Mercer Island High School

Student Handbook

2017-2018

This agenda belongs to:

NAME ____________________________________________________________

ADDRESS _______________________________________________________

CITY/TOWN ___________________________ ZIP CODE ________________

PHONE ______________________________

STUDENT NO. ____________________________

PLEASE NOTE: The front cover is sensitive to extreme heat. Do not leave in direct sunlight! Printed on recyclable paper
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This handbook contains Administrative Policies and Procedures from the MISD website. For the most up to date policies and procedures please visit: www.mercerislandschools.org
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 listed in Title 36 of the United States Code as a patriotic society.

The following people have been designated to handle inquiries regarding the nondiscrimination policies:

**HIB (Harassment, Intimidation & Bullying) Coordinator:** Erin Battersby, Senior Director of Compliance and Legal Affairs  
Phone: (206) 230-6227  
Email: erin.battersby@mercerislandschools.org

**Title IX Compliance Coordinator:** Erin Battersby, Senior Director of Compliance and Legal Affairs  
Phone: (206) 230-6227  
Email: erin.battersby@mercerislandschools.org

**Section 504 & ADA Coordinator:** Dr. Lindsay Myatich, Director  
Phone: (206) 236-3326  
Email: lindsay.myatich@mercerislandschools.org

**Civil Rights Coordinator:** Erin Battersby, Civil Rights Compliance Coordinator  
Phone: (206) 230-6227  
Email: erin.battersby@mercerislandschools.org

Disclaimer:  
The information contained in this handbook is accurate as of the time of publication (August 1, 2016) and is subject to change. Changes to Policies & Procedures will be posted on the Mercer Island School District website, the Mercer Island High School website, and pushed to student iPads. For the most up-to-date student handbook and policies and procedures please refer to www.mercerislandschools.org and www.mercerislandschools.org/Domain/8
VISION
Mercer Island High School provides a respectful, healthy, and supportive learning community committed to preparing students for their future.

VALUES
The administration, staff, students, and parents of Mercer Island High School value:
- A love of learning
- Effective instructional and assessment practices
- Enriching and challenging opportunities for learning
- Exceptional preparation for success in college, work, and future endeavors
- Support for student success
- A healthy learning environment
- Community service and active citizenship
- Effective communication, respect, and integrity
- Positive relationships
- Participation in extra-curricular activities
- Respect for and appreciation of diversity
- A nurturing and fulfilling high school experience

PURPOSE
The purpose of Mercer Island High School is to provide students with challenging educational activities and experiences that encourage students to reach their individual potential.

MOTTO
Integrity • Innovation • Inspiration
<table>
<thead>
<tr>
<th>ADMINISTRATORS</th>
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<tbody>
<tr>
<td>Principal</td>
<td>Vicki Puckett 206-236-3350</td>
</tr>
<tr>
<td>Associate Principal (A –I)</td>
<td>Henterson Carlisle 206-230-6226</td>
</tr>
<tr>
<td>Associate Principal (S – Z)</td>
<td>Jamie Prescott 206-236-3387</td>
</tr>
<tr>
<td>Associate Principal (Athletics/J-R)</td>
<td>Nick Wold 206-236-3386</td>
</tr>
<tr>
<td>Principal Intern</td>
<td>Erica Hill 206-275-5003</td>
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<th>COUNSELORS</th>
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<tr>
<td>Last Names: A-D</td>
<td>Susie Brown 206-236-3340</td>
</tr>
<tr>
<td>Last Names: E-J</td>
<td>Susan Sutherin 206-230-6013</td>
</tr>
<tr>
<td>Last Names: K-M</td>
<td>Thomas Welch 206-236-3364</td>
</tr>
<tr>
<td>Last Names: N-Si</td>
<td>Jeff Jones 206-236-3365</td>
</tr>
<tr>
<td>Last Names: Sj-Z</td>
<td>Jimmy Vasquez 206-236-3355</td>
</tr>
<tr>
<td>MIYFS Counselor</td>
<td>Cathy Gentino 206-236-3290</td>
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<tr>
<td>MIYFS Drug &amp; Alcohol Counselor</td>
<td>Chris Harnish 206-236-3363</td>
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<tr>
<th>SUPPORT STAFF &amp; SCHOOL RESOURCES</th>
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<tr>
<td>Activities Coordinator</td>
<td>Jamie Prescott 206-236-3387</td>
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<tr>
<td>ASB Bookkeeper &amp; Accounting Secretary</td>
<td>Valerie Perine 206-236-3361</td>
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<tr>
<td>Athletics &amp; Facilities Coordinator</td>
<td>Alex Schwenke 206-236-3429</td>
</tr>
<tr>
<td>Athletics &amp; Facilities Assistant</td>
<td>Becky LeMaster 206-230-6345</td>
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<tr>
<td>Attendance &amp; Fine Arts Secretary</td>
<td>Barb Hallgren 206-236-3346</td>
</tr>
<tr>
<td>Bridges Advisory Program</td>
<td>Shannon Tapp &amp; Katie McConn 206 230-6344</td>
</tr>
<tr>
<td>Counseling &amp; Graduation Secretary</td>
<td>Sheryl Ehrlichman 206-236-3354</td>
</tr>
<tr>
<td>Counseling &amp; College Secretary</td>
<td>Edith Lopez-Salvador 206-230-6350</td>
</tr>
<tr>
<td>Main Office Administrative Assistant</td>
<td>Della Dolby 206-236-3350</td>
</tr>
<tr>
<td>Main Office Secretary</td>
<td>Suzanne Versnel 206-236-3349</td>
</tr>
<tr>
<td>Main Office Secretary</td>
<td>Susan Robinson 206-230-6052</td>
</tr>
<tr>
<td>Nurse</td>
<td>Shelley Sage 206-236-3377</td>
</tr>
<tr>
<td>Registrar-Transcripts &amp; Student Records</td>
<td>Barb Shephard 206-236-4513</td>
</tr>
<tr>
<td>School Security Liaison</td>
<td>Kelly John-Lewis 206-236-4523</td>
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<tr>
<td></td>
<td>Marcus Tibbs</td>
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<th>FAX NUMBERS</th>
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<tr>
<td>Athletic Office</td>
<td>206-230-6316</td>
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<tr>
<td>Counseling Office</td>
<td>206-230-6352</td>
</tr>
<tr>
<td>Main Office</td>
<td>206-236-3358</td>
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<tr>
<th>COMMUNITY RESOURCES</th>
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<tr>
<td>Mercer Island Boys &amp; Girls Club</td>
<td>206-232-4548</td>
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<tr>
<td>Mercer Island Police</td>
<td>206-232-3500</td>
</tr>
<tr>
<td>Mary Wayte Pool</td>
<td>425-351-6401</td>
</tr>
<tr>
<td>Mercer Island Youth &amp; Family Services</td>
<td>206-236-3525</td>
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ASB OFFICERS
2017-2018

President: Noonie McCann
Vice President: Sophia Stribling
Secretary: Tess Hendelman
Treasurer: Aidan Dobson
Director of Communication: Dana Berejka
Spirit Commissioner: Jon Na

CLASS OFFICERS: (2017-2018)

Class of 2018
President: Ava Blanchette
Vice President: Matthew McBurney
Secretary: Nathaniel Shenk
Treasurer: Katie Brodsky
Advisor: Mattocks/Cree

Class of 2019
President: Cole Brittain
Vice President: Henry Weiker
Secretary: Caroline Young
Treasurer: Lily Gile
Advisor: Rindlaub/Baker

Class of 2020
President: Maria Reyes
Vice President: Thomas Lee
Secretary: Francesca Rico
Treasurer: Michaela Isaacs
Advisor: King

Class of 2021
President: Andres Lam
Vice President: Cordelia Longo
Secretary: Noah Hendelman
Treasurer: Brooke Comstock
Advisor: TBA

USEFUL WEBSITES & PHONE NUMBERS

Mercer Island School District: www.mercerislandschools.org
Mercer Island High School: www.mercerislandschools.org
School Closures/Emergency ListServe: Sign up at flashalert.net
MIHS PTSA: www.mihsptsa.org
MIHS PTSA President: Ivy Suzuki-Jaecks, president@mihsptsa.org
Announcement ListServe: Subscribe by sending parent first and last name, the current grade level(s) of your high school student(s), and any email addresses you would like added to mihsnewsletter@hotmail.com
Skyward Login / Password: Mary Newcomer, 206-236-6336, mary.newcomer@mercerislandschools.org
Skyward – to check grades: www.family.mercerisland.wa-k12.net
Clubs & Activity List: www.mercerislandschools.org
Clubs & Activities Coordinator: Jamie Prescott, jamie.prescott@mercerislandschools.org
Sports List: www.mercerislandschools.org
General Information

ANNOUNCEMENTS
Announcements will be limited to new or urgent information not listed in our Daily Bulletin. Announcements must be submitted to the Main Office in writing, one day in advance. Once approved by an Administrator, they will be read over the intercom daily.

BICYCLES, SKATEBOARDS, SCOOTERS, ROLLERBLADES
Students are not allowed to use bicycles, skateboards, scooters or rollerblades on campus.

BUILDING HOURS
The building is open for student use from 7:30 a.m. to 4:00 p.m. (when outside doors are unlocked) Monday through Friday.

CAREER CENTER
Located in the Counseling Office, the Career Center is a resource center for post high school planning. Materials available for students include; college catalogues, vocational technology schools’ information, scholarship information, military programs, study abroad, testing information and summer programs.

CELL PHONES AND OTHER ELECTRONIC DEVICES
Cells phones and other electronic devices may be used in class for educational purposes. Individual teachers will determine the parameters for appropriate educational use and communicate the expectations and guidelines to students. If a student does not follow the expectations and guidelines outlined by the teacher, he/she may face disciplinary action per Administrative Policy 3241P.

CLOSED CAMPUS (FRESHMEN)
Freshmen must remain on campus during their school day.

CLUBS AND ORGANIZATIONS
There are many clubs and organizations that students can become involved in. Students can find out more about these and other clubs by contacting our Activities Coordinator or the Main Office.
Examples of current club offerings: Chess Club, Computer Club, CSE, Green Team, Game Club, International Club, Key Club, Kids Corps, Math Club, Mock Trial, National Honor Society, Natural Helpers, S.A.V.E., Senior Service Club, Ultimate Frisbee etc.

COLLEGE LETTERS OF RECOMMENDATION – TEACHER AND COUNSELOR
Seniors who need a letter of recommendation from a counselor and/or teacher as part of the private college/university admission application process should follow the following steps:
   1. During second semester of junior year or first semester of senior year, student requests letters of recommendation from teachers and counselors
   Teachers and counselors limit their total number of letters so student must verbally receive assurance their letter will be written. It the students’ responsibilities to research how many letters are required of each private college/university.
Colleges/universities never ask for more than two teacher letters. It is suggested a teacher from the students’ junior or senior year associated with the current curriculum strength and/or the course of study to be pursued during college, write the letter. If the student is unsure of their future course of study, colleges/universities often suggest one letter from the Math/Science subjects and one from the English/Social Studies subjects.

2. **At least one month prior to students’ first application deadline, or whatever deadline teacher/counselor decides, give the teacher/counselor writing the letter all the documents they request**
   Most often teachers will need a student resume, unofficial transcript and Teacher Recommendation Form. Teacher Recommendation Forms are available in the Counseling Center and online at the student’s Naviance/Family Connection Account, at the “Document Library” link.

3. **Student requests the teacher on their Naviance/Family Connection Account and adds their list of colleges and application deadlines**
   After the teacher/counselor letters of recommendation have been written and submitted to colleges/universities, students may track the process of colleges downloading and receiving letters. If the colleges/universities do not digitally receive such documents, students must provide business size envelopes, stamped and addressed to their colleges/universities. The teacher/counselor will provide the return address.

