notify the school of their absence with a note of explanation, which will be kept confidential. Students thirteen years and older may do the same for mental health, drug or alcohol treatment; and all students have that right for family planning and abortion.

A parent/guardian may request that a student be excused from attending school in observance of a religious holiday. In addition, a student, upon the request of his/her parent, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property. A student will be allowed two makeup days for each day of absence.

Pre-arranged Absence Forms, available from the Attendance Office, must be filled out and taken to teachers for signatures when a High School or Middle School student knows of an absence in advance of the absence. These forms can also be downloaded from the school website and must be filled out (signed by a parent or guardian) and turned into the Attendance Office prior to the absence. Common examples of pre-arranged absences include: all extra-curricular activities, field trips, vacations, college visitations, religious holidays etc.

3. **Absence for parental-approved activities.** This category of absence will be counted as excused for purposes agreed to by the principal and the parent/guardian. An absence may not be approved if it causes a serious adverse effect on the student's educational progress. In participation-type classes (e.g., certain music and physical education classes) the student may not be able to achieve the objectives of the unit of instruction as a result of absence from class. In such a case, a parent or guardian-approved absence would have an adverse effect on the student's educational progress which would ultimately be reflected in the grade for such a course. A student, upon the request of his/her parent/guardian, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property or otherwise involves the school to any degree.
4. **Absence resulting from disciplinary actions — or short-term suspension.** As required by law, students who are removed from a class or classes as a disciplinary measure or students who have been placed on short-term suspension will have the right to make up assignments or exams missed during the time they were denied entry to the classroom if the effect of the missed assignments will be a substantial lowering of the course grade.
5. **Extended illness or health condition.** If a student is confined to home or hospital for an extended period, the school will arrange for the accomplishment of assignments at the place of confinement whenever practical. If the student is unable to do his/her schoolwork, or if there are major requirements of a particular course which cannot be accomplished outside of class the student may be required to take an incomplete or withdraw from the class without penalty.
6. **Excused absence for chronic health condition.** Students with a chronic health condition which interrupts regular attendance may qualify for placement in a limited attendance and participation program. The student and his/her parent will apply to the principal or counselor, and a limited program will be written following the advice and recommendations of the student's medical advisor. The recommended limited program will be approved by the principal. Staff will be informed of the student's needs, though the confidentiality of medical information will be respected at the parent's request.

#### **Required conference for elementary school students**

If an elementary school student has **five or more excused absences in a single month** during the current school year or ten or more excused absences in the current school year, the District will schedule a conference with the student and their parent(s) at a reasonably convenient time. The conference is intended to identify barriers to the student's regular attendance and to identify supports and resources so the student may regularly attend school.

The conference must include at least one District employee, preferably a nurse, counselor, social worker, teacher of community human service provider, and may occur on the same day as the scheduled parent-teacher conference, provided it takes place within thirty days of the absences. If the student has an Individualized Education Program or a Section 504 Plan, the team that created that program must reconvene. A conference is not required if prior notice of the excused absences was provided to the District or if a doctor's note has been provided and a plan is in place to ensure the student will not fall behind in their coursework.

#### **Unexcused Absences**

An "unexcused absence" means that a student has failed to attend the majority of hours or periods in an average school day or has failed to comply with a more restrictive District policy on absences.

Unexcused absences occur when:

1. The parent, guardian or adult student submits an excuse that does not meet the definition of an excused absence as defined above; or
2. The parent, guardian or adult student fails to submit any type of excuse statement, whether by phone, e-mail or in writing, for an absence.
3. The student is tardy:
  - If an elementary student is late 20 minutes or more to school, it will be recorded as an absence. If the elementary student is late up to 20 minutes it will be recorded as a tardy.
  - If a secondary student is late 11 minutes or more to class, it will be recorded as an absence. If the student is late up to 10 minutes it will be recorded as a tardy. For every 3 times a student is tardy to a class, it will be recorded as an unexcused absence.

**Each unexcused absence within any month of the current school year** will be followed by a letter or phone call to the parent informing them of the consequences of additional unexcused absences. The school will make reasonable efforts to provide this information in a language in which the parent is fluent. A student's grade will not be affected if no graded activity is missed during such an absence.

**After three unexcused absences within any month of the current school year**, a conference will be held between the principal, student and parent to analyze the causes of the student's absenteeism. If a regularly scheduled parent-teacher conference is scheduled to take place within thirty days of the second unexcused absence, the District may schedule the attendance conference on the same day. The District will designate a staff member to apply the Washington Assessment of the Risks and Needs of Students (WARNS) and, where appropriate, provide the student with best practice or research-based interventions consistent with WARNS. As appropriate, the District will also consider:

- adjusting the student's course assignments;
- providing the student more individualized instruction;
- providing appropriate vocational courses or work experience;
- requiring the student to attend an alternative school or program;
- assisting the parent or student to obtain supplementary services; or
- referring the student to a community truancy board.

If the student's parent/guardian does not attend the conference, the conference may be conducted with the student and school official. However, the parent will be notified of the steps taken to eliminate or reduce the student's absences.

**Not later than a student's fifth unexcused absence in a month**, the District will:

1. enter into an agreement with the student and parents/guardians that establishes school attendance requirements;
2. refer the student to a community truancy board; or
3. file a petition to juvenile court (see below).

### Transfers

In the case of a student who transfers from one district to another during the school year, the sending district will provide to the receiving district, together with a copy of the WARNS assessment and any interventions previously provided to the student, the most recent truancy information for that student. The information will include the online or written acknowledgment by the parent and student.

### Community Truancy Board

A "community truancy board" means a board established pursuant to a memorandum of understanding (MOU) between a juvenile court and the District and composed of members of the local community in which the student attends school. The District will enter into an MOU with the juvenile court in King County to establish a community truancy board prior to the 2017-2018 school year.

The District will designate and identify to the juvenile court (and update as necessary) a staff member to coordinate District efforts to address excessive absenteeism and truancy, including outreach and conferences, coordinating the MOU, establishing protocols and procedures with the court, coordinating trainings, sharing evidence-based and culturally appropriate promising practices. The District will also identify a person within each school to serve as a contact regarding excessive absenteeism and truancy and assisting in the recruitment of community truancy board members.

**Not later than a student's seventh unexcused absence within any month during the current school year, or a tenth unexcused absence during the current school year**, if the District's attempts to substantially reduce a student's absences have not been successful and if the student is under the age of seventeen, the District will file a petition and supporting affidavit for a civil action in juvenile court.

### Petition to Juvenile Court

The petition will contain the following:

1. A statement that the student has unexcused absences in the current school year. (*District Note: While petitions must be filed if the student has seven or more unexcused absences within any one month, or ten or more unexcused absences in the current school year, a petition may be filed earlier. Unexcused absences accumulated in another school or school will be counted when preparing the petition*);
2. An attestation that actions taken by the District have not been successful in substantially reducing the student's absences from school;
3. A statement that court intervention and supervision are necessary to assist the District to reduce the student's absences from school;
4. A statement that RCW 28A.225.010 has been violated by the parent, student or parent and student;
5. The student's name, date of birth, school, address, gender, race and ethnicity; and the names and addresses of the student's parents/guardians, whether the student and parent are fluent in English, whether there is an existing individualized education program (IEP) and the student's current academic status in school;
6. A list of all interventions that have been attempted, a copy of any previous truancy assessment completed by the student's current school district, the history of approved best practices intervention or research-based intervention(s) previously provided to the student by the District, and a copy of the most recent truancy information document signed by the parent and student.
7. Facts that support the above allegations.

Petitions may be served by certified mail, return receipt requested, but if such service is unsuccessful, personal service is required. At the District's choice, it may be represented by a person who is not an attorney at hearings related to truancy petitions.

If the allegations in the petition are established by a preponderance of the evidence, the court shall grant the petition and enter an order assuming jurisdiction to intervene for a period of time determined by the court, after considering the facts alleged in the petition and the circumstances of the student, to most likely cause the student to return to and remain in school while the student is subject to the court's jurisdiction.

If the court assumes jurisdiction, the District will periodically report to the court any additional unexcused absences by the student, actions taken by the District, and an update on the student's academic status in school at a schedule specified by the court. The first report must be received no later than three (3) months from the date that the court assumes jurisdiction.

**HIGH SCHOOL BRIDGES2 Program Attendance**

The BRIDGES2 (Building Relationships in Diverse Groups to Empower Students & Staff) Program provides opportunities for students to develop relationships throughout the school community, create a positive school climate, take on leadership roles to create a sense of community, and engage in learning and discussion around current and relevant academic, social, physical, and emotional issues that impact students.

Consequently, we feel that students must be present during BRIDGES2 classes. If a student accumulates three (3) unexcused absences from BRIDGES2, the student will serve a two-hour detention on a Saturday morning or they may arrange their own community service activity as long as it meets the prior approval of the Associate Principal and is documented. Each successive absence will result in an additional two-hour Saturday morning detention.

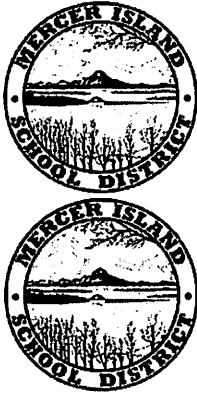
**Discipline and Corrective Action**

All sanctions imposed for failure to comply with the attendance policies and procedures will be implemented in conformance with state and District regulations regarding discipline or corrective action. (See policy 3241, Classroom Management, Discipline and Corrective Action.)

Adopted: 01/23/86

Revised: 06/23/88; 06/09/94; 2005; 11/09; 07/10; 8/02/12; 06/18/14; 08/01/14; 10/05/15; 08/23/16; 07/31/17





Book	Administrative & Board Policies
Section	3000: Students
Title	Student Rights and Responsibilities
Number	3200 A
Status	Active
Adopted	August 23, 2011
Last Revised	August 25, 2016

### STUDENT RIGHTS AND RESPONSIBILITIES

Each year, the superintendent shall develop and make available to all students, their parents and staff handbooks pertaining to student rights, conduct, corrective actions and punishment. Such statements shall be developed with the participation of parents and the community. The school principal and staff shall confer at least annually to develop and/or review student conduct standards and the uniform enforcement of those standards as related to the established student handbooks. They shall also confer annually to establish criteria for determining when certificated employees must complete classes to improve classroom management skills.

All students who attend the district's schools shall comply with the written policies, rules and regulations of the schools, shall pursue the required course of studies, and shall submit to the authority of staff of the schools, subject to such corrective action or punishment as the school officials shall determine.

#### Legal References:

RCW 28A.600.010 Government of schools, pupils, employees, rules and regulations for — Due process guarantees — Enforcement

28A.600.020 Government of schools, pupils, employees optimum learning atmosphere

28A.600.040 Pupils to comply with rules & regulations

28A.400.110 Principal to assure appropriate discipline

28A.150.240 Basic Education Act of 1977 — Certificated teaching and administrative staff as accountable for class room teaching — Scope — Responsibilities — Penalty

28A.405.060 Course of study and regulations Enforcement — Withholding salary warrant for failure

WAC 392-400-225 School district rules defining misconduct — Distribution of rules

392-168 Citizen Complaint Procedure for Certain Categorical Federal Programs

HB 1541 - Implementing strategies to close the educational opportunity gap, based on the recommendations of the educational opportunity gap oversight and accountability committee

Adopted: 08/23/11

Revised: 08/25/16



Book	Administrative & Board Policies
Section	3000: Students
Title	Student Rights and Responsibilities Procedures
Number	3200 P
Status	Active
Adopted	January 25, 1973
Last Revised	August 25, 2016

## **STUDENT RIGHTS AND RESPONSIBILITIES PROCEDURES**

### **PREAMBLE**

The Mercer Island School District intends that all students, teachers, administrators, and parents have access to and understanding of the state laws and regulations governing student rights, responsibilities and due process. This brochure presents these laws and regulations, along with a summation of district policy.

### **INTRODUCTION**

All students enjoy the rights granted by the United States and Washington State Constitutions, including the First and Fourteenth Amendments of the United States Constitution.

It is the responsibility of all students enjoying the benefits of school citizenship to follow the established rules and procedures governing their school. The community is entitled to expect good citizenship from its students. It is, therefore, the district's purpose to encourage students to learn how to properly exercise their rights, and to encourage students to meet their responsibilities by living up to the reasonable restrictions and appropriate standards of behavior described herein.

### **STUDENT CONDUCT**

All students who attend the schools and ride the buses of the District will comply with the district's rules and regulations and will submit to the reasonable discipline of school authorities.

### **STUDENT RESPONSIBILITIES**

Students have the responsibility to:

- pursue their course of studies;
- attend school daily and be on time to all classes;
- be aware of all school rules governing student behavior and conduct themselves accordingly; express their opinions and ideas in a respectful manner, so as not to libel or slander others;
- dress in a manner that is not disruptive to the educational process or threatening to the health and safety of themselves or others;
- conduct themselves in a manner which will not disrupt their education or disrupt or deprive others of their education;
- respect the rights of others and to exercise the highest degree of self-discipline in observing and adhering to established rules and regulations;
- follow established procedures in seeking changes in those policies, rules or regulations which affect them and with which they disagree;
- identify themselves, upon request, to any school district personnel or authorities in the school building, on school grounds, at school-sponsored events or on school buses;
- comply with requests of school employees in the performance of their duties.

## STUDENT RIGHTS

Students have the right to:

- expect the maintenance of high educational standards in a safe and sanitary building; a relevant education consistent with the stated district goals;
- equal educational opportunity and freedom from discrimination in all phases of the educational process;
- see their own cumulative academic folder within a reasonable amount of time upon request during a school day; expect fair and just treatment from school authorities and freedom from maltreatment and physical abuse;
- be free from unlawful interference in their pursuit of an education while under the supervision of the Mercer Island School District;
- be secure in their persons, papers and effects against unreasonable searches and seizures;
- expression and assembly consistent with the maintenance of an orderly and efficient educational process; advise in the development of rules and regulations to which they are subject and to be instructed on rules and regulations as they relate to their rights and responsibilities;
- use established channels to voice their opinions in the development of curriculum; representation on advisory committees affecting students and student rights;
- present petitions, complaints or grievances to school authorities and the right to prompt replies; consult with teachers, counselors and administrators, and other school personnel at reasonable times;
- be involved in school activities, provided they meet the reasonable qualifications of the sponsoring organization; seek and hold office in student government by free election of their peers;
- know the requirements of each course of study and the basis on which the grade will be determined;

## STUDENT BEHAVIOR

Any student who willfully performs any act that materially interferes with or is detrimental to the orderly operation of a school, a school-sponsored activity or any other aspect of the educational process shall be subject to discipline, suspension or expulsion. The following acts or attempts of such acts by a student shall constitute sufficient cause for discipline, suspension or expulsion, whether on the school grounds immediately before, during and immediately after school hours; near the school grounds immediately before, during and immediately after school hours; at any time when a school is being used by any school group; off the school grounds at a school activity, function or event; or anywhere and anytime a student's conduct has a real and substantial relationship to the lawful maintenance and operation of the district:

Abusive behavior, lewd conduct, harassment and sexual, race, or disability harassment; harassing, intimidating or bullying behavior of any kind; the use or possession of alcoholic beverages, narcotics and stimulant drugs; arson; assault, extortion, causing physical injury or damage to school property; the commission of any criminal acts; possession or use of any dangerous weapon or object, or object that resembles a dangerous weapon or object; destruction or theft of property; disruptive conduct; failure to pursue studies; false alarms; forgery, lying and misuse of documents; loitering and trespassing; negligent driving; use or possession of tobacco; truancy; repeated misconduct; general rule violations; unauthorized entry of school property; inappropriate computer/network behavior; and gang activity.

This is not an exhaustive list of acts that will result in punishment, but provides only examples of the types of behavior that violate school district policy or state and/or federal law.

## DUE PROCESS

No student shall be deprived of the right to an equal educational opportunity without due process. Essentially, due process means fair treatment. Procedures have been established to guarantee that punishment that denies access to educational opportunity is administered in accordance with these principles. The procedures are designed to ensure that corrective action, if any, is taken only after a thorough examination of the facts.

## DEFINITIONS

- **Discipline:** All forms of corrective punishment other than suspension or expulsion. It shall include, but not be limited to, the removal of a student from a class by a teacher or administrator for not longer than the balance of the immediate class.
- **Emergency Removal:** Immediate removal of a student from a class or activity when a teacher or administrator has good and sufficient reason to believe that the student poses either an immediate or continuing danger to himself, other students or school personnel, or poses a threat of substantial disruption of the educational process. **Emergency Expulsion:** The immediate denial of the right of school attendance because the student is either an immediate and continuing danger to himself, other students or school personnel, or poses a threat of substantial disruption of the educational process. An emergency expulsion will end or be converted to another form of corrective action within ten (10) school days.
- **Suspension:** The denial of a right of attendance (other than for merely the balance of the immediate class period) for any single class or for any full schedule of classes, for a stated period of time.
- **Short-Term Suspension:** A suspension for any portion of a calendar day up to and not exceeding ten consecutive school days.
- **Long-Term Suspension:** A suspension which exceeds a "short-term" suspension, but does not exceed the length of one academic term.
- **Expulsion:** The denial of attendance for a period of time up to, but not longer than the length of one academic term from the time a student is removed from his or her current school placement. Firearm violations are an exception, and will result in

an expulsion of not less than one calendar year. An expulsion also may include a denial of admission to, or entry upon, real and personal property that is owned, leased, rented, or controlled by the school district.

- **School day** A calendar day except school holidays on which students enrolled in the Mercer Island School District are afforded the opportunity to be engaged in educational activity which is planned, supervised, and conducted by or under the supervision of the school district certificated staff, and on which day all or any portion of the students enrolled in the program actually participate in such educational activity.
- **School Business Day:** Any calendar day, exclusive of Saturdays, Sundays and federal and school holidays, upon which the office of the Superintendent is open to the public for the conduct of business.

#### **CORRECTIVE ACTION—DISCIPLINE AND SHORT-TERM SUSPENSION**

All certificated teachers, school administrators, school bus drivers, and any other school employees designated by the Superintendent shall have the authority to discipline any student for any disruptive or disorderly conduct while under his/her supervision on or off the campus.

No form of "Discipline," as defined above, shall be administered in such a way as to prevent a student from completing his/her class or graduation requirements or affect his/her grade or credit in a course. A student's absences may adversely affect a student's grade or credit in a particular subject or course if the student's attendance and/or participation is related to the instructional objective of the course and the student's attendance and/or participation has been identified by the teacher as a basis for grading, in whole or in part, in the particular subject or course.

- **Detention** may be given after regular student dismissal time, but will not extend beyond activity bus departure time, unless prior arrangements have been made with the student's parents or guardians.
- **Emergency Removal** shall continue only until the danger or threat ceases or the principal imposes discipline, suspension or expulsion, or imposes an emergency expulsion. The principal shall meet with the student as soon as reasonably possible following the student's removal in order to initiate corrective action and not later than the commencement of the next school day.
- **Corporal Punishment**, consisting of spanking a child, striking a child or other physical or bodily punishment, whether administered by either teachers or administrators, is not allowed in the Mercer Island School District. However, this shall not prevent the use of reasonable and moderate force to restrain or correct a student's behavior which is necessary to maintain order or to prevent a student from harming himself/herself, other students, and school staff or property and does not have the appearance or effect of a punishment or discipline. At no time shall any form of physical or bodily force be inflicted upon the head of the student.

#### **CORRECTIVE ACTION—DISCIPLINE AND SHORT-TERM SUSPENSION**

- **Short-Term Suspension:** No student in grades kindergarten through four shall be subject to short-term suspensions for more than a total of ten (10) school days in any semester, and no loss of his or her grades or credit shall occur because of the suspension. No student in grades 5 and above shall receive short-term suspensions for more than a total of fifteen (15) school days in a single semester. As a general rule, no student may be subject to a short-term suspension unless another form of corrective action or punishment reasonably calculated to modify his or her conduct has previously been imposed as a consequence of misconduct of a similar nature, or the conduct is so exceptional as to justify an immediate resort to long-term suspension. Any student so suspended may make up assignments and tests if they have a substantial effect upon his/her grades or if failure to make up the work would cause him/her to fail the course.

Prior to a short-term suspension, a conference with the student shall be held in which a student receives an oral or written notice of (1) the student's alleged misconduct and violations, (2) the evidence in support of the charges, and (3) the corrective action to be taken. At the conference, the student shall then be given the opportunity to present his/her explanation. If the suspension exceeds one (1) calendar day, the parent shall be notified of the reasons and of the right to an informal conference to discuss the length of the suspension and shall be notified that the suspension may possibly be reduced as a result of such informal conference.

**Grievance Procedures for Discipline and Short-Term Suspension:** Any student or parent or guardian of a student who is aggrieved by a discipline or short-term suspension imposed on the student, has the right to an informal conference with the principal or designee for the purpose of resolving the grievance. If, after the conference, the grievance is not resolved, the student, parent or guardian may, upon two (2) school business days' prior notice, present a written and/or oral grievance to the Superintendent or designee. If the grievance is still unresolved, the student, parent or guardian may, upon two (2) school business days' prior notice, present a written and/or oral grievance to the district Board of Directors at its next regularly scheduled meeting. Meetings will be closed unless otherwise requested by the aggrieved party.

Notification of the decision shall be delivered, in writing, within ten (10) school business days following the meeting. The disciplinary action or short-term suspension shall continue throughout the grievance procedure unless the principal or designee decides to postpone such action. At each level of the appeal process, the student and parent or guardian will be notified of their right to appeal to a higher authority and of the time limits within which appeal must be made.

#### **CORRECTIVE ACTION—LONG-TERM SUSPENSION AND EXPULSION**

- **Long-Term Suspension:** No student in grade kindergarten through four shall be subject to a long-term suspension during any single semester and no loss of his or her grades or credits shall occur because of the suspension. No student in grades five and above shall receive a single long-term suspension that causes him/her to lose academic grades or credit in excess of one semester during that school year. As a general rule, no student may be subject to a long-term suspension unless another form of corrective action or punishment has previously been imposed as a consequence of misconduct of a similar nature, or the conduct is so exceptional as to justify an immediate resort to long-term suspension. No long-term suspension shall be imposed before three school business days following the delivery by certified mail or in person to the student and to the parent or guardian a written notice of the long-term suspension. If a request for hearing is not received by the expiration of the third school business day after receipt of the notice of the opportunity for hearing, the right to a hearing shall be considered waived and the suspension may be imposed.
- **Expulsion:** No student shall be expelled unless other forms of corrective action or punishment reasonably calculated to modify his or her conduct have failed, or if there is good reason to believe that other methods would fail if employed. The Superintendent shall be notified of the expulsion in writing within 24 hours of its imposition. No expulsion shall be imposed before (3) three school business days following the delivery by certified mail or in person to the student and to the parent or guardian a written notice of the expulsion. If a request for hearing is not received by the expiration of the third school business day after receipt of the notice of opportunity for hearing, the right to a hearing shall have been considered waived and the expulsion may be imposed.
- **Emergency Expulsion:** Emergency expulsion sanction may be imposed if the Superintendent or designee has good and sufficient reason to believe that the student poses an immediate and continuing danger to himself, other students, or school personnel, or an immediate and continuing threat of substantial disruption to the educational process. The student and parent or guardian will be notified of the emergency expulsion and the opportunity for a hearing by certified letter deposited in the United States mail, within twenty-four (24) hours of the expulsion. If a request for hearing is not received within ten (10) school business days from receipt of the notice, the right to hearing shall have been considered waived and the emergency expulsion may be continued as deemed necessary by the school district. An emergency expulsion will end or be converted to another form of corrective action within ten (10) school days from the date of the expulsion. The District will provide notice and due process rights if it converts the emergency expulsion to another form of corrective action.

**Hearing Procedures for Long-Term Suspension and Expulsion:** Long-term suspension or expulsion hearings will begin within three (3) school business days after the school authority receives such a request and will be conducted by an officer appointed by the Superintendent. All evidence that the parties intend to introduce at the hearing may be inspected by the student, parents, and the school authorities prior to the hearing. The student shall have the following rights at the hearing:

- The opportunity to be represented by counsel;
- The opportunity to express his or her explanation;
- The opportunity to present evidence and witnesses;
- The opportunity to question and confront witnesses, unless a school district witness does not appear and the nonappearance of the witness is excused by the hearing officer based upon evidence of good reason for doing so submitted by the school district. This includes that the district made a reasonable effort to produce the witness and is unable to do so or that it is not advisable for the student witness to appear due to fear of retaliation.

