

The Ultimate Parent Guide to Island Park Elementary

Everything you need to know, all in one place.

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

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

Harassment, Intimidation and Bullying Compliance Officer:

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

Title IX Compliance Coordinator:

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

Section 504 & ADA Coordinator:

Nova Williams, Director, (206) 236-3326
nova.williams@mercerislandschools.org

Civil Rights Compliance Coordinator:

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

Welcome to Island Park Elementary!

New Family Program at Island Park

If you're new to Island Park (IP), welcome! Our staff have wonderful ways of helping children and parents alike get used to their new environment—they are a great resource! We hope you find our environment warm and inviting to all families.

You will soon be receiving a call from our PTA New Families Program team. Sometimes just having someone to call that's been here awhile helps. As you'll soon see, Island Park has plenty of activities that will help your child and you get to know other kids and families quickly.

Principal's Message

Dear Island Park Families,

Island Park is one of four elementary schools in the Mercer Island School District. It is located in the middle of the island, at 5437 Island Crest Way.

Tara Ranzy and I lead a staff of approximately 55 who serve 375 students. We are host to one of two district Personalized Learning Service Models for students with special learning needs. Other special services include a Special Education Resource Room; Counseling, LAP (remedial reading); technology integrated classrooms; music, art, library, and PE specialists; technology TOSAs; a K-5 Art program; student council; before school choir, band and orchestra programs; and after school clubs including chess and art clubs.

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

Program components that guide our educational decisions include:

- Every student will be taught at a level and in a manner appropriate with his or her potential and ability.
- Teachers will utilize a variety of instructional strategies and grouping practices to address the needs of all learners.
- Student placement involves staff and parent input. Placement is ultimately the responsibility of the Principal, however, classroom placement takes into consideration:
 - Academic, emotional and social needs of each child

- Relative balance within classes gender, mixed grades, ethnicity, abilities, etc.
- Appropriate peer groupings that promote a positive atmosphere for learning
- Unique educational needs (ESL, Special Needs, etc.)

Our school staff also possesses the following core beliefs about our students:

- Pursuit of Academic excellence
- Personalized learning
- Developing a positive sense of self
- Building genuine relationships
- Belonging to a healthy, safe, supportive community
- Celebrating our diversity
- Using technology to access and convert information into knowledge
- Creating innovative solutions
- A passion for lifelong learning

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

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

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

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

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

Welcome to Island Park!

Sincerely,

David Hoffman
Principal

Mercer Island School District

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

Values

Students are the priority. We believe in:

- Supporting the whole child
- Creating inclusive and equitable learning settings
- Ensuring our school communities are safe and supportive
- Providing rigorous and challenging learning

Vision

Inspiring our students to be lifelong learners as they create their futures.

Mission

The District will foster learning by engaging students in thinking critically, solving problems creatively, and working collaboratively.

Operational Expectation 1800 OE-1 Student Focused Fundamentals

In accordance with the values, vision and mission stated in Board Policy 0001, the District will strive to achieve the following fundamentals, goals and objectives:

1. Create a personalized learning environment where differentiated instruction, student-centered education and varied learning opportunities are responsive to students' strengths, needs, interests and passions.
2. Maintain the highest learning standards in the areas of fine arts; health and physical education; English language arts; mathematics; financial education, science; environment and sustainability; social studies, world languages; computer science and educational technology.
3. Develop self-awareness, empathy, emotional/social intelligence, responsible decision-making and citizenship.
4. Engage students in analytical and critical thinking in order to identify and address global concerns.
5. Foster and embrace diversity, inclusiveness, and equity with a focus on respect and acceptance of every student.

The “Nuts and Bolts” of Island Park

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

General Contact Information

Island Park Main Office: 206-236-3410
 Absentee Alert: 206-236-3411
 Transportation Office (Bus): 206-236-3338
 District Emergency Number: 206-236-3366
 District Webpage: <http://www.mercerislandschools.org>

Current contact information for Island Park staff, PTA, and Parent Advisory Council members can be found on the Island Park webpage.