4. **Student requests for recommendation letters written by counselors should follow the same steps outlined above**
   Private colleges/universities applications also require a form, commonly called “Secondary School Report”, “Counselor Report” or “School Report.” On this form, counselors are asked to tell about the student. MIHS counselors choose to further advocate for students by writing a full-length letter. Either the student’s alphabetical counselor or the college counselor can write this letter.

Further, more detailed information will be presented to seniors in September of their senior year. Also in September, parents of seniors are strongly encouraged to attend the Senior College Lecture Night, presented by MIHS PTSA and the high school college counselor. Dates and times will be available in PTSA Newsletters and via Naviance EBlasts.

**COMMUNICATION GUIDELINES**

- Be respectful.
- Keep an open mind. Be positive. Ask questions before reaching conclusions.
- Search for solutions, not blame. Be flexible.

Talk to your teacher(s) sooner rather than later if you feel you need help, a clarification, or a recommendation. Try to take care of as much as you can directly with your teacher. If you still feel a situation is not resolved, (and you are entitled to feel this way), ask for help from your counselor, an administrator or your parents. Do not wait until it is too late; you are your own best advocate!

Pay attention to the Daily Bulletin and all announcements. Take an active role in finding out the things you need to know, such as application deadlines, making appointments with
counselors, and test dates. Follow through; do not give up if you have to ask more than once.

**COMPUTER LABS**
The high school has three classroom computer labs. In addition, students have access to computers for information and for word processing in the Library and Career Center. Students must follow *Electronic Resources Procedure.*

**COUNSELING SERVICES**
Counseling Office (206) 236-3354
The Counseling Department assists students and their parents in high school planning and decision-making. They work closely with administrators to ensure that all students are as successful as possible. Some of the programs and services they oversee include:

- High School, College, Career planning/counseling
- Technical/Vocational Programs -Voc-Tech Institutes, and Tech-Prep
- Advanced Placement, SAT and ACT Testing
- Personal Issues and Crisis Intervention
- Alternative Education Programs and Resources
- Special seminars and workshops
- Parent Consultation
- Community Referrals and Resources

Students and/or parents may schedule conferences with counselors to discuss topics such as school plans, college requirements, scholarships, and personal problems. It is helpful for students and/or parents to make appointments in advance.

**Resource and Referral Center (R & R Place) (206) 236-3290**
The Resource and Referral Place (R and R Place) is a school-based satellite office of Mercer Island Youth and Family Services. The two full-time R and R counselors are available to provide individual and family counseling as well as substance abuse services. Students can drop in or make an appointment for confidential help with personal issues. If needed, the R and R staff can help with referrals to local agencies that provide more specialized services for young people and their families. Students are encouraged to visit the R and R before or after school, during a free period and at lunchtime.

**Drug and Alcohol Counselor (206) 236-3363**
A drug and alcohol counselor is responsible for running recovery classes; for ongoing student counseling, advice and support; and for student assessments. In addition, this counselor initiates and supports programs, workshops, and other activities that promote a healthy, drug free life style.

**COURSE EXPECTATIONS**
In order to encourage students to resolve differences they have with a teacher's policies or decisions, all teachers are required to state their class expectations in writing and provide each student with a copy. Open lines of communication are necessary to insure maximum learning and understanding. Students are expected to understand the course expectations for each of their classes.
CREDIT FOR OFF CAMPUS COURSES
Students may take courses for credit from accredited off-campus institutions. Credit requests must be approved prior to the start of the course by submitting a Request for Off-Campus Course Credit form to the Registrar. Forms are available in the Counseling Center or online on the Counseling Center webpage. Credit earned for off-campus courses will be indicated on the MIHS transcript as “CR” (credit). The grade earned at the off campus institution will not be included on the MIHS transcript or computed in the MIHS GPA. A list of all courses from outside accredited institutions for which MIHS has syllabi on file is available on the MIHS Counseling Center webpage via: www.mercerislandschools.org and in the Counseling Center.

CREDIT FOR OUTSIDE-OF-THE-SCHOOL DAY ACTIVITIES
Directed Athletics
- Maximum of 1 credit total may be earned for Directed Athletics/Off-Campus Athletics or combination of the two.
- Students participating in the MIHS supervised competitive sports program may receive a maximum of one year PE credit toward the two years required for graduation.
- Documentation of participation is monitored by the Head Coach and the Athletic Director.
  Directed Athletics will be entered as a class on the students’ transcript. 1 season = 1 semester (.5) credit; maximum 2 semester (1.0). Graded Pass/Fail.

Off-Campus Athletics
- Max. total of 1 credit may be earned for Off-campus Athletics /Directed Athletics/or combination of the two
- Students who wish to receive credit for participation in a physical education program not under the supervision of the school must fill out an Off-Campus Athletics form (available in counseling center) and submit it to the Athletic Director for pre-approval.
- There must be a responsible adult who agrees in advance to monitor and record the student's attendance and participation and certify credit requirements were met.
- Upon completion of the activity the form must be submitted again to the Athletic Director for his signature.
- As with Directed Athletics, a maximum of one year physical education credit toward the two year graduation requirement may be earned. 75 hours = 1 semester credit (.5); maximum 2 semesters (1.0). Pass/Fail. Not counted in GPA. The transcript will reflect that this was an off-campus credit.
- Off-Campus athletics must be a sport or activity not currently offered at the High School

Off-Campus Fine Arts
- Students who wish to receive credit for Fine Arts instruction outside of school must fill out an Off-Campus Fine Arts form (available in the Counseling Center) and submit it to the Fine Arts Director for approval before credit may be earned.
- There must be a responsible adult who agrees in advance to monitor and record the student's attendance and participation and certify that credit requirements were met.
- A maximum of one semester (.5) or half the one full year Fine Arts graduation credit may be earned. 75 hours = one semester credit. Pass/Fail. Not counted in GPA. The transcript will reflect that this was off-campus credit.

**CREDIT FOR ONLINE LEARNING**

Mercer Island High School has a special partnership with the Office of the Superintendent of Public Instruction that allows students to enroll in selected online courses for MIHS credit. For more information or to register for a Digital Learning Department course, please visit the Counseling Center webpage via: www.mercerislandschools.org or talk with your counselor.

Additional online learning opportunities are available through other online providers. These are considered off-campus courses (see above for additional information regarding credit). Information about these opportunities is available on the Counseling Center webpage via: www.mercerislandschools.org and in the Counseling Center.

**CREDIT FOR COMPLETION OF HIGH SCHOOL COURSES PRIOR TO 9th GRADE**

Some core high school courses completed prior to 9th grade may be eligible for inclusion on the high school transcript. During their junior year students will be informed of the process to elect this option.

**DAILY BULLETIN**

Daily Bulletins are available in the Main Office and school website, www.mercerislandschools.org, every day. The Bulletin is read during Bridges on Wednesdays, over the school intercom the first five minutes of 3rd period on Mondays, Tuesdays and Thursdays and during video announcements the first five minutes 3rd period on Fridays.

Anyone wishing to submit an item for the bulletin must leave it in the appropriate box in the Main Office or email mona.floyd@mercerislandschools.org by 12:00 p.m. the preceding day. Student announcements must be approved by an Administrator or a faculty advisor.

**DANCES**

During the school year students are invited to attend the three major dances as well as any planned dances after Athletic Events. Major dances are the Homecoming Dance, Winter Tolo, and the Senior Prom. Dance dress guidelines for the major dances, with the exception of Prom, are semiformal. Tuxedos and long dresses are not appropriate for the informal dances, and, although they are acceptable at Prom, they are not necessary for the Tolo. ASB cardholders will benefit from a reduced price to all dances. Guest Passes must be picked up in advance from the Main Office. All school rules including use of tobacco, alcohol and illegal drugs will be upheld at our dances. Once a student has entered a dance, he/she is expected to stay within the facility. Those who elect to leave the dance will not be re-admitted.
DOORS CLOSE AT 10:30 PM.
NO ONE WILL BE ADMITTED AFTER THE DOORS CLOSE WITHOUT THE APPROVAL OF THE ADMINISTRATORS IN ATTENDANCE.

DELIVERY SERVICE / MESSAGES
Special delivery requests (messages, lunches, supplies, homework, flowers, food, birthday gifts, etc.) will not be allowed due to the overwhelming number of requests. Items may be brought to the Attendance Office for pick-up, but will not be delivered to classrooms.

DRESS CODE
Consistent with Administrative Policy 3240, students are expected to conform to reasonable standards of acceptable behavior and are expected to preserve the degree of order necessary for a positive climate for learning. Accordingly, student clothing, including and words and symbols on it, must not disrupt the educational process, create reasonable grounds to believe such disruption may occur, and it cannot be contrary to the educational mission and values of our district. Examples of prohibited dress include:

- Any slogan or insignia on clothing that states or implies intimidation, discrimination, or ridicule based on legally protected status, such as race or gender, is prohibited.
- Any display of words, pictures, or references to profanity, alcohol, tobacco, illegal substances, weapons, guns, or sexual innuendo is prohibited.
- Unreasonably revealing or immodest clothing for the school activity involved.

EMERGENCY PROCEDURES
Each classroom contains an “Emergency Response Guide.” Staff members are familiar with its contents. In general, there are three school-wide emergency responses that students should be aware of:

1) Evacuation
Emergency Bell: Steady sound; every person should evacuate the building. Evacuation routes and reporting zones are posted in each classroom and are to be followed as directed by staff members. In the event of an actual emergency, everyone will proceed to the stadium after direction is given to the Hall Captains via Administrative direction.

2) Lock Down
This will be communicated through the loudspeaker system. Staff Members will lock doors, close shades, move away from doors and windows and wait for instructions.

3) Drop – Cover - Hold
If a life-threatening situation arises (i.e. earthquake) students should take cover and wait until it is safe to evacuate or the Emergency Bell activates.

Extreme Weather Conditions
During the winter season, weather conditions may require a change in bus and school schedules, or possibly the cancellation of bus transportation. Whenever any such change is advisable, notice will be given to the Seattle radio stations for announcement on the morning newscasts starting at approximately 5:30 a.m. Parents and students are urged to listen to the radio broadcasts during extreme weather conditions. Please do not telephone
radio stations, school officials or weather bureaus for information. Such calls slow communication. School schedule changes will also be put on the district information telephone line (206) 236-3366 and on the district website: www.mercerislandschools.org

***THERE WILL BE SCHOOL AS USUAL UNLESS OTHERWISE ANNOUNCED***
Radio announcements covering other than normal operations shall be interpreted to mean "for one day only" unless otherwise specified. If no announcement is made, schools will operate normally. Upon return to school after a closure, the seven (7) period day schedule will be followed regardless of the day that the return falls upon. Therefore, students should be prepared with all work and materials necessary to pick up from where they left off from the previous class when school was in session.

Emergency Information/Student Registration Form
At MIHS we are committed to being prepared in the event of any emergency and accurate emergency information is an important part of this task. Please provide the Registrar your parent/guardian’s accurate work phone numbers, including pager and cell phone numbers, hospital/physician phone numbers, and emergency contact phone numbers. If those numbers change, let the Registrar know immediately. Remember that an “emergency contact” should be someone local, who is willing to pick you up if your parent/guardian is unavailable. Also, new students must complete the “Health Information” section of the Registration Form, and be sure to have parent/guardian sign it. This allows and assists us to secure medical care for you in case of an emergency.

Emergency Listserv (FlashAlert)
The new Emergency Listserv is housed by a different organization and is tied directly to the school closure and late start media broadcast system. All messages of an emergency or safety related nature would be broadcast using this system.