**Appeal Procedures to Board of Directors:** If a hearing is properly appealed, the matter will be reviewed by the Board of Directors within ten (10) school days from receipt of the appeal. The Board shall render a decision within ten (10) school days or schedule a second meeting to hear further arguments or hear the case anew. An appeal of the Board of Director's decision may be made to the courts.

## **READMISSION**

Any student who has been suspended or expelled may apply for readmission at any time by written application to the principal of the school from which the student has been suspended or expelled. The application may include the reasons for readmission, any corrective actions that have been taken, and a statement ensuring that the conduct that resulted in the suspension or expulsion will not reoccur. The principal will reply within five (5) school business days of the receipt of the application.

## **DISTRICT POLICIES AND PROCEDURES**

Copies of official district policies and procedures are available upon request.

## **NOTICE OF NONDISCRIMINATION**

The district shall provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without regard to race, creed, color, national origin, honorably discharged veteran or military status, sex, sexual orientation including gender expression or identity, religion, age, veteran or military status, disability, or the use of a trained dog guide or service animal by a person with a disability or non-program-related physical, sensory or mental disabilities. District programs and activities shall be free from sexual harassment and unlawful discrimination. In addition, the District provides equal access to the Boy Scouts of America and other designated youth groups.

The following employees have been designated to handle questions and complaints of alleged discrimination:

Nondiscrimination Compliance  
Coordinator:

Erin Battersby, Senior Director  
(206) 230-6227  
[erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)  
4160 86th Ave SE, Mercer Island, WA 98040

Section 504/ADA Coordinator:

Lindsay Myatich, Assistant Director  
(206) 236-3439  
[Lindsay.Myatich@mercerislandschools.org](mailto:Lindsay.Myatich@mercerislandschools.org)  
4160 86th Ave SE, Mercer Island, WA 98040

Title IX Compliance Coordinator:

Erin Battersby, Senior Director  
(206) 230-6227  
[erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)  
4160 86th Ave SE, Mercer Island, WA 98040

#### **NOTICE OF PROHIBITION OF HARASSMENT, INTIMIDATION AND BULLYING**

The district is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers, and patrons that is free from harassment, intimidation, or bullying as set forth in District Policy 3207. The following employee has been designated to handle question and complaints of alleged harassment, intimidation, and bullying:

Harassment, Intimidation and Bullying Coordinator:

Erin Battersby, Senior Director  
(206) 230-6227  
[erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)  
4160 86th Ave SE, Mercer Island, WA 98040

Adopted: 1/25/73

Revised: 5/25/78; 11/6/80; 1/23/86; 8/22/11; 3/13/12; 8/14/12; 3/30/15; 7/20/15; 8/25/16



Book	Administrative & Board Policies
Section	3000: Students
Title	Sexual Harassment of Students Prohibited
Number	3205 BP
Status	Active
Adopted	November 12, 2015

### **SEXUAL HARASSMENT OF STUDENTS PROHIBITED**

This district is committed to a positive and productive education free from discrimination, including sexual harassment. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation or at a class or school training held elsewhere.

#### **Definitions**

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur adult to student, student to student or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of students by other students, employees or third parties involved in school district activities.

Under federal and state law, the term "sexual harassment" includes:

- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communication that interferes with an individual's educational performance or creates an intimidating, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;
- sexual demands when submission is a stated or implied condition of obtaining an educational benefit;
- sexual demands where submission or rejection is a factor in an academic, or other school-related decision affecting an individual.

A "hostile environment" has been created for a student when sexual harassment is sufficiently serious to interfere with or limit the student's ability to participate in or benefit from the school's program. A single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent, or egregious.

#### **Investigation and Response**

If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, it will promptly investigate to determine what occurred and take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the sexual harassment, eliminate the hostile environment, prevent its recurrence and as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of the district, either formally or informally. The district will take these steps every time a complaint, alleging sexual harassment comes to the attention of the district, either formally or formally.

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will

promptly investigate to determine what occurred and take appropriate steps to resolve the situation, to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff or other third parties involved in school district activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

### **Retaliation and False Allegations**

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

### **Staff Responsibilities**

The superintendent will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy.

Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.

Reports of discrimination and discriminatory harassment will be referred to the district's Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.

### **Notice and Training**

The superintendent will develop procedures to provide age-appropriate information and education to district staff, students, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum sexual harassment recognition and prevention and the elements of this policy will be included in staff, student and regular volunteer orientation. This policy and the procedure, which includes the complaint process, will be posted in each district building in a place available to staff, students, parents, volunteers and visitors. Information about the policy and procedure will be clearly stated and conspicuously posted throughout each school building, provided to each employee and reproduced in each student, staff, volunteer and parent handbook. Such notices will identify the District's Title IX coordinator and provide contact information, including the coordinator's email address.

Annual review of this policy will be addressed in the School Board Operating Expectations.

Cross References:     3207 - Prohibition of Harassment, Intimidation and Bullying  
                              3210 - Nondiscrimination  
                              3211 - Transgender Students  
                              3240 - Student Conduct  
                              3421 - Child Abuse, Neglect and Exploitation Prevention  
                              5010 - Nondiscrimination and Affirmative Action  
                              5011 - Sexual Harassment of District Employees Prohibited

Legal References:     RCW 28A.640.020 Regulations, guidelines to eliminate discrimination — Scope — Sexual harassment policies  
                              WAC 392-190-058 Sexual harassment  
                              20 U.S.C. §§ 1681-1688

Management         2015 - July Policy Alert  
 Resources:            2014 - December Issue  
                              2010 - October Issue

Adopted: 11/12/15





Book	Administrative & Board Policies
Section	3000: Students
Title	Sexual Harassment of Students Prohibited Procedure
Number	3205 P
Status	Active
Adopted	November 12, 2015
Last Revised	May 4, 2016

### **SEXUAL HARASSMENT OF STUDENTS PROHIBITED PROCEDURE**

The procedure is intended to set forth the requirements of Policy 3205, including the process for a prompt, thorough, and equitable investigation of allegations of sexual harassment and the need to take appropriate steps to resolve such situations. If sexual harassment is found to have created a hostile environment, staff must take immediate action to eliminate the harassment, prevent its reoccurrence, and address its effects.

This procedure applies to sexual harassment (including sexual violence) targeted at students carried out by other students, employees or third parties involved in school district activities. Because students can experience the continuing effects of off-campus harassment in the educational setting, the district will consider the effects of off-campus conduct when evaluating whether there is a hostile environment on campus. The district has jurisdiction over these complaints pursuant to Title IX of the Education Amendments of 1972, Chapter 28A.640, RCW and Chapter 392-190 WAC.

#### **Notice**

- Information about the district's sexual harassment policy will be easily understandable and conspicuously posted throughout each school building, be reproduced in each student, staff, volunteer and parent handbook.
- In addition to the posting and reproduction of this procedure and Policy 3205, the district will provide annual notice to employees that complaints pursuant to this procedure may be filed at the District Office at 4160 86<sup>th</sup> Ave SE, Mercer Island, WA 98040.

#### **Staff Responsibilities**

- In the event of an alleged sexual assault, the school principal will immediately inform: 1) the Title IX/Civil Rights Compliance Coordinator so that the district can appropriately respond to the incident consistent with its own grievance procedures; and, 2) law enforcement.
- The principal will notify the targeted student(s) and their parents/guardians of their right to file a criminal complaint and a sexual harassment complaint simultaneously.

#### **Confidentiality**

- If a complainant requests that his or her name not be revealed to the alleged perpetrator or asks that the district not investigate or seek action against the alleged perpetrator, the request will be forwarded to the Title IX Coordinator for evaluation.
- The Title IX Coordinator should inform the complainant that honoring the request may limit its ability to respond fully to the incident, including pursuing disciplinary action against the alleged perpetrator.
- If the complainant still requests that his or her name not be disclosed to the alleged perpetrator or that the district not investigate or seek action against the alleged perpetrator, the district will need to determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students, staff and other third parties engaging in district activities, including the person who reported the sexual harassment. Although a complainant's request to

have his or her name withheld may limit the district's ability to respond fully to an individual allegation of sexual harassment, the district will use other appropriate means available to address the sexual harassment.

### **Retaliation**

Title IX prohibits retaliation against any individual who files a complaint under these laws or participates in a complaint investigation. When an informal or formal complaint of sexual harassment is made, the district will take steps to stop further harassment and prevent any retaliation against the person who made the complaint, was the subject of the harassment, or against those who provided information as a witness. The district will investigate all allegations of retaliation and take actions against those found to have retaliated.

### **Informal Complaint Process**

Anyone may use informal procedures to report and resolve complaints of sexual harassment. Informal reports may be made to any staff member. Staff will always notify complainants of their right to file a formal complaint and the process for same. Staff will also direct potential complainants to *Title IX Coordinator*. Additionally, staff will also inform an appropriate supervisor or professional staff member when they receive complaints of sexual harassment, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

During the course of the informal complaint process, the district will take prompt and effective steps reasonably calculated to end any harassment and to correct any discriminatory effects on the complainant. If an investigation is needed to determine what occurred, the district will take interim measures to protect the complainant before the final outcome of the district's investigation (e.g., allowing the complainant to change academic or extracurricular activities or break times to avoid contact with the alleged perpetrator).

Informal remedies may include one or more of the following:

- An opportunity for the complainant to explain to the alleged harasser that his or her conduct is unwelcome, offensive or inappropriate, either in writing or face-to-face;
- A statement from a staff member to the alleged harasser that the alleged conduct is not appropriate and could lead to discipline if proven or repeated;
- A general public statement from an administrator in a building reviewing the district sexual harassment policy without identifying the complainant;
- Developing a safety plan;
- Separating students; and
- Providing staff and/or student training.

Informal complaints may become formal complaints at the request of the complainant, parent/guardian, or because the district believes the complaint needs to be more thoroughly investigated.

The district will inform the complainant and their parent/guardian how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.

### **Formal Complaint Process**

#### **Level One – Complaint to District**

Anyone may initiate a formal complaint of sexual harassment, even if the informal complaint process is being utilized. At any level in the formal complaint process, the district will take interim measures to protect the complainant before the final outcome of the district's investigation.

The following process will be followed:

#### **Filing of Complaint**

- All formal complaints will be in writing and will set forth the specific acts, conditions or circumstances alleged to have occurred and to constitute sexual harassment. The Title IX Coordinator may draft the complaint based on the report of the complainant for the complainant to review and approve. The superintendent or Title IX Coordinator may also conclude that the district needs to conduct an investigation based on information in his or her possession, regardless of the complainant's interest in filing a formal complaint.
- The time period for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) Specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint; or 2) Withholding of information that the district was required to provide under WAC 392-190-065 or WAC 392-190-005.
- Complaints may be submitted by mail, fax, e-mail or hand-delivery to the district Title IX Coordinator at the District Office at 4160 86<sup>th</sup> Ave SE, Mercer Island, WA 98040. Any district employee who receives a complaint that meets these criteria will promptly notify the Coordinator.

## **Investigation and Response**

- The Title IX Coordinator will receive and investigate all formal, written complaints of sexual harassment or information in the coordinator's possession that they believe requires further investigation. The Coordinator will delegate his or her authority to participate in this process if such action is necessary to avoid any potential conflicts of interest. Upon receipt of a complaint, the Coordinator will provide the complainant a copy of this procedure.
- Investigations will be carried out in a manner that is adequate in scope, reliable and impartial. During the investigation process, the complainant and accused party or parties, if the complainant has identified an accused harasser(s), will have an equal opportunity to present witnesses and relevant evidence. Complainants and witnesses may have a trusted adult with them during any district-initiated investigatory activities. The school district and complainant may also agree to resolve the complaint in lieu of an investigation.
- When the investigation is completed, the Coordinator will compile a full written report of the complaint and the results of the investigation.

## **Superintendent Response**

- The superintendent will respond in writing to the complainant and the alleged perpetrator within thirty (30) calendar days of receipt of the complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the district will notify the complainant in writing of the reason for the extension and the anticipated response date. At the time the district responds to the complainant, the district must send a copy of the response to the office of the superintendent of public instruction.
- The response of the superintendent or designee will include: 1) a summary of the results of the investigation; 2) a statement as to whether a preponderance of the evidence establishes that the complainant was sexually harassed ; 3) if sexual harassment is found to have occurred, the corrective measures the district deems necessary, including assurance that the district will take steps to prevent recurrence and remedy its effects on the complainant and others, if appropriate; 4) notice of the complainant's right to appeal to the school board and the necessary filing information; and 5) any corrective measures the district will take, remedies for the complainant (e.g., sources of counseling, advocacy and academic support), and notice of potential sanctions for the perpetrator(s) (e.g., discipline).
- The superintendent's or designee's response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964. If the complaint alleges discriminatory harassment by a named party or parties, the coordinator will provide the accused party or parties with notice of the outcome of the investigation and notice of their right to appeal any discipline or corrective action imposed by the district.
- Any corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the superintendent's mailing of a written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded. Staff may also pursue complaints through the appropriate collective bargaining agreement process or anti-discrimination policy.
- The district will inform the complainant and their parent/guardian how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.

## **Level Two - Appeal to Board of Directors**

### **Notice of Appeal and Hearing**

- If a complainant disagrees with the superintendent's or designee's written decision, the complainant may appeal the decision to the district board of directors, by filing a written notice of appeal with the secretary of the board within ten (10) calendar days following the date upon which the complainant received the response.
- The board will schedule a hearing to commence by the twentieth (20th) calendar day following the filing of the written notice of appeal, unless otherwise agreed to by the complainant and the superintendent or for good cause.
- Both parties will be allowed to present such witnesses and testimony as the board deems relevant and material.

### **Board Decision**

- Unless otherwise agreed to by the complainant, the board will render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the complainant with a copy of the decision.
- The decision will be provided in a language that the complainant can understand which may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act.
- The decision will include notice of the complainant's right to appeal to the Superintendent of Public Instruction and will identify where and to whom the appeal must be filed. The district will send a copy of the appeal decision to the office of the superintendent of public instruction.

## **Level Three - Complaint to the Superintendent of Public Instruction**

### **Filing of Complaint**

- If a complainant disagrees with the decision of the board of directors, or if the district fails to comply with this procedure, the complainant may file a complaint with the superintendent of public instruction.
- A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (20) calendar day following the date upon which the complainant received written notice of the board of directors' decision, unless the Superintendent of Public Instruction grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand delivery.
- A complaint must be in writing and include: 1) A description of the specific acts, conditions or circumstances alleged to violate applicable anti-sexual harassment laws; 2) The name and contact information, including address, of the complainant; 3) The name and address of the district subject to the complaint; 4) A copy of the district's complaint and appeal decision, if any; and, 5) A proposed resolution of the complaint or relief requested. If the allegations regard a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.

### **Investigation, Determination and Corrective Action**

- Upon receipt of a complaint, the Office of the Superintendent of Public Instruction may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the superintendent or board.
- Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with RCW 28A.642.010 or Chapter 392-190, WAC and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.
- All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.

A complaint may be resolved at any time when, before the completion of the investigation, the district voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.

### **Level Four - Administrative Hearing**

A complainant or school district that desires to appeal the written decision of the Office of the Superintendent of Public Instruction may file a written notice of appeal with OSPI within thirty (30) calendar days following the date of receipt of that office's written decision. OSPI will conduct a formal administrative hearing in conformance with the Administrative Procedures Act, Chapter 34.05, RCW.

### **Other Complaint Options**

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

OCR enforces several federal civil rights laws, which prohibit discrimination in public schools on the basis of race, color, national origin, sex, disability, and age. File complaints with OCR within 180 calendar days of the date of the alleged discrimination. 206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | www.ed.gov/ocr

*Washington State Human Rights Commission (WSHRC)*

WSHRC enforces the Washington Law Against Discrimination (RCW 49.60), which prohibits discrimination in employment and in places of public accommodation, including schools. File complaints with WSHRC within six months of the date of the alleged discrimination.

1-800-233-3247 | TTY: 1-800-300-7525 | www.hum.wa.gov

### **Mediation**

At any time during the complaint procedure set forth in WAC 392-190-065 through 392-190-075, a district may, at its own expense, offer mediation. The complainant and the district may agree to extend the complaint process deadlines in order to pursue mediation.

The purpose of mediation is to provide both the complainant and the district an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator. Mediation must be voluntary and requires the mutual agreement of both parties. It may be terminated by either party at any time during the mediation process. It may not be used to deny or delay a complainant's right to utilize the complaint procedures.

Mediation must be conducted by a qualified and impartial mediator who may not:

- 1) Be an employee of any school district, public charter school, or other public or private agency that is providing education related services to a student who is the subject of the complaint being mediated; or 2) Have a personal or professional conflict of interest. A mediator is not considered an employee of the district or charter school or other public or private agency solely because he or she serves as a mediator.

If the parties reach agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred during the course of mediation will remain confidential and may not be used as evidence in

any subsequent complaint, due process hearing or civil proceeding. The agreement must be signed by the complainant and a district representative who has authority to bind the district.

**Training and Orientation**

A fixed component of all district orientation sessions for staff, students and regular volunteers will introduce the elements of this policy. Staff will be provided information on recognizing and preventing sexual harassment. Staff will be fully informed of the formal and informal complaint processes and their roles and responsibilities under the policy and procedure.

Certificated staff will be reminded of their legal responsibility to report suspected child abuse, and how that responsibility may be implicated by some allegations of sexual harassment. Regular volunteers will get the portions of this component of orientation relevant to their rights and responsibilities.

Students will be provided with age-appropriate information on the recognition and prevention of sexual harassment and their rights and responsibilities under this and other district policies and rules at student orientation sessions and on other appropriate occasions, which may include parents.

As part of the information on the recognition and prevention of sexual harassment staff, volunteers, students and parents will be informed that sexual harassment may include, but is not limited to:

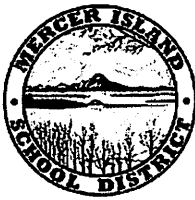
- Demands for sexual favors in exchange for preferential treatment or something of value;
- Stating or implying that a person will lose something if he or she does not submit to a sexual request;
- Penalizing a person for refusing to submit to a sexual advance, or providing a benefit to someone who does;
- Making unwelcome, offensive or inappropriate sexually suggestive remarks comments, gestures, or jokes; or remarks of a sexual nature about a person's appearance, gender or conduct;
- Using derogatory sexual terms for a person;
- Standing too close, inappropriately touching, cornering or stalking a person; or
- Displaying offensive or inappropriate sexual illustrations on school property.

Annual review of this policy will be addressed in the School Board Operating Expectations.

**Title IX Coordinator Contact Information**

Erin Battersby  
Mercer Island School District Office  
4160 86<sup>th</sup> Ave SE  
Mercer Island, WA 98040  
Phone: 206-230-6227  
Fax: 206-236-3333  
Erin.Battersby@mercerislandschools.org

Adopted: 11/12/15



Book	Administrative & Board Policies
Section	3000: Students
Title	Prohibition of Harassment, Hazing, Intimidation and Bullying
Number	3207 A
Status	Active
Adopted	January 16, 2003
Last Revised	June 7, 2017

### **PROHIBITION OF HARASSMENT, HAZING, INTIMIDATION AND BULLYING**

The District is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers, and patrons that is free from harassment, intimidation, or bullying. "Harassment, intimidation, or bullying" means any intentionally written message or image—including those that are electronically transmitted—verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act:

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

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation, or bullying.

"Other distinguishing characteristics" can include but are not limited to: physical appearance, clothing or other apparel, socioeconomic status, and weight.

"Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

#### **Behaviors/Expressions**

Harassment, intimidation, or bullying can take many forms including, but not limited to slurs, rumors, jokes, innuendos, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical, or electronically transmitted messages or images.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other District policies or building, classroom or program rules.

#### **Training**

This policy is a component of the District's responsibility to create and maintain a safe, civil, respectful, and inclusive learning community and shall be implemented in conjunction with comprehensive training of students, staff and volunteers.

#### **Prevention**

The District will provide students with strategies aimed at preventing harassment, intimidation, and bullying. In its efforts to train students, the District will seek partnerships with families, law enforcement, and other community agencies.

### **Corrective Measures**

Corrective measures are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the perpetrator, and to restore a positive school climate.

The District will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Corrective measures may include counseling, participation in a restorative justice process, discipline, law enforcement referrals, and/or other measures outlined in the corresponding procedures, 3207 P.

### **Students with Individual Education Plans or Section 504 Plans**

If allegations are proven that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the target of harassment, intimidation or bullying, the school will convene the student's IEP or Section 504 team to determine whether the incident had an impact on the student's ability to receive a free, appropriate public education (FAPE). The meeting should occur regardless of whether the harassment, intimidation or bullying incident was based on the student's disability. During the meeting, the team will evaluate issues such as the student's academic performance, behavioral issues, attendance, and participation in extracurricular activities. If a determination is made that the student is not receiving a FAPE as a result of harassment, intimidation or bullying, the District will provide additional services and supports as deemed necessary, which may include counseling, monitoring and/or reevaluation or revision of the student's IEP or Section 504 plan, to ensure the student receives a FAPE.

Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation, or bullying.

It is also a violation of District policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

### **Compliance Officer**

The superintendent will appoint a compliance officer as the primary District contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the District.

The superintendent is authorized to direct the implementation of procedures addressing the elements of this policy.

#### **Cross References:**

Policy 3200 Rights and Responsibilities  
 Policy 3210 Nondiscrimination  
 Policy 3240 Student Conduct  
 Policy 3241 Classroom Management, Corrective Action and Punishment Policy 6590 Sexual Harassment

#### **Legal References:**

RCW 28A.300.285 Harassment, intimidation, and bullying prevention policies and procedures – Model policy and procedure – Training materials – Posting on web site – Rules – Advisory Committee  
RCW 28A.600.480 Reporting of harassment, intimidation, or bullying – Retaliation prohibited – Immunity  
RCW 9A.36.080 Malicious Harassment – Definition and criminal penalty  
RCW 28A.642 Discrimination prohibition  
RCW 49.60 Discrimination – Human Rights Commission  
 U.S. Depart. of Education Dear Colleague Letter, 2010  
<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.html>

#### **Management Resources:**

2014 December Issue  
 Office for Civil Rights Dear Colleague Letter: Responding to Bullying of Students with Disabilities (OCR 12/21/14)  
 2010 December Issue  
 2008 April Issue  
 2002 April Issue

Adopted: 01/16/03

Revised: 12/15/10; 03/14/12; 11/06/12; 03/12/15; 06/07/17



Book	Administrative & Board Policies
Section	3000: Students
Title	Prohibition of Harassment, Hazing, Intimidation and Bullying Procedures
Number	3207 P
Status	Active
Adopted	January 16, 2003
Last Revised	June 7, 2017

## **PROHIBITION OF HARASSMENT, HAZING, INTIMIDATION AND BULLYING PROCEDURES**

### **A. Introduction**

Mercer Island School District ("District") strives to provide students with optimal conditions for learning by maintaining a school environment where everyone is treated with respect and no one is physically or emotionally harmed.

In order to ensure respect and prevent harm, it is a violation of District policy for a student to be harassed, intimidated, or bullied by others in the school community, at school sponsored events, or when such actions create a substantial disruption to the educational process. The school community includes all students, school employees, school board members, contractors, unpaid volunteers, families, patrons, and other visitors. Student(s) will not be harassed because of their race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability, or other distinguishing characteristics.

Any school staff who observes, overhears, or otherwise witnesses harassment, intimidation or bullying or to whom such actions have been reported must take prompt and appropriate action to stop the harassment and to prevent its recurrence.

### **B. Definitions**

**Aggressor** is a student, staff member, or other member of the school community who engages in the harassment, intimidation or bullying of a student.

**Harassment, intimidation or bullying** is an intentional electronic, written, verbal, or physical act that:

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

Conduct that is "substantially interfering with a student's education" will be determined by considering a targeted student's grades, attendance, demeanor, interaction with peers, participation in activities, and other indicators.