Daily Schedule

Office Opens	8:00 AM
Classroom Doors Open	9:10 AM
School Begins (Tardy bell rings)	9:15 AM
Grades K-2 Recess	10:05-10:20 AM
Grades 3-5 Recess	10:25-10:40 AM
Grades K & 2 Lunch	11:30-12:05 PM
Grades 1 & 3 Lunch	11:55-12:30 PM
Grades 4 & 5 Lunch	12:20-12:55 PM

WEDNESDAYS ONLY - SCHOOL DAY ENDS 2:05 PM

Grades K-2 Recess	2:05-2:20 PM
Grades 3-5 Recess	2:25-2:40 PM
School Day Ends (Mon, Tues, Thurs, Fri)	3:45 PM
Teacher Day Ends and Office Closes	4:00 PM

School Hours

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

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

Visitors

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

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

School Calendar

The [Student calendar](#) is available online on the district website. Important events will also be included in the Island Park PTA's newsletters and on the [PTA website](#).

Dropping Off Forgotten Items

If your child forgot a critical item at home you may bring it to the office. A staff member will deliver it to the classroom so as to not disturb the teaching and learning environment.

Lost and Found

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

School Supplies

School supply lists are available on the website. Island Park does not engage an outside vendor to purchase school supplies.

Logo Spiritwear

Island Park Logo shirts and sweatshirts are available for purchase through the Island Park PTA website; Islandparkpta.org

School Lunch and Snacks

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

Common Q & A Calendar

Q: What's an Early Release Day?

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

Q: What's a Noon Dismissal Day?

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

Common Q & A Lunch

Q: How does my child buy lunch?

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

School Lunch Program

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

Lunch Accounts

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

Free and Reduced Lunches

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

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

Healthy Foods Focus

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

Island Park Directory

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

Library Books

Each classroom has a 30-minute library period per week during which children are able to check out and return library books. Guidelines for the number of books and length of borrowing time varies by grade. Remember our wonderful Teacher-Librarian is here to help if you need reading suggestions.

Attendance

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

Student Sign-In/Sign-Out

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

Illness

If your child is ill please keep him/her home. We do not have adequate facilities to care for ill children.

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

Tardiness

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

Excused Absences

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

Pre-Arranged Absences

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

- Families must fill out a [pre-arranged absence form](#) for each child and send it to the office at least two weeks before the pre-planned absence occurs.
- Teachers will not prepare special homework packets in advance for families to take with them on vacation.
- WHEN APPROPRIATE teachers will save (all) work that was handed out during the child's absence. This work should be completed AT HOME when the child returns to school.
- Upon a student's return from an absence, parents are responsible for reviewing with their child/children work that was missed.
- Parents should not request that teachers make-up work with students.
- Children will miss some learning that cannot be made up.
- It is recognized that there is educational value to travel. It is highly desirable for vacation activities to be blended into a child's education. Examples include keeping a journal or scrapbook for travel; digital records of trips, reading related books, maps or other educational material. At the discretion of the teacher, some makeup work may be substituted for travel experiences.

Early Dismissals

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

Vacations

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

Communication

To ensure clear and open communication, each teacher maintains his or her own classroom communication plan which he or she will share with you at Curriculum Night. Both parents and teachers have busy schedules, so be sure to note the best form of communication for your particular teacher. If you would like to meet with your teacher in person, please make an appointment ahead of time. This allows the teacher time to focus and prepare for your meeting. As a general rule, telephone calls and email messages will be returned within 48 hours.

Island Park Website

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

Island Park Directory

The Island Park Directory is distributed free with an Island Park PTA membership. The Directory is electronic and contains contact information for the staff, administration, Parent Advisory Committee, PTA, and of course all of the other children's names and contact information.

District Announcement Emails

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

Common Q & A Communication

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

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

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

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

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

Classroom Email Lists

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

Parent Advisory Committee

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

PTA Bulletin Board

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

PTA Website

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

Signs

There is an announcement board near the main entrance that tells the weekly happenings, and you'll see signs posted on our fence to remind you of upcoming events.