To activate your account, please go to www.flashalert.net and follow these instructions:
1. On the flashalert.net home page, select “Seattle” on the map
2. Select “King Co. Schools” from the Organization Categories
3. Select “Mercer Island SD”
4. Enter your email address and click “Subscribe”
5. Confirm your email address, select a password and click “Create your Account”
6. You may then enter up to two additional email addresses
7. Email addresses must be validated. Be sure to click the link “Click here to send validation message” and then enter the code from the message. You must do this for every email account you wish to receive notifications.
8. FlashAlert has an app that will allow you to receive & view push notifications on your tablet or smart phone. Push notifications are faster and more reliable than text messaging. The app is free and available on Google Play and in the iTunes app store.

Announcement Listserv (Constant Contact)
The Announcement Listserv is divided by class and will be used to communicate timely announcements and event reminders. This will augment the PTSA newsletter.
To subscribe, send an email to: mihsnewsletter@hotmail.com with parent first and last name, any email addresses you would like to add and the current grade level(s) of your student(s).

**FEES**
The assessment of fees must be consistent with the following stipulations:

- **ASB Cards**: Associated Student Body cards are available for purchase by students at the beginning of each school year on Fees/Photos Days or in the ASB Office. Cost of the ASB card is $70 per year. All students who participate in athletics, music, debate or any other student activity funded by the ASB Budget must purchase these cards. ASB cardholders receive a reduced price to school dances and athletic events.

- **Athletic Participation**: A $205 fee shall be required each sports season for participation in interscholastic athletics. This fee shall be credited to the high school’s Associated Student Body fund to help cover athletic costs.

- **Music Fees**: Fees may not be charged for use of district-owned uniforms in classes for which credit is given. Students are required to maintain and return uniforms in a clean and pressed condition at their own expense. A fee may be charged to defray transportation costs when ensembles travel to and from performances and competitions. For school owned musical Instruments, an annual non-refundable fee shall be required of all students checking out and using school musical instruments. This fee will be used for general upkeep and maintenance of the instruments due to normal wear and tear.

- **Graduation Fees**: No fee may be charged for graduation. Cap and gown are purchased outside of school (Jostens), but no student shall be prevented from graduation participation by reason of failure to make this purchase. Four complimentary tickets are given to each graduate. There is a charge for each additional ticket.

- **Locker**: No fee is charged for use of lockers.

- **Materials Fees**: Fees for take-home projects may be charged in certain classes. These materials shall be sold to students at cost.

- **Parking Permits**: Senior students may purchase a $75.00 fee per semester for a student-parking permit. Assigned parking spaces will be issued with the parking permit. Students must have all fines and materials paid and returned in order to be eligible for parking.

- **Student Activity Fees**: Fees may be charged in those areas where student participation is not required and credit is not given.

- **Art Fees**: All art classes have a $35 lab fee, Photography has a $45 lab fee plus material charges, and AP studio art is $45.

- **Yearbook**: Each year MIHS publishes an annual yearbook, which may be purchased for $65. Students wishing to purchase the yearbook should do so on Fees and Photos Day, before school or during the fall quarter in the ASB office. Yearbooks are not available for sale at the end of the school year.

- **iPAd Insurance Fee**: An optional $25 insurance fee covering accidental damage of the iPad is available. More information is available at Fees & Photos day.
FINES
The assessment of fines must be consistent with the following stipulations:

Overdue library books, paperback materials: The following fines will be assessed for library materials:

<table>
<thead>
<tr>
<th>Material Type</th>
<th>Check-out Duration</th>
<th>Late Fee Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most books</td>
<td>2 weeks</td>
<td>$.10/day</td>
</tr>
<tr>
<td>Reference books</td>
<td>Over-night</td>
<td>$.10/day</td>
</tr>
<tr>
<td>Magazines/SIRS</td>
<td>3 days</td>
<td>$.10/day</td>
</tr>
<tr>
<td>Vertical files/materials</td>
<td>3 days</td>
<td>$.10/day</td>
</tr>
</tbody>
</table>

Students may not check out textbooks for the new academic year until textbooks checked out for the previous year(s) are returned or paid for.

- **Late Textbooks:** Students will be assessed a fine of $5.00 for all textbooks turned in after the due date established by the teacher. If a student drops a class, a late fine or assessment cost for the textbook will be assessed after one week.
- **Lost Textbooks/Library Materials:** Students will be assessed the replacement cost for all lost textbooks and library materials.
- **Damage to Textbooks/Equipment/Buildings:** Actual repair or replacement costs shall be charged for all damage to school textbooks, equipment or buildings.
- **Lost School-Owned Equipment:** The replacement cost of all lost school equipment will be assessed to students including but not limited to: sports uniforms, music uniforms, and music instruments.
- **Parking Fines:** Vehicles parked illegally will be subjected to ticketing. A fine of $50 will be charged for the first violation, $75 for the second violation, and $100 for the third violation and the car will be tagged for towing. All parking fines are due at the time of violation.
- **IPad Fines:** Students will be assessed a fine for missing cables, charging blocks, iPad or iPad damage (if insurance is not purchased).

GRADING
In accordance with District Policy, marks indicating achievement which meet standards for receiving credit will be: A, A-, B+, B, B-, C+, C, C-, D+, D, F

Using the State 11 point Grade Table, GPA's will be calculated on the following basis:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Grade Point Average (GPA)
Each student’s “grade point average” shall be the sum of the point values, as defined previously, of all the marks/grades received for all courses attempted divided by the sum of the credits for all courses attempted.

The grade point value shall be rounded by multiplying the numerical value of the mark/grade earned by the number of credits assigned to the course.

Grade point averages shall be calculated to two decimal places and reported for each trimester/semester or other term and for the cumulative credits earned for all courses attempted.

All marks/grades for all courses taken shall be included in the calculation of grade point averages except for:

1. Non-numerical marks/grades shall be excluded from the calculation of grade point averages; and
2. The lowest mark/grade earned for a class/course taken more than once to improve a mark/grade shall be excluded from the calculation of grade point averages.

This exception shall not apply to recurring courses. Recurring courses are not considered repeated courses taken for the purpose of improving a mark/grade. Recurring courses are those taken by a student to further develop their understanding and skills in the subject (e.g., journalism, advanced art or drama, concert band, etc.), or is taken by the student more than once to satisfy different credit requirements (e.g., advanced drama taken three times to meet an elective requirement, an art requirement, and the occupational education requirement).

Incomplete Grades
- **“IN” Incomplete**
  On occasion, where a student has had an extended excused absence during a grading period, the temporary mark, “IN”, may be used to indicate an incomplete. If the minimum requirements are met within a reasonable amount of time, determined by the teacher, the mark will be changed to a Pass or a letter grade. If these requirements are not met within the allotted time period, the mark shall be changed to an “F”.

- **“IP” In Progress**
  Courses in progress but not completed by the end of current grading period (restricted use for Crest, Vocational Programs, Community Colleges, Sales/Marketing Lab). If a teacher in the general classroom converts a student to the SWOW (Schools Without Walls) program, the IP can be used until the contract is completed or broken.

HEALTH, MEDICINE & MEDICAL EMERGENCIES
- The health room is located in the Counseling Center. Sign in and out with School Nurse, or Health Room Aide. The School Nurse is available 2-1/2 days a week, but students can page her for medical concerns/questions anytime. Pager - 206-975-9247.
• No medication is available except as prescribed (see below MEDICATIONS). Any student taking prescription medication during school hours must have a signed medication authorization form on file in the health room.
• In general, no more than 1 hour of class time should be spent in the health room. When a student needs to spend time in the health room he/she needs to sign in and out.
• If a student becomes ill at school, he/she should contact a parent to arrange to go home and sign out in the nurse's office located in the counseling center. If a student cannot make these appropriate arrangements, he/she can stay in the health room until such arrangements can be made.
• All accidents and injuries must be reported to the Health Room. The nurse will be contacted, if present, otherwise the parents, guardian and/or the family doctor will be consulted for assistance.

Health Concerns
Health information is confidential. Staff members are notified only if the student health concern may affect their performance in class. To report changes, leave the school nurse a confidential message, 206-236-3377. If you have a life-threatening medical condition such as severe allergies, severe asthma, diabetes or epilepsy, please notify the school nurse as soon as possible to work out a plan of action.

Medications
If you must take any medications at school (includes prescribed or over-the-counter), your parent or guardian and health care provider must first complete a district-approved Medication Authorization Form. This is for your protection. To request a copy of this form be mailed to you, call 206-236-3377, and leave your address or print forms from the district website, www.mercerislandschools.org.

INSTRUCTIONAL MATERIALS
Students are responsible for the proper care and return of loaned materials. If a student has not returned a school textbook, the missing textbook must be paid for or returned before another textbook in that department will be issued. When supplemental books or equipment are required for a course, students have the option to purchase the items or to borrow them from the library or from their classroom teacher.

INSURANCE
Any MIHS student may purchase insurance coverage provided by the Schools Insurance Association of Washington. Information on this coverage may be obtained in the Main Office.

LIBRARY - MEDIA CENTER
The library is a quiet place for study, research and reading. The librarian and staff are anxious to help you with your information needs. Library hours are 7:00 am until 3:30 pm. No food or drinks are permitted. A copy machine is located in the library (15 cents a copy) A complete list of rules and procedures can be found on the Library’s website at: www.mercerislandschools.org
**LOCKERS**
Lockers will be available at no charge on a limited basis for students who request them. These will be distributed in September. Students should not keep anything of value in their lockers, or give out their locker combinations. The school is not liable for stolen or damaged articles. There is neither right nor any expectation for privacy of lockers. School officials have the right to search and examine the contents within them. Students should report immediately any damaged or malfunctioning locker to the Main Office. Each and every locker in the school building shall be subject to inspection by authorized personnel. No locker shall be left unlocked and unattended at any time. The student shall be responsible for any and all items found in the locker, regardless of whether the student claims or admits to own them.

**LOST AND FOUND**
Lost and found boxes are in the Attendance Office. If items are not claimed after one month, they are donated to Mercer Island Family and Youth Services.

**OPEN PERIODS: AREAS FOR OPEN STUDY**
If a student has an open period in his/her schedule the expectation is that the student will be in one of the following areas:

- Library - open access for quiet study
- Commons - conversation, study, snacks, refreshments
- Outside - courtyard/amphitheater
- Counseling Center - to see counselors
- Career Center – open access for quiet study
- With a teacher, if the teacher has a free period.

**PARKING**
Mercer Island High School operates supervised parking lots for staff and students. There are a limited number of spaces that can be provided to students, staff and visitors. The school administration has the final authority on all parking matters. The owner/driver of the vehicle shall be solely responsible for cost of any infractions, fines, or for the cost of towing. Students who live within the 1-mile walk zone are not eligible for parking.

**Before each semester begins**
Students with a valid driver’s license who are “in good standing” * can apply for a parking space in Student Parking Lots. Since parking is limited, these parking spaces are usually allocated to seniors only. Juniors may also apply when there are spaces available, after all seniors, who applied on time, are allocated their spaces. Students will be notified about the procedure for applying and when applications for parking will be accepted.

Parking on campus is a privilege, not a right, and may be disallowed if abused or for other reasons determined by the school security officer or administration. See details in Parking Violation section.

**Procedure for Allocating Spaces in the Parking Lot**
The administrator responsible for the Parking Lot will develop the application process and communicate this to all students. The administrator will work with a Review Group that includes the other administrators and the Security Officer to identify those who need a
specific parking spot & students who are not “in good standing”*. Applications from students not in good standing will not be accepted; the administrator will discuss this with these students and their parents if necessary. The administrator will conduct a lottery for distribution of parking passes as needed.