Conduct that may rise to the level of harassment, intimidation and bullying may take many forms, including, but not limited to: slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, ostracism, physical attacks or threats, gestures, or acts relating to an individual or group whether electronic, written, oral, or physically transmitted messages or images. There is no requirement that the targeted student actually possess the characteristic that is the basis for the harassment, intimidation or bullying.



**Hazing** is a type of harassment, intimidation or bullying that occurs when an act is committed against a student or a student is coerced into committing an act that creates a substantial risk of harm to the student or to any third party in order for the student to be initiated into or affiliated with any school group, club, athletics team, grade level, activity or organization. Hazing includes but is not limited to:

- Any activity involving an unreasonable risk of physical harm, including paddling, beating, whipping, branding, electric shock, sleep deprivation, exposure to weather, placement of harmful substances on the body, and participation in physically dangerous activities.
- Any activity involving the consumption of alcohol, drugs, tobacco products, or any other food, liquid, or other substance that subjects the student to an unreasonable risk of physical harm.
- Any activity involving actions of a sexual nature or the simulation of actions of a sexual nature.
- Any activity that subjects a student to an extreme and unreasonable level of embarrassment, shame, or humiliation or which creates a hostile, abusive, or intimidating environment.
- Any activity involving any violation of federal, state, or local law or any violation of school policies or regulations.

Hazing does not require a "victim" to come forward and file a complaint before the District may take disciplinary action. Additionally, one cannot give "consent" for another to break the law or violate District policy.

**Incident Reporting Form** may be used by students, families, or staff to report incidents of harassment, intimidation or bullying. A sample form is provided on the Office of Superintendent of Public Instruction's (OSPI) School Safety Center website: [www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx](http://www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx).

**Retaliation** is when an aggressor harasses, intimidates, or bullies a student who has reported incidents of bullying.

**Staff** includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, classified staff, substitute and temporary teachers, volunteers, or paraprofessionals (both employees and contractors).

**Targeted Student** is a student against whom harassment, intimidation or bullying has allegedly been perpetrated.

#### C. Relationship to Other Laws

This procedure applies only to RCW 28A.300.285 – Harassment, Intimidation and Bullying prevention. There are other laws and procedures to address related issues such as sexual harassment or discrimination.

At least four Washington laws may apply to harassment or discrimination:

- [RCW 28A.300.285 – Harassment, Intimidation and Bullying](#)
- [RCW 28A.640.020 – Sexual Harassment](#)
- [RCW 28A.642 – Prohibition of Discrimination in Public Schools](#)
- [RCW 49.60.010 – The Law Against Discrimination](#)

The District will ensure its compliance with all state laws regarding harassment, intimidation or bullying. Nothing in this procedure prevents a student, parent/guardian, school or District from taking action to remediate harassment or discrimination based on a person's gender or membership in a legally protected class under local, state, or federal law.

#### D. Prevention

##### 1. Dissemination

In each school and on the District's website the District will prominently post information on reporting harassment, intimidation and bullying; the name and contact information for making a report to a school administrator; and the name and contact information for the District compliance officer. The District's policy and procedure will be available in each school in a language that families can understand.

Annually, the superintendent will ensure that a statement summarizing the policy and procedure is provided in student, staff, volunteer, and parent handbooks, is available in school and District offices and/or hallways, or is posted on the District's website.

Additional distribution of the policy and procedure is subject to the requirements of [Washington Administrative Code 392-400-226](#).

##### 2. Education

Annually students will receive age-appropriate information on the recognition and prevention of harassment, intimidation or bullying at student orientation sessions and on other appropriate occasions. The information will include a copy of the Incident Reporting Form or a link to a web-based form.

##### 3. Training

Staff will receive annual training on the school District's policy and procedure, including staff roles and responsibilities,

how to monitor common areas and the use of the District's Incident Reporting Form.

#### 4. **Prevention Strategies**

The District will implement a range of prevention strategies including individual classroom, school, and District-level approaches.

Whenever possible, the District will implement evidence-based prevention programs that are designed to increase social competency, improve school climate, and eliminate harassment, intimidation and bullying in schools.

#### E. **Compliance Officer**

The District compliance officer will:

1. Serve as the District's primary contact for harassment, intimidation and bullying.
2. Provide support and assistance to the principal or designee in resolving complaints.
3. Receive copies of all Incident Reporting Forms, discipline Referral Forms, and letters to parents providing the outcomes of investigations and to ensure compliance with this procedure.
4. Be familiar with the use of the student information system. The compliance officer may use this information to identify patterns of behavior and areas of concern.
5. Ensure implementation of the policy and procedure by overseeing the investigative processes, including ensuring that investigations are prompt, impartial, and thorough.
6. Assess the training needs of staff and students to ensure successful implementation throughout the District, and ensure staff receive annual fall training.
7. Provide the OSPI School Safety Center with notification of policy or procedure updates or changes on an annual basis.
8. In cases where, despite school efforts, a targeted student experiences harassment, intimidation or bullying that threatens the student's health and safety, the compliance officer will facilitate a meeting between District staff and the child's parents/guardians to develop a safety plan to protect the student. A sample student safety plan is available on the OSPI website: [www.k12.wa.us/SafetyCenter/default.aspx](http://www.k12.wa.us/SafetyCenter/default.aspx).

#### F. **Staff Intervention**

All staff members shall intervene when witnessing or receiving reports of harassment, intimidation or bullying. Minor incidents that staff are able to resolve immediately, or incidents that do not meet the definition of harassment, intimidation or bullying, may require no further action under this procedure.

#### G. **Filing an Incident Reporting Form**

Any student who believes he or she has been the target of unresolved, severe, or persistent harassment, intimidation or bullying, or any other person in the school community who observes or receives notice that a student has or may have been the target of unresolved, severe, or persistent harassment, intimidation or bullying may report incidents verbally or in writing to any staff member.

#### H. **Harassment, intimidation or bullying that may constitute discrimination**

If the allegations in a written report of harassment, intimidation or bullying indicate a potential violation of Policy 3210, Chapter 392-190 WAC or the guidelines adopted by OSPI pursuant to WAC 392-190-005, the District HIB compliance officer must promptly notify the District nondiscrimination compliance officer identified in Policy 3210. Or, if during the course of an investigation of harassment, intimidation or bullying, the District becomes aware of a potential violation of Policy 3210, Chapter 392-190 WAC or the guidelines adopted by OSPI pursuant to WAC 392-190-005, the District investigator must promptly notify the nondiscrimination compliance officer identified in Policy 3210.

Upon receipt of this information, the District nondiscrimination compliance officer identified in Policy 3210 must notify the complainant that their complaint will also proceed under the discrimination complaint procedure in Administrative Procedure 3210P, in addition to the procedure set forth herein. Such notice shall be in a language that the complainant can understand, which may require language assistance for complainants with limited English proficiency. In these cases, the investigation and response timeline set forth in WAC 392-190-065 and Administrative Procedure 3210P begins when the District knows or should have known that a written report of harassment, intimidation or bullying involves allegations that the District has violated Policy 3210, Chapter 392-190 WAC or the guidelines adopted by OSPI under 392-190-005.

#### I. **Addressing Bullying – Reports**

##### **Step 1: Filing an Incident Reporting Form**

In order to protect a targeted student from retaliation, a student need not reveal his identity on an Incident Reporting Form. The form may be filed anonymously, confidentially, or the student may choose to disclose his or her identity (non-confidential).

Status of Reporter

a. Anonymous

Individuals may file a report without revealing their identity. No disciplinary action will be taken against an alleged aggressor based solely on an anonymous report. Schools may identify complaint boxes or develop other methods for receiving anonymous, unsigned reports. Possible responses to an anonymous report include enhanced monitoring of specific locations at certain times of day or increased monitoring of specific students or staff. (Example: An unsigned Incident Reporting Form dropped on a teacher's desk led to the increased monitoring of the boys' locker room in 5th period.)

b. Confidential

Individuals may ask that their identities be kept secret from the accused and other students. Like anonymous reports, no disciplinary action will be taken against an alleged aggressor based solely on a confidential report. (Example: A student tells a playground supervisor about a classmate being bullied but asks that nobody know who reported the incident. The supervisor says, "I won't be able to punish the bullies unless you or someone else who saw it is willing to let me use their names, but I can start hanging out near the basketball court, if that would help.")

c. Non-confidential

Individuals may agree to file a report non-confidentially. Complainants agreeing to make their complaint non-confidential will be informed that due process requirements may require that the District release all of the information that it has regarding the complaint to any individuals involved in the incident, but that even then, information will still be restricted to those with a need to know, both during and after the investigation. The District will, however, fully implement the anti-retaliation provision of this policy and procedure to protect complainants and witnesses.

## Step 2: Receiving an Incident Reporting Form

All staff are responsible for receiving oral and written reports. Whenever possible staff who initially receive an oral or written report of harassment, intimidation or bullying shall attempt to resolve the incident immediately. If the incident is resolved to the satisfaction of the parties involved, or if the incident does not meet the definition of harassment, intimidation or bullying, no further action may be necessary under this procedure.

All reports of unresolved, severe, or persistent harassment, intimidation or bullying will be recorded on a District Incident Reporting Form and submitted to the principal or designee, unless the principal or designee is the subject of the complaint.

## Step 3: Investigations of Unresolved, Severe, or Persistent Harassment, Intimidation and Bullying

All reports of unresolved, severe, or persistent harassment, intimidation or bullying will be investigated with reasonable promptness. Any student may have a trusted adult with them throughout the report and investigation process.

- a. Upon receipt of the Incident Reporting Form that alleges unresolved, severe, or persistent harassment, intimidation or bullying, the school or District designee will begin the investigation. If there is potential for clear and immediate physical harm to the complainant, the District will immediately contact law enforcement and inform the parent/guardian.
- b. During the course of the investigation, the District will take reasonable measures to ensure that no further incidents of harassment, intimidation or bullying occur between the complainant and the alleged aggressor. If necessary, the District will implement a safety plan for the student(s) involved. The plan may include changing seating arrangements for the complainant and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the complainant; altering the alleged aggressor's schedule and access to the complainant, and other measures.
- c. Within two (2) school days after receiving the Incident Reporting Form, the school designee will notify the families of the students involved that a complaint was received and direct the families to the District's policy and procedure on harassment, intimidation and bullying.
- d. In rare cases, where after consultation with the student and appropriate staff (such as a psychologist, counselor, or social worker) the District has evidence that it would threaten the health and safety of the complainant or the alleged aggressor to involve his or her parent/guardian, the District may initially refrain from contacting the parent/guardian in its investigation of harassment, intimidation and bullying. If professional school personnel suspect that a student is subject to abuse and neglect, they must follow District policy for reporting suspected cases to Child Protective Services.
- e. The investigation shall include, at a minimum:
  - An interview with the complainant;
  - An interview with the alleged aggressor;
  - A review of any previous complaints involving either the complainant or the alleged aggressor; and
  - Interviews with other students or staff members who may have knowledge of the alleged incident.
- f. The principal or designee may determine that other steps must be taken before the investigation is complete.
- g. The investigation will be completed as soon as practicable but generally no later than five (5) school days from the initial complaint or report. If more time is needed to complete an investigation, the District will provide the parent/guardian and/or the student with weekly updates.

- h. No later than two (2) school days after the investigation has been completed and submitted to the compliance officer, the principal or designee shall respond in writing or in person to the parent/guardian of the complainant and the alleged aggressor stating:

- The results of the investigation;
- Whether the allegations were found to be factual;
- Whether there was a violation of policy; and
- The process for the complainant to file an appeal if the complainant disagrees with results.

Because of the legal requirement regarding the confidentiality of student records, the principal or designee may not be able to report specific information to the targeted student's parent/guardian about any disciplinary action taken unless it involves a directive that the targeted student must be aware of in order to report violations.

If a District chooses to contact the parent/guardian by letter, the letter will be mailed to the parent/guardian of the complainant and alleged aggressor by United States Postal Service with return receipt requested unless it is determined, after consultation with the student and appropriate staff (psychologist, counselor, social worker) that it could endanger the complainant or the alleged aggressor to involve his or her family. If professional school personnel suspect that a student is subject to abuse or neglect, as mandatory reporters they must follow District policy for reporting suspected cases to Child Protective Services.

If the incident cannot be resolved at the school level, the principal or designee shall request assistance from the District.

#### **Step 4: Corrective Measures for the Aggressor**

After completion of the investigation, the school or District designee will institute any corrective measures necessary. Corrective measures will be instituted as quickly as possible, but in no event more than five (5) school days after contact has been made to the families or guardians regarding the outcome of the investigation. Corrective measures that involve participation in a restorative justice process and/or student discipline will be implemented according to District policy 3241, *Classroom Management, Discipline and Corrective Action*. If the accused aggressor is appealing the imposition of such corrective measures under policy 3241, the District may be prevented by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.

If in an investigation a principal or principal's designee found that a student knowingly made a false allegation of harassment, intimidation or bullying, that student may be subject to corrective measures, including discipline.

#### **Step 5: Targeted Student's Right to Appeal**

1. If the complainant or parent/guardian is dissatisfied with the results of the investigation, they may appeal to the superintendent or his or her designee by filing a written notice of appeal within five (5) school days of receiving the written decision. The superintendent or his or her designee will review the investigative report and issue a written decision on the merits of the appeal within five (5) school days of receiving the notice of appeal.
2. If the targeted student remains dissatisfied after the initial appeal to the superintendent, the student may appeal to the school board by filing a written notice of appeal with the secretary of the school board on or before the fifth (5) school day following the date upon which the complainant received the superintendent's written decision.
3. An appeal before the school board or disciplinary appeal council must be heard on or before the tenth (10th) school day following the filing of the written notice of appeal to the school board. The school board or disciplinary appeal council will review the record and render a written decision on the merits of the appeal on or before the fifth (5th) school day following the termination of the hearing, and shall provide a copy to all parties involved. The board or council's decision will be the final District decision.

#### **Step 6: Discipline/Corrective Action**

The District will take prompt and equitable corrective measures within its authority on findings of harassment, intimidation or bullying. Depending on the severity of the conduct, corrective measures may include counseling, education, discipline, and/or referral to law enforcement.

Corrective measures for a student who commits an act of harassment, intimidation or bullying will be varied and graded according to the nature of the behavior, the developmental age of the student, or the student's history of problem behaviors and performance. Corrective measures that involve student discipline will be implemented according to District policy 3241, *Classroom Management, Discipline and Corrective Action*.

If the conduct was of a public nature or involved groups of students or bystanders, the District should strongly consider school-wide training or other activities to address the incident.

If staff have been found to be in violation of this policy and procedure, school Districts may impose employment disciplinary action, up to and including termination. If a certificated educator is found to have committed a violation of W AC 181-87, commonly called the Code of Conduct for Professional Educators, OSPI's Office of Professional Practices may propose disciplinary action on a certificate, up to and including revocation. Contractor violations of this policy may include the loss of contracts.

#### **Step 7: Support for the Targeted Student**

Persons found to have been subjected to harassment, intimidation or bullying will have appropriate District support services made available to them, and the adverse impact of the harassment on the student shall be addressed and remedied as appropriate.

#### **J. Immunity/Retaliation**

No school employee, student, or volunteer may engage in reprisal or retaliation against a targeted student, witness, or other person who brings forward information about an alleged act of harassment, intimidation or bullying. Retaliation is prohibited and will result in appropriate discipline.

#### **K. Other Resources**

Students and families should use the District's complaint and appeal procedures as a first response to allegations of harassment, intimidation and bullying. However, nothing in this procedure prevents a student, parent/guardian, school, or District from taking action to remediate discrimination or harassment based on a person's membership in a legally protected class under local, state or federal law. An harassment, intimidation or bullying complaint may also be reported to the following state or federal agencies:

- a. OSPI Equity and Civil Rights Office  
360.725.6162  
Email: [equity@k12.wa.us](mailto:equity@k12.wa.us)  
[www.k12.wa.us/Equity/default.aspx](http://www.k12.wa.us/Equity/default.aspx)
- b. Washington State Human Rights Commission  
800.233.3247  
[www.hum.wa.gov/index.html](http://www.hum.wa.gov/index.html)
- c. Office for Civil Rights, U.S. Department of Education, Region IX  
206.607.1600  
Email: [OCR.Seattle@ed.gov](mailto:OCR.Seattle@ed.gov)  
[www.ed.gov/about/offices/list/ocr/index.html](http://www.ed.gov/about/offices/list/ocr/index.html)
- d. Department of Justice Community Relations Service  
877.292.3804  
[www.justice.gov/crt/](http://www.justice.gov/crt/)
- e. Office of the Education Ombudsman  
866.297-2597  
Email: [OEInfo@gov.wa.gov](mailto:OEInfo@gov.wa.gov)  
[www.governor.wa.gov/oeo/default.asp](http://www.governor.wa.gov/oeo/default.asp)
- f. OSPI Safety Center  
360.725-6044  
[www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx](http://www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx)

#### **L. Other District Policies and Procedures**

Nothing in this policy or procedure is intended to prohibit discipline or remedial action for inappropriate behaviors that do not rise to the level of harassment, intimidation or bullying as defined herein, but which are, or may be, prohibited by other District or school rules.

Adopted: 01/16/03

Revised: 12/21/10, 11/10/11, 11/06/12, 03/12/15, 06/07/17



# Harassment, Intimidation and Bullying Incident Reporting Form

Reporting person (optional): \_\_\_\_\_

Targeted student: \_\_\_\_\_

Your email address (optional): \_\_\_\_\_

Your phone number (optional): \_\_\_\_\_ Today's date: \_\_\_\_\_

Name of school adult you've already contacted (if any): \_\_\_\_\_

Name(s) of bullies (if known): \_\_\_\_\_

On what dates did the incident(s) happen (if known): \_\_\_\_\_

Where did the incident happen? Circle all that apply.

Classroom	Hallway	Restroom	Playground	Locker room	Lunchroom
Sport field	Parking lot	School bus	Internet	Cell phone	During a school activity
Off school property:    On the way to / from school					

Other (Please describe) \_\_\_\_\_

Please check the box that best describes what the bully did. Please choose all that apply.

- ☐ Hitting, kicking, shoving, spitting, hair pulling or throwing something at the student
- ☐ Getting another person to hit or harm the student
- ☐ Teasing, name calling, making critical remarks or threatening in person, by phone, by e-mail, etc.
- ☐ Putting the student down and making the student a target of jokes
- ☐ Making rude and/or threatening gestures
- ☐ Excluding or rejecting the student
- ☐ Making the student fearful, demanding money or exploiting
- ☐ Spreading harmful rumors or gossip
- ☐ Cyber bullying (bullying by calling, texting, emailing, web posting, etc.)
- ☐ Other

If you select other, please describe: \_\_\_\_\_

Why do you think the harassment, intimidation or bullying occurred? \_\_\_\_\_

Were there any witnesses? ☐ Yes ☐ No      If yes, please provide their names: \_\_\_\_\_

Did a physical injury result from this incident? If yes, please describe: \_\_\_\_\_

Was the target absent from school as a result of the incident? ☐ Yes ☐ No If yes, please describe \_\_\_\_\_

Is there any additional information? \_\_\_\_\_

Do you feel this incident was a result of discrimination? ☐ Yes ☐ No

**Notice:** If this incident of harassment, intimidation or bullying may constitute discrimination of protected individuals as specified in Title IX regulations, Chapter 28A.642 RCW, Chapter 392-190 WAC, Section 504 of the Rehabilitation Act of 1973, or Title VII of the Civil Rights Act of 1964, see Policy 3210 for procedures related to filing a complaint. The district investigator will notify the nondiscrimination compliance officer identified in Policy 3210 if the policy applies to this incident. Upon receipt of this information, the district nondiscrimination compliance officer must notify the complainant that their complaint will also proceed under the discrimination complaint procedure in Administrative Procedure 3210P.

**Nondiscrimination notification:** *The Mercer Island School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups.*

*The following people have been designated to handle inquiries regarding the non-discrimination policies:*

<i>Harassment, Intimidation and Bullying (HIB) Coordinator:</i>	<i>Erin C. Battersby, Senior Director (206) 230-6227 erin.battersby@mercerislandschools.org</i>
<i>Title IX Compliance Coordinator:</i>	<i>Erin C. Battersby, Senior Director (206) 230-6227 erin.battersby@mercerislandschools.org</i>
<i>Section 504 &amp; ADA Coordinator:</i>	<i>Nova Williams, Asst. Director, (206) 236-4510 nova.williams@mercerislandschools.org</i>
<i>Civil Rights Compliance Coordinator:</i>	<i>Erin C. Battersby, Senior Director (206) 230-6227 erin.battersby@mercerislandschools.org</i>

-----For Office Use-----

Received by: \_\_\_\_\_

Date received: \_\_\_\_\_

Action taken: \_\_\_\_\_

Parent/guardian contacted: \_\_\_\_\_

Policy 3210 invoked based on discrimination: ☐ Yes ☐ No

Circle one:      Resolved      Unresolved

Referred to: \_\_\_\_\_



Book	Administrative & Board Policies
Section	3000: Students
Title	Nondiscrimination
Number	3210 BP
Status	Active
Adopted	July 8, 1976
Last Revised	February 9, 2017

### **NONDISCRIMINATION**

The district shall provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without discrimination based on race, creed, color, national origin, honorably discharged veteran or military status, sex, sexual orientation, gender expression or identity, marital status, religion, age, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. District programs and activities shall be free from sexual harassment and unlawful discrimination. The district will provide equal access to school facilities to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. Auxiliary aids and services will be provided upon request to individuals with disabilities.

Conduct against any student that is based on one of the categories listed above that is sufficiently severe, persistent or pervasive as to limit or deny the student's ability to participate in or benefit from the district's course offerings, educational programming or any activity will not be tolerated. When a district employee knows, or reasonably should know, that such discriminatory harassment is occurring or has occurred, the district will take prompt and effective steps reasonably calculated to end the harassment, prevent its recurrence and remedy its effects.

The district's nondiscrimination statement will be included in all written announcements, notices, recruitment materials, employment applications, and other publications made available to all students, parents, or employees. The statement will include: 1) notice that the district will not discriminate in any programs or activities on the basis of any of the above-listed categories; 2) the name and contact information of the district's compliance officer designated to ensure compliance with this policy; and 3) the names and contact information of the district's Section 504 and Title IX compliance officers.

The superintendent will designate a staff member to serve as the compliance officer for this policy. The compliance officer will be responsible for investigating any discrimination complaints communicated to the district.

The district will provide training to administrators and certificated and classroom personnel regarding their responsibilities under this policy and to raise awareness of and eliminate bias and discrimination based on the protected classes identified in this policy.

The district strongly encourages individuals who believe that they have been subjected to discrimination to bring their complaints and concerns to the immediate attention of their building principal or department lead. If the problem is not addressed at the building or department level, the individual should bring the complaint to the Senior Director of Compliance & Legal Affairs, who has been appointed as the Civil Rights Compliance Officer and the Title IX Compliance Coordinator, or to the Director of Special Education, who has been appointed the Section 504 ADA Coordinator.