Emergency Contact Information

Each fall parents are requested to check information the school has on file for who to contact in an emergency and who is authorized to pick up your child from school if the parents are not reachable. It is essential that this information is kept up to date as it is vitally important when your child is ill, in need of something, or in an emergency. Please keep us informed of any changes. It is important to have at least 2 emergency contacts. It is strongly preferred that these be Mercer Island contacts for ease of access.

Parent/Teacher Conferences

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

Parent Packs

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

Privacy Policy

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

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

Transportation

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

Buses

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

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

Bus service is available to some of the places frequented by students for after school activities. Contact the transportation department for details, 206-236-3335.

Students will not be allowed on a bus they don't normally ride without a bus pass. In order to provide a bus pass to your child we must have a signed and dated note from a parent or guardian requesting permission for their child to ride a different bus. Include the reason for the request, the location of where the child will ride, and the bus number if possible.

Walking

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

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

The Kiss-and-Go Zone and the parking lot is at the front of the school building. Our Kiss-and-Go Zone can accommodate an efficient drop-off and pick-up process if all parents and students follow these guidelines:

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

Bikes and Scooters

Bikes, scooters, or other riding vehicles must be walked at the crossings and while on school grounds. Students are required to wear helmets while riding to and from school. During the school day bikes must be locked to the bike racks which are

Common Q & A Transportation

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

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

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

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

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

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

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

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

provided on the school grounds. The racks are located throughout campus and are “off limits” during the school day.

Field Trips

Permission slips must be signed by parents and/or guardians before the trip. No child will be allowed to accompany their class on a field trip without having a signed permission form turned in on time. Parent chaperones MUST have completed volunteer paperwork turned in at least one full working day (24 hours, Monday-Friday) prior to the field trip.

Going Home with a Friend / Play date

Your student’s day will follow a routine, and we require a written note if you request a schedule change (e.g. riding a different bus, being picked up by someone else, walking home/riding a bus when not routine). This note must be dated and signed by the parent or guardian. In the absence of a note, we will proceed with your child’s typical routine. For a change in routine, please do not rely on an email sent to a teacher during the teaching day. Teachers are often unable to check email until after students are dismissed at the end of the day.

Transportation Department Contact Information

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

Health Services

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

Food Allergies

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

Health Information

Each fall parents are requested to review and update information about their student, including health concerns (this is the RSVP process). Please keep us informed of any change in your child’s health status and activity restriction.

Medication

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

Health Screening

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

Immunizations

New for 2020-21 school year - All completed CIS (Certificate of Immunization Status) forms must be medically verified prior to the child's enrollment in school. Medically Verified options include:

Validated CIS form printed from IIS (WA Immunization Information System); or

CIS printed from MyIR; or

If completing CIS by hand, a healthcare provider's signature at the bottom or validation by a school nurse, administrator or designee with vaccination records attached

Washington Immunization Law - Parents Need to Know

Per WA State Law, if your child is not in compliance or in conditional (temporary) immunization status by the first day of school, he/she will not be allowed to attend until records are complete.

Volunteering

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

Island Park Elementary has a great tradition of volunteerism. Volunteer hours during the year add up to the equivalent of over eleven full time staff every year!

It's easy to get involved and you'll find welcoming volunteer veterans around every corner ready to show you the way.

PTA

The Parent and Teacher Association is a vital part of Island Park School. Your membership dues support the school program and your active involvement keeps you informed, as well as offering enrichment to the students. Many one-time and on-going activities need your help; if you can offer, please do! Contact the PTA Executive staff, or simply visit the [Island Park PTA](#) website for more information or to explore opportunities.

Opening Day Coffee

Volunteer opportunities abound at our "Opening Day" coffee. Held on the first day of school, the coffee is a great place to meet other parents, see all of the volunteer opportunities available to you and talk to others about what might work best for you. Parents of Kindergarteners who don't start school on the first day should also plan on attending. Supervised children are welcome.

Mandatory Volunteer Orientation

All volunteers at MISD elementary schools are required to watch the video and complete the forms found here: [volunteer training video and forms](#). Once you have viewed the video, print the quiz page, complete the quiz, sign it and return it to the office. Only those who have a signed form and completed background check will be allowed to volunteer in the classroom.