*A student is “in good standing” if the student:
- Has demonstrated a strong academic focus and is not failing any classes
- Has demonstrated good conduct to promote the safety of the school
- Has no more than 5 unexcused absences during the semester--- Effective beginning of 2nd semester of the 2017-2018 school year
- Has no more than 2 parking violations during the semester and has paid parking fines--- Effective beginning of 2nd semester of the 2017-2018 school year
- Has paid all ASB fees and fines for the semester

*Reasons for a student to be considered “not in good standing” include, but are not limited to, the following:
- Has 3 or more Parking violations
- Has unpaid ASB fees or parking fines
- Has demonstrated conduct detrimental to the safety of the school
- Are discourteous in the neighborhood – littering, excessive noise, disobeying no parking

**ASB Applications and Finances**
Parking spaces at Mercer Island High School are limited and students are encouraged to carpool, walk, or use public transit when possible. The ASB Accounting Clerk will accept Parking Applications within the timeline established each semester and permits will be dated and issued by grade level seniority and on a first come, first serve basis. MIHS will allocate the limited spaces in a consistent and nonarbitrary fashion each semester. That said, the District will provide reasonable accommodations, such as parking, so that students with disabilities can enjoy the benefits and privileges equal to those enjoyed by other student.

Student parking spots will be allocated in the following order:
1. Senior students with 504s or special needs implicating mobility limitations;
2. Seniors who have applied and provided payment, on a first come first served basis. If there are more Senior student parking applications than parking spots, a lottery will be held to allocate parking spots.
3. If spots remain available after all Seniors who timely applied have been allocated parking, the application process will be opened up to Juniors. Juniors with 504s or special needs implicating mobility limitations will be considered first.
4. Any remaining spaces will be opened up to Junior applicants. As for Seniors, applications will be accepted within an advertised time frame and spaces will be allocated using a lottery system. a lottery will be used to allocate parking spots.
If a student feels that a parking space is a reasonable accommodation for a disability, that student should contact their alpha-Administrator to ascertain what, if any, accommodations are appropriate.

**Fees for Parking**
- Individual student parking passes will cost $75 per semester.
- Parking passes are distributed at the beginning of each semester and must be displayed on the car with parking privileges.
- Lost or misplaced parking passes should be reported to the Administrator and a replacement may be purchased for $15.

**Security and Enforcement**
- The School Security Officer is responsible for security and enforcement in the parking lots. Vehicle information and allocated parking spots will be kept on file in the Security Office. The Security Officer is also part of the Review Group that includes all administrators when parking spots are finalized.
- The lots will be monitored by the School Security Officer and any parking violations will receive a fine. Tickets will be placed on the windshield. All tickets will be paid in full by the end of the semester.
- *See Parking Violations and Fines for more detail.*

**Mercer Island Police Department**
MIPD officers routinely monitor the roads and parking lots on campus and may impose fines and sanctions, in addition to those imposed by the school.

**Staff and Visitor Parking:**
- All visitors must park in designated visitor spaces, numbered 1-17, located in front of the school and must register their vehicle in the Main Office. Visitors AND STUDENTS should NOT PARK in numbered staff parking spots.
- Electric Car Charging Stations are available in spaces 18 and 19.
- Administrator parking spots are reserved for administration 24/7, seven days a week.
- Any student who parks in the Visitors spots or illegally may be ticketed and/or towed.

**Student Parking:**
Student Parking spots are by Parking Permit only from 7:30 am-3:00 pm Monday through Friday

**Parking Violations:**
The following Parking violations will result in a ticket:
- A student’s parking pass is NON-TRANSFERABLE. Students have a pass to park in their allocated parking spot only. The Parking spot is posted on the Parking Permit. Only that parking spot may be used by the student.
- A student’s Parking Permit must be displayed anytime the car is in the parking lot.
- Parking in unauthorized areas—fire lanes, bus zones, numbered staff, handicapped spots, visitors’ spots, curb, etc.
• **Speeding or unsafe driving in the Parking Lots** will result in a fine and/or loss of parking privileges.

**Parking Fines:**
• 1st offense-Warning or Parking fine of $50
• 2nd offense-Second fine of $75
• 3rd offense-Third fine of $100 and a warning about loss of Parking privileges
• 4th offense-Loss of parking privileges for the remainder of the year

All fines must be paid in full by the end of each semester. Fines not paid will prevent a student from purchasing dance or graduation tickets until the fine is paid in full. The Security Officer will monitor parking tickets and submit a copy to the ASB Accounting Clerk for tracking payment.

**Appeals:**
Violations and fines may be appealed to the Parking Lot Administrator.

Any requests for change of parking spot or questions about parking will be referred to the Administrator in charge of parking.

**PASS/FAIL OPTION**
A student may opt to take one course a semester on a pass/fail basis. This semester grading option is available once each semester. Forms are available in the Counseling Center. They must be submitted within ten (10) days following the posting of first quarter grades for first semester and within ten (10) days following the posting of third quarter grades for second semester.

**PROGRAM OF STUDIES**
The Mercer Island High School *Program of Studies* is a valuable tool to help students plan their four-year educational program. It describes the academic rigor and diversity of our curriculum. The many options allow you to individualize your course of study to meet individual objectives, learning needs and interests. In addition to describing courses, the *Program of Studies* provides information about graduation requirements, credits, grades, career options, Advanced Placement courses and special programs. Please consult with your parent/guardian and counselor as you use this guide to design your high school program.

**REGISTRATION / COURSE SELECTION**
Student registration takes place in the spring for the following school year. A full course load is 6 classes or course equivalent. The courses students register for determine the number of sections needed for each subject. Students receive their schedules in mid-August. Counselors are available during scheduled days in late August to review schedule changes requested for academic reasons.

Typically, only the following technical problems will be considered an academic reason for schedule change:
- Course out of sequence
- Course prerequisite not yet met
- Course needed to fulfill graduation requirement

Students who meet the schedule change criteria are asked to:
1. Fill out an Add/Drop Form for each course change and submit it to the Counseling Center.
2. Understand that their entire schedule may change as a result of their request.
3. Follow original schedule until informed of official change to schedule.
4. Students who request an Add/Drop in late August will find out if their request was granted when all students receive their new schedule on the first day of school.
5. All schedule changes must be completed by the 5th class day of the first semester or the 3rd class day of the second semester.

Five Course Minimum
All students are expected to be enrolled in a minimum five (5) courses or credit equivalents during any semester. All athletes/drill team members/cheerleaders must be enrolled in and passing 5 classes or course equivalents to be eligible to participate in activities. Freshmen are required to be enrolled in six courses.

Adding/Dropping a Class
- Students will be allowed to add a class during the first five (5) class days of the first semester or first three (3) days of second semester.
- If a student withdraws from a class within the first five (5) weeks of a semester class, no record will appear on the transcript. If a student withdraws after the fifth week, a “W” is posted to the transcript. The “W” grade will be a matter of record on the transcript and will not be computed in the grade point average. To drop a class, students need to complete an Add/Drop Form from the counseling office and obtain parent and teacher signatures.
- **No student will be dropped from a class within ten days of the final exam.**
- After the first five weeks, if a student changes levels (i.e. drops Spanish 2 and adds Spanish 1 or drops Algebra 2 and adds Geometry), the dropped course will appear on the transcript with a “W” grade. This will remain on the transcript even if the student retakes the course at a later date.
- After the first five weeks, if a student changes from an AP version of a course to a non-AP version of the course (i.e. drops AP US History and adds regular US History) the dropped course will appear on the transcript with a “W” grade. AP courses have very specific syllabi, so moving from AP to non-AP constitutes a course change that must be recorded on the transcript. This “W” will remain on the transcript even if the student retakes the course at a later date.

New Student Registration
Registration papers can be downloaded from the Mercer Island District website; www.mercerislandschools.org or by picking up a Registration Packet from the Main Office. Completed packets are returned to the Main Office. Once the paperwork has been reviewed, a counselor appointment for the new student and his/her parent/guardian will be made.
**SIGNS/POSTERS/DISPLAYS**
All posters should adhere to appropriate standards of decency and respect. Staples or tape of any type may not be used on plasterboard walls or any painted surface. Please use tack strips. Tacks are available in the Main Office. Posters should be removed once they are out of date. Posters must be reviewed by an administrator. Posters without approval will be removed. Community announcements may be placed on the Community Service Bulletin Board with administrative approval.

**STOLEN ITEMS**
1. Report theft immediately to the Security and Main Offices.
2. Complete a *Theft Report Form* with the Security Office.
3. Notify Security Office if your locker is damaged.
4. Report theft to police if the item is of significant value.
5. If you suspect or have any vital information concerning an individual(s) relative to the missing item(s), notify an administrator.

**TESTING**
The Counseling Center provides information on many tests and administers others.
- SAT I and II are given seven times during the year at various test centers.
- ACT is given five times during the year at various test centers.
- PSAT/NMSQT – is SAT practice and are used by the National Merit Scholarship Corporation to determine eligibility for scholarships and provide recognition to those who do well on the test.
- PLAN – is ACT practice, targeted for sophomores and provides information for career and college planning.
- ADVANCED PLACEMENT TESTS – are given in May. AP tests are offered in a variety of subject areas. Students who score well may receive college credit.
- Smarter Balance Assessment Consortium Test (SBAC): 10th & 11th grade students take this exam in English Language Arts & Math during May.
- END-OF-COURSE EXAMS – 10th, 11th & 12th grade students take End-of-Course Exams in Math and 10th grade students take End-Of-Course Exam in Biology.

**TRANSCRIPTS**
Transcripts are a cumulative academic record of all classes taken during grades 9 – 12. The student’s academic record and status on graduation requirements are available online through Skyward Family Access. Senior year, final official transcripts are mailed at the end of June according to the directions given by the student at senior clearance. After a student graduates from high school, transcripts can be ordered for $5.00 each from the Registrar. Order forms are available online or from the Registrar’s Office in the Counseling Center.

**VISITORS**
All student visitors need to be approved by the administration and the *Pre-Arranged Student Visitor Authorization Form* ensures this happens. Forms are available in the Main Office. Our policy is student visitors are not permitted to visit if they live in the Puget Sound area, unless they are considering transferring to MIHS.
All visitors must have a visitor badge and must sign in in the Main Office. Visitors may only park in the designated visitor’s parking spaces numbered 1-13 in the front parking lot. If visitors park in numbered spaces in any lot, they may be ticketed, fined and/or blocked in by student or staff vehicles.

**WEBSITE**
This handbook can be found online at:  www.mercerislandschools.org

Up-to-date schedules, bulletins, school and PTSA details can also be found on the MIHS website.

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**Mercer Island School District**

**EFFECTIVE COMMUNICATION**

*Board Policy 4217*

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 individual requesting accommodation.

Auxiliary aids and services will be provided for any school-initiated program, activity, meeting, or service, which may include:
1 Parent/teacher conferences
2 ESE/IEP/504 meetings
3 Conferences or hearings involving student corrective action
4 Planning meetings
5 Interviews for District employment
6 Interactive meetings regarding accommodations
7 Graduation ceremonies
8 Field Trips
9 School Performances or Sporting Events
10 Board Meetings
11 Website information, including on-line information regarding curriculum, policies, and Board materials and agendas
12 Reports of student grades and academic progress
13 Parental alerts regarding school closures or events
The Superintendent is granted the authority to develop procedures in order to implement this policy.
Channels of Communication to improve efficiency and efficacy to best address student concerns about:

- **Academics**
  - Check teacher website/syllabus
  - Check skyward for grades/missing assignments
  - Email teacher with concern/discrepancy
  - Student conversation or meeting with teacher
  - Parent/Student meeting with teacher
  - Parent/student/teacher/counselor meeting
  - Meeting with Alpha Administrator

- **Peers**
  - Depending on the issue:
  - **MIYFS Counseling Support**
    - Drug/alcohol
    - Suicide prevention
    - Emotional needs
  - **Alpha Administration Support**
    - Bullying
    - Harassment
    - Intimidation
    - Discipline
    - Safety

- **Athletics**
  - Athlete/Coach conversation
  - Athlete/Coach/Parent meeting
  - Athlete/Coach/Parent /Athletic Director meeting

**Principal (Appeals Process)**

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**Alpha Principals**
- A-Le: Henterson Carlisle
- LF-Z: Jamie Prescott
- Athletics: Mark Znuda

**Alpha Counselors**
- A-F: Susie Brown
- G-Le/WaNic: Susan Sutherin
- LF-R: Scott Churchill
- S-Z: Kathleen Stearns
- College: MJ Hillstrom

**MIYFS Counselors**
- Cathy Gentino
- Chris Harnish (Drugs and Alcohol)
MIHS Policies and Procedures

Academic Integrity Code

Mercer Island High School is committed to providing an atmosphere which values truth, integrity, personal accountability, and respect for the rights of others. To this end, academic dishonesty is strictly prohibited. Academic dishonesty occurs when students obtain or assist others in obtaining credit for work which is not their own.