#### **Cross References:**

2019 Course Design, Selection, and Adoption of Instructional Materials



2030 Service Animals in Schools  
2140 Guidance and Counseling  
2150 Co-Curricular Program  
2151 Interscholastic Activities  
4260 Community Use of School Facilities

**Legal References:**

RCW 28A.640 Sexual Equality  
28A.642 Discrimination Prohibited  
49.60 Discrimination – Human rights commission  
42 U.S.C. §§ 12101-12213 Americans with Disabilities Act  
20 U.S.C. § 7905 Boy Scouts of America Equal Access Act  
WAC 392-400-215 Student Rights  
WAC 392-190-020 Training – Staff responsibilities – Bias awareness  
WAC 392-190-060 Compliance – School district designation of responsible employee - Notification  
34 C.F. R. Part 180 Boy Scouts of America Equal Access Act

**Management Resources:**

*Policy and Legal News*, December 2014  
*Policy and Legal News*, April 2013 Nondiscrimination Policy Revised  
*Policy News*, August 2007 Washington's Law Against Discrimination  
Prohibiting Discrimination in Washington Public Schools—Guidelines for school districts to implement

Adopted: 07/08/76

Revised: 12/05/09; 11/15/10; 05/04/12; 02/27/14; 02/24/15; 06/23/16; 2/9/17



Book	Administrative & Board Policies
Section	3000: Students
Title	Nondiscrimination Procedures
Number	3210 P
Status	Active
Adopted	July 8, 1979
Last Revised	June 6, 2017

### NONDISCRIMINATION PROCEDURES

Anyone is eligible to participate in this complaint procedure alleging that the District has violated anti-discrimination laws. This complaint procedure is designed to assure that the resolution of real or alleged violations shall be directed toward a just solution that is satisfactory to the complainant, the administration and the board of directors. This grievance procedure shall apply to the general conditions of nondiscrimination policy (Policy No. 3210) and co-curricular program (Policy No. 2150), and curriculum development and instructional materials (Policy No. 2019). This procedure shall encompass complaints alleging violations of any anti-discrimination law including Title IX regulations, Chapter 28A.642 RCW, Chapter 392-190 WAC, Section 504 of the Rehabilitation Act of 1973, or Title VII of the Civil Rights Act of 1964. As used in this procedure:

- A. **"Grievance"** means a complaint which has been filed by a complainant relating to alleged violations of any state or federal anti-discrimination laws.
- B. **"Complaint"** means a written charge alleging specific acts, conditions or circumstances, which are in violation of the anti-discrimination laws. The time period for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) Specific misrepresentations by the District that it had resolved the problem forming the basis of the complaint; or 2) Withholding of information that the District was required to provide under WAC 392-190-065 or WAC 392-190-005. Complaints may be submitted by mail, fax, e-mail or hand-delivery to the District, school or District compliance officer responsible for investigating discrimination complaints. Any District employee who receives a complaint that meets these criteria will promptly notify the compliance officer.
- C. **"Respondent"** means the person alleged to be responsible or who may be responsible for the violation alleged in the complaint.

The primary purpose of this procedure is to secure an equitable solution to a justifiable complaint. The District is prohibited by law from intimidating, threatening, coercing or discriminating against any individual for the purpose of interfering with their right to file a grievance under this policy and procedure and from retaliating against an individual for filing such a grievance. To this end, specific steps shall be taken:

#### A. Informal Process for Resolution

Anyone with an allegation of discrimination may request an informal meeting with the compliance officer or designated employee to resolve their concerns. Such a meeting will be at the option of the complainant. If unable to resolve the issue at this meeting, or if the complainant chooses not to pursue this informal process, the complainant may submit a written complaint to the compliance officer. During the course of the informal process, the District must notify complainant of their right to file a formal complaint.

## **B. Formal Process for Resolution**

### **Level One: Complaint to District**

The complaint must set forth the specific acts, conditions or circumstances alleged to be in violation. Upon receipt of a complaint, the compliance officer will provide the complainant a copy of this procedure. The compliance officer will investigate the allegations within thirty (30) calendar days. The District and complainant may agree to resolve the complaint in lieu of an investigation. If the complaint is resolved to the satisfaction of the parties involved, no further action is necessary under this procedure. Otherwise, the compliance officer shall provide the superintendent with a full written report of the complaint and the results of the investigation.

The superintendent or designee will respond to the complainant with a written decision as expeditiously as possible, but in no event later than thirty (30) calendar days following receipt of the written complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the District will notify the complainant in writing of the reason for the extension and the anticipated response date. At the time the District responds to the complainant, the District must send a copy of the response to the office of the superintendent of public instruction.

The decision of the superintendent or designee will include: 1) a summary of the results of the investigation; 2) whether the District has failed to comply with anti-discrimination laws; 3) if non-compliance is found, corrective measures the District deems necessary to correct it; and 4) notice of the complainant's right to appeal to the school board and the necessary filing information.

Any corrective measures deemed necessary shall be instituted as expeditiously as possible, but in no event later than thirty (30) calendar days following the superintendent's mailing of a written response to the complaining party unless otherwise agreed to by the complainant. In the event of student misconduct, such corrective measures may include those described in Policy 3241, Classroom Management, Discipline and Corrective Action (e.g. participation in a restorative justice process, in-house suspension, suspension, etc.).

### **Level Two – Appeal to the Board of Directors**

If a complainant disagrees with the superintendent's or designee's written decision, the complainant may appeal the decision to the District's board of directors by filing a written notice of appeal with the secretary of the board within ten (10) calendar days following the date upon which the complainant received the response.

The board shall conduct a hearing at which both the complainant and the District shall be allowed to present such witnesses and testimony as the board deems relevant and material. Unless otherwise agreed to by the complainant, the board will render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the complainant with a copy of the decision. The decision will include notice of the complainant's right to appeal to the Superintendent of Public Instruction and will identify where and to whom the appeal must be filed. The District will send a copy of the appeal decision to the office of the superintendent of public instruction.

### **Level Three – Complaint to the Superintendent of Public Instruction**

If a complainant disagrees with the decision of the board of directors, or if the District fails to comply with this procedure, the complainant may file a complaint with the superintendent of public instruction.

1. A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (20th) calendar day following the date upon which the complainant received written notice of the board of directors' decision, unless the Superintendent of Public Instruction grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand delivery.
2. A complaint must be in writing and include: 1) A description of the specific acts, conditions or circumstances alleged to violate applicable anti-discrimination laws; 2) The name and contact information, including address, of the complainant; 3) The name and address of the District subject to the complaint; 4) A copy of the District's complaint and appeal decision, if any; and 5) A proposed resolution of the complaint or relief requested. If the allegations regard a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.
3. Upon receipt of a complaint, the Office of the Superintendent of Public Instruction may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the superintendent or board. Following the investigation, OSPI will make an independent determination as to whether the District has failed to comply with RCW 28A.642.010 or Chapter 392-190 WAC and will issue a

written decision to the complainant and the District that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and any documentation the District must provide to demonstrate that corrective action has been completed.

All corrective actions required by OSPI must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the District to appropriate state or federal agencies empowered to order compliance.

A complaint may be resolved at any time when, before the completion of the investigation, the complainant or District voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.

#### **Level Four - Administrative Hearing**

A complainant or school District that desires to appeal the written decision of the Office of the Superintendent of Public Instruction may file a written notice of appeal with OSPI within thirty (30) calendar days following the date of receipt of that office's written decision. OSPI will conduct a formal administrative hearing in conformance with the Administrative Procedures Act, Chapter 34.05 RCW.

#### **Notices to Complainant**

All notices and decisions to the complainant under this formal process for resolution will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964.

### **C. Mediation**

At any time during the discrimination complaint procedure set forth in herein, the District may, at its own expense, offer mediation. The complainant and the District may agree to extend the discrimination complaint process deadlines in order to pursue mediation.

The purpose of mediation is to provide both the complainant and the District an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator. Mediation must be voluntary and requires the mutual agreement of both parties. It may be terminated by either party at any time during the mediation process. It may not be used to deny or delay a complainant's right to utilize the complaint procedures.

Mediation must be conducted by a qualified and impartial mediator who may not:

1) be an employee of any school district, public charter school, or other public or private agency that is providing education related services to a student who is the subject of the complaint being mediated; or 2) have a personal or professional conflict of interest. A mediator is not considered an employee of the District or charter school or other public or private agency solely because he or she is paid to serve as a mediator.

If the parties reach agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred during the course of mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing or civil proceeding. The agreement must be signed by the complainant and a District representative who has authority to bind the District.

#### **Preservation of Records**

The files containing copies of all correspondence relative to each complaint communicated to the District and the disposition, including any corrective measures instituted by the District, shall be retained in the office of the compliance officer for a period of six (6) years.

#### **Title IX Committee**

The superintendent will appoint a Title IX Committee to oversee the District's Title IX plan. The Title IX compliance officer will chair the committee and schedule and conduct two or three meetings annually. The superintendent will present a Title IX Compliance Report to the board at least every three (3) years.

#### **Publication of Nondiscrimination Statement and Procedures**

Any publication that the District disseminates on an annual or continuing basis shall include a statement of nondiscrimination consistent with Policy 3210, along with a statement that the District provides equal access to the Boy Scouts of America and other designated youth groups.

Students, parents, employees and volunteers should be informed of the complaint procedures herein, including the identities of the Title IX, and Nondiscrimination officers and the Section 504 coordinator, on a regular basis (e.g., student and staff handbooks; posters; brochures).

Adopted: 07/08/76

Revised: 12/05/09, 11/15/10, 02/15/11, 05/04/12, 10/24/13, 02/24/15, 06/06/17



Book	Administrative & Board Policies
Section	3000: Students
Title	Student Conduct Expectations and Reasonable Sanctions
Number	3240 BP
Status	Active
Adopted	August 9, 1996
Last Revised	August 29, 2016

### **STUDENT CONDUCT EXPECTATIONS AND REASONABLE SANCTIONS**

The board acknowledges that conduct and behavior is closely associated to learning. An effective instructional program requires a wholesome and orderly school environment. The board requires that each student adhere to the rules of conduct and submit to corrective action taken as a result of conduct violations. The rules of conduct are applicable during the school day as well as during any school activity conducted on or off campus. Special rules are also applicable while riding on a school bus.

Students are expected to:

- A. Respect the rights, person and property of others;
- B. Pursue the required course of study;
- C. Preserve the degree of order necessary for a positive climate for learning;
- D. Comply with the district rules and regulations;
- E. Submit to the authority of staff and reasonable discipline imposed by school employees and respond accordingly.

The superintendent shall develop written rules of conduct which will carry out the intent of the board and establish procedures necessary to implement this policy.

Cross References: 6605 - Student Safety Walking, Biking and Riding Buses to School  
3241 - Classroom Management, Discipline and Corrective Action

Legal References:

RCW 4.24.190 Action against parent for willful injury to property by minor – Monetary limitation – Common law liability preserved

RCW 9A.16.020 Use of force – when lawful

RCW 9.41.280 Firearms and dangerous weapons

RCW 9.91.160 Personal protection spray devices

RCW 28A.210.310 Prohibition on use of tobacco products on school property

RCW 28A.320.128 Notice and disclosure policies - Threats of violence - Student conduct - Immunity for good faith notice - Penalty

RCW 28A.400.110 Principal to assure appropriate student discipline - Building discipline standards - Classes to improve classroom management skills

RCW 28A.600.040 Pupils to comply with rules and regulations

RCW 28A.635.060 Defacing or injuring school property – Liability of pupil, parent or guardian – Withholding grades, diploma, or transcripts – Suspension and restitution – Voluntary work program as alternative – Rights protected

RCW 28A.635.090 Interference by force or violence - Penalty

RCW 28A.635.100 Intimidating any administrator, teacher, classified employee, or student by threat of force or violence unlawful - Penalty

WAC 392-400-205 Definitions

WAC 392-400-225 School district rules defining misconduct – Distribution of rules

WAC 392-400-210 Student responsibilities and duties

WAC 392-400-215 Student rights

WAC 392-400-226 School district rules defining harassment, intimidation and bullying prevention policies and procedures - Distribution of rules

WAC 392-400-227 School district rules defining students' religious rights

WAC 392-400-233 Unexcused absences and tardiness

20 U.S.C. 7101 Safe and Drug-Free Schools and Communities Act

HB 1541 - Implementing strategies to close the educational opportunity gap, based on the recommendations of the educational opportunity gap oversight and accountability committee

Management Resources:

*Policy and Legal News* - September 2013; August 2014; July 2016

Adopted: 08/09/96

Revised: 06/24/10; 03/14/12; 02/27/14; 04/30/15; 08/29/16



Book	Administrative & Board Policies
Section	3000: Students
Title	Student Conduct Expectations and Reasonable Sanctions Procedure
Number	3240 P
Status	Active
Adopted	January 5, 2010
Last Revised	February 28, 2018

## **STUDENT CONDUCT EXPECTATIONS AND REASONABLE SANCTIONS PROCEDURE**

### **RESPECT FOR THE LAW AND THE RIGHTS OF OTHERS**

The student is responsible as a citizen to observe the laws of the United States, and the state of Washington, and/or its subdivisions. While in the school, the student shall respect the rights of others. Students who involve themselves in criminal acts on school property, off school property at school-supervised events, or off school property (when such acts have a detrimental effect upon the maintenance and operation of the schools or the district) are subject to disciplinary action by the school and prosecution under the law.

### **COMPLIANCE WITH RULES**

All students will obey the written rules and regulations established for the orderly operations of the district and the reasonable requests, instructions, and directives of district personnel. For purposes of Policy 3240 and this procedure, the term "district personnel" includes all adults, including contractors and volunteers, authorized to supervise student activities. Failure to do so will be cause for disciplinary action. All students will submit to reasonable discipline by the school district and its representatives for violations of policies, regulations and rules. Failure to comply with rules and regulations adopted by the district will be cause for corrective action. The rules shall be enforced by school officials:

- On the school grounds during and immediately before or immediately after school hours;
- On the school grounds at any other time when the school is being used by a school group(s);
- Off the school grounds at a school activity, function, or event;
- Off the school grounds if the actions of the student materially or substantially affect the educational process for the school or for any student; or
- In school-provided transportation, or any other place while under the authority of school personnel.

### **STUDENT CONDUCT RULES; BEHAVIOR DEFINITIONS**

Any conduct which materially and/or substantially interferes with the educational process for the school or for any student is prohibited. The following list of offenses generally describes such conduct, but is not intended to be exclusive.

Conduct rules or behavior marked with an asterisk (\*) are designated as exceptional misconduct and have been judged following consultation with an ad hoc citizens' committee to be (a) of such frequent occurrence, notwithstanding past attempts to control such misconduct with other forms of corrective action, or (b) so serious in nature and/or so serious in terms of the disruptive effect upon the operation of the school that certificated administrators or the Compliance Officer may impose a short-term or long-term suspension for violation of these rules even if another form of corrective action has not previously been imposed upon the student for misconduct of the same nature. See WAC 392-400-245(2) and 260(2). Such misconduct may also result in an expulsion or an emergency expulsion subject to WAC 392-400-275, 290, and 295. See "Exceptional Misconduct" section below for guidelines establishing maximum corrective actions for violations of these student conduct rules.

### **Alteration of Records**

Falsifying, altering, or destroying a school record or any communication between home and school is prohibited.



**Arson\***

Knowingly or maliciously causing a fire or explosion is prohibited.

**Assault\***

The threatened or attempted use of force or violence upon the person of another is prohibited. As indicated by this definition, threats to use force or violence upon another person, whether communicated orally, in writing, or by any other means, will be treated as assaults and will not be tolerated. Depending on the circumstances, such threats may violate other rules of conduct as well. Pursuant to RCW 28A.635.090, students who interfere by force or violence with school personnel or other students are subject to immediate suspension or expulsion.

**Attendance**

Absence or tardy attendance without an approved excuse is prohibited.

**Burglary\***

Breaking into any a District facility with intent to steal is prohibited.

**Campus Requirements**

To promote a healthy educational environment and to ensure the safety of students, the district has established the following campus requirements for students:

Elementary: All elementary schools have a closed campus. Students are required to remain on campus during the school day unless they are on a supervised field trip. Release of elementary students during the school day is governed by Enrollment Procedures 3220P.

Islander Middle School: The campus is a closed campus. Students are required to remain on campus during the school day unless they are on a supervised field trip. Release of middle school students during the school day is governed by Enrollment Procedures 3220P.

Mercer Island High School: The campus is closed for 9th graders. Release of freshmen students during the school day is governed by the high school attendance procedures. Freshmen are required to take a minimum of six classes each semester. The campus is open for 10th, 11th and 12th graders. Sophomores, juniors and seniors are expected to take a minimum of five credits each semester.

**Cheating**

Intentional deception in the preparation or completion of any school assignment, assessment, examination or project, or in the conduct of any school-related activity is prohibited. Any student who knowingly submits work of others represented as his/her own shall be considered to have cheated. Cheating also includes the aiding and abetting of cheating by others.

**Dangerous Behavior\***

Engaging in behavior which a reasonable person would know creates a risk of injury to another individual is prohibited.

**Defiance\***

Students must obey the lawful instructions of school personnel, including answering questions from school personnel that are reasonably related to the safe and civil operation of school or the maintenance of a positive educational environment.

**Destruction of Property\***

Defacing, injuring or damaging school property or property on school grounds or at school activities belonging to a school employee, contractor or student, either with intention or as a result of gross carelessness, is prohibited. Pursuant to RCW 28A.635.060, students and their parents/guardians may be required to pay for all damages to school district property or property belonging to a school employee, contractor or student. A student's grades, diploma, or transcript may be withheld pending repayment.

**Disruptive Conduct\***

Willful conduct which creates a disturbance on school premises or interferes with the educational process is prohibited.

**Disruptive Dress and Appearance**

Dress and appearance must not present health or safety problems, intimidate others, or cause disruption.

**Drugs, Alcohol and Mind-Altering Substances\***

Pursuant to Policy No. 3247, students shall not illegally use, possess, sell, distribute or be under the influence of drugs (including marijuana/cannabis), alcohol, mind-altering substances, medication not prescribed by a physician and approved in writing by the parent/guardian, drug paraphernalia or any item which purports to be such. Students shall not be in possession of anabolic steroids on school premises or at school-sponsored events. Additionally, no student may give, dispense, or administer any medication or remedy to another student.

**Explosives\***

Possession or use of anything tending or serving to explode with force or violence, such as firecrackers, bullets or pipe bombs, is prohibited.

**Extortion/Blackmail/Coercion\***

Obtaining money or property by violence or threat of violence, or forcing someone to do something by force or threat of force is prohibited.

**False Accusations/Defamation**

Students shall not make untrue charges of wrongful conduct or other defamatory statements.

**False Alarms/Fire Apparatus\***

Setting off false alarms, discharging or stealing fire extinguishers or damaging alarm systems is prohibited.

**Fighting\***

The act of quarrelling involving bodily contact is prohibited.

**Forgery\***

The act of fraudulently using in writing the name of another person or falsifying times, dates, grades, addresses or other data is prohibited.

**Gambling**

The act of risking or betting something of value on the outcome of an event, a game of chance, etc., is prohibited.

**Gang Activity\***

A student shall not knowingly engage in gang activity on school grounds. A gang is a group of three or more persons with identifiable leadership which, on an ongoing basis, regularly conspires and acts in concert mainly for criminal purposes. A student shall not display, reflect, or participate in dress, apparel, activities, acts, behaviors, or manner of grooming which: (a) lead school officials to reasonably believe that such behavior, apparel, activities, acts or other attributes are gang related and would disrupt or interfere with the school environment, activity or educational objectives; (b) present a physical safety hazard to self, students, staff and others; (c) create an atmosphere in which a student, staff, or other person's well-being is adversely affected by undue pressure, behavior, intimidation, overt gesture or threat of violence; or (d) imply gang membership or affiliation by written communication, marks, drawing, painting, design, emblem upon any school or personal property or on one's person.

**Harassment, Malicious\***

Derogatory action or intimidation of another person in a way that places that person in reasonable fear of harm to his/her person or property; or disrupts the learning environment, is prohibited.

**Harassment, Sexual\***

Unwelcome or uninvited sexual advances, requests for sexual favors, sexual comments, cartoons, innuendoes and other verbal or physical conduct of a sexual nature are prohibited.

**Hazing\***

Students shall not participate, conspire to participate, or conspire for others to participate in harassing acts that injure, degrade or disgrace, or tend to injure, degrade or disgrace other individuals, including pranks and humiliating horseplay against others.

**Intimidation\***

Intimidation of school personnel or other students by direct threat of force or violence is prohibited.

**Leaving Campus during School Hours**

A student shall not leave the school campus during the school day unless excused by the school office.

**Littering**

Throwing, dropping, depositing, or discarding of litter is prohibited on public property.

**Loitering**

A student shall be expected to leave the school campus at the official close of the school day unless permission to do otherwise has been granted.

**Misuse of District Electronic Systems\***

Students shall comply with the acceptable use guidelines of District policy/procedure when using electronic information systems such as e-mail, networks, and the Internet.

**Need to Identify Self**

All persons must, upon request, identify themselves to school personnel, including school resource officers or other contracted personnel charged by the District with responsibility for student security or supervision.

**Robbery\***

Stealing from an individual by force or threat of force is prohibited.

**Sexually Explicit Material\***

Initiating or participating in the dissemination of inappropriate messages or images, including but not limited to transmitting, viewing, or possessing images of a sexually explicit nature on an electronic device, is prohibited.

**Telecommunications/Electronic Devices**

The District prohibits the use of all personal electronic devices (including cell phones) during the school day, pursuant to guidelines implemented by the school administrators.

**Theft\***

The unauthorized carrying away of the personal property of another person or the property of the school district is prohibited.

**Tobacco\***

Use or possession of tobacco products by students is prohibited.

**Trespass\***

Being present in an unauthorized place or refusing to leave when ordered to do so is prohibited.

**Verbal Abuse\***

The use of disrespectful or threatening language to school personnel or other students is prohibited.

**Vulgar or Lewd Conduct**

Any vulgar, profane, lewd, indecent, or obscene act or expression, whether spoken, in writing, or in gesture, is prohibited.

**Weapons\***

A student shall not possess or transmit any object that can reasonably be considered a firearm, air gun or a dangerous weapon. Violation of this rule shall result in a minimum one year expulsion, unless modified by the superintendent. Students over eighteen years of age and students between fourteen and eighteen years of age with written parental or guardian permission may possess personal protection spray devices. No one under eighteen years of age may transmit such devices, nor may they be used other than in self-defense as defined by state law. Possession, transmission or use of personal protection spray devices under any other circumstances is a violation of this rule.

**Violation of Suspension**

During the period of any suspension from school, students shall not enter upon any real and personal property that is owned, leased, rented, or controlled by the District without the express prior approval of a building principal or designee.

**\* EXCEPTIONAL MISCONDUCT**

The following guidelines are in effect for students to establish maximum corrective actions which may be imposed as a consequence of exceptional misconduct. In consultation with an ad hoc citizens committee, the District determines what student conduct qualifies as exceptional misconduct offenses. Certificated administrators or the Compliance Officer may, but is not required to, impose immediate corrective action for Exceptional Misconduct in cases involving extenuating or exceptional circumstances. The appeal process for short and long-term suspensions shall remain in effect for short and long-term suspensions imposed as a result of this procedure. In addition, notwithstanding the corrective actions stated below, such misconduct may also result in an expulsion or an emergency expulsion subject to WAC 392-400-275 and 295.

<b><u>Exceptional Misconduct</u></b>	<b><u>Maximum Corrective Action That May Be Taken</u></b>
Assault, Burglary; Destruction of Property; Drugs, Alcohol and Mind-Altering Substances; Extortion/Blackmail/Coercion; Explosives; Fighting; Gang Activity; Robbery; Sexually Explicit Material; Theft; Trespass; Verbal Abuse; Weapons other than firearms	Long-term suspension (not to exceed the length of one academic term); or expulsion if behavior is listed in 3241P; notification to law enforcement
Exceptional Misconduct listed in 3241P; Arson; Firearm Weapons	Emergency expulsion or expulsion as described in Policy 3241 and 3241P; notification to law enforcement
Dangerous Behavior; Defiance; Disruptive Conduct; False Alarms/Fire Apparatus; Forgery; Malicious Harassment; Sexual Harassment; Hazing; Intimidation; Misuse of District Electronic Systems; Tobacco	Long-term suspension (not to exceed the length of one academic term)

Adopted: 01/05/10

Revised: 03/14/12; 04/30/15; 08/29/16; 2/28/18



Book	Administrative & Board Policies
Section	3000: Students
Title	Classroom Management, Discipline and Corrective Action
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### **CLASSROOM MANAGEMENT, DISCIPLINE AND CORRECTIVE ACTION**

Rules of student conduct are essential to maintain a school environment conducive to learning. A student's refusal to comply with written rules and regulations established for the governing of the school will constitute sufficient cause for discipline or corrective action.

Staff are responsible for supervising student behavior, employing effective classroom management methods and enforcing the rules of student conduct in a fair, consistent and non-discriminatory manner. Corrective action must be reasonable and necessary under the circumstances and reflect the district's priority to maintain a safe and positive learning environment for all students and staff.

Students and/or their parents/guardians will be provided all required substantive and procedural due process in regard to grievances, hearings and/or appeals of corrective action. The district will assist long-term suspended and expelled students in returning to school as soon as possible by providing them with a reengagement plan tailored to the student's individual circumstances, including consideration of the incident that led to the student's long-term suspension or expulsion.