Background Checks

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

Common Q & A Volunteering

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

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

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

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

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

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

Island Park Support Services

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

Counselor

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

English Language Learners (ELL)

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

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

Highly Capable Program

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

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

Highly Capable Program Design

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

Highly Capable 3-8: The grades 3-8 Highly Capable Program is self-contained in grades 3 through 5 at

West Mercer Elementary and Lakeridge Elementary only. Students in the Highly Capable Program remain with their class throughout the day and move to their elective studies (PE, art, music, and library) with their class.

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

Special Education

Special Education services are available to students who qualify for specially designed instruction. Island Park has a Resource Room (RR) which serves children with mild to moderate learning challenges. Students with specific learning disabilities and health impairments are most commonly seen in the Resource Rooms. At the elementary level, students usually receive 30 minutes or more per day of additional instruction

We also house a Personalized Learning Program (PLP) which serves children with moderate to severe cognitive challenges. This program provides students who need to have most or all of their instruction in a separate classroom. Significant changes to content, methods and/or pacing of instruction are made. Students in these programs are also integrated into general education classes as much as possible. These programs may also provide instruction in life skills, recreation and leisure and vocational training. For more information about Mercer Island School District's special education programs, please visit the [District webpage](#).

Learning Support

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

Occupational Therapist

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

Speech Therapist

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

School Psychologist

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

Conflict Manager Program

Managed by the school counselor, this program trains self-nominated 4th and 5th graders in conflict management and mediation skills. Once trained, Conflict Managers are available to use these skills to help K-2 students on the playground in dispute resolution.

Instruction and Assessment

Curriculum

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

Curriculum Nights

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

Assessment

State mandated assessments include:

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

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

Placement

All of the elementary schools use the same process for class formation. Balanced class groupings are created that accommodate individual needs by distributing student abilities, behaviors and interests evenly among the classes. Teachers are then randomly assigned to the balanced class groupings. This process achieves a learning environment that will enable all children to grow to the maximum of their abilities. Please be aware that we are unable to accommodate parent requests for specific teachers. It is the principal's responsibility to assure that all teachers are qualified and work hard to meet the needs of all children. Notification of placement for the next school year will be available through Skyward at the end of August, just prior to school opening.

Progress Reports

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

Teacher Conferences

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

1:1 iPads - 3rd, 4th and 5th Grades

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

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

As an instructional tool, app focus is on productivity and creation. A few foundational apps include Safari, Word and/or

Docs, PowerPoint and/or Slides, Notability, and Pic collage. Cloud access available through Office 365 OneDrive and/or Google Drive make it possible for intermediate students to access documents beyond the school day from any internet connected device.

With their district account, students have the ability to install Office on their computer at home. Follow this link for full instruction. <http://www.mercerislandschools.org/studentadvantage>

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

School Expectations

Classroom Preparedness

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

Dress

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

Cell Phones, Electronic Devices and Headphones

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

Toys at School

Toys at school can be lost, broken and, above all, a major distraction to learning and supervision. Accordingly, personal toys, sports equipment, electronic games, and other like play items should remain at home. Exceptions may be made by classroom teachers for one-time special projects/presentations and for therapeutic uses mutually agreed upon by staff, parents/guardians, medical personnel and 504/special education teams.

Food/Gum/Beverage

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

Pets

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

District Policies and Procedures

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

School Safety

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

Hours

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

Visitors

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

Safety Drills

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

Student Insurance

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

Money and Valuables

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

Emergency School Closure

It is the policy of the Mercer Island School District to hold school whenever possible. However, there may be days when school must be closed or start later than usual due to weather or emergency conditions. A school closure message may be accessed by calling the District’s emergency number at 206-236-3366 or on the [district website](#). The District also uses several local radio and TV stations to inform the community.

Emergency E-mail Lists

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

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

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

Questions about Flash Alert should be addressed to Patrick Rock, Director of Transportation.

Emergency Procedures

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

Parents should know:

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

Fundraising

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

Mercer Island Schools Foundation

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

Common Q & A Fundraising

Q: This is a public school, why do we need to fundraise?