To help students achieve their maximum academic potential, the Mercer Island High School community will promote an environment, which fosters integrity and honorable conduct. Administrators, faculty, students and parents share the responsibility for maintaining an atmosphere in which personal accountability is valued. The constant theme must be honest evaluation of student progress demands honest work by each learner and students must be fully responsible and accountable.

Procedures:

- During the first week of classes, teachers will clearly define honest and dishonest academic work in all of their classes by discussing expectations and the importance of honest effort.
- Teachers will inform students of procedures and practices relating to examinations, homework and class work.
- Teachers will advocate the importance of honesty by employing teaching and testing strategies that reduce the opportunities for dishonest behavior.

Definition of Academic Dishonesty

Academic dishonesty occurs when students obtain or assist others in obtaining credit for work which is not their own.

Student Expectations for Academic Honesty

- Students must conduct themselves according to the highest standards of personal integrity.
- Students will not use dishonest methods to fulfill academic expectations and responsibilities.
- Whenever students have a question about this code, they should ask their teachers.
- Study or homework collaboration is not considered academic dishonesty unless prohibited or limited by procedures/expectations established by the teacher.

Examples of academic dishonesty include, but are not be limited to, the following:

- Communicating with another student during an examination or quiz;
- Copying material during an examination or quiz;
- Allowing a student to copy from one’s examination or quiz;
- Using unauthorized notes or devices;
- Submitting falsified information for grading purposes;
- Obtaining a copy of and/or information about an examination or quiz without the knowledge and consent of the teacher;
• Submitting a paper or project which is not the student’s work;
• Copying another person’s assignments;
• Allowing another student to copy one’s assignment;
• Removing examinations or parts of examinations without the knowledge and consent of the teacher;
• Impersonating a student to assist the student academically;
• Having another student impersonate the student to assist academically;
• Stealing or accepting stolen copies of tests or answer sheets keys;
• Changing answers and seeking credit on an assignment or examination after the work has been graded and returned;
• Altering a teacher’s grade book;
• Falsifying information on applications (e.g., college scholarships);
• Using computers, programmable calculators, or other electronic devices in violation of guidelines established by the teacher;
• Using professional help such as an author, expert, or purchased service in violation of guidelines established by the teacher;

• Unlawfully copying computer software or data created by others;
• Misusing school computer systems which are used for student, staff or administrative purposes; and
• Any other violation intended to obtain credit for work which is not one’s own.

Plagiarism Definition
• Plagiarism can be intentional or unintentional, but is academically dishonest regardless.
• Some obvious forms of intentional plagiarism include submitting a current or former student’s paper as your own, purchasing or finding a paper on-line and submitting it as our own, or cutting and pasting chunks of “research” from another source and inserting it into your paper without proper citation and quotation.
• Perhaps the offense most students seem to think is NOT plagiarism, but in fact constitutes plagiarism, is rephrasing an encyclopedia article without proper citations. Even if rephrased, the student is still passing off the ideas of another person as their own—this IS plagiarism.
• Students also commit plagiarism when they submit assignments that were not assigned as group or collaborative assignments, but were worked on with other students. Again, this can be intentional or unintentional, but still constitutes plagiarism. Unless specified by the teacher, assignments, including homework, papers, projects, and other assessments, are supposed to reflect the student’s own ideas. If two students submit a similar assignment, such as a paper with similar structure, order of evidence, and/or the same choices of quotations, that are highly unlikely to have occurred by accident, they have committed plagiarism. If one student wrote the paper and the other copied it, both students are equally guilty of plagiarism. This is equally true of homework—if one student copies another student’s homework, both are guilty of plagiarism.
• It is every student’s responsibility to safeguard their work. It is every student’s responsibility to make sure their own ideas, not ideas arrived at collaboratively on non-collaborative assignments, are submitted as their work. Students can have
peers proofread and edit their work, but must submit their own ideas and only their own ideas.

**Reporting Plagiarism:**
- Teachers must report and document plagiarism. The standard punishment for plagiarism is a zero on the plagiarized assignment, regardless of whether intentional or unintentional plagiarism was committed. Teachers may require students who have plagiarized to redo the assignment for no credit. If the teacher deems it appropriate in a specific situation, a student may be allowed to redo a plagiarized assignment for full or partial credit.

**Consequences for Academic Dishonesty and/or Plagiarism**
The following consequences for academic dishonesty, and/or plagiarism, will be applied and implemented by all teachers.
1. The teacher shall investigate and report any incident of academic dishonesty to the student’s Associate Principal.
2. If it is determined that the student engaged in academic dishonesty, the teacher shall assign the student no credit for the academic work or examination involved.
3. The teacher is not required to provide the student with an opportunity to re-submit the assignment or allow for a make-up of any kind.

Upon notification by teachers, school administrators may impose, but not be limited to imposing, the following consequences for a first offense:
1. Notifying parents of the code infraction.
2. In-school suspension not to exceed three days.

Additional or more serious violations of the Academic Integrity Code shall be dealt with more severely. Consequences for any offense beyond the first offense, or a more serious first offense will include, but not be limited to, the following:
1. Meeting with the parent(s)
2. Out-of-school suspension not to exceed three days.
3. Notification of the student’s college counselor and any faculty members writing a college/university letter of recommendation;
4. No public recognition of the student in any senior awards function;
5. Removal from the National Honor Society (if applicable);

Consequences for any offense beyond the first offense or a more serious nature may also include removal from the class without credit in which the additional offense occurred. College or universities to which the student has applied or been accepted to may also be informed of the offense.
Board Policies and Procedures
Appendix to Student Handbook

The following policies and procedures are considered part of The Student Handbook.

The policies and procedures are updated as of August 1, 2017. Any updates during the 2017-2018 school year can be found here: District Policies and Procedures on the web site
ELECTRONIC RESOURCES AND INTERNET SAFETY POLICY

The Mercer Island School District board of directors recognizes that an effective public education system develops students who are globally aware, civically engaged, and capable of managing their lives and careers. The board also believes that staff and students need to be proficient users of information, media, and technology to succeed in a digital world.

Electronic Resources

The Mercer Island School District will develop and use 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.

Internet Safety

To help ensure student safety and citizenship with electronic resources, 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 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.

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

Legal Reference:

Adopted: 11/30/95
Revised: 06/27/02, 03/26/08, 06/20/11, 06/15/12, 07/24/15
Agreement for Use of Mercer Island School District Student iPads

Student Usage Standards for District Provided iPads

- The iPad you will be issued is the property of the Mercer Island School District and is made available to you as a tool for learning.

- This Agreement sets out the iPad usage standards for using the device.

- Like textbooks and other school property, an iPad is assigned to the student and MUST be returned to the District at the end of the school year or upon withdrawal or transfer.

- This Agreement – signed by both student and parent/guardian – is required before an iPad will be issued to a student.

- The use of an iPad is a privilege that can be revoked. Inappropriate use or neglect of an iPad can result in limits to or loss of use of the iPad. **Consequences for inappropriate use** will vary according to infraction, but may include any or all of the following:
  - School discipline code consequences
  - Loss of privileges or increased controls
  - Temporary or permanent loss of iPad

  Violations are subject to conditions of Policy and Procedures 3200 (Student Rights and Responsibilities) and Policy and Procedures 3241 (Classroom Management, Discipline and Corrective Action).

- Use of the iPad is subject to the provisions of Policy and Procedures 2022 (Electronic Resources and Internet Safety).

- Students will bring the iPad to school each day unless otherwise instructed with a full battery charge.

- Students are not permitted to change or otherwise “jailbreak” the device to alter the configuration or functionality that has been established by the district. This means students cannot remove the Apple operating system nor install apps that alter the district’s ability to manage the device.

- Students must not leave the iPad unattended at any time while at school. If a student needs to store his/her iPad during the school day, he/she must follow all school procedures for securing unattended iPads when necessary (athletic events, etc.). The cost of a loss/theft of an iPad due to negligence of the student will be charged to the parent/student and recovered as authorized under Policy and Procedures 3520 (Student Fees, Fines, Charges).

All the iPad applications (“apps”) that students will need for classes will be made available by the district. Students are not allowed to uninstall or modify any application or the operating system in any way. The district reserves the right to remove or disable any student-installed apps, including but not limited to those which are considered inappropriate or that interfere with the learning process. All downloading of applications or other on-line costs incurred by the student for authorized or unauthorized personal use of the iPad are the sole responsibility of the parents/students.
File-sharing, including downloading music, or any other activity that violates copyright laws is not permitted. Any music or other commercial files installed on the iPad must be legally owned by the student user.

### General Handling and Required Care of the iPad

- Student and Parent/Guardian will be charged for any damage resulting from intentional abuse or mishandling, or non-accidental loss or damage to an iPad due to negligence. A police report is required for any stolen iPad. The following are not considered to be accidental damage and repair costs will be assessed under Policy and Procedures 3520 (Student Fees, Fines, Charges):
  - Excessive scratches/wear to iPad exterior caused by failure to regularly use a protective case as determined by MISD staff
  - Intentional marking, defacing, and/or abusing the iPad for student amusement, anger, frustration, etc.
  - Damage caused by tampering with hardware components or operating systems (i.e., jailbreaking) to alter district configuration

- Any loss or theft of an iPad must be reported to the technology support office immediately, so that recovery efforts can be initiated. **Failure to immediately report a lost iPad can result in the student being assessed the full replacement cost of approximately $400.**

- **Do not mark the iPad in any way** with markers, stickers, scratches, engraving, etc. Each Apple iPad is labeled with a district identification barcode. Do not remove this barcode label. Students may personalize the district provided case for easier identification.

- The iPad must remain in a case at all times. Any damage resulting from failure to use a case will result in fees being assessed for the full cost of repairs. If you wish to purchase your own case, the case must provide adequate protection for the edges, corners and surface of the iPad. Students will be provided one case for a student’s iPad at IMS and one case for the student iPad at MIHS. Replacement cases issued to students will result in a $20 charge to the student’s ASB account.

- **Do not insert foreign objects** (paperclips, pens, etc.) into the ports (openings) of the Apple iPad.

- When eating/drinking near the iPad, keep the iPad protected from liquids and other foods. Protect the iPad from other sources of moisture such as rain when outdoors and bathrooms or kitchens near toilets or sinks.

- Make sure hands are clean before using the iPad – the glass screen should be regularly wiped clean with a dry clean soft cloth – a microfiber cloth is recommended, but any soft cotton fabric will work. Do NOT use commercial liquid or spray cleaners (Windex, etc.) on the iPad screen. Do NOT use paper towels to clean the screen.

- When the charging cable needs to be connected, be sure to line it up correctly when inserting and removing. Students are responsible for damage to the charger port or connector pin resulting from mishandling. Use only Apple certified charger and cables. One charger and cable is provided by the school district.
• If you have problems with your iPad, stop using the device and ask your Tech Support Office for help.

**Internet Rules and Expectations**

• Mercer Island School District’s Acceptable Use Agreement (see attached) must be followed at all times.