#### **Cross References:**

- 2022 Electronic Information Network
- 2161 Special Education and Related Services
- 2162 Education of Students with Disabilities under Section 504
- 3122 Excused and Unexcused Absences
- 3210 Nondiscrimination
- 3240 Student Conduct Expectations and Reasonable Sanctions
- 3244 Prohibition of Corporal Punishment
- 3246 Restraint and Isolation
- 3247 Student Use, Possession, or Sale of Alcohol and Drugs
- 3248 Students At-Risk of Violence to Self and/or Others
- 3520 Student Fees, Fines, or Charges
- 4210 Regulation of Dangerous Weapons on School Premises

#### **Legal References:**

- RCW 9A.16.100 Use of force on children — Policy — Actions presumed unreasonable
- 9.41.280 Possessing dangerous weapons on school facilities — Penalty — Exceptions
- 28A.225.020 School's duties upon child's failure to attend school
- 28A.225.030 Petition to juvenile court for violations by a parent or child — School district responsibilities
- 28A.400.110 Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills

28A.600.010 Enforcement of rules of conduct —Due process guarantees — Computation of days for short-term and long-term suspensions  
28A.600.020 Exclusion of student from classroom —Written disciplinary procedures — Long- term suspension or expulsion  
28A.600.040 Pupils to comply with rules and regulations  
28A.600.420 Firearms on school premises, transportation, or facilities — Penalty — Exemptions  
20 USC 7101 et. seq. Drug-Free Schools and Communities Act  
WAC 392-400-205 Definitions  
392-400-235 Discipline — Conditions and limitations  
392-400-240 Discipline — Grievance procedure  
392-400-245 Short-term suspension — Conditions and Limitations  
392-400-250 Short-term suspensions — Prior conference required — Notice to parent  
392-400-255 Short-term suspension — Grievance procedure  
392-400-260 Long term suspension — conditions and limitations  
392-400-265 Long-term suspension — Notice of hearing — Waiver of hearing  
392-400-270 Long-term suspension— Prehearing and hearing process  
392-400-280 Expulsion — Notice of hearing — Waiver of hearing  
392-400-285 Expulsion — Prehearing and hearing process  
392-400-290 Emergency removal from class, subject, or activity.  
392-400-295 Emergency expulsion — Limitations  
392-400-300 Emergency expulsion — Notice of hearing — Waiver of hearing right  
392-400-305 Emergency expulsion — Prehearing and hearing process  
392-400-310 Appeals — Long-term suspension and expulsion  
392-400-315 Appeals — Hearing before school board or disciplinary appeal council — Procedures  
392-400-317 Appeals — Discipline and short-term suspension grievances  
392-400-320 School board or disciplinary appeal council decisions  
 HB 1541 - Implementing strategies to close the educational opportunity gap, based on the recommendations of the educational opportunity gap oversight and accountability committee

Management Resources:

*Policy News*, June 2010 Students and Sexting  
*Policy & Legal News*, August 2014  
*Policy & Legal News*, December 2014  
*Policy & Legal News*, July 2016

Adopted: 11/16/72

Revised: 09/29/77; 10/12/78; 12/07/78; 01/24/88; 11/06/88; 01/09/86; 06/14/90; 12/14/95; 10/10/96; 09/04/97; 10/14/99;  
 09/08/11; 04/19/12; 04/8/13; 08/29/13; 01/22/15; 08/29/16



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## **CLASSROOM MANAGEMENT, DISCIPLINE AND CORRECTIVE ACTION PROCEDURES**

### **GENERAL**

All students shall submit to the reasonable rules of the Mercer Island School District and the schools within the district. Refusal to comply with written rules and regulations established for student conduct shall constitute sufficient cause for discipline, suspension or expulsion. Corrective action for misconduct must reflect good faith effort on the part of the staff. For the purposes of the district's policies relating to corrective action:

- A. "Expulsion" is, except as otherwise noted, the exclusion from school or individual classes for a period of time that is no greater than the length of one high school semester or middle school/elementary school trimester (together herein referred to as "Academic Term") from the date the corrective action is imposed, after which the student has a right to return. However, a student shall be expelled for not less than one year for a firearms violation. If public safety or health concerns warrant it, the principal or the principal's designee seeking an expulsion may petition the district's Superintendent for authorization to exceed this limitation, pursuant to policies and procedures adopted by OSPI. The Superintendent may exercise his/her discretion to grant such a petition in limited circumstances, on a case-by-case basis. School districts shall report to OSPI the number of petitions made to the school board and the number of petitions granted on an annual basis. Except where a student has violated the prohibition against firearms on school premises, alternative actions will be considered before imposing expulsions.
- B. "Suspension" is the exclusion from school, or individual classes for a specific period of time, not to exceed the length of one Academic Term, after which the student has a right to return.
  1. A suspension is "short term" if it is for a period of ten (10) consecutive school days or less. Separate short-term suspensions shall not total more than ten (10) school days in an Academic Term for any student in grades K-4. Separate short-term suspensions shall not total more than fifteen (15) days in an Academic Term for a student in any other grade. Students' grades shall not be affected substantially as a result of a short-term suspension.
  2. A suspension that exceeds ten (10) consecutive school days is a "long-term" suspension. Long-term suspensions may not be imposed on students in grades K-4. Long-term suspensions for students in grades 5 and above shall not cause a student to lose academic grades or credit and shall not exceed one Academic Term in the same school year. However, if public safety or health concerns warrant it, the principal or the principal's designee seeking a suspension may petition the district's Superintendent for authorization to exceed this limitation, pursuant to policies and procedures adopted by OSPI. The Superintendent may exercise his/her discretion to grant such a petition in limited circumstances, on a case-by-case basis. School districts shall report to OSPI the number of petitions made to the school board and the number of petitions granted on an annual basis. Except where a student has violated the prohibition against firearms on school premises, alternative actions will be considered before imposing long-term suspensions.

- C. "Discipline" constitutes all other forms of corrective action, other than emergency removal from a class, subject, or activity, suspension, or expulsion and shall include the exclusion of a student from a class by a teacher or administrator for a period of time not exceeding the balance of the immediate class period, provided that the student is in the custody of a school district employee for the balance of such period. Discipline shall also mean the exclusion of a student from any other type of activity conducted by or on behalf of a school district.

The principal shall notify the Director of Special Education of any suspensions to be imposed for a student who is currently eligible for special education services or those who might be deemed eligible for special education. The Director of Special Education shall ensure that special education discipline procedures are in place, in addition to general education discipline procedures.

To the extent that suspensions may cumulatively or consecutively exceed ten (10) days, the principal or designee will notify the Director of Special Education so that the district can ensure that special education discipline procedures are in place, in addition to general education discipline procedures.

Once a student is expelled or suspended for more than ten (10) days in compliance with district policy, the principal or designee shall make reasonable efforts to assist the students and parents in returning the student to an educational setting prior to and no later than the end date of the corrective action. The principal shall convene a meeting with the student and the student's parents or guardians within twenty (20) days of the student's long-term suspension or expulsion, regardless of whether the student appeals the action or requests readmission, and in any event no later than five (5) days before the student's return to school, to discuss a plan to reengage the student in a school program. In developing a reengagement plan for students expelled or suspended for more than ten (10) days, the following must be considered: 1) shortening the length of time that the student is suspended or expelled, 2) other forms of corrective action, and 3) supportive interventions that aid in the student's academic success and keep the student engaged and on track to graduate.

The reengagement plan must be tailored to the student's individual circumstances, including consideration of the incident that led to the student's long-term suspension or expulsion. The plan should also aid the students in taking the necessary steps to remedy the situation that led to the suspension or expulsion. The parent(s)/guardian(s) of the suspended or expelled student shall be granted an opportunity to participate in and provide meaningful input in the creation of a culturally sensitive and culturally responsive reengagement plan.

During any long-term suspension or expulsion, students will be provided educational services by the school district that must be comparable, equitable and appropriate to the regular education services the student would have received. These services may include one-on-one tutoring, online learning or certain other alternate settings.

An expulsion shall be brought to the attention of appropriate local and state authorities, including, but not limited to, the local juvenile authorities acting pursuant to the statutes dealing with the Basic Juvenile Court Act, in order that such authorities may also address the student's educational needs. The reengagement process does not preclude the student or parent's right to apply for readmission.

No student shall be expelled, suspended, or disciplined in any manner for the performance of or failure to perform any act unless the act or failure to act adversely impacts the orderly operation of the school or school-sponsored activities or any other aspect of the educational process.

Consistent with Administrative Policy 3247, parents and students shall be given notice of the standard of conduct the district requires regarding drug and alcohol use, and a statement of the disciplinary sanctions for violations of that standard.

The superintendent shall have the authority to discipline, suspend or expel students and designate which staff has the authority to initiate or to impose discipline, suspensions or expulsions.

#### **RIGHTS, RESPONSIBILITIES, AND AUTHORITY OF CERTIFICATED STAFF**

Certificated staff shall share responsibility for supervising the behavior of students and for maintaining the standards of conduct that have been established.

**A. Certificated staff shall have the right to:**

1. Expect students to comply with school and classroom rules.
2. Exclude a disruptive student from class for all or any portion of the period or for the balance of the school day or until the teacher has conferred with the principal or designee, whichever occurs first. Prior to excluding a student, the teacher shall have attempted one or more corrective actions.

**B. Certificated staff shall have the responsibility to:**

1. Distribute to students, parents and staff a publication defining the rights, responsibilities and corrective action or punishment relating to student behavior.



2. Observe the rights of students.
3. Enforce the rules of student conduct fairly, consistently, and without discrimination.
4. Maintain good order in the classroom, in the hallways, on the playgrounds or other common areas of the school, during instructional time and at all school activities.
5. Receive any complaint or grievance regarding any corrective action they have taken for student misconduct. They shall be given the opportunity to present their version of the incident and to meet with the complaining party in the event that a conference is arranged.
6. Maintain accurate attendance records.
7. The principal or designee shall notify parents when students are suspended or expelled.
8. Set an appropriate example of personal conduct and avoid statements that may be demeaning or personally offensive to any student or group of students.

C. Certificated staff shall have the authority to:

1. Use such reasonable action as is necessary to protect himself/ herself, a student, or others from physical abuse or injury.
2. Remove a student from a class session for sufficient cause.
3. Detain a student after school for up to thirty (30) minutes with due consideration for student transportation.
4. Principals or designees shall impose suspension or expulsion when appropriate.

## **STUDENT DISCIPLINE**

The methods employed in enforcing the rules of the school require professional judgment. Such judgment should be: consistent from day to day and student to student; balanced against the severity of the misconduct; appropriate to the student's nature and prior behavior; fair to the student, parent, and others; and effective.

Since these criteria may be in conflict, established procedures must be followed in correcting misbehavior. Appeal procedures are established in order to provide for an opportunity for every corrective action or punishment to be reviewed by someone in authority and to instill confidence among students and parents as to the essential fairness of staff.

### **A. Detention**

For minor infractions of school rules or regulations, or for minor misconduct, staff may detain students after school hours for not more than thirty (30) minutes on any given day.

Preceding the assignment of such corrective action, the staff member shall inform the student of the nature of the offense charged and of the specific conduct that allegedly constitutes the violation. The student shall be afforded an opportunity to explain or justify his/her actions to the staff member.

Detention shall not begin until the parent has been notified (except in the case of the adult student) for the purpose of informing him/her of the basis and reason for the detention and to permit him/her to make arrangements for the necessary transportation of the student when he/she has been detained after school hours for corrective action.

Students detained for corrective action shall be under the direct supervision of the staff member who assigned the detention or by another member of the staff designated by the principal.

### **B. Appeal Process**

Any parent or student who is aggrieved by the imposition of discipline shall have the right to an informal conference with the principal or designee for the purpose of resolving the grievance. At such conference the student and parent shall be entitled to question staff involved in the matter being grieved.

The parent and student after exhausting this remedy shall have the right, upon two (2) school business days' prior notice, to present a written and/or oral grievance to the principal or designee. If the grievance is not resolved, the parent and student, upon two (2) school days prior notice, shall have the right to present a written grievance to the Executive Director for Learning Services. If the grievance is not resolved, the student and/or parent may present a written or oral grievance to the Board of Directors at its next regular meeting provided the grievant provides at least two (2) school business days written notice of their intent to do so. The Board shall notify the student/parent of its response within ten (10) school business days.

after the date of the board meeting. The disciplinary action shall continue notwithstanding implementation of the grievance procedure unless the principal, Executive Director or Board of Directors elects to postpone such action.

### **SHORT-TERM SUSPENSION**

The nature and circumstances of the student conduct violation must reasonably warrant a suspension. As a general rule, no student shall be suspended unless other forms of corrective action reasonably calculated to modify his/her conduct have previously been imposed upon the student as a consequence of misconduct of the same nature. However, a student may be suspended for exceptional misconduct as defined and described in Procedure No. 3240P.

#### **A. In-School Suspension**

The need for order in the school and classroom is basic to learning. Rules are established to preserve the integrity of classroom and school in order to accomplish this need. Students who are in violation of school rules not only deprive themselves of the opportunity to learn but they may interfere with the progress of others.

The district strives to maintain high standards of attendance. Students who are not in school are denied the opportunity to learn. Corrective actions including suspension and expulsion are reserved to those students whose behavior may jeopardize the overall school environment for other students and staff.

The district, therefore, provides an in-school suspension option that temporarily removes the student from the regular environment but permits the student to maintain his/her educational progress. In-school suspensions remain subject to the same procedures and limitations that apply to suspensions during which a student is not permitted to be present at school.

Students who are assigned to in-school suspension are granted this opportunity as a privilege and are expected to comply with the expectations of staff.

Guidelines for the in-school suspension program are as follows:

1. A student who is afforded the opportunity to be assigned to the in-school suspension program as an option to suspension shall agree to the conditions specified by the school principal or designee. Unless the student is of majority age, concurrence from the parent or guardian is necessary.
2. The in-school suspension program is designed to encourage learning. Students will be expected to work on their classroom assignments at all times.
3. Any act of inappropriate conduct may result in denial of this alternative to other corrective actions.
4. A student shall remain isolated from other students throughout the school day and may be denied the opportunity of participating in any school activities while in the in-school suspension program.
5. An assignment to the in-school suspension program shall not exceed five days. As such, the appeal process for a short-term suspension shall be in effect.
6. Specific rules and building procedures shall be developed by the building principal or designee. All in-school suspensions are subject to the same limitations, grievance and appeal procedures applicable to short or long term suspension actions.

#### **B. Notice**

In the event the proposed corrective action of a student is to include the denial of the right of school attendance from any single class for three (3) to ten (10) school days or full schedule of classes for one and up to ten (10) school days, a conference shall first be conducted with the student as follows:

1. An oral or written notice of the charges shall be provided to the student;
2. An oral or written explanation of the information in support of the charges shall be provided to the student; and
3. An oral or written explanation of the suspension which may be imposed shall be provided to the student.

The student shall be provided the opportunity to present his/her explanation.

The parent of the student shall be notified of the reason for the suspension and the duration of the suspension orally or by U.S. mail as soon as reasonably possible. Any student subject to a short-term suspension shall be provided the opportunity upon return to make up assignments and tests if:

1. Such assignments or tests have an effect upon the student's Academic Term grade or grades; or

2. Failure to complete such assignments or tests would preclude the student from receiving credit for the course or courses.

### C. Appeal Process

Any parent or student who is aggrieved by the imposition of a short-term suspension shall have the right to an informal conference with the principal or designee for the purpose of resolving the grievance. At such conference the student and parent shall be subject to questioning by the principal or designee and shall be entitled to question staff involved in the matter being grieved.

The parent and student after exhausting this remedy shall have the right, upon two school business days' prior notice, to present a written and/or oral grievance to the Executive Director for Learning Services. If the grievance is not resolved, the student and/or parent may present a written or oral grievance to the Board of Directors at its next regular meeting provided the grievant provides at least two (2) school business days written notice of their intent to do so. The Board shall notify the student/parent of its response within ten (10) school business days after the date of the board meeting. The short term suspension shall continue notwithstanding implementation of the grievance procedure unless the principal, Executive Director or Board of Directors elects to postpone such action.

### LONG-TERM SUSPENSION OR EXPULSION

The nature and circumstances of the student conduct violation must reasonably warrant a long-term suspension or expulsion. As a general rule, no student shall be suspended or expelled unless other forms of corrective action reasonably calculated to modify his/her conduct have previously been imposed upon the student as a consequence of misconduct of the same nature. However, a student may be suspended or expelled for exceptional misconduct as defined and described in Procedure 3240P, including the following behaviors:

- i. Having a firearm on school property or school transportation in violation of RCW 28A.600.420;
- ii. Any of the following offenses listed in RCW 13.04.155, including:
  - a. any violent offense as defined in RCW 9.94A.030, including:
    1. any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
    2. manslaughter;
    3. indecent liberties committed by forcible compulsion;
    4. kidnapping;
    5. arson;
    6. assault in the second degree;
    7. assault of a child in the second degree;
    8. robbery;
    9. drive-by shooting; and
    10. vehicular homicide or vehicular assault caused by driving a vehicle while under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner;
  - b. any sex offense as defined in RCW 9.94A.030, which includes any felony violation of chapter 9A.44 RCW (other than failure to registered as a sex offender in violation of 9A.44.132), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;
  - c. inhaling toxic fumes in violation of chapter 9.47A RCW;
  - d. any controlled substance violation of chapter 69.50 RCW;

- e. any liquor violation of RCW 66.44.270;
- f. any weapons violation of chapter 9A.41 RCW, including having a dangerous weapon at school in violation of RCW 9A.41.280;
- g. any violation of chapter 9A.36 RCW, including assault, malicious harassment, drive-by shooting, reckless endangerment, promoting a suicide attempt, coercion, assault of a child, custodial assault, and failing to summon assistance for an injured victim of a crime in need of assistance;
- h. any violation of chapter 9A.40 RCW, including kidnapping, unlawful imprisonment, custodial interference, luring, and human trafficking;
- a. any violation of chapter 9A.46 RCW, including harassment, stalking, and criminal gang intimidation; and
- j. any violation of chapter 9A.48 RCW, including arson, reckless burning, malicious mischief, and criminal street gang tagging and graffiti;

iii. Two or more violations of the following within a three-year period

- a. criminal gang intimidation in violation of RCW 9A.46.120;
- b. gang activity on school grounds in violation of RCW 28A.600.455;
- c. willfully disobeying school administrative personnel in violation of RCW 28A.635.020; and
- d. defacing or injuring school property in violation of RCW 28A.635.060; and

iv. Any student behavior that adversely affects the health or safety of other students or educational staff.

Unless otherwise required by law, school administrators are not required to impose a long-term suspension or expulsion for the misconduct listed above, and whenever reasonable school administrators should first consider alternative sanctions.

A. Notice and Hearing

A long-term suspension or expulsion may be imposed by the principal or designee only after notice of the right to a hearing is made available to the affected student and their parents. Written notice of the hearing shall be delivered to the parent and student by certified mail or in person. The notice shall supply: 1) the alleged misconduct and the school rules alleged to have been violated; 2) the recommended corrective action or punishment; 3) the right to a hearing; 4) the notice that if a written request for a hearing is not received by the staff member named in the notice within three (3) school days after the notice is received, the hearing shall be waived and the long-term suspension or expulsion shall take effect; and, 5) the date by which the request for a hearing must be received.

In the event a hearing is requested, the superintendent shall appoint the hearing officer, who may be any certificated staff member who is not involved in the incident giving rise to the hearing. The hearing officer shall:

1. Schedule the hearing for a specified date, time, and place and may postpone the date and time and change the place for good cause or upon the mutual agreement of the parties;
2. Give written notice of the date, time, and place of the hearing to the principal or designee, and the parent and student;
3. Answer any questions that the parent and student or counsel may have about the nature and conduct of the hearing;
4. Conduct the hearing with full authority to control the conduct of all persons present, subject to the general directions of this procedural code, and to limit questioning that is unproductive or irrelevant. (The hearing officer may not provide testimony.);
5. Write findings of fact and disposition of the case; and
6. Transmit the written findings and disposition to the superintendent, the principal or designee, and the parent and student within three (3) school days after the hearing.

The parent and student may request an open or closed hearing. A closed hearing may be attended only by the hearing officer, principal or designee, student, parent, and counsel. Witnesses should be present only when they are giving information. If

the student's psychological or emotional problems are being discussed, he/she may be excluded at the discretion of the hearing officer with the concurrence of the parent and/or counsel. In an open hearing only those persons designated as witnesses or representatives of a party shall have the right to speak.

In advance of the hearing, the principal or designee shall make available in his/her office any exhibits, affidavits or the signed statements that may form the basis for the alleged misconduct and the penalty suggested by the principal or designee. These may be examined and copied by the parent and student or counsel. If the principal or designee later receives any further information that shall be employed at the hearing, he/she shall notify the parties involved and make copies available before the hearing. The principal or designee may request a similar opportunity to review exhibits or statements to be used by the parent and student or counsel.

The hearing shall be conducted before the hearing officer. The hearing officer shall not be a witness and shall determine the facts of each case solely on the evidence presented at the hearing. Upon the request of the hearing officer, the parent and student or counsel, the principal or designee shall submit to the hearing officer the student's cumulative record folder. If the principal or designee or the hearing officer deems it necessary, the information contained in such records shall be explained and interpreted to the officer by a person trained in their use and interpretation.

The hearing officer shall state in writing the findings as to the facts, conclusions and disposition to be made. The disposition need not be the action recommended by the principal or designee but shall not exceed the penalty he/she recommends.

The disposition should explain the reason for the particular decision. The decision shall be provided to the parent and student or counsel. If the hearing officer affirms imposition of a long-term suspension or expulsion, the student may be excluded from school after the three (3) school business day period for appealing the decision to the Board of Directors expires or if an appeal is taken immediately upon filing of the appeal; provided, that if an appeal to the Board of Directors is requested the suspension or expulsion may be continue only for ten (10) school business days or until the appeal is decided whichever period is shorter and if the Board affirms the action the remainder of the days of suspension or the expulsion shall be served.

## B. Appeal Process

If a long-term suspension or expulsion is imposed, the parent and student shall have the right to appeal to the Board of Directors by filing a written notice of appeal with the Superintendent within three (3) school business days after the date of receipt of the decision. The Board of Directors shall schedule and hold a meeting to informally review the matter within ten (10) school business days from receipt of such appeal. The purpose of the meeting shall be to confer with the parties in order to decide upon the most appropriate means of handling the appeal. At that time, the student, parent, and/or counsel shall be given the right to be heard and shall be granted the opportunity to present such witnesses and testimony as the council deems reasonable. Prior to adjournment, the Board decide on one of the following:

1. Study the hearing record or other materials submitted and record findings within ten (10) school business days;
2. Schedule and hold a special meeting to hear further arguments on the case and record findings within fifteen (15) school days and issue a written decision within fifteen (15) school business days after the informal conference; or
3. Schedule a de novo (new) hearing within ten (10) school days.

Within thirty (30) days of receipt of the Superintendent's decision, any parent and student desiring to appeal any action of the Board of Directors regarding the suspension or expulsion may serve a notice of appeal and file such notice with the President of the Board and with the superior court clerk of the county pursuant to RCW 28A.645.010. Such notice shall also set forth in a clear and concise manner the errors complained of.

## C. Violations Involving Multiple Students

When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:

1. A single hearing shall not likely result in confusion, and
2. No student shall have his/her interest substantially prejudiced by a group hearing.

If the hearing officer finds that during the hearing a student's interests shall be substantially prejudiced by the group hearing, he/she may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

## EMERGENCY EXPULSION

A student may be excluded from school prior to a hearing without other forms of corrective action if the principal or designee reasonably believes the student is an immediate and continuing danger to himself/herself, other students, staff, or poses an immediate and continuing threat of substantial disruption to the educational program of the school. Such emergency expulsion shall

not exceed ten (10) school days but otherwise shall continue until the student is reinstated by the principal or designee or until a fair hearing is held and a final determination reached. The superintendent or designee may initiate additional emergency expulsion actions and/or seek judicial relief to bar the student's return upon the expiration of an emergency expulsion if he/she finds that the student's return to school continues to present an immediate and continuing danger to himself/herself, other students, staff, or continues to cause a substantial disruption to the educational program of the school. Emergency expulsions must end or be converted to another form of corrective action within ten (10) school days from the date of the student's emergency removal from school. Notice and due process rights must be provided when an emergency expulsion is converted to another form of corrective action.