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

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

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

School Activities and Events

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

After School Activities

Various art and science classes are offered throughout the school year on early release Wednesdays. Look for these opportunities throughout the year via the Island Park PTA Eagle Newsletter. These opportunities are administered by outside groups. Island Park donates the classroom space as a courtesy to families seeking after school enrichment, and PTA volunteers serve as a liaison between the program vendors and the school.

Art Docent

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

Artist in Residence

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

Assemblies

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

Band

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

Birthday Celebrations

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

Book Swap

This event takes place during the student's library time for a week in mid-March. Used books are brought in by students 2 weeks prior to the event.

Books are sorted into age groups and placed on tables in the library the day

Common Q & A School Activities

Q: Is the 5th Grade Sweatshirt a big deal?

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

before the event. Students are then able to select a new book to keep from the assortment of books that students have donated to the Book Swap.

Classroom Buddy Program

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

Field Day

Each spring, during a designated school day, the entire student body participates in outdoor athletic activities to celebrate fitness and spring.

Field Trips

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

Fine Arts Showcase

The district-wide Fine Arts Showcase is a not-to-be-missed art extravaganza at the high school. All elementary students will have an art piece in Showcase, and our 3rd graders perform in a very special choral and dance program.

Artwork is displayed from elementary through high school, and all of our school music programs perform over the course of this two-day event.

International Night

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

New Family Coffee

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

Opening Day Coffee/Volunteer Sign Up

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

Parent Education Library

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

Parent Education Events

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

PTA Meetings

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

Safety Patrol

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

Science Fun Night

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

School Pictures

Each fall, arrangements are made for a photographer to take individual pictures of boys and girls for student records. As a service to the parents, these pictures may be purchased on a prepaid basis.

Student Council

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

Yearbook

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

5th Grade Special Events

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

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

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

Sweatshirts. The PTAs create sweatshirts each year that list all 5th graders across the district. The tradition of having sweatshirts with all of the names of the 5th graders in the district has come to mean a great deal to students. We've had a few occurrences where parents have not ordered their child a sweatshirt or have chosen to not include their name on the shirt—resulting in disappointed children. So, carefully consider these choices. Specific ordering information is provided to students via backpack mail. ****Please note:** if you have signed the privacy policy and opted for your child's name and picture to not be used, you will need to provide special permission for your child's name to appear on the sweatshirt.

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

Your Mercer Island Community

Happy kids are active in their community. Here on Mercer Island we are lucky to have a rich set of community resources to choose from for children and families. Don't know where to sign up for soccer? For summer camp? Want to know where to go swimming? Here are some of the places and things Mercer Island kids (and their families) enjoy. Check out the [PTA website](#) for current community and kids' activities.

Community Resources

Mercer Island Parks and Recreation

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

Youth and Family Services

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

Mercer Island Library

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

Boys and Girls Club

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

Mercer Island Swimming Pool (formerly Mary Wayte)

Operated by Northwest Center Pools, the Mercer Island Pool offers public swim and family swim time for a nominal fee. Check their schedule by calling 206.296.4370.

Appendix A Mercer Island School District Board Policies

Discipline, Suspension Removal and Expulsion

STUDENT CONDUCT EXPECTATIONS AND REASONABLE SANCTIONS 3241BP

(Under Revision)

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

CLASSROOM MANAGEMENT, DISCIPLINE AND CORRECTIVE ACTION PROCEDURES 3241P (Under Revision)

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 the exclusion from school or individual classes for a period of no greater than one calendar year from the date the corrective action is imposed, after which the student has a right to return.
- B. "Suspension" is the exclusion from school, or individual classes for a specific period of time, not to exceed the school year in which the alleged misbehavior occurs, after which the student has a right to return.
 - 1. A suspension is "short term" if it is for a period of 10 consecutive school days or less. Separate short-term suspensions shall not total more than 10 school days in a semester for any student in grades K-4. Separate short-term suspensions shall not total more than 15 days in a semester 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 10 consecutive school days is a "long-term" suspension. Long-term suspensions may not be imposed on students in grades K-4 and in grades 5 and above not in a manner that causes a student to lose academic grades or credit in excess of one semester or trimester in the same school year.
- 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 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 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 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 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, 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. Where warranted based on public health or safety, prior to the end of a one-year expulsion, an expulsion, or a long-term suspension, the principal or designee who initiated such corrective action may petition the Superintendent of the school district, pursuant to policies and procedures adopted by the office of the superintendent of public instruction or pursuant to Policy 3241, for authorization to exceed the one calendar year limitation on an expulsion or to take legal action or new corrective action to exclude the student. An expulsion shall be brought to the attention of appropriate local and state authorities, including, but not limited to, the local juvenile authorities acting pursuant to the statutes dealing with the Basic Juvenile Court Act, in order that such authorities may also address the student's educational needs. The reengagement process does not preclude the student or parent's right to apply for readmission.