• All activity conducted on the Mercer Island School District Network is monitored. All use of the Network should be to further the student’s education and enrich the student’s educational resources.

• Any inappropriate web, photo, music, email or app activity can result in loss of the Apple iPad privilege. The use of unapproved proxy servers is strictly forbidden and is a violation of the district’s network policy.

• If you unintentionally view an inappropriate website at school while on the district’s filtered internet connection, report it to your teacher immediately.

**Parent Information**

• The iPad is meant for student use only. It is not meant to be a family computer or to be used by siblings in any way.

• Parents are responsible for supervising student Internet use while at home; the filtering services we implement on the district network do not transfer to home use. More restrictive settings can be installed upon parent request to limit access to the Internet or other nonacademic uses of the iPad – parents should contact Andreeves Ronser, Mercer Island School District’s IT Director, regarding specific information on how to access this service.

• Parents should monitor the use of the iPad at home to ensure that its primary function is academic and that students are completing assigned school work rather than excessive gaming, chatting, etc. More specific resources are available on the 1-1 iPad pages on the High School and Middle School web site.

• Use of Internet resources – including online curriculum content purchased by the district – will be an integral part of the learning activities in your child’s classes. If you have reservations or objections about your child having access to the Internet while at school, please contact your school administration to discuss the matter.

• All families will have the option to participate in an iPad self-insurance program to provide limited protection in the event of loss or damage to the iPad. This is a MISD self-insured program managed by the Mercer Island School District. Arrangements can be made through the building Administrators for families that require financial assistance if the parent/student desires the insurance.
Parents/students have the option of participating in the District’s self-insurance program, which provides limited protection in the event of loss or damage to the iPad. Otherwise by denying insurance, parent/student assumes full responsibility for damage, theft or loss.

The optional insurance program (self-insured, managed by the Mercer Island School District) has the following features:

- **Covered losses** – We will cover direct physical loss caused by accidental damage, unavoidable theft or loss, fire, flood, natural disasters, manufacturer defects, or power surge due to lightning; occurring during the school year. There is $0 deductible for the first occurrence of accidental damage, fire, flood, natural disasters, manufacturing defects or power surges.

- **First occurrence is $0 deductible, second occurrence is a $50 deductible, and third occurrence can result in the full cost of the repair. There is a $100 deductible for the first occurrence of an unavoidable theft or loss (see below).**

- **Coverage includes Burglary/Robbery/Theft that involves a break-in, force, or other total loss (including when the device can no longer be found) that is otherwise unavoidable despite exercising due diligence ($100 deductible assessed).**

- **Leaving the iPad unattended, failing to secure it per school recommendations, leaving it in an unlocked car, leaving it on the bus, etc. do NOT qualify as a legitimate claim for unavoidable theft or loss. These and similar situations will result in the replacement cost (approx. $400) being assessed.**

- **Accidental Damage includes damage resulting purely by accident despite following all guidelines for care and handling of the iPad. The following are not considered to be accidental damage and are not covered hence students will be assessed the full cost of repair:**
  - excessive scratches/wear to iPad exterior caused by failure to regularly use a protective case as determined by MISD staff (use of case is required per the iPad Agreement)
  - intentionally marking, defacing, and/or abusing the iPad (amusement, anger, frustration, etc.)
  - damage caused by tampering with hardware components or operating system (i.e. jailbreaking) to alter district configurations

- **Your Duties in the event of loss or damage:**
  - Report the loss or damage to your building technology office immediately.
  - Notify the local police immediately if the loss is due to theft or fire.

- **Multiple damage/theft claims – especially if lack of due diligence is evident – could result in an escalation of deductible fees, assessment of full repair/replacement cost, or restriction of take-home privileges.**
Loaner iPads cannot be issued until the deductible has been paid or other arrangements for payment have been made with school officials.
My child and I have read the Mercer Island School District’s iPad Usage Standards, and the Electronic Resource and Internet Safety Policy and Procedures (Administrative Policy 2022 and 2022P)

- We understand the procedures and requirements to which my student must comply, including the Mercer Island Acceptable Use Policy.
- We accept responsibility for any damage or neglect that may result from my student while the iPad is in his/her possession or control, which may result in monetary charges.
- We understand that my student may lose his/her iPad privileges and/or incur financial fees as a result of inappropriate behavior, damage, neglect, or loss to any District iPad.
- We understand my student must return the iPad, power adapter and cable when requested at the end of the school year. I understand that I will be charged for any missing equipment or cables.

Insurance Option Selection (CHECK ONE):

☐ Annual insurance policy (self-insured, managed by Mercer Island School District) • $25
  Students submit the $25 insurance fee with their Fees and Photos payments

☐ Declining insurance and assuming full responsibility for damage, theft or loss of the iPad

Parent/Guardian – Print your name here: ____________________________  Signature and date here: ____________________________, 2017

Current Address: ____________________________

Phone number: ____________________________

Revised: 08/01/2017
ELECTRONIC RESOURCES AND INTERNET SAFETY PROCEDURE

These procedures are written to support the Electronic Resources and Internet Safety Policy and to promote positive and effective digital citizenship among students and staff. Digital citizenship represents more than technology 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.

Network
The Mercer Island School District (“District”) 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.

Acceptable network use by District students (with appropriate parental permission) (Forms 2022F3, 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;
- Connection of personal laptops and other “smart” devices 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. The District reserves the right to limit personal equipment on the network.

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

- Personal gain, commercial solicitation and compensation of any kind;
- 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;
- Cyberbullying, hate mail, defamation, harassment of any kind, discriminatory jokes and remarks;
- 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; and
- Attaching unauthorized equipment to the District network. Any such equipment will be confiscated.
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 and Inappropriate Content**

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.

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.

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

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

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.

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

**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 Mercer Island School District decision.

- 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;
- 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;
- E-mail inconsistent with the educational and research mission of the District will be considered SPAM and blocked from entering District e-mail boxes;
- 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;
- 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; and
- Staff must make a reasonable effort to become familiar with the Internet and to monitor, instruct and assist effectively.

**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.

All student work is copyrighted. Permission to publish any student work requires permission from the parent or guardian (2022F3 and 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 network;
- 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.

Adopted: 11/30/95
Revised: 06/27/02, 03/26/08, 06/20/11, 07/06/12, 07/24/15, 08/01/17
INTERSCHOLASTIC ACTIVITIES

The board recognizes the value of a program of interscholastic activities as an integral part of the total school experience to all students of the district and to the community. The program of interscholastic activities will include all activities relating to competitive sport contests, games or events, or exhibitions involving individual students or teams of students of this district when such events occur between separate schools within this district or with any schools outside this district. The board expects that:

A. All interscholastic activities and events will be in compliance with the rules and regulations of the Washington Interscholastic Activities Association (WIAA),

Washington Lacrosse (WALAX) and South Puget Sound League (SPSL) for water polo. The schools of the district will not participate in any out-of-season athletics that are not sanctioned by the WIAA, WALAX or SPSL. The district will not be responsible or liable for nonschool-sponsored programs or for programs that are organized, promoted or participated in by staff members without school approval. The district will not be responsible for or control and incur liability for summer and/or out-of-season activities unless specifically sponsored by the school district. The superintendent will establish rules defining the circumstances under which school facilities may be used and under which announcements of summer sports leagues and/or clinics may be channeled to students.

B. An athletic coach must be properly trained and qualified for an assignment as described in the coach's job description.

C. A syllabus that outlines the skills, techniques and safety measures associated with a coaching assignment will be distributed to each coach. A coach must secure permission in advance if he/she wishes to deviate from the syllabus.

D. Coaching stipends and all gifts to a coach that exceed five hundred dollars ($500.00) in a season will be approved by the board of directors.

E. In-service training opportunities will be afforded each coach so that he/she is trained to attend to the health care needs of participants. Prior to a sports season, the coach will prepare a plan for handling medical emergencies at practice sessions and games (home and away).

F. Participants will be issued equipment that has been properly maintained and fitted.

G. All facilities and equipment utilized in the interscholastic activity program, whether or not the property of the district, will be inspected on a regular basis.

H. Nonprescribed medications, including such items as analgesic balms, vitamins and salt tablets, must be approved by the superintendent before they may be available for use by coaches and/or athletic trainers. After athletic training medications have been approved, the coach and/or trainer must secure authorization from the parent and the student's doctor before the medications may be used during the athletic season. If such release is not on file, the nonprescribed medications may not be used. This provision does not preclude the coach and/or trainer from using approved first aid items.

A sign will be posted that warns students that eligibility to participate may be denied if anabolic steroids are used for the purpose of enhancing athletic ability.

I. The board recognizes that certain risks are associated with participation in interscholastic sports. While the district will strive to prevent injuries and accidents to students, each participant and his/her parent(s) or guardian(s) will be required to sign a statement which indicates that the parent(s) and the student acknowledge the risks of injuries resulting from such participation and give assurance that the student will follow the instructions of the coach.

J. Each participant will be required to furnish evidence of physical fitness prior to becoming a member of an interscholastic team. A written report will be completed when a student is injured while participating in a school-supervised activity. A participant will be free of injury and will have fully recovered from illness before participating in any activity.
Each student participating in interscholastic athletic activities is required to have or obtain medical insurance for expenses incurred as a result of injuries sustained while participating in the extracurricular activity. No student will be denied the ability to participate solely because the student’s family, by reason of low income, is unable to pay the entire amount of the premium for such insurance. The superintendent or his or her designee may approve partial or full waiver of premiums to permit all students to obtain the required medical insurance.

The superintendent will annually prepare, approve and present to the board for its consideration a program of interscholastic activities for the school year. The superintendent will prepare rules for the conduct of student activities including, but not limited to, use of alcoholic beverages; use of tobacco; use or possession of illegal chemical substances (including marijuana/cannabis) or opiates not prescribed by a physician; physical appearance; curfew; unsportsmanlike conduct; absence from practice; gambling; or any infraction of civil law. Notice of rules and disciplinary actions related to rule violations will be distributed to each participant and his/her parents prior to the beginning of an interscholastic activity season.

Nondiscrimination
The district will not exclude any person from participation in the interscholastic program, deny any person the benefits of such a program or otherwise discriminate against any person in any interscholastic program on the basis of the categories identified in the district’s Nondiscrimination policy.

The district will provide necessary funds for recreational and athletic activities for both genders, although the aggregate expenditures are not required to be equal for members of each sex and expenditures for separate male and female teams are not required to be equal.

When individual students with disabilities are unable to participate in existing activities even when offered reasonable modifications and necessary accommodations, aids or services, the district may offer opportunities for students with disabilities to participate in separate or different recreational or athletic activities.

The district may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport. Because athletic opportunities for female athletes historically have been limited, and in order to meet the District’s obligations under state and federal laws, female athletes are allowed to try out for male teams if no separate female team is offered in a particular sport. Male athletes are not eligible to try out for female teams.

Nothing in this policy shall prohibit female athletes from being excluded from male teams on the basis of individual physical ability.

The district will provide equal athletic opportunities for both sexes within each school for interscholastic, club or intramural athletics. In determining whether equal athletic opportunities for both sexes are being provided, the district will consider the following factors:

1. Whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both genders;
2. Provision of equipment and supplies;
3. Scheduling of games and practice time, including the use of playfields, courts, gyms and pools;
4. Travel and per diem allowances, if any;
5. Opportunity to receive coaching and academic tutoring;
6. Assignment and compensation of coaches, tutors, and game officials;
7. Provision of locker rooms and practice and competitive facilities;
8. Provision of medical and training facilities and services, including the availability of insurance;
9. Provision of housing and dining facilities and services, if any; and
10. Publicity and awards.

Annual athletic evaluation
The district will evaluate its intramural and interscholastic program in each school at least once each year to ensure that equal opportunities are available to members of both sexes with respect to participation in interscholastic and/or intramural programs. The evaluation will include consideration for the factors listed in the above paragraph, Nondiscrimination.