#### Notice and Hearing

The student and his or her parents or guardians shall be notified of the emergency expulsion of the student and of their opportunity for a hearing either by written notice of the emergency expulsion sent by certified letter deposited in the U. S. mail within twenty-four (24) hours of the expulsion or by hand delivery to the student's parents or guardians within twenty-four (24) hours of the expulsion and documenting delivery by obtaining his or her signature acknowledging receipt or the written certification of the person making the delivery. If the notice is by certified letter, reasonable attempts shall be made to notify the student and his or her parent(s) or guardian(s) by telephone or in person as soon as reasonably possible.

If the emergency expulsion is based upon a failure to comply with the state immunization law, the notice must be received by the student's parents or guardians prior to the emergency expulsion of the student regardless of the method of delivery.

The written notice shall supply (1) the alleged misconduct and the school rules alleged to have been violated, (2) the recommended corrective action or punishment, (3) the right to a hearing, (4) the notice that if a written request for a hearing is not received by the staff member named in the notice within three school days after the notice is received, the hearing shall be waived and the emergency expulsion may be continued as deemed necessary by the district without any further opportunity to contest the emergency expulsion, (5) the date by which the request for a hearing must be received, and (6) notice that the emergency expulsion may be converted to an expulsion, long-term or short-term suspension, or other disciplinary action at the expiration of the ten days with notice of the converted action provided and an opportunity to request a hearing or grieve the converted action.

In the event a hearing is requested, the hearing process for the emergency expulsion shall be the same as for a long-term suspension or expulsion; provided that the hearing officer shall immediately schedule and give notice of a hearing to commence as soon as reasonably possible and in no case later than the second school business day after receipt of the request for hearing, and shall further render the decision within one school business day after the conclusion of the hearing. The hearing officer may also consolidate a hearing on an emergency expulsion with a hearing on any converted action to impose an expulsion, long-term or short term suspension at the expiration of the emergency expulsion.

#### EMERGENCY REMOVAL

A student may be removed immediately from a class by a teacher, principal or designee without first attempting corrective action, provided that the teacher, principal or designee has good and sufficient reason to believe that the student's presence poses an immediate and continuing danger to the student, other students or staff or an immediate and continuing threat of substantial disruption of the class, subject, or educational program of the student's school. The removal shall continue only until:

- A. The danger or threat ceases, or
- B. The principal or designee acts to impose discipline, impose a short-term or long-term suspension or expulsion or to impose an emergency expulsion.

The principal or designee shall meet with the student as soon as reasonably possible following the student's removal and take or initiate appropriate corrective action. In no case shall the student's opportunity for such meeting be delayed beyond commencement of the next school day.

#### READMISSION APPLICATION PROCESS

Any student who has been suspended or expelled shall be allowed to make application for readmission at any time regardless of the duration of the suspension. If a student desires to be readmitted to school, the student shall submit a written application to the principal or designee who imposed the suspension or expulsion, who shall recommend admission or non-admission.

Adopted: 11/16/72

Revised: 09/29/77, 12/07/78, 11/224/88, 11/06/88, 01/09/86, 06/14/90, 12/14/95, 10/10/96, 09/04/97, 10/14/99, 09/08/11, 12/12/11, 04/19/12, 01/08/15, 08/29/16, 02/28/18



Book	Administrative & Board Policies
Section	3000: Students
Title	Student Use, Possession, or Sale of Alcohol and Drugs
Number	3247 A
Status	Active
Adopted	March 22, 1979
Last Revised	March 15, 2012

### **STUDENT USE, POSSESSION, OR SALE OF ALCOHOL AND DRUGS**

Illegal drugs and alcohol, and substances purporting to be illegal drugs or alcohol, are not permitted in or on school property or at school-sponsored events. For purposes of this policy, Illegal drugs, include, but are not limited to marijuana and cannabis derived substances, hallucinogens, amphetamines, inhalants ("huffing" substances), barbiturates, narcotics (opiates or synthetic narcotics), cocaine, illegal steroids and/or hormones, legend drugs (any drug requiring a prescription) not possessed or used pursuant to a valid prescription, and any other illegal, dangerous or controlled substance under federal, state or local laws. The term "illegal drugs" under this policy also includes non-prescription and/or over-the-counter medications such as diet pills, caffeine pills/supplements, pain killers, cold medicines and herbal supplements, or any "look-alike" substances purported to be any of the above.

The recommended suspension actions contained in this policy may be increased in severity, up to an including emergency expulsion or expulsion actions, or reduced, based upon the specific circumstances of the violation as provided for herein.

#### **Use**

The following steps will be observed. To the extent circumstances allow, if a staff member suspects that a student is under the influence of alcohol or illegal drugs on school property or at a school-sponsored event:

#### **Alcohol**

1. If a student appears to be under the influence of alcohol, or admits to being under the influence, the staff member must immediately notify a school administrator or his/her designee.
2. The school administrator or his/her designee, or the staff member if an administrator is unavailable, should determine whether a reasonable suspicion exists that a student is under the influence of alcohol. A reasonable suspicion may be based on evidence, including, but not limited to:
  - a. Odor of alcohol
  - b. Slurred speech
  - c. Unsteady gait
  - d. Lack of coordination
  - e. Bloodshot or glassy eyes
  - f. Presence in the vicinity of an alcohol container
  - g. Other such information as is reasonable to raise suspicion as to the consumption of alcohol

If reasonable suspicion exists, and test equipment is available, the school administrator or his/her designee, will ask the student to move to a less conspicuous location and require the student to take a Breathalyzer test. If the student refuses, the school administrator or designee will contact the Mercer Island Police Department or applicable local law enforcement agency. The school administrator will investigate and take appropriate disciplinary action.

3. If the student tests positive for being under the influence of alcohol, or if sufficient evidence exists to establish that the student is under the influence of alcohol, the school administrator will contact the students' parents and the Mercer Island Police Department or other applicable local law enforcement agency. The student will be suspended from school for a minimum of three (3) school days up to ten days (10) school days. If the student and parent agree to waive any appeal rights, and to participate in a school's alcohol assessment and counseling program or pay for a school district-approved alcohol assessment and counseling program, the suspension will be reduced to three (3) school days, subject to the student's successful completion of the alcohol assessment and any follow-up recommendations.
4. The suspension will not be reduced and the student will not be readmitted to school during the suspension until the counselor from the approved program provides the principal or his/her designee with a written description of the counseling program developed for the student and a written statement that the student is enrolled in the program. If the student fails to complete the recommended counseling program, the remaining days of suspension may be imposed by the District.
5. A student determined to be under the influence of alcohol in or on school grounds or at a school- sponsored event a second time during their student career in the Mercer Island School District will be suspended a minimum of eleven (11) school days up to ninety (90) school days.
6. If there is a third offense, the student may be suspended a minimum of eleven (11) school days up to ninety (90) school days with the student's successful completion of an alcohol assessment and any follow-up recommendations including but not limited to a school district-approved alcohol assessment and counseling program.

### **Illegal drugs**

1. To the extent circumstance allow, if a student appears to be under the influence of illegal drugs, or admits to being under the influence, the staff member must immediately notify a school administrator or his/her designee.
2. The school administrator or his/her designee, or the staff member if an administrator is unavailable, should determine whether a reasonable suspicion exists that a student is under the influence of illegal drugs. A reasonable suspicion may be based on evidence, including, but not limited to:
  - a. Drug odor
  - b. Slurred speech
  - c. Unsteady gait
  - d. Lack of coordination
  - e. Bloodshot or glassy eyes
  - f. Presence in the vicinity of an illegal drug or drug paraphernalia
  - g. Other such information as is reasonable to raise suspicion as to the use of an illegal drug

The school administrator or his/her designee will ask the student to move to a less conspicuous location, contact the Mercer Island Police Department or other local law enforcement agency if the substance involved is believed to be illegal under criminal laws, , and contact the student's parents to notify them of the concern. The parents shall also be notified that they may, at their own expense, take the student for a urine analysis drug test through one of the school district- approved drug testing labs. The District may consider the results of the drug test in any student discipline appeal or other school proceedings related to the incident.

3. If sufficient evidence exists to establish that the student is under the influence of illegal drugs, the student will be suspended from school a minimum of three (3) school days up to ten days (10) school days. If the student and parent agree to waive any appeal rights, and to participate in a school's drug assessment and counseling program or pay for a school district-approved drug and counseling program, the suspension will be reduced to three (3) school days, subject to the student's successful completion of the drug assessment and any follow-up recommendations.
4. The suspension will not be reduced and the student will not be readmitted to school during the suspension until the counselor from the approved program provides the principal or his/her designee with a written description of the counseling program developed for the student and a written statement that the student is enrolled in the program. If the student fails to complete the recommended counseling program, the remaining days of suspension may be imposed by the District.
5. A student determined to be under the influence of drugs in or on school grounds or at a school- sponsored event a second time during their student career in the Mercer Island School District will be suspended a minimum of eleven (11) school days up to ninety (90) school days.
6. If there is a third offense, the student may be suspended a minimum of eleven (11) school days up to ninety (90) school days with the student's successful completion of a drug assessment and any follow-up recommendations including but not limited to a school district-approved drug assessment and counseling program.

### **Possession**



The following steps will be observed if a staff member suspects that a student is in possession of alcohol or illegal drugs (including substances that purport to be alcohol or illegal drugs) on school property or at a school-sponsored event:

### **Illegal drugs and alcohol**

1. The staff member shall immediately notify a school administrator or his/her designee.
2. If the school administrator or his/her designee has a reasonable suspicion that the student is in possession of alcohol, illegal drugs, or drug paraphernalia, the school administrator may search the student's backpack, pockets, purse, car (if on school premises), school locker, or other personal effects on school grounds.
3. If alcohol, illegal drugs, or drug paraphernalia are found in the possession of the student, the school administrator will contact the student's parents and the Mercer Island Police Department or applicable local law enforcement agency. The student will be suspended a minimum of three (3) school days up to ten (10) school days, subject to the reduction of the suspension to three (3) school days upon proof of the student's enrollment, at the parent or student's expense, in a school district approved assessment and counseling program for alcohol or drug use as provided for in this policy for students who are under the influence of alcohol or illegal drugs at school or school events and successful completion of such program.
4. A student determined to be in possession of alcohol or drugs in or on school grounds or at a school-sponsored event a second time during their student career in the Mercer Island School District will be suspended a minimum of eleven (11) school days up to ninety (90) school days.
5. If there is a third offense, the student may be suspended a minimum of eleven (11) school days up to ninety (90) school days with the student's successful completion of an alcohol assessment and any follow-up recommendations including but not limited to a school district-approved alcohol assessment and counseling program.

### **Sale or Distribution**

The following steps will be taken if a staff member suspects that a student is selling or distributing alcohol or illegal drugs (including substances that purport to be alcohol or illegal drugs) on school property or at a school-sponsored event:

1. The staff member shall immediately notify a building administrator or his/her designee.
2. The school administrator will meet with the student, interview other students as necessary, and make a determination as to whether the student may be selling or distributing illegal drugs or alcohol.
3. If the school administrator or his/her designee has cause to believe that the student may be selling or distributing alcohol or illegal drugs, the school administrator/designee shall immediately notify the Mercer Island Police Department, or other applicable law enforcement agency if the substance is illegal under criminal laws, and the Mercer Island School District Superintendent.
4. The school administrator or his/her designee shall immediately contact the student's parents.
5. The superintendent will ordinarily emergency expel the student if it is determined that the student has sold or distributed alcohol or illegal drugs on school grounds or at school events.

### **Sanctions**

All disciplinary sanctions in this Policy, such as suspensions from school, listed herein are minimum actions. The actual sanction shall be determined after a review of all the circumstances and may exceed the minimum action if circumstances warrant. A failure to submit to an alcohol test, if reasonable suspicion exists to believe the student has used illegal alcohol, may also result in disciplinary action for failure to comply with directives from school officials. There may also be additional disciplinary consequences for participation in athletics, eligibility for participation in Washington Interscholastic Activities Association [WIAA] activities, or other extra-curricular activities separate from the sanctions described in this Policy.

If a student volunteers information to the school principal or a school staff member, prior to a violation of this policy, that he/she has been involved with using drugs or alcohol, and requests help, the matter will be considered a guidance issue rather than a disciplinary matter. Confidentiality to the extent required by law will be maintained and appropriate steps will be taken.

### **Legal Reference:**

**RCW 28A.600.010 Enforcement of rules of conduct – Due process guarantees – Computation of days for short-term and long-term suspensions**

Adopted: 03/22/79

Revised: 05/15/84, 08/02/84, 02/09/89, 09/14/06, 07/03/07, 08/07/07, 02/08/08, 03/15/12



Book	Administrative & Board Policies
Section	3000: Students
Title	Students At-Risk of Violence to Self and/or Others
Number	3248 BP
Status	Active
Adopted	March 23, 2006
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### **STUDENTS AT-RISK OF VIOLENCE TO SELF AND/OR OTHERS**

Staff must report to the building principal and/or designee any student who exhibits one or more of the following violence risk behaviors:

- Threatens to kill someone using a weapon or dangerous instrument;
- Exhibits an unusual interest in weapons or dangerous instruments;
- Exhibits violent behavior on or off school grounds;
- Threatens violent behavior on or off school grounds;
- Expresses suicidal ideation, self-injury, or intentions to inflict self-injury.

Violent behavior means physical violence against one's self or another that inflicts serious injury or death.

A weapon or dangerous instrument includes, but is not limited to:

- any firearm; any air gun including any air pistol or air rifle designed to propel a BB, pellet, or other projective by the discharge of compressed air, carbon dioxide, or other gas; or any facsimile of firearms;
- knives, any knife the blade of which is automatically released by a spring mechanism or other mechanical device; any knife having a blade which opens, falls, or is ejected into position by the force of gravity, or by an outward, downward, or centrifugal thrust or movement;
- any explosive device;
- a slingshot; bludgeon; brass knuckles or artificial knuckles of any kind;
- any device commonly known as "nun-chu-ka sticks", consisting of two or more lengths of wood, metal, plastic, or similar substance connected with wire, rope, or other means;
- any device, commonly known as "throwing stars", which is multi-pointed, metal objects designed to embed upon impact from any aspect.

#### **Violence Risk Assessments**

Violence risk assessments, if recommended by the superintendent or designee, shall be required for students who have exhibited one or more of the following behaviors:

- Threatened to kill someone using a weapon or dangerous instrument;
- Exhibited an unusual interest in weapons or dangerous instruments;
- Exhibited violent behavior on or off school grounds;
- Threatened violent behavior on or off school grounds;
- Expressed suicidal ideation, self-injury, or intentions to inflict self-injury.

When recommended, violence risk assessments may be required for students who have:

- Threatened violent behavior on or off school grounds

### Procedures for At-Risk of Violence to Others

When a student makes a threat or exhibits violent behavior, in addition to the corrective action procedures set forth in District Policy and Procedure 3241 and 3241P, the procedures outlined below are followed:

1. Staff member(s) observing the behavior or made aware of the behavior will promptly report the situation to the building principal and/or designee.
2. Student(s) observing the behavior or made aware of the behavior will promptly report the situation to a teacher, school counselor, school security personnel, or building principal and/or designee.
3. The school will convene a temporary Student Study Team (SST) consisting of at least the following: building principal and/or designee; at least one of the student's teachers; a Youth and Family Services counselor; an academic counselor (secondary); a school psychologist; and a school resource officer (SRO).
4. The principal of the school and/or designee will notify the superintendent, school resource officer (SRO), and parent(s) of the student. After reviewing the recommendation of the temporary SST, the principal and/or designee may recommend to the superintendent that the student be emergency expelled and provided temporary school counseling services, or take or recommend corrective action as appropriate.
5. Special education students have a right to a manifestation hearing prior to exclusions from school for ten school days or more if the student's handicapping condition might be a contributing factor to the student's threatening or violent behavior.
6. During any emergency expulsion, any converted expulsion or long term suspension, or if otherwise imposed by the superintendent after consultation with the principal, the parent(s) of the student must have the student assessed for "violence risk to him/herself or others" and make the results available to the district. If a parent and the district agree in writing that they will voluntarily remove the student from school pending receipt and review of the assessment, the district may delay imposition of corrective action, if otherwise appropriate, until such assessment is received. The parent(s) will be given the school district's referral list of psychiatrists and forensic psychologists approved to conduct these assessments. A parent wishing to use an assessor other than those on the approved list must obtain approval of the superintendent prior to initiating the assessment.
7. In the event that a parent(s) or student refuse to provide a risk assessment or do not obtain one prior to the end of any emergency expulsion or converted expulsion or long term suspension, and the district believes the student's return to school will pose an immediate and continuing danger to other students or school staff or an immediate and continuing threat of substantial disruption of the educational process, the Superintendent or designee may, upon petition of the principal or designee, take action under WAC 392-400-410 to extend an expulsion or suspension to one academic term. The principal or designee may also request authorization from the Superintendent, or designee, to add precautionary measures, designed to help ensure student safety upon the student's return to an academic setting, and/or provide the student educational opportunities in an alternative setting if doing so is reasonably calculated to protect the student's safety or the safety of others, and/or take legal action authorized under Policy and Procedure 3241 and 3241P, to address the educational, public, health and safety issues that are reasonably anticipated if the student returns to the student's former educational setting.
8. The psychiatrist or forensic psychologist conducting the violence risk assessment may consult with the school district psychologist, school counselor, school principal and/or designee, and students' teachers prior to Completion of the violence risk assessment.
9. Upon completion of the violence risk assessment, the superintendent or principal/designee will meet with the parent(s) and student to determine whether it is safe for the student to return to school. The superintendent or principal will consider the results of the violence risk assessment, the parents' willingness to participate with their student in counseling activities, and other pertinent information when making his/her decision.
10. The building principal and/or designee will develop an appropriate re-entry plan including reasonable precautions for employee safety consistent with the negotiated agreement.
11. To be included on the Mercer Island School District "Referral List of Licensed Psychiatrists and Psychologists Who Conduct Violence Risk Assessments", the psychiatrist or psychologist must:
  - a. be licensed;
  - b. be trained to conduct violence risk assessments;
  - c. submit an updated personal vita confirming licensing and training requirements to the school district;
  - d. submit proof of liability insurance to the school district;
  - e. include the components below in his/her written report:

- Referral concerns
- Current offense
- Past offenses
- Family history
- Developmental history
- School history
- Activities/work/relationships
- Medical history
- Substance abuse history
- Interview behavior
- Mental status
- Testing
- Diagnostic profile
- Recommendations

f. agree to release his/her findings to the district.

#### Procedures for Students At-Risk of Violence to Self

When a student makes a threat or exhibits suicidal ideation, self-injury, or intentions to inflict self-injury, the procedures outlined below are followed.

1. Staff member(s) observing the behavior or made aware of the behavior will promptly report the situation to the building principal and/or designee.
2. Student(s) observing the behavior or made aware of the behavior will promptly report the situation to a teacher, school counselor, school security personnel, a building administrator, or (when appropriate) the police.
3. The building principal or designee will notify the student's parents/guardians as soon as possible, unless notification of parents will jeopardize the student's safety.
4. The district may refer the student to mental health resources in the community or if appropriate, convene a temporary Student Study Team (SST) to conduct an initial risk-assessment. The SST will consist of at least the following: the staff member who made the report, a building administrator, a Youth and Family Services counselor, an academic counselor (secondary), and a school psychologist. Additional staff who may help on the team include: classroom teachers, coaches, specialists, or the School Resource Officer (SRO).
5. The SST will develop a plan for the building principal and/or designee which may include re-entry protocols and a plan for safety before, during, and after school-sponsored activities.
6. Before returning to school and enacting the plan, the building principal and/or designee will meet with the parents/guardians and student (when appropriate) to determine whether the student is safe to return to school.

#### Notifications of Threats of Violence to Others

Students and school employees who are subjects of threats of violence or harm shall be notified of the threats in a timely manner. Parents shall be included in notifications to students who are subjects of threats of violence or harm. Timing and details of the notice will be as extensive as permitted by the federal Family Educational Rights and Privacy Act, other legal limitations, and the circumstances.

Individual-directed threats of violence or harm are communications that create fear of physical harm to a specific individual or individuals, communicated directly or indirectly by any means.

Building-directed threats of violence or harm are direct or indirect communications by any means of the intent to cause damage to a school building or school property (e.g., bomb threats), or to harm students, employees, volunteers, patrons or visitors.

The District will address threats of violence or harm in a manner consistent with the District's safety policies and comprehensive safe school plans.

Under the Family Educational Rights and Privacy Act, the District may only release student records, including those involving threats of violence or harm, with parent or adult student permission, or under limited conditions. For that reason, the District will not identify students who have made threats of violence or harm when notifying the subjects of the threats, except under the following conditions:

1. The parent or adult student has given permission to disclose the student's identity or other information to the subject of the student's threat.

2. The identity of the student and the details of the threat are being disclosed to relevant district staff who have been determined to have legitimate educational interest in the information.
3. The identity of the student or the details of the threat are being released because the release of the information is necessary to protect the health or safety of the student or other individuals. This exemption is to be strictly construed pursuant to federal regulations.
4. The District is responding to a court order or subpoena. Generally the District must make a reasonable effort to notify the parents of the student or adult student of the subpoena in advance of complying, so that the family can seek protective action.

Relevant information about the threat that does not improperly identify a student shall be provided to the subject of the threat, and the subject shall be advised that if law enforcement has been involved in the matter, the law enforcement agency may have more information that can be shared with the subject.

To ensure the safety of all concerned, the building principal and/or designee shall determine if classroom teachers, school staff, counselor, school security, and others working with the student(s) involved in the threat circumstance, should be notified. Subject to the confidentiality provisions cited above, all available information will be considered when determining the extent of information to be shared, including prior disciplinary records, official juvenile court records, and documented history of violence of the person who made the threat.

State law provides the district and its employees, with immunity from liability for providing notice of threats in good faith. Persons who make a knowingly false notification of a threat are subject to appropriate district discipline policies and may be referred for prosecution.

Legal References:

[RCW 28A.320.128 Threats of violence](#)  
[WAC 392-400-200 to 320 Pupil Discipline](#)

Cross References:

Board Policy 3241 and 3241P

Reference:

Prior Administrative Policy S-04, renumbered 10/28/08

Adopted: 03/23/06

Revised: 01/22/15, 09/10/15, 08/24/17



Book	Administrative & Board Policies
Section	3000: Students
Title	Students At-Risk of Violence to Self and/or Others Procedure
Number	3248 P
Status	Active
Adopted	November 14, 2016
Last Revised	August 1, 2017

## **STUDENTS AT-RISK OF VIOLENCE TO SELF AND/OR OTHERS PROCEDURE**

### **A. Self-Harm/Suicide Prevention**

The Mercer Island School District (the "District") recognizes that self-harm and suicide are complex issues that should be taken seriously to help protect each student's physical, social and emotional safety. While the District staff may recognize youth with potentially suicidal ideations and make an initial risk-assessment, the District cannot provide in-depth mental health counseling. Instead, the District staff refers students who exhibit suicidal behaviors to an appropriate service or agency for further assessment and counseling.

District staff who have knowledge of a student suicide threat shall take reasonable steps to support the student and to report this information to the building administrator or designee who will, in turn, notify the appropriate school officials, the student's family, and resource services, such as, Mercer Island Youth and Family Services ("MIYFS").

#### **1. Suicide Prevention Plan**

The District recognizes the need for youth suicide prevention. The District will adopt and, at the beginning of each school year, provide to all District staff, a plan for recognizing and responding to students in emotional distress. Minimally, the plan will:

- Identify training opportunities for staff on recognizing and referring students for support who exhibit emotional distress, including those who exhibit indicators of suicide or suicidal ideation;
- Describe how to utilize the expertise of District staff or MIYFS counselors trained in recognizing, screening, and referring students who exhibit indicators of suicide or suicidal ideation;
- Provide strategies, based on staff expertise, for responding to suspicions, concerns, or warning signs of suicide;
- Contain procedures for communication with parents and guardians, including notification requirements in accordance with RCW 26A.320.160;
- Describe how staff should respond to a crisis situation when a student is in imminent danger to himself or herself; and
- Describe how the District will provide support to students and staff after an incident of suicide or attempted suicide.

Suicide prevention strategies will include, but are not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the school and each other.