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

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

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

RIGHTS, RESPONSIBILITIES, AND AUTHORITY OF CERTIFICATED STAFF

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

A. Certificated staff shall have the right to:

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

B. Certificated staff shall have the responsibility to:

1. Distribute to students, parents and staff a publication defining the rights, responsibilities and corrective action or punishment relating to student behavior.
2. Observe the rights of students.
3. Enforce the rules of student conduct fairly, consistently, and without discrimination.
4. Maintain good order in the classroom, in the hallways, on the playgrounds or other common areas of the school, during instructional time and at all school activities.
5. Receive any complaint or grievance regarding any corrective action they have taken for student misconduct. They shall be given the opportunity to present their version of the incident and to meet with the complaining party in the event that a conference is arranged.

6. Maintain accurate attendance records.
 7. The principal or designee shall notify parents when students are suspended or expelled.
 8. Set an appropriate example of personal conduct and avoid statements that may be demeaning or personally offensive to any student or group of students.
- C. Certificated staff shall have the authority to:
1. Use such reasonable action as is necessary to protect himself/ herself, a student, or others from physical abuse or injury.
 2. Remove a student from a class session for sufficient cause.
 3. Detain a student after school for up to thirty 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 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 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 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 school business days written notice of their intent to do so. The Board shall notify the student/parent of its response within ten 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 to ten school days or full schedule of classes for one and up to ten 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;
3. An oral or written explanation of the suspension which may be imposed shall be provided to the student; and
4. 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 semester 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 school business days written notice of their intent to do so. The Board shall notify the student/parent of its response within ten 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 school days after the notice is received, the hearing shall be waived and the long-term suspension or expulsion shall take effect, and (5) the date by which the request for a hearing must be received.

In the event a hearing is requested, the superintendent shall appoint the hearing officer, who may be any certificated staff member who is not involved in the incident giving rise to the hearing. The hearing officer shall:

1. Schedule the hearing for a specified date, time, and place and may postpone the date and time and change the place for good cause or upon the mutual agreement of the parties;
2. Give written notice of the date, time, and place of the hearing to the principal or designee, and the parent and student;
3. Answer any questions that the parent and student or counsel may have about the nature and conduct of the hearing;
4. Conduct the hearing with full authority to control the conduct of all persons present, subject to the general directions of this procedural code, and to limit questioning that is unproductive or irrelevant. (The hearing officer may not provide testimony.);
5. Write findings of fact and disposition of the case; and
6. Transmit the written findings and disposition to the superintendent, the principal or designee, and the parent and student within three (3) school days after the hearing.

The parent and student may request an open or closed hearing. A closed hearing may be attended only by the hearing officer, principal or designee, student, parent, and counsel. Witnesses should be present only when they are giving information. If the student's psychological or emotional problems are being discussed, he/she may be excluded at the discretion of the hearing officer with the concurrence of the parent and/or counsel. In an open hearing only those persons designated as witnesses or representatives of a party shall have the right to speak. In advance of the hearing, the principal or designee shall make available in his/her office any exhibits, affidavits or the signed statements that may form the basis for the alleged misconduct and the penalty suggested by the principal or designee. These may be examined and copied by the parent and student or counsel. If the principal or designee later receives any further information that shall be employed at the hearing, he/she shall notify the parties involved and make copies available before the hearing. The principal or designee may request a similar opportunity to review exhibits or statements to be used by the parent and student or counsel.