Student athletic interest survey
Every three years, the district will administer to each school that operates interscholastic, intramural and other athletics the survey developed by the office of the superintendent of public instruction to determine male and female student interest in participation in specific sports. The district will consider the survey results when planning and developing recreational and athletic activities offered by the district and when determining whether equal opportunities are available to members of both genders.

Facilities
The district will provide separate facilities (e.g., showers, toilets, training rooms) for male and female students or schedule the facilities equitably for separate use.

Cross References:
3210 Discrimination
3413 Student Immunization and Life Threatening Health Conditions
3414 Infectious Diseases
3416 Medication at School
3418 Response to Student Injury or Illness
4260 Community Use of School Facilities
WIAA Handbook

Legal References:
RCW 28A.400.350 Liability, life, health, health care, accident, disability, and salary insurance authorized — When required — Premiums
RCW 28A.600.200 Interschool athletic and other extra-curricular activities for students, regulation of — Delegation, conditions
RCW 69.41.330 Public Warnings — School districts
RCW 69.41.340 Student athletics — Violations — Penalty
WAC 392-190-025 Recreational and athletic activities

Management Resources:
Policy & Legal News - December 2014
Policy & Legal News - April 2013 Clarification
Policy News, October 2007 - Elimination of Outdated and Obsolete Policies

Adopted: 09/01/96
Revised: 09/04/97
Renumbered from Policy 2155 and revised on 08/23/11
Revised: 08/29/12; 01/30/14; 04/30/15
INTERSCHOLASTIC ACTIVITIES PROCEDURE

Coach’s and Administrator’s Duties
In accordance with district policy and the coach’s job description, the coach and administrator has the duty to:

1. DUTY TO PLAN – This is a comprehensive requirement that transcends all other duties. Inherent in this duty is the need to continually conduct focused analyses and to develop responsive strategies that prevent or reduce injury and loss in the following areas: coaching competence, medical screening, appropriate activities that consider age, maturity and environmental conditions; facility and equipment evaluation and improvement; injury response; warnings to athletes and their families; insurance of athletes; child advocacy in cases of alcohol and other drug abuse (AODA) or family neglect or abuse. Plans and policies should be committed to paper and should be rigorously implemented unless dangerous conditions prevent implementation.

2. DUTY TO SUPERVISE – A coach must be physically present, provide competent instruction, structure practices that are appropriate for the age and maturity of players, prevent foreseeable injuries and respond to injury or trauma in an approved manner. This duty requires supervisors to ensure that facilities are locked and that students are denied access when a competent staff member cannot be physically present to supervise. Supervision responsibilities also pertain to athletic administrators who are expected to be able to supervise coaching staff members competently. In addition, athletic administrators are expected to supervise contests to ensure that spectators do not create an unsafe or disruptive environment. A further extension of this duty is the need to supervise the condition, safe usage, maintenance and upkeep of equipment and facilities.

3. DUTY TO ASSESS ATHLETES READINESS FOR PRACTICE AND COMPETITION - Athletic administrators and coaches are required to access the health and physical or maturational readiness skills and physical condition of athletes. Athletes must be medically screened in accordance with state association regulations before participating in practice or competition. Moreover, some children may require specialized medical assessment to ascertain the existence of congenital disorders or the existence of a physical condition that predisposes the athlete to injury. In addition, injured athletes who require the services of a physician may not return to practice or competition without written permission of the physician.

4. DUTY TO MAINTAIN SAFE PLAYING CONDITIONS – Coaches are considered trained professionals who possess higher level of knowledge and skill that permits them to identify foreseeable causes of injury inherent in defective equipment or hazardous environments. In addition, weather conditions must be considered. Athletes should not be subjected to intense or prolonged conditioning during periods of extreme heat and humidity or when frostbite may be a factor.

5. DUTY TO PROVIDE PROPER EQUIPMENT – Coaches and athletic administrators must ensure athletes are properly equipped with clean, durable and safe equipment. This is especially important for protective equipment which must carry a National Operating Commission on Safety in Athletic Equipment (NOCSAE) certification and must be checked for proper fit and wearing. Athletes must wear protective equipment any time they are exposed to the full rigors of contact in practice or competition. Selection of equipment must also consider the age and maturity of the athletes.

6. DUTY TO INSTRUCT PROPERLY – Athletic practices must be characterized by instruction that accounts for a logical sequence of fundamentals that lead to an enhanced progression of player knowledge, skill and capability. Instruction must move from simple to complex and unknown to known. Instructor-coaches must be properly prepared to provide appropriate and
sequential instruction to identify and avoid dangerous practices or conditions. Instruction must demonstrate appropriate and safe technique and must include warning about unsafe techniques and prohibited practices.

7. DUTY TO MATCH ATHLETES – Athletes should be matched with consideration for maturity skill, age, size and speed. Mismatches should be avoided in all categories.

8. DUTY TO CONDITION PROPERLY – Practices must account for a progression of cardiovascular and musculoskeletal conditioning regimens that prepare athletes sequentially for more challenging practices and competitive activities. Consideration must be given to weather, maturational and readiness factors.

9. DUTY TO WARN – Coaches are required to warn parents and athletes of unsafe practices specific to a sport and the potential for injury or death. This warning should be issued in writing and both athletes and parents should be required to provide written certification of their comprehension. Videotapes of warnings to players and parents are recommended.

10. DUTY TO ENSURE ATHLETES ARE COVERED BY INJURY INSURANCE – Athletic administrators and coaches must screen athletes to ensure that family and/or school insurance provides a basic level of medical coverage. Athletes should not be allowed to participate without injury insurance.

11. DUTIES TO PROVIDE EMERGENCY CARE – Coaches are expected to be able to administer approved, prioritized, standard first aid procedures in response to a range of traumatic injuries.

12. DUTY TO DEVELOP AN EMERGENCY RESPONSE PLAN ATHLETIC – Administrators and coaches must develop site-specific plans for managing uninjured team members while emergency care is being administered to an injured athlete. In addition, plans must be in place to ensure access to a stocked first aid kit, spine board and other emergency response equipment; access to a telephone; ensure a timely call to EMS; to expedite rapid access by EMS to the injured athlete by stationing coaches or team members at driveways, parking lots, entry doors and remote hallways.

13. DUTY TO PROVIDE PROPER TRANSPORTATION – A coach has a duty to see that athletes are safely transported to and from contests and to and from practices if practices are held at sites other than the immediate school grounds, consistent with district policy on student transportation.

14. DUTY TO SELECT, TRAIN AND SUPERVISE COACHES - Athletic administrators will be expected to ensure coaches are capable of providing safe conditions and activities as outlined in the preceding list of thirteen duties.

The duties listed above are not meant to be comprehensive. In carrying out the duties of the assignment a staff member is expected to act as a reasonable professional would have acted under similar circumstances. A staff member who supervises a sports activity is expected to know the intricacies of the activity that he/she is leading.

**Summer Sports Activities/Clincs**

Rules governing out-of-school and/or out-of-season student sports participation are as follows:

A. A practice is defined as a teaching phase of a sport to any present, past or future squad member while a student in grade 7-12 during the school year or during the summer. The school may not sponsor, promote or direct activities which resemble out-of-season practices or contests during the school year or summer.

A school staff member who sponsors, promotes or directs such activities during the summer vacation shall clearly indicate that he/she is operating independent of the school district. As such, the school district shall be free of liability associated with the activity.

B. Students shall be advised that participation in a commercial summer camp or clinic or other similar type of activity shall not begin until the conclusion of the final WIAA state tournament of the school year. Participants in a fall school sports program may not attend any summer camp/clinic in that sport after August 1 until the first fall sports turnout. The school should announce by school bulletin that summer sports camp/clinic is neither endorsed nor sponsored by the district.

C. A coach (contracted or volunteer) may not sponsor, promote, coach or direct activities which resemble out-of-season practices or contests in the sport they coach to any of their squad members or future squad members (grades 7-12) until after the school year's final WIAA state tournament.

D. The use of the school bulletin board, public address system or school newspaper for promotional purposes to announce sports clinics/camps shall fall within the same guidelines as applied to other commercial endeavors.

E. School facilities to be used for summer activity and/or sports camps may be rented consistent with the rates, rules and regulations applicable for other commercial uses.

A user shall hold the district free and without harm from any loss or damage, liability or expense that may arise during or be caused in any way such use of school facilities. Authorization for use of school facilities shall not be considered as endorsement of
or approval of the activity group or organization nor for the purposes it represents.

**I) ATHLETIC AND ACTIVITIES CODE**

The opportunity to participate in the interscholastic athletic program is a privilege granted to all students of the district. Participants in this voluntary program are expected to conform to specific conduct standards established by the principals and athletic coaches.

In order to accomplish the vision, values and purpose of Mercer Island High School, it is necessary to communicate and enforce appropriate standards for all participants in student activities. Participation in school activities is a privilege not a right and if the community is to truly identify with its schools through athletics and activities, it is important that participants conduct themselves in a manner that the school and community can be proud of. This code applies to all WIAA sanctioned or MIHS approved club sports; cheer and drill squads; all music ensembles and all elected positions. Students participating in these activities (and their parent/guardians) must sign the Athletics and Activities Conduct Code acknowledgement included in the Athletics Package.

The key to successfully applying the code is information. Without credible information, determining appropriate disciplinary action becomes challenging. Therefore, after gathering reliable information and investigating allegations, sanctions are imposed in every incident where it has been determined that a violation of the code has occurred. As with any student discipline case, the privacy of the student and their family is protected and the disciplinary action is not a public matter.

All students who participate in an athletic and/or activities program at Mercer Island High School must comply with school district policies and the MIHS Code of Student Conduct. Student participants are accountable to their coaches, advisors and school administrators for their behavior at all times, in other words "24/7" during the school year. Students who participate in the MIHS athletic or activities program are subject to the Athletic and Activities Conduct Code from the time of the first organized school activity in late summer (for example the first practice for a fall sport or band) and runs continuously until the last day of school in the spring. If the violation occurred out of season, any exclusion will be served beginning with the first practice days (defined as beginning with the first day that final team rosters are set) during the next sports season in which the student participant participates; also, the student participant will miss the first interscholastic contest to follow this suspension if no interscholastic contest should fall within the suspension period.

Any student participant who engages in behavior that interferes with, and/or is detrimental or perceived to be detrimental to the school's educational, athletic or activities programs will be subject to discipline, probation, suspension or expulsion from the activity and may also be subject to additional disciplinary action not related to the activity. Such acts shall include, but not be limited to those listed below. Engagement in any of the acts below by any student participant, on or off school premises, during instructional and non-instructional time, will constitute sufficient cause for discipline, probation, suspension or expulsion from school activities and may result in additional disciplinary action beyond the activity.

- disruptive conduct;
- disobedience of reasonable instructions of school authorities;
- violation of the MIHS Code of Student Conduct
- unauthorized absence from a practice, game, rehearsal, meeting etc. as defined by each coach or advisor;
- academic dishonesty
- vulgarity or profanity;
- intimidation, hazing or harassment (including racial/gender/sexual orientation and cyber bullying) of another student or employee;
- assault of another student or employee;
- possession or use of any dangerous weapons
- r objects;
- use, distribution, sale or possession of tobacco, alcoholic beverages, drugs (including marijuana/cannabis) and/or related paraphernalia including being present where substances are available or being used.
- the charge or conviction of any criminal act as defined by law

If a student is suspended from school outside of the Athletics and Activities Conduct Code, the student is also suspended from athletics and activities for the duration of the suspension.