#### **2. Suicide Intervention**

Whenever a staff member suspects or has knowledge of a student's self-harm or suicidal intentions, he/she will take proper steps to support the student, and promptly notify the principal and/or designated staff member. If appropriate, the principal will then convene a temporary Student Study Team ("SST") to conduct an initial risk-assessment. The SST will consist of at least the following: the staff member who made the report, a building administrator, a MIYFS counselor, an academic counselor (secondary), and a school psychologist. Additional staff who may help on the team include: classroom teachers, coaches, specialists, or the School Resource Officer ("SRO").

The SST will develop a plan for the student which may include re-entry protocols and a plan for safety before, during, and after school-sponsored activities.

The principal or designee will notify the parents/guardians of a student with self-harm or suicidal intentions as soon as possible, unless notification of the parents will jeopardize the student's safety. The district may also refer the student to mental health resources in the community.

Additionally, the principal or designee will ensure the student's physical safety by one of the following as appropriate:

- Secure immediate medical treatment if a suicide attempt has occurred;
- Secure emergency assistance if a suicidal act is being actively threatened;
- Keep the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene;
- Document the incident and disposition in writing as soon as feasible;
- Follow-up with the parent/guardian and student, in a timely manner, to provide referrals to appropriate services as needed;
- Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident; or
- Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used and make recommendations for future actions.

### 3. Parent Responsibility

If a student is determined to be at risk of self-harm, the principal or designee will contact the parent/guardian and:

- Ask the parent/guardian whether he or she is aware of the student's mental state;
- Ask the parent/guardian how he/she will obtain mental counseling or appropriate support for the student;
- Provide names of community counseling resources, if appropriate, and offer to facilitate the referral;
- Determine the parent's/guardian's intent to seek appropriate services for the student; and
- If applicable, discuss the student's reentry into school.

### 4. Suicide Prevention Resources

- Washington Youth Suicide Prevention Program, [www.yspp.org](http://www.yspp.org), 206-297-5922;
- Washington State Department of Health, [www.doh.wa.gov](http://www.doh.wa.gov), 360-236-2800;
- Mercer Island Youth and Family Services, <http://www.mercergov.org>, 206.275.7611

## **B. Procedures for At-Risk of Violence to Others**

When a student makes a threat or exhibits violent behavior, in addition to the corrective action procedures set forth in District Policy and Procedure 3241 and 3241P, the procedures outlined below apply:

1. Staff member(s) observing the behavior or made aware of the behavior will promptly report the situation to the building principal and/or designee.
2. Student(s) observing the behavior or made aware of the behavior will promptly report the situation to a teacher, school counselor, school security personnel, or building principal and/or designee.
3. The school will convene a temporary SST consisting of at least the following: building principal and/or designee; at least one of the student's teachers; a MIYFS counselor; an academic counselor (secondary); a school psychologist; and a SRO.
4. The principal of the school and/or designee will notify the superintendent, the SRO, and the parent(s)/guardian(s) of the student. After reviewing the recommendation of the temporary SST, the principal and/or designee may recommend to the superintendent that the student be emergency expelled and provided temporary school counseling services, or take or recommend corrective action as appropriate.
5. Special education students have a right to a manifestation hearing prior to exclusions from school for ten (10) school days or more if the student's handicapping condition might be a contributing factor to the student's threatening or violent behavior.
6. During any emergency expulsion, any converted expulsion or long term suspension, or if otherwise imposed by the superintendent after consultation with the principal, the parent(s)/guardian(s) of the student must have the student assessed for "violence risk to him/herself or others" and make the results available to the District. If a parent/guardian and the District agree in writing that they will voluntarily remove the student from school pending receipt and review of the assessment, the District may delay imposition of corrective action, if otherwise appropriate, until such the assessment is received. The parent(s)/guardian(s) will be given the school district's referral list of psychiatrists and forensic psychologists approved to conduct these assessments. A parent/guardian wishing to use an assessor other than those on the approved list must obtain

approval of the superintendent prior to initiating the assessment.

7. In the event that a parent(s)/guardian(s) or student refuses to provide a risk assessment or do not obtain one prior to the end of any emergency expulsion or converted expulsion or long term suspension, and the District believes the student's return to school will pose an immediate and continuing danger to other students or school staff or an immediate and continuing threat of substantial disruption of the educational process, the Superintendent, or designee, may, upon petition of the principal or designee, take action under WAC 392-400-410 to extend an expulsion or suspension to one academic term. The principal, or designee, may also request authorization from the Superintendent, or designee, to add precautionary measures designed to help ensure student safety upon the student's return to an academic setting, and/or provide the student educational opportunities in a temporary alternative setting if doing so is reasonably calculated to protect the student's safety or the safety of others, and/or take legal action authorized under Policy and Procedure 3241 and 3241P, to address the educational, public, health and safety issues that are reasonably anticipated if the student returns to the student's former educational setting.
8. The psychiatrist or forensic psychologist conducting the violence risk assessment may consult with the school district psychologist, school counselor, school principal and/or designee, and students' teachers prior to Completion of the violence risk assessment.
9. Upon completion of the violence risk assessment, the superintendent or principal/designee will meet with the parent(s)/guardian(s) and student to determine whether it is safe for the student to return to school. The superintendent or principal will consider the results of the violence risk assessment, the willingness of the parent(s)/guardian(s) to participate with their student in counseling activities, and other pertinent information when making his/her decision.
10. The building principal and/or designee will develop an appropriate re-entry plan including reasonable precautions for employee safety consistent with the negotiated agreement.
11. To be included on the District's "Referral List of Licensed Psychiatrists and Psychologists Who Conduct Violence Risk Assessments," the psychiatrist or psychologist must:
  - a. be licensed;
  - b. be trained to conduct violence risk assessments;
  - c. submit an updated personal vita confirming licensing and training requirements to the school district;
  - d. submit proof of liability insurance to the school district;
  - e. include the components below in his/her written report:
    - Referral concerns
    - Current offense
    - Past offenses
    - Family history
    - Developmental history
    - School history
    - Activities/work/relationships
    - Medical history
    - Substance abuse history
    - Interview behavior
    - Mental status
    - Testing
    - Diagnostic profile
    - Recommendations
  - f. agree to release his/her findings to the District.

### **C. Notifications of Threats of Violence to Others**

Students and school employees who are subjects of threats of violence or harm shall be notified of the threats in a timely manner. Parents/guardians shall be included in notifications to students who are subjects of threats of violence or harm. Timing and details of the notice will be as extensive as permitted by the federal Family Educational Rights and Privacy Act, other legal limitations, and the circumstances.

Individual-directed threats of violence or harm are communications that create fear of physical harm to a specific individual or individuals, communicated directly or indirectly by any means.

Building-directed threats of violence or harm are direct or indirect communications by any means of the intent to cause damage to a school building or school property (e.g., bomb threats), or to harm students, employees, volunteers, patrons or visitors.



The District will address threats of violence or harm in a manner consistent with the District's safety policies and comprehensive safe school plans.

Under the Family Educational Rights and Privacy Act, the District may only release student records, including those involving threats of violence or harm, with parent or adult student permission, or under limited conditions. For that reason, the District will not identify students who have made threats of violence or harm when notifying the subjects of the threats, except under the following conditions:

1. The parent/guardian or adult student has given permission to disclose the student's identity or other information to the subject of the student's threat.
2. The identity of the student and the details of the threat are being disclosed to relevant District staff who have been determined to have legitimate educational interest in the information.
3. The identity of the student or the details of the threat are being released because the release of the information is necessary to protect the health or safety of the student or other individuals. This exemption is to be strictly construed pursuant to federal regulations.
4. The District is responding to a court order or subpoena. Generally the District must make a reasonable effort to notify the parents/guardians of the student or adult student of the subpoena in advance of complying, so that the family can seek protective action.

Relevant information about the threat that does not improperly identify a student shall be provided to the subject of the threat, and the subject shall be advised that if law enforcement has been involved in the matter, the law enforcement agency may have more information that can be shared with the subject.

To ensure the safety of all concerned, the building principal and/or designee shall determine if classroom teachers, school staff, counselor, school security, and others working with the student(s) involved in the threat circumstance, should be notified. Subject to the confidentiality provisions cited above, all available information will be considered when determining the extent of information to be shared, including prior disciplinary records, official juvenile court records, and documented history of violence of the person who made the threat.

State law provides the District and its employees, with immunity from liability for providing notice of threats in good faith. Persons who make a knowingly false notification of a threat are subject to appropriate district discipline policies and may be referred for prosecution.

Cross References: Policy Nos. 2140, 2145, 3207, & 3418

Legal References: [RCW 28A.320.160](#)  
[RCW 28A.410.226](#) Washington professional educator standards board — Training program on youth suicide screening — Certificates for school nurses, social workers, psychologists, and counselors — Adoption of standards.  
[RCW 28A.410.043](#) School Counselor Certification  
[RCW 28A.320.1271](#) Model school district plan for recognition, initial screening, and response to emotional or behavioral distress in students.  
[RCW 28A.320.127](#) Plan for recognition, screening, and response to emotional or behavioral distress in students.

Adopted: 11/14/16

Revised: 08/01/17



Book	Administrative & Board Policies
Section	3000: Students
Title	Medication at School
Number	3416 A
Status	Active
Adopted	September 10, 2009
Last Revised	May 8, 2017

### **MEDICATION AT SCHOOL**

Under normal circumstances prescription and over the counter oral medication, topical medication, eye drops, or ear drops should be dispensed before and/or after school hours under supervision of the parent or guardian. Oral medications are administered by mouth either by swallowing or inhaling including through a mask that covers the mouth or mouth and nose.

If a student must receive prescription or over the counter oral medication, topical medication (other than sunscreen), eye drops, or ear drops from an authorized staff member during school hours, the parent must submit a written authorization accompanied by a written request from a licensed health professional prescribing within the scope of his or her prescriptive authority. If the medication will be administered for more than fifteen consecutive days, the health professional must also provide written, current and unexpired instructions for the administration of the medication.

The superintendent shall establish procedures for:

- A. Training and supervision of staff members in the administration of prescription and over the counter oral medication, topical medication, eye drops, or ear drops, to students by a physician or registered nurse;
- B. Designating staff members who may administer prescription and over the counter oral medication, topical medication, eye drops or ear drops to students;
- C. Obtaining signed and dated parental and health professional request for the dispensing of prescription over the counter oral medications, topical medication, eye drops or ear drops, including instructions from health professional if the medication is to be given for more than fifteen days;
- D. Storing prescription and over the counter oral medication, topical medication, eye drops or ear drops in a locked or limited access facility;
- E. Maintaining records pertaining to the administration of prescription and over the counter oral medication, topical medication, eye drops or ear drops; and
- F. Permitting, under limited circumstances, students to carry and self-administer medications necessary to their attendance at school.

Nasal Inhalers, suppositories and non-emergency injections may not be administered by school staff other than registered nurses and licensed practical nurses. No medication will be administered by injection by school staff except when a student is susceptible to a predetermined, life-endangering situation. In such an instance, the parent will submit a written and signed permission statement. Such an authorization will be supported by signed and dated written orders accompanied by supporting directions from the licensed health professional. A staff member will be trained prior to injecting a medication.

#### **Administration of legend (prescribed) drugs or controlled substances by nasal spray:**

If a school nurse is on the premises, he/she may administer a nasal spray containing a prescribed drug or controlled substance to a student. If a school nurse is not on school premises, a nasal spray containing a legend (prescribed) drug or controlled substance may be administered by: 1) a trained school employee, provided that person has received appropriate RN delegation and volunteered for the training pursuant to RCW 28A.210.260; or 2) a parent-designated adult.

**Administration of Epinephrine by autoinjector:**

If a school nurse is on the premises, he/she may administer an Epinephrine auto-injector. If a school nurse is not on school premises, an Epinephrine auto-injector may be administered by: 1) a trained school employee, provided that person has received appropriate RN delegation and volunteered for the training pursuant to RCW 28A.210.260); or 2) a parent-designated adult.

Medication in any form other than oral, topical, eye drops or ear drops, may only be administered by a registered nurse or licensed practical nurse.

**Required Notification of EMS:**

After every emergency administration of any legend (prescribed) drug or controlled substance by nasal spray or injection to a student, Emergency Medical Services (911) will be summoned as soon as practicable.

If the district decides to discontinue administering a student's medication, the superintendent or designee must provide notice to the student's parent or guardian orally and in writing prior to the discontinuance. There shall be a valid reason for the discontinuance that does not compromise the health of the student or violate legal protections for the disabled.

**Legal References:**

RCW 28A.210.260 Administration of Oral Medication by —Conditions

RCW 28A.210.270 Administration of Oral Medication by —Immunity from Liability

Attorney General Memorandum (2/9/89) — Administration of Medication

HB 2247 Amendment to Medication Law Effective 6/1/12

Adopted: 09/10/09

Revised: 01/28/15; 05/08/17



Book	Administrative & Board Policies
Section	3000: Students
Title	Medication at School Procedure
Number	3416 P
Status	Active
Adopted	September 10, 2009
Last Revised	May 24, 2017

### **MEDICATION AT SCHOOL PROCEDURE**

Each school principal shall authorize two staff members (in addition to the school nurse) to administer prescribed or over-the-counter oral medication, topical medication, eye drops or ear drops. Oral medications are administered by mouth either by swallowing or inhaling and may include administration by mask if the mask covers the mouth or mouth and nose. These designated staff members will receive RN delegation prior to the opening of school each year.

Prescribed or over-the-counter oral medication may be dispensed to students on a scheduled or as needed basis upon receipt of a Medication Authorization (Request) Form signed by a licensed health care professional prescribing within the scope of his/her prescriptive authority and the parent.

Requests shall not be valid for more than the current school year. Prescription medication must be properly labeled by the pharmacist and be contained in the original pharmacy box. Over-the-counter medication must be in the original packaging.

The school nurse shall:

- A. Collect the medication directly from the parent (students should not transport medication to school), collect an authorization form properly signed by the parent and by the prescribing health professional and collect instructions from the prescribing health professional if the oral medication is to be administered for more than fifteen consecutive days;
- B. Store the prescription and over-the-counter medication (not more than a twenty (20) day supply) in a locked, substantially constructed cabinet;
- C. Maintain a daily record which indicates that the medication was administered; and
- D. Provide training to staff responsible for administering medication.

Medication in any form other than oral, topical medication, eye drops or ear drops, may only be administered by a registered nurse or licensed practical nurse.

Nasal sprays containing legend (prescription) drugs or controlled substances may only be administered by a school nurse or, if a school nurse is not present on school premises, an authorized school employee; or a parent-designated adult with training as required by RCW 28A.210.260.

No prescribed medication will be administered by injection by staff except when a student is susceptible to a predetermined, life-endangering situation. The parent will submit a written statement which grants a staff member the authority to act according to the specific written orders and supporting directions provided by licensed health professional prescribing within his or her prescriptive authority (e.g., medication administered to counteract a reaction to an insect sting). Such medication will be administered by staff trained by the supervising registered nurse to administer such an injection.

Written orders for emergency medication, signed and dated, from the licensed health professional prescribing within his or her prescriptive authority will:

- A. State that the student suffers from an allergy which may result in an anaphylactic reaction;
- B. Identify the drug, the mode of administration, the dose. Epinephrine administered by inhalation, rather than injection, may be a treatment option. This decision must be made by the licensed health professional prescribing within his or her prescriptive authority;
- C. Indicate when the injection will be administered based on anticipated symptoms or time lapse from exposure to the allergen;
- D. Recommend follow-up after administration, which may include care of the stinger, need for a tourniquet, administration of additional medications, transport to hospital; and
- E. Specify how to report to the health professional prescribing within his or her prescriptive authority and any record keeping recommendations.

If a health provider and a student's parent request that a student be permitted to carry his/or her own medication and/or be permitted to self-administer the medication, the principal in consultation with the school nurse may grant permission.

- A. The process for requesting and providing instructions shall be the same as established for oral medications.
- B. The nurse shall take into account the age, maturity and capability of the student; the nature of the medication; the circumstances under which the student will or may have to self-administer the medication and other issues relevant in the specific case before authorizing a student to carry and/or self-administer medication at school.
- C. Except in the case of multi-dose devices (like asthma inhalers), students shall only carry one day's supply of medication at a time.
- D. Violations of any conditions placed on the student permitted to carry and/or self-administer his or her own medication may result in termination of that permission, as well as the imposition of discipline when appropriate.

If the medication is for Asthma or Anaphylaxis, all procedural steps in Asthma and Anaphylaxis Self Medication Policy 3419 and Administrative Procedure 3419P must be followed.

#### **Parent-Designated Adult Care of Students with Epilepsy:**

Parents of students with epilepsy may designate an adult to provide care for their student consistent with the student's individual health care plan. At parent request, school district employees may volunteer to be a parent-designated adult under this policy, but they will not be required to participate. Parent-designated adults who are school employees will file a voluntary, written, current and unexpired letter of intent stating their willingness to be a parent-designated adult. Parent-designated adults who are school employees are required to receive training in caring for students with epilepsy from the school nurse. Parent-designated adults will receive additional training from a parent-selected health care professional or expert in epileptic care to provide the care (including medication administration) requested by the parent.

Parent-designated adults who are not school employees are required to show evidence of comparable training, and meet school district requirements for volunteers. Parent-designated adults will receive additional training from a parent-selected health care professional or expert in epileptic care to provide the care requested by the parent. The (insert appropriate staff member) is not responsible for the supervision of procedures authorized by the parents and carried out by the parent-designated adult.

Adopted: 09/10/09

Revised: 04/25/12; 01/28/15; 09/29/16; 05/24/17



Book	Administrative & Board Policies
Section	4000: Community Relations
Title	Use and Possession of Tobacco, Nicotine Products and Delivery Devices within the Mercer Island School District
Number	4215 BP
Status	Active
Last Revised	September 22, 2016

### **USE AND POSSESSION OF TOBACCO, NICOTINE PRODUCTS AND DELIVERY DEVICES WITHIN THE MERCER ISLAND SCHOOL DISTRICT**

The board of directors recognizes that to protect students from exposure to the addictive substance of nicotine, employees and officers of the school district, and all members of the community, have an obligation as role models to refrain from use of tobacco products and delivery devices on school property at all times. Tobacco products and delivery devices include, but are not limited to cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, electronic smoking/vapor devices, "vapor pens," non-prescribed inhalers, nicotine delivery devices or chemicals that are not approved by the Food and Drug Administration ("FDA") to help people quit using tobacco, devices that produce the same flavor or physical effect of nicotine substances and any other smoking equipment, device, material or innovation.

Any use of tobacco products and delivery devices by staff, students, visitors and community members is prohibited on school district property and within five hundred feet of a school. Possession by or distribution of tobacco products to students is prohibited. Under this policy, district property includes all district buildings, grounds and district-owned vehicles.

The use of FDA-approved nicotine replacement therapy, in the form of a nicotine patch, gum or lozenge is permitted. However, students and employees must follow applicable policies regarding use of medication at school.

Notices advising students, district employees and community members of this policy will be posted in appropriate locations in all district buildings and at other district facilities as determined by the superintendent and will be included in the employee and student handbooks.

Employees and students are subject to discipline for violations of this policy, as provided in district employee and student policies and procedures, and school district employees are responsible for the enforcement of the policy.

#### **Role Modeling of Healthy Behaviors**

This policy affirms that employees and officers of the school district have a responsibility to be role models, and all members of the community have an obligation as role models, to refrain from tobacco use on school property and at district-sponsored events at all times.

#### **Tobacco Advertising and Sponsorship**

Pro-tobacco advertising, slogans, and messages are prohibited in school and district buildings, on school grounds, at district-sponsored events on and off campus, in district vehicles, in school publications, and on clothing, gear, accessories, and other paraphernalia.

School programs and school staff are prohibited from knowingly accepting any support, funding, or resources (such as curriculum, posters, other classroom materials, etc.) from tobacco industry sources.

**Intervention Services**

The superintendent is directed to develop and implement procedures to assess the scope of the problem of the use of addictive substances including tobacco products and products containing nicotine, and to reduce and/or eliminate the problems associated with the use of tobacco products containing nicotine (RCW 28A.170.075).

The district will provide referral information to parents, families, and students regarding school and community resources for tobacco intervention and cessation.

**Cross References:**

- Board Policy 5201 Drug-Free Schools, Community and Workplace
- Administrative Policy 3416 Medication at School
- Board Policy 5280 Termination of Employment
- Board Policy 3241 Discipline, Suspension, Removal and Expulsion
- Administrative Policy 3200 Rights and Responsibilities
- Board Policy 3240 Student Conduct Expectations and Reasonable Sanctions
- Board Policy 5281 Disciplinary Action and Discharge

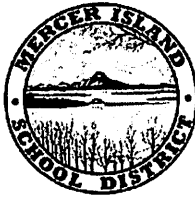
**Legal References:**

- RCW 28A.210.270 Public and private schools — Administration of medication — Immunity from liability — Discontinuance, procedure.
- RCW 28A.210.260 Public and private schools — Administration of medication — Conditions.
- RCW 28A.210.310 Prohibition on use of tobacco products on school property.
- RCW 70.155.080 Purchasing, obtaining or possessing tobacco by persons under 18 — Civil infraction — Jurisdiction

**References:**

- Prior Board Policy 1400, originally adopted 6/14/90, revised 9/4/97
- Prior Administrative Policy C-03, revised 6/26/08, renumbered 10/27/08

Revised: 6/26/08; 12/11/14; 9/24/15; 9/22/16



Book	Administrative & Board Policies
Section	4000: Community Relations
Title	Effective Communication
Number	4217 BP
Status	Active
Adopted	June 23, 2016

### **EFFECTIVE COMMUNICATION**

The Mercer Island School District is committed to non-discrimination and ensuring its District-sponsored programs, activities, meetings, and services will be accessible to individuals with disabilities, including persons with hearing, vision, and/or speech disabilities. The District will, in the previous contexts, take appropriate steps to communicate with persons with disabilities and their companions with disabilities effectively and in accordance with applicable state and federal laws. Such steps may include timely furnishing of appropriate auxiliary aids and services when necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy the benefits of, programs, activities, meetings, or services conducted or sponsored by the District.

Primary consideration, as described more fully in the procedures implementing this policy, will be given to the choice of aid or service requested by a person with a communication disability

Though the District will honor requests for aids and services to the extent possible and in a manner consistent with state and federal laws, the District may require reasonable advance notice from a person requesting accommodation so the District has sufficient time to acquire or implement the requested aid or service. If a last-minute request for aids or services cannot be fully addressed by the District, the District will honor the request to the fullest extent possible.

The District will take steps to make its website accessible to individuals with disabilities.

When an IDEA-eligible or a Section 504-eligible student's disability impacts his/her hearing, vision or speech, the school will apply both a FAPE (free and appropriate public education) analysis and the effective communication requirements of the Americans with Disabilities Act of 1990 (Title II) in determining how to meet the student's communication needs and how to formulate the student's individual education program (IEP).

The District's website will provide information on how to request auxiliary aids and services, ask related questions, or raise concerns. When necessary and upon request, such information will also be provided in an accessible format for the requestor at no cost. A form for requesting auxiliary aids and services will be available on the District website, at the District office and attached as an appendix to the implementing procedure for this policy. When determining an appropriate auxiliary aid or service, the District or school will give primary consideration to the auxiliary aid or service specifically requested by a person with a communication disability.

For purposes of this policy, "auxiliary aids and services" includes a wide range of services, devices, technologies, and methods that promote effective communication with persons with disabilities. Examples of such auxiliary aids and are:

- qualified interpreters (on-site or through video remote interpreting services),
- real-time computer-aided transcription services ("CART"),
- written materials,
- open and closed captioning, including real-time captioning,
- voice, text, and video-based telecommunications products and systems, including text telephones (TTYs), videophones, and captioned telephones, or equally effective telecommunications devices,
- qualified readers,



- braille,
- screen reader software, or electronic versions of information

The types of auxiliary aids and services necessary will depend on the length and complexity of the communication, the circumstances, and the needs and desires of the needs of the individual requesting accommodation.