The hearing shall be conducted before the hearing officer. The hearing officer shall not be a witness and shall determine the facts of each case solely on the evidence presented at the hearing. Upon the request of the hearing officer, the parent and student or counsel, the principal or designee shall submit to the hearing officer the student's cumulative record folder. If the principal or designee or the hearing officer deems it necessary, the information

contained in such records shall be explained and interpreted to the officer by a person trained in their use and interpretation.

The hearing officer shall state in writing the findings as to the facts, conclusions and disposition to be made. The disposition need not be the action recommended by the principal or designee but shall not exceed the penalty he/she recommends.

The disposition should explain the reason for the particular decision. The decision shall be provided to the parent and student or counsel. If the hearing officer affirms imposition of a long-term suspension or expulsion, the student may be excluded from school after the three 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 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 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 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 school business days;
2. Schedule and hold a special meeting to hear further arguments on the case and record findings within fifteen school days and issue a written decision within fifteen school business days after the informal conference; or
3. Schedule a de novo (new) hearing within ten school days.

Within thirty 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 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 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.

A. 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 hours of the expulsion or by hand delivery to the student's parents or guardians within twenty-four 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

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

Management Resources:

Policy and Legal News - September 2013; August 2014

Adopted: 08/09/96

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

Nondiscrimination

Nondiscrimination 3210BP

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 Director of Human Resources, who has been appointed as the Civil Rights Compliance Officer, the Chief Operations Officer who is the Title IX Compliance Coordinator, or to the Director of Special Education, who has been appointed the Section 504 Coordinator.

Cross References:

Administrative Policy 2019 Selection and Adoption of Instructional

Materials

2030 Service Animals in Schools 2140 Guidance and Counseling

Board Policy 2150 Co-Curricular Program
 Administrative Policy 2151 Interscholastic
 Activities
 Administrative Policy 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: 7/8/76

Revised: 12/5/09; 11/15/10; 05/4/2012; 02/27/14; 02/24/15; 06/23/16

Prohibition of Harassment, Intimidation and Bullying

PROHIBITION OF HARASSMENT, HAZING, INTIMIDATION AND BULLYING 3207BP

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.

Interventions

Interventions 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. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

Students with Individual Education Plans or Section 504 Plans

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

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

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

Compliance Officer

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

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

Cross References:

Policy 3200 Rights and Responsibilities Policy 3210 Nondiscrimination

Policy 3240 Student Conduct

Policy 3241 Classroom Management, Corrective Action and Punishment Policy 6590 Sexual Harassment

Legal References:

RCW 28A.300.285 Harassment, intimidation, and bullying prevention policies and procedures – Model policy and procedure – Training materials – Posting on web site – Rules – Advisory Committee

RCW 28A.600.480 Reporting of harassment, intimidation, or bullying – Retaliation prohibited – Immunity RCW 9A.36.080 Malicious Harassment – Definition and criminal penalty

RCW 28A.642 Discrimination prohibition

RCW 49.60 Discrimination – Human Rights Commission

U.S. Depart. of Education Dear Colleague Letter, 2010

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.html>

Management Resources: 2014 December Issue

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

2008 April Issue

2002 April Issue

Adopted: 01/16/03

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

PROHIBITION OF HARASSMENT, HAZING, INTIMIDATION AND BULLYING 3207P

A. Introduction

Mercer Island School 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.
 - o 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.
 - o Any activity involving actions of a sexual nature or the simulation of actions of a sexual nature.
 - o 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.
 - o 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 procured set forth herein. Such notice shall be in a language that the complainant can understand, which may require language assistance for complainants with limited English proficiency. In these cases, the investigation and response timeline set forth in WAC 392-190-065 and Administrative Procedure 3210P begins when the district knows or should have known that a written report of harassment, intimidation or bullying involves allegations that the district has violated Policy 3210, Chapter

392-190 WAC or the guidelines adopted by OSPI under 392-190-005.

I. Addressing Bullying – Reports

Step 1: Filing an Incident Reporting Form

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

Status of Reporter

a. Anonymous

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

b. Confidential

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

c. Non-confidential

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

Step 2: Receiving an Incident Reporting Form

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

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

Step 3: Investigations of Unresolved, Severe, or Persistent Harassment, Intimidation and Bullying All reports of unresolved, severe, or persistent harassment, intimidation or bullying will be investigated with reasonable promptness. Any student may have a trusted adult with them throughout the report and investigation process.