**II) DISCIPLINARY ACTION**

- Prior to imposing any disciplinary action, a conference will be conducted with the student participant as follows:
  - The Athletic Director (athletics) or Associate Principal (activities) will present to the student participant a verbal and/or written notice of alleged misconduct and violation(s) of the code and any evidence of the allegation(s).
  - The student participant and his or her parents will be provided the opportunity to present an explanation.
- Following the conference with the student participant, the Athletic Director or Associate Principal may impose corrective actions, temporary or permanent exclusion for participation in the sport or activity, or other sanctions.
  - If the Athletic Director imposes an exclusion sanction, the student participant will be verbally notified of the action taken. Written notice will be sent by mail to the parent/guardian containing the following information:
    - The action taken (suspension, expulsion, etc.).
    - The reason for such disciplinary action.
The right to an informal conference.
• A copy of the disciplinary action notice will be sent to the Principal.
• The parent or student may seek further grievance review of the disciplinary action starting at the Executive Director for Learning and Technology step of the disciplinary action appeal process in Administrative Policy 3241P.
• If the time, place, and other circumstances of an Athletic and Activity involve violation of student conduct rules over which the District has authority to impose corrective action or punishment under Policy 3240, the student shall also be subject to discipline, short-term suspension, long-term suspension, expulsion and emergency expulsion form their academic classes.

III) DISCIPLINARY ACTION FOR THE POSSESSION, USE AND/OR SALE OF ALCOHOL AND TOBACCO:
School rules are intended to discourage the use of alcohol and tobacco and to encourage the use of school and community resources. School and community resources should be identified for students who have had a violation and seek help or who are referred for assessment.

Penalties for the use or possession of alcohol or tobacco products:

FIRST VIOLATION: Whether in season or out of season, students will be excluded for a period of time from their activity or sport. Typically, a first violation will not exceed 15 school days. For violations involving possession, use or sale of alcohol or tobacco, students must also complete an evaluation with the MIHS Drug and Alcohol Counselor or other qualified individual acceptable to the school. During the time of exclusion, students will be prohibited from participating in games, performances, matches, practices. Participants may also be prohibited from attending other team/group activities at the discretion of the coach, club advisor and/or Athletic Director.

SECOND VIOLATION: Whether in season or out of season, a second violation will result in exclusion from all student activities for reminder of the season for sports or three months for an activity. The student must also complete a dependency assessment with the MIHS Drug and Alcohol counselor or other qualified individual acceptable to the school.

THIRD VIOLATION: Whether in season or out of season, a third violation will result in exclusion from all student activities for one calendar year and the student must complete a dependency assessment with the MIHS Drug and Alcohol counselor or other qualified individual acceptable to the school.

FOURTH VIOLATION: Whether in season or out of season, a fourth violation will result in exclusion from all student activities (such as fan participation at athletic contests, fine arts performances, dances, etc.) for the remainder of their high school career.

In situations where there is an absence of physical possession or use, yet there is knowledge that substances are available or being used, student participants have a responsibility to remove themselves from the situation. Failure to do so at the earliest possible opportunity constitutes a violation of the Athletics and Activities Conduct Code.

If the violation occurred out of season, any exclusion will be served beginning with the first practice days (defined as beginning with the first day that final team rosters are set or the membership of the activity is determined) during the next sports/activity season in which the student participant participates; also, the student participant will miss the first interscholastic contest/performance to follow this suspension if no interscholastic contest/performance should fall within the suspension period.

IV) DISCIPLINARY ACTION FOR THE POSSESSION, USE AND/OR SALE OF ILLEGAL DRUGS, LEGEND DRUGS, CONTROLLED SUBSTANCES AND/OR ILLEGAL STEROIDS:
School rules are intended to discourage the use of illegal drugs, legend drugs (except for use as prescribed), and illegal steroids.

Legend drugs and controlled substances, including steroids – Penalties for the use or possession, use or sale of legend drugs (drugs obtained through prescription, RCW 69.41.020-050) and controlled substances (RCW 69.50), shall be as follows:

FIRST VIOLATION - A participant shall be immediately ineligible for interscholastic competition in the current interscholastic sports program for the remainder of the season. Ineligibility shall continue until the next sports season in which the participant wishes to participate unless the student accesses the assistance program outlined in B (below.)

An athlete that is found to be in violation of the Legend drugs and controlled substances rule, shall have two options.

A. The athlete will be ineligible for participation in contests for the remainder of that interscholastic sports season and must meet the school’s requirements in order to be eligible to compete in the next interscholastic sports season. The school principal will have the final authority regarding the student’s participation in further interscholastic sports programs.

B. The athlete may choose to seek and receive help for a problem with use of legend drugs or controlled substances. Successful utilization of school and or community assistance programs may allow him/her to have eligibility re-instated in that athletic season, pending recommendation by the school principal.

SECOND VIOLATION - A participant who again violates any provision of RCW 69.41.020 through 69.41.050 or of RCW 69.50, shall be ineligible for interscholastic competition for a period of one (1) calendar year from the date of the second violation.
THIRD VIOLATION - A participant who violates for a third time RCW 69.41.020 - 69.41.050 or of RCW 69.50, shall be permanently ineligible for interscholastic competition.

In situations where there is an absence of physical possession or use, yet there is knowledge that substances are available or being used, student participants have a responsibility to remove themselves from the situation. Failure to do so at the earliest possible opportunity constitutes a violation of the Athletics and Activities Conduct Code.

If the violation occurred out of season, any exclusion will be served beginning with the first practice days (defined as beginning with the first day that final team rosters are set or the membership of the activity is determined) during the next sports/activity season in which the student participant participates; also, the student participant will miss the first interscholastic contest/performance to follow this suspension if no interscholastic contest/performance should fall within the suspension period.

V) REINSTATEMENT PROCESS:
Students will be permitted to return to their activities following an exclusion after a reinstatement meeting with the Athletic or Activities Director.

If the code violation was related to drug, alcohol or tobacco use there must be confirmation from the MIHS Drug and Alcohol Counselor or other qualified individual acceptable to the school that the student has met with them and that any recommendations from counselor have been followed through on.

V) APPEAL PROCESS

- **Informal Conference**
  Any student participant, parent or guardian who is aggrieved by any discipline or exclusion under this code has the right to an informal conference with the Athletic Director (athletics) or Associate Principal (activities). Any request for an informal conference will be made within five school days of receipt of the written notice of the disciplinary action.

- **Formal Conference**
  Any student participant, parent/guardian who may be aggrieved following the informal conference may appeal to the Principal for a formal conference.
  - The Principal will notify the student participant and the student participant's parent/guardian in writing of their decision within five school days following the meeting.
  - The discipline, including any exclusion, will continue notwithstanding the implementation of the appeal process.

  Further Review

  - The parent or student may seek further grievance review of the disciplinary action starting at the Executive Director for Learning and Technology step of the disciplinary action appeal process in Administrative Policy 3241P.

VI) ATHLETIC ACADEMIC ELIGIBILITY REQUIREMENTS

Student-athletes must have passed at least five (5) full-time subjects (at least 2.5 credits) in the immediately preceding quarter or semester in order to be eligible for competition the succeeding quarter or semester. Full time subjects are those in which .5 credit is earned at the completion of the semester. As students must be passing at least five (5) classes during each quarter or semester, the following grade monitoring system will be implemented.

Previous semester grades (June the previous year) will be used to determine fall eligibility. Student athletes who do not pass five subjects (and who have not made up the course work in summer school), will have to wait five (5) weeks into the new semester and demonstrate that he or she is passing five subjects, to be eligible for competition. In addition, a check will be made of all student athletes at the beginning of the semester to insure that they are enrolled in at least five subjects.

Winter sports eligibility will be determined by fall quarter grades. Again, student athletes who do not meet the criteria will be required to attend weekly tutoring sessions for five (5) weeks and, at the end of that time, prove they are passing five subjects in order to start competing. Again, a check will be made at the beginning of the sports season to determine that all student-athletes are enrolled in five (5) subjects.

Spring sports eligibility will be determined by first semester grades, with the same five (5) week tutorial assisted opportunity to go from being ineligible to eligible for competition. A check will be made to determine that all student-athletes are enrolled in five (5) subjects second semester.

Student-athletes who have passed five (5) full-time classes but have failed to attain a 2.0 gpa during any grading term will be eligible to participate but must attend weekly tutoring sessions. Failure to attend may result in the student-athlete becoming ineligible for competition.

Grades of INC (Incomplete) may be made up for credit during the first five (5) weeks of the subsequent semester. The student-athlete will be ineligible for interscholastic competition until the incomplete(s) is/are made up, if they are not passing five (5)
classes.

Adopted: 08/26/10
Revised: 08/29/12, 01/30/14, 08/25/14. 10/27/14
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. This verification must occur within two school days. 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
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
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 informally.

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](https:// laws.wa.gov/) Regulations, guidelines to eliminate discrimination — Scope — Sexual harassment policies  
[WAC 392-190-058](https://rules.wa.gov/) Sexual harassment  

2014 - December Issue  
2010 - October Issue

Adopted: 11/12/15
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 86th 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 86th 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 l TDD: 1-800-877-8339 l OCR.Seattle@ed.gov l 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 l TTY: 1-800-300-7525 l 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 86th Ave SE
Mercer Island, WA 98040
Phone: 206-230-6227
Fax: 206-236-3333
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Adopted: 11/12/15
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.

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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.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 Discrimation – Human Rights Commission
- U.S. Dept. of Education Dear Colleague Letter, 2010
  [http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.html](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
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 reoccurrence.

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.

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.

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
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
   www.k12.wa.us/Equity/default.aspx

b. Washington State Human Rights Commission
   800.233.3247
   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
   www.ed.gov/about/offices/list/ocr/index.html

d. Department of Justice Community Relations Service
   877.292.3804
   www.justice.gov/crt/

e. Office of the Education Ombudsman
   866.297-2597
   Email: OEinfo@gov.wa.gov
   www.governor.wa.gov/oeo/default.asp

f. OSPI Safety Center
   360.725-6044
   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
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
Any person 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](https://laws.wa.gov/Chapter/34.05/).

**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
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
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
Students shall comply with all rules adopted by the district. Failure to do so shall 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; or
- Off the school grounds if the actions of the student materially or substantially affect the educational process for the school or for any student.

STUDENT CONDUCT RULES
Any conduct which materially and 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 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 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 quarreling 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](http://www.boarddocs.com/wa/misd/Board.nsf/Public#) and [295](http://www.boarddocs.com/wa/misd/Board.nsf/Public#).

<table>
<thead>
<tr>
<th>Exceptional Misconduct</th>
<th>Maximum Corrective Action That May Be Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>Long-term suspension (not to exceed the length of one academic term); notification to law enforcement</td>
</tr>
<tr>
<td>Firearms</td>
<td>Emergency expulsion or expulsion as required by <a href="http://www.boarddocs.com/wa/misd/Board.nsf/Public#">RCW 28A.600.420</a>; notification to law enforcement</td>
</tr>
<tr>
<td>Dangerous Behavior; Defiance; Disruptive Conduct; False</td>
<td></td>
</tr>
<tr>
<td>Alarms/Fire Apparatus; Forgery; Malicious Harassment; Sexual Harassment; Hazing; Intimidation; Misuse of District Electronic Systems; Tobacco</td>
<td>Long-term suspension (not to exceed the length of one academic term)</td>
</tr>
</tbody>
</table>

Adopted: 01/05/10  
Revised: 03/14/12; 04/30/15; 08/29/16
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:
Policy 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
3247 Student Use, Possession, or Sale of Alcohol and Drugs
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
9A.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 2916

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
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 setting.

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 even that a conference is arranged.


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 and Technology 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 and Technology 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 No. 3240P.

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 first (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 School 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
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 counseling program 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
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 upon petition of the principal may take action under WAC 392-400-410 to extend a one year expulsion or such other measures, including additional corrective action or 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 their 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
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 28A.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](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
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 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;
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
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/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
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.210.310 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