Auxiliary aids and services will be provided for any school-initiated program, activity, meeting, or service, which may include:

- Parent/teacher conferences
- ESE/IEP/504 meetings
- Conferences or hearings involving student corrective action
- Planning meetings
- Interviews for District employment
- Interactive meetings regarding accommodations
- Graduation ceremonies
- Field Trips
- School Performances or Sporting Events
- Board Meetings
- Website information, including on-line information regarding curriculum, policies, and Board materials and agendas
- Reports of student grades and academic progress
- Parental alerts regarding school closures or events

The Superintendent is granted the authority to develop procedures in order to implement this policy.

Cross References:                   2161 – Special Education and Related Services for Eligible Students  
   2162 – Education of Students with Disabilities under Section 504 of the Rehabilitation Act of 1973  
   3210 - Nondiscrimination

Legal References:                   Chapter 28A.642 RCW Discrimination prohibition  
   Chapter 49.60 RCW Discrimination — Human rights commission  
   WAC 392-400-215 Student rights  
   42 U.S.C. §§ 12131-12134 Americans with Disabilities Act of 1990 (ADA) (Title II)  
   28 C.F.R. part 35 - Nondiscrimination on the basis of disability in state and local government services  
   29 U.S.C. § 794 Section 504 of the Rehabilitation Act of 1973  
   34 C.F.R. part 104 Section 504 of the Rehabilitation Act of 1973  
   20 U.S.C. §§ 1400-1419 Individuals with Disabilities Education Act (IDEA), Part B  
   34 C.F.R part 300 - Assistance to states for the education of children with disabilities

Management Resources:           2016 – March Issue

Adopted: 06/23/16



Book	Administrative & Board Policies
Section	4000: Community Relations
Title	Effective Communication Procedure
Number	4217 P
Status	Active
Adopted	June 23, 2016

### **EFFECTIVE COMMUNICATION PROCEDURE**

The District is committed to ensuring that all District-sponsored programs, activities, meetings, and services will be accessible to individuals with disabilities, including persons who have impaired hearing, vision or speech. The following procedure is intended to assist the District in taking appropriate steps to ensure that, related to District-sponsored service, program or activity, any communication with persons with communication disabilities – be it a student, parent or companion – is as effective as with individuals without such disabilities. There is no fee or charge for the District to provide appropriate auxiliary aids or services.

#### **Requesting Communication Aids or Services for a Program, Activity, or Event**

Individuals who may need an auxiliary aid or service to participate in and enjoy the benefits of a program, activity, meeting, or event should contact the school or District office as soon as possible and no later than two (2) school days before a scheduled program or activity so that the District can make necessary arrangements. The District will make reasonable efforts to accommodate any requests made less than two (2) school days in advance of a program, activity, meeting, or event. In some cases, the requested accommodation will take more than two (2) school days to implement in which case the District will work diligently with the requesting party to come up with a satisfactory alternative.

The District's website provides information on how to request auxiliary aids and services, ask related questions, or raise concerns. Please go to <http://www.mercerislandschools.org> for more information. If a person with a disability cannot access this format, this information will also be provided in an accessible format when necessary and upon request.

A form for requesting auxiliary aids and services is on the District website under policy 4217F. While it is not required that this form be used to make such a request, this written form will minimize miscommunication and help the District understand the specific auxiliary aids or services being requested. District staff will also assist a requestor in filling out this form, when necessary. For auxiliary aids or services specifically during a meeting of the Board of Directors, please also use 4217F, Effective Communication Request Form.

#### **Determining an Appropriate Auxiliary Aid or Service**

When the District provides an auxiliary aid or service necessary to ensure effective communication, the aid or service must be provided in an accessible format, in a timely manner, and in such a way as to protect the privacy and independence of any person with a disability. Determining an appropriate auxiliary aid or service must be individualized and made on a case-by-case basis, considering the communication used by the person with a disability; the nature, length and complexity of the communication involved; the content and the context in which the communication is taking place; the number of people involved in the communication; and the expected or actual length of time of the interaction(s).

During this process, the District or school will give primary consideration to the auxiliary aid or service specifically requested by the person with a communication disability. "Primary consideration" means that the District will provide an opportunity for the person with the disability (or an appropriate family member) to request the aid or service that he or she thinks is needed to provide effective communication.

The District or school will honor the choice of the person with a disability unless:

1. the District or school can prove that an alternative auxiliary aid or service provides communication that is equally as effective as communication provided to an individual without a disability; or
2. the District determines that such aid or service would result in a fundamental alteration in the nature of the service, program, or activity, or would result in an undue financial and administrative burden to the District.

If the District refuses to provide a particular auxiliary aid or service for the reasons stated in number two (2) above, such determination must be made by the Superintendent or the Superintendent's designee who has the authority to make budgetary and spending decisions, after considering all resources available for use by the District in the funding and operation of the service, program, or activity. This determination must be issued in writing with the reasons for concluding that a requested auxiliary aid or service would cause such alteration or burden. Nevertheless, the District will take other steps that will not result in such an alteration or burden, but will still ensure that, to the maximum extent possible, the individual with a hearing, vision, or speech disability can participate in and receive the benefits or services provided by the District's program or activity.

If the District provides an auxiliary aid or service that is different than what is requested by the individual with a disability, the District will make a reasonable effort to provide notice to the requester in advance of the program, activity, meeting, or activity.

The District recognizes that communication and circumstances can change or evolve over time. If the communication with the person with a disability takes place over an extended period of time, the District or school should reassess the effectiveness of communications and seek regular feedback from the person with a disability.

### **Timely Manner**

The District will determine an appropriate auxiliary aid or service as soon as possible following a request by a person with a disability, and will likewise provide the auxiliary aid or service as soon as practicable. The District or school personnel working with the person with a disability (or an appropriate family member) will keep that person informed of when the auxiliary aid or service will be provided.

### **Interpreters**

For purposes of this policy, a "qualified interpreter" means an interpreter who, via a video remote interpreting (VRI) service or an on-site appearance, is able to interpret effectively, accurately, and impartially, both receptively and expressively, using any necessary specialized vocabulary. Qualified interpreters include sign language interpreters, oral transliterators, and cued-language transliterators. Interpreters certified to provide interpretation in court proceedings or during the delivery of health services are presumptively qualified to provide such services.

Title II of the Americans with Disabilities Act expressly prohibits the school or District from requiring an individual with a disability to bring another person to interpret for him or her. The District is prohibited from relying upon a person who accompanies a child or adult with a hearing, vision, or speech disability to interpret or facilitate communication except under two circumstances:

1. In an emergency involving an imminent threat to the safety or welfare of an individual or the public where there is no interpreter available, the school or the District may ask either a minor child or an adult to interpret or facilitate communication. In no other circumstances will the school or the District rely on a minor child to interpret or facilitate communication with a person with a disability.
2. Where the individual with the hearing, vision, or speech disability specifically makes the request, an accompanying adult may interpret or facilitate communication if the accompanying adult agrees to provide the assistance and the school's reliance on the accompanying adult is appropriate under the circumstances.

### **Complaints and Compliance**

The District has an ADA Coordinator who monitors the District's obligations and compliance with Title II, and who is charged with investigating complaints of disability discrimination. Informal or formal complaints of disability discrimination should be made pursuant to the processes contained in Procedure 3210P (Nondiscrimination). Questions and concerns relating to communication with persons with hearing, vision, and/or speech disabilities may be directed to:

Dr. Lindsay Myatich  
Section 504 & ADA Coordinator  
206.236.3326  
email: [lindsay.myatich@mercerislandschools.org](mailto:lindsay.myatich@mercerislandschools.org).

Erin C. E. Battersby

Civil Rights Compliance Coordinator  
206.230.6227  
email: [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org)

Adopted: 6/23/16

**MERCER ISLAND SCHOOL DISTRICT  
EFFECTIVE COMMUNICATION REQUEST FORM\***

*Please note: The district needs as much advanced notice as possible to ensure that reasonable accommodations are met. Reasonable efforts will be made to accommodate requests made less than two (2) school days in advance of a scheduled program, activity or event. If aids or services are needed for a meeting of the Board of Directors, please contact the office of the Superintendent directly at 206-236-3300.*

**Date of request:** \_\_\_\_\_

**Request Type:** (Please check all that apply)

- ☐ Assistive Listening Aid or Service
- ☐ Assistive Vision Aid or Service
- ☐ Assistive Speech Aid or Service
- ☐ Other \_\_\_\_\_

**Contact Persons:**

	Name	Email, Phone or Website (preferred communication)
Individual making request		
Building manager (Principal) where event will take place		
Event Contact Person		

**Event Details:** *Please attach any relevant supporting information (i.e., event flyer or brochure).*

Event Name:	
Event Date:	
Start and End Time:	
Event Description (i.e., lecture, seminar, meeting, sports event):	
Location (i.e., building, facility, off-campus school-sponsored activity):	
Other relevant details:	

*Please return this completed form to: Erin C. E. Battersby, Sr. Director of Compliance & Legal Affairs at [erin.battersby@mercerislandschools.org](mailto:erin.battersby@mercerislandschools.org).*

\*This form is available in alternative format upon request. Please note this form cannot be used to request classroom accommodations for students. For student accommodations, please contact the school principal for assistance.

For more information, please see the related Policy 4217 and Procedure 4217P, located [here](#).

Adopted: 6/23/16



Book	Administrative & Board Policies
Section	4000: Community Relations
Title	General Complaints
Number	4220 A
Status	Active
Last Revised	January 23, 2015

### **GENERAL COMPLAINTS**

The Mercer Island School District promotes a school and district culture that is welcoming and open, promotes mutual respect and shared responsibility, and that treats parents, staff, students, and citizens with respect, dignity, and courtesy. The district is committed to resolving concerns and complaints about school and district programs, procedures, and/or personnel in an effective, efficient, and timely manner by initiating the complaint with the person(s) who have the lowest level of authority in actually resolving the matter.

Teachers, staff, or administrators charged with responsibility for programs, procedures, and/or supervision of personnel expect that parents or citizens will bring their concerns to them for resolution first before asking a supervisor to address the concern.

#### **Informal Complaints**

Complainants are encouraged to share the complaint by setting up a meeting or verbally communicating the issue directly with the person charged with the responsibility for the program, procedure and/or supervision of personnel. When addressing informal complaints, parties to the concern should:

1. Begin the conversation with the acknowledgement that each is operating with the best of intentions.
2. Work collaboratively to understand the other's point of view.
3. Work to resolve the concern through conversation before initiating a formal complaint.

#### **Formal Complaints (Complaints in writing)**

When a concern has not been resolved through conversation, the individual with the concern may initiate a formal complaint in writing to the person responsible for the department, program, procedure, and/or supervision of personnel.

The formal written complaint shall include:

1. Detailed statement of the complaint
2. Steps taken to address the complaint
3. Suggested resolution(s) to be considered

#### **Step 1**

The person responsible for the program, procedure, and/or supervisions of personnel shall provide a written decision addressing the complaint within five (5) school business days upon receipt of the complaint. If the complaint is not resolved to the concerned individual's satisfaction, the concerned individual may appeal the resolution of the complaint to the following person in writing within five (5) school business days of the person's resolution.

- If the original complaint was sent to the Associate Principal, the appeal should be directed to the Principal.
- If the original complaint was sent to the Principal, the appeal should be directed to the Assistant Superintendent, Learning Services.
- If the original complaint was sent to Directors or Coordinators in learning services, the appeal should be directed to the Executive Director of Learning Services.

- If the original complaint was sent to a support service Director, the appeal should be directed to the Senior Director, Compliance & Legal Services.

**Step 2**

The person receiving the appeal shall meet with the concerned individual and person responsible for the program, procedure, and/or supervision of personnel for the purpose of understanding the complaint and what resolution(s) has already been considered. The information gathered will be considered and the complaint will be addressed in writing within five (5) school business days upon receipt of the unresolved complaint. If the complaint is still not resolved, the concerned individual may appeal to the next person as outlined in Step 1 above in writing within five (5) school business days of receipt of the resolution.

**Step 3**

If the complaint is still not resolved, the concerned individual may appeal the decision to the next person as outlined in Step 1 in writing within five (5) school business days of receipt of the resolution. In situations heard at Step 2 or 3 by either the Assistant Superintendent or the appropriate Director, the complaint shall be heard at Step 4.

**Step 4**

The Superintendent shall meet with the concerned individual and the person responsible for the program, review the complaint and review the proposed resolutions. The information gathered will be considered and the complaint addressed in writing within five (5) school business days upon receipt of the unresolved complaint. If the complaint is still not resolved, the concerned individual may appeal to the Board of Directors in writing within five (5) school business days of receipt of the Superintendent's resolution.

**Step 5**

The Board of Directors will consider the complaint at its next regular meeting or schedule a meeting to consider the complaint within ten (10) school business days. The Board of Directors shall notify the complainant of its response within ten (10) school business days. The decision of the Board of Directors will be final.

**Procedures and Timelines**

At any time in the review process, the District may transfer the complaint for review under another Mercer Island School District complaint or dispute resolution process such as policies and procedures regarding sexual harassment, anti-discrimination, anti-bullying, contractual grievances procedures, etc., which more specifically address the issues involved. A failure by the concerned individual to file a timely appeal of a response at any step of the process will end the complaint. A failure by the District to provide a timely response at any step shall entitle the concerned individual to file an appeal at the next step in the review process. If a district response is provided after expiration of a timeline, but before an appeal to the next step has been filed, the appeal must be filed within five (5) school business days.

**Personnel Complaints**

If the formal complaint concerns a staff member, that person shall be notified of the complaint and given a copy of the complaint as soon as is reasonably possible, but not later than the referral of the complaint to the Superintendent (or designee). The staff member will be afforded all rights of due process as an employee, terms delineated in the contract between the Mercer Island Education Association and the Mercer Island School District (if applicable), and as a citizen.

**References:**

Prior Board Policy 1312: General Complaint Policy, originally adopted 2/22/81  
Prior Administrative Policy C-02, revised 5/10/07, renumbered 10/27/08

**Cross References:**

Policy 3207 - Prohibition of Harassment, Hazing, Intimidation and Bullying  
Policy 3210 - Nondiscrimination  
Policy 6590 - Sexual Harassment

Revised: 10/15/10; 1/23/15



Book	Administrative & Board Policies
Section	5000: Personnel
Title	Maintaining Professional Staff/Student Boundaries
Number	5253 A
Status	Active
Adopted	January 18, 2011
Last Revised	January 12, 2017

### **MAINTAINING PROFESSIONAL STAFF/STUDENT BOUNDARIES**

#### **Purpose**

The purpose of this policy is to provide all staff, students, volunteers and community members with information about their role in protecting children from inappropriate conduct by adults. This policy applies to all district staff and volunteers. For purposes of this policy and its procedure, the terms "district staff," "staff member(s)," and "staff" also include volunteers.

#### **General Standards**

The Mercer Island Board of Directors expects all district staff to maintain the highest professional, moral and ethical standards when they interact with students, staff, and other community members. Further, the Mercer Island School Board expects district staff, volunteers, and agency personnel who work with or in Mercer Island schools to set examples for students in terms of appropriate conduct and behavior. District staff are required to maintain an atmosphere conducive to learning by consistently maintaining professional boundaries.

Professional staff/student boundaries are consistent with the legal and ethical duty of care that district employees have for students.

The interactions and relationships between district staff and students should be based upon mutual respect and trust, an understanding of the appropriate boundaries between adults and students in and outside of the educational setting, and consistency with the educational mission of the district.

District staff will not intrude on a student's physical and/or emotional boundaries unless the intrusion is necessary to serve a demonstrated educational purpose. An educational purpose is one that relates to the staff member's duties in the district. Additionally, staff members are expected to be aware of the appearance of impropriety in their own conduct and the conduct of other staff when interacting with students or other adults. Staff members, volunteers, and agency personnel will notify and discuss issues with their building administrator or supervisor whenever they suspect or question whether their own or another staff member's conduct is inappropriate or constitutes a violation of this policy.

Student social, emotional, and physical safety is of utmost importance. Staff members may become aware of a student whose safety has been compromised by another individual or by the student himself/herself. It is expected that all professional school personnel will continue to meet their obligations as mandatory reporters of suspected child abuse, neglect, or exploitation and report any suspected abuse to either law enforcement or Child Protective Services in a timely manner. Similarly, it is expected that staff members who are made aware of or suspect a student is engaging in self-harm or expressing suicidal ideation report this to a building administrator, school counselor, and/or law enforcement.

The board recognizes that staff may have familial and pre-existing social relationships with parents or guardians and students. Staff members should use appropriate professional judgment when they have a dual relationship to students to avoid violating this policy,



the appearance of impropriety, and the appearance of favoritism. Staff members shall pro-actively discuss these circumstances with their building administrator or supervisor.

### **Use of Technology**

The Mercer Island Board of Directors supports the use of technology to communicate for educational purposes. However, district staff are prohibited from inappropriate electronic socializing with students or other adults and from engaging in any conduct online or through other electronic means that violates the law, district policies or other generally recognized professional standards. Staff whose conduct violates this policy may face discipline and/or termination, consistent with the district's policies, acceptable use agreement and collective bargaining agreements, as applicable.

The superintendent/designee will develop protocols for reporting and investigating allegations and develop procedures and training to accompany this policy.

### **Legal References:**

Title IX of the Education Amendments of 1972

Chapter 9A.44, RCW - Sex offenses

Chapter 9A.88, RCW - Indecent exposure - Prostitution

RCW 28A.400 Crimes against children

RCW 28A.405.470 Crimes against children - Mandatory termination of certificated employees - Appeal - Recovery of salary or compensation by district.

RCW 28A.405.475 Termination of certificated employee based on guilty plea or conviction of certain felonies - Notice to superintendent of public instruction - Record of notices.

RCW 28A.410.090 Revocation or suspension of certificate or permit to teach - Criminal basis - Complaints - Investigation - Process.

RCW 28A.410.095 Violation or noncompliance - Investigatory powers of superintendent of public instruction - Requirements for investigation of alleged sexual misconduct towards a child - Court orders - Contempt - Written findings required.

RCW 28A.410.100 Revocation of authority to teach - Hearings

Chapter 28A.640, RCW - Sexual Equality

Chapter 28A.642, RCW - Discrimination Prohibition

Chapter 49.60, RCW - Washington State Law Against Discrimination

WAC 181-87 Professional Certification - Acts of Unprofessional Conduct

WAC 181-88 Sexual Misconduct, Verbal and Physical Abuse - Mandatory Disclosure - Prohibited Agreements

### **Cross References:**

3205 - Sexual Harassment of Students Prohibited

3207 - Prohibition of Harassment, Intimidation and Bullying

3210 - Nondiscrimination

Adopted: 01/18/11

Revised: 03/13/14; 01/13/16; 1/12/17



Book	Administrative & Board Policies
Section	5000: Personnel
Title	Maintaining Professional Staff/Student Boundaries Procedure
Number	5253 P
Status	Active
Adopted	January 18, 2011
Last Revised	January 12, 2017

## **MAINTAINING PROFESSIONAL STAFF/STUDENT BOUNDARIES**

### **Boundary Invasions**

In a professional staff/student relationship, staff maintain boundaries that are consistent with the legal and ethical duty of care that school personnel have for students.

A boundary invasion is an act or omission by a staff member that violates professional staff/student boundaries and has the potential to abuse the staff/student relationship.

An inappropriate boundary invasion means an act, omission, or pattern of such behavior by a staff member that does not have an educational purpose and results in abuse of the staff/student professional relationship.

### **Inappropriate Boundary Invasion Examples**

Examples of possible inappropriate boundary invasions by staff members include, but are not limited to, the following:

- Any type of unnecessary physical contact with a student or any other conduct that might be considered harassment under the district's policy on Sexual Harassment of Students (Policy 3205), Prohibition of Harassment, Intimidation and Bullying (Policy 3207), Nondiscrimination (Policy 3210), Title IX of the Education Amendments of 1972 (Title IX), or under Washington State Law Against Discrimination (Chapter 49.60 RCW); or that constitutes misconduct under RCW 28A.640 and .642, or WAC 181-88-060; or any conduct that would constitute a violation of RCW Chapters 9A.44 or 9A.88.
- Showing pornography to a student.
- Singling out a particular student or students for personal attention and friendship beyond the professional staff/student relationship.
- Socializing where students are consuming alcohol, drugs or tobacco.
- For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members are expected to refer the student to appropriate guidance/counseling staff. In either case, staff involvement should be limited to actions which have a direct connection to the student's school performance.
- Sending students on personal errands unrelated to any educational purpose.
- Banter, allusions, jokes or innuendos of a sexual nature with students.
- Disclosing personal, sexual, family, employment concerns or other private matters to one or more students.
- Addressing students or permitting students to address staff members with personalized terms of endearment, pet names, or otherwise in an overly familiar manner.
- Maintaining personal contact with a student outside of school by phone, e-mail, instant messenger or Internet chat rooms, social networking websites or applications, or letters beyond homework or other legitimate school business without including the building administrator/supervisor and parent/guardian.
- Exchanging personal gifts, cards, or letters with an individual student.
- Socializing or spending time with students (including but not limited to activities such as going out for beverages, meals or movies, shopping, traveling and recreational activities) outside of school-sponsored events, except as participants in

- organized community activities.
- Giving a student a ride alone in a vehicle in a non-emergency situation.
- Unnecessarily invading a student's privacy, (e.g. walking in on the student in the bathroom).
- Soliciting phone, email, text messages or other forms of written or electronic communication to students without building administrator/supervisor and parent permission when the communication is unrelated to school work or other legitimate school business.
- Any other conduct that fails to maintain professional staff/student boundaries.

### **Appearances of Impropriety**

The following activities are boundary invasions and can create an actual impropriety or the appearance of impropriety. Whenever possible, staff should avoid these situations. If unavoidable these activities should be pre-approved by the appropriate administrator. If not pre-approved, the staff member must report the occurrence to the appropriate administrator as soon as possible.

- A. Being alone with an individual student out of the view of others.
- B. Inviting or allowing individual students to visit the staff member's home.
- C. Visiting a student's home.
- D. Sending or soliciting email, text messages or other electronic communications to the student, even when the communication relates to school business, except where the parent or guardian and building administrator/supervisor has consented to such communications and receives a copy of the communication and receives a copy of the communication. Staff should use school email addresses and phone numbers and the parent/guardian phone numbers for communications with students, except in emergency situations.

### **Personal/Family Friends**

Staff who have family friends or whose children have friends who attend MISD schools should comply with the following guidelines to avoid the appearances of impropriety:

- A. Maintain confidentiality of workplace-related information;
- B. When in the workplace, establish and maintain boundaries and patterns of communication consistent with that of all students; and
- C. Inform their supervisors of such relationships so that appropriate steps can be taken, if necessary, to address any appearance of impropriety or favoritism at school.

### **Reporting Violations**

Students and their parents/guardians are strongly encouraged to notify the principal (or other administrator) if they believe a staff member may be engaging in conduct that violates this policy or procedure.

Staff members are required to promptly notify the principal or the supervisor of the employee or volunteer suspected of engaging in inappropriate conduct that violates this policy or procedure.

The administrator to whom a boundary invasion concern is reported must document, in writing, the concern and provide a copy of the documentation to the superintendent/designee. The Superintendent/designee will maintain a file documenting reports of this nature which are made.

### **Reporting Child Abuse, Neglect and Exploitation**

All professional school personnel who have reasonable cause to believe that a student has experienced abuse, neglect or exploitation by a staff member, volunteer, or agency personnel working in the school are required to make a report to Child Protective Services or law enforcement pursuant to policy 3421, Child Abuse, Neglect and Exploitation Prevention, and Chapter 26.44, RCW. Reporting suspected abuse to the building principal or supervisor does not relieve professional school personnel from their reporting responsibilities and timelines.

### **Reporting Student Threats Made to Self (Self-Harm, Suicidal Ideation and Suicide)**

All staff members who are made aware of or suspect a student who is or may be a threat to himself/herself are expected to report the matter to a building administrator, school counselor and/or law enforcement.

### **Disciplinary Action**

Staff violations of this policy may result in disciplinary action up to and including dismissal. The violation may also be reported to the state Office of Professional Practices.

### **Training**

All new employees and volunteers will receive training on appropriate staff/student boundaries within three months (or insert number of days/months) of employment or service. Continuing staff will receive training every three years.

### **Dissemination of Policy and Reporting Protocols**

This policy and procedure will be included on the district website and in all employee, student, and volunteer handbooks. Annually, all administrators and staff will receive copies of the district's reporting protocol.

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