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.

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.

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.

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.

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. a. The principal or designee may determine that other steps must be taken before the investigation is complete. b. 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.

- c. 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:
- o The results of the investigation;
 - o Whether the allegations were found to be factual; Whether there was a violation of policy; and o
- 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 student discipline will be implemented according to district policy 3241, *Classroom Management, Corrective Actions or Punishment*. If the accused aggressor is appealing the imposition of discipline, 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, Corrective Actions or Punishment*.

If the conduct was of a public nature or involved groups of students or bystanders, the district should strongly consider schoolwide 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, 3/12/15

Student Conduct

STUDENT CONDUCT EXPECTATIONS AND REASONABLE SANCTIONS 3240BP (Under Revision)

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](#)

Management Resources:

Policy and Legal News - September 2013; August 2014

Adopted: 08/09/96

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

STUDENT CONDUCT EXPECTATIONS AND REASONABLE SANCTIONS 3240P (Under Revision)

RESPECT FOR THE LAW AND THE RIGHTS OF OTHERS

The student is responsible as a citizen to observe the laws of the United States, 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 — and which 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:

- o On the school grounds during and immediately before or immediately after school hours; o On the school grounds at any other time when the school is being used by a school group(s);
- o Off the school grounds at a school activity, function, or event; or
- o 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 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. Such misconduct may also result in an expulsion or an emergency expulsion subject to [WAC 392-400-275](#) and [392-400-295](#). 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.

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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. Approval by an ad hoc committee is required for exceptional misconduct offenses under [WAC 392-400-245\(2\)](#) and [260\(2\)](#). The appeal process for short and long-term suspensions shall remain in effect for short and long-term suspensions imposed as a result of this procedure. In addition, notwithstanding the corrective actions stated below, such misconduct may also result in an expulsion or an emergency expulsion subject to [WAC 392-400-275](#) and [392-400-295](#).

<u>Exceptional Misconduct</u>	<u>Maximum Corrective Action That May Be Taken</u>
Drugs, Alcohol and Mind-Altering Substances; Extortion/Blackmail/Coercion; Fighting; Gang Activity; Robbery; Sexually Explicit Material; Theft; Trespass; Verbal Abuse	Long-term suspension (90 days); notification to law enforcement
Explosives; Weapons	Long term suspension (90 days) or emergency expulsion or expulsion as required by RCW 28A.600.420 ; notification to law enforcement
Dangerous Behavior; Defiance; Disruptive Conduct; False Alarms/Fire Apparatus; Forgery; Harassment, Malicious; Harassment, Sexual; Hazing; Intimidation; Misuse of District Electronic Systems; Tobacco	Long-term suspension (90 days)

Adopted: 01/05/10

Revised: 03/14/12; 04/30/15

Sexual Harassment

SEXUAL HARASSMENT OF DISTRICT STAFF PROHIBITED (5011BP)

This district is committed to a positive and productive working environment free from discrimination, including sexual harassment. This commitment extends to all employees and other persons 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.

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Island Park Elementary
Parent Guide

Sexual harassment can occur student to adult, adult to adult 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 district employees 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 employment 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 a work opportunity or other benefit;
- and sexual demands where submission or rejection is a factor in a work or other school-related decision affecting an individual.

A “hostile environment” for an employee is created where the unwanted conduct is sufficiently severe or pervasive to create a work environment that a reasonable person would consider intimidating, hostile, or abusive. 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 that sexual harassment has created a hostile environment, the district will promptly investigate to determine what occurred and will 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 every time a report, complaint and grievance 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 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's 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 information and education to district staff, 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 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, parents, volunteers and visitors. Information about the policy and procedure will be easily understood and conspicuously posted throughout each school building, provided to each employee and reproduced in each 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: 3205 – Sexual Harassment of Students Prohibited

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

Legal References:

[RCW 28A.640.020 Regulations, guidelines to eliminate discrimination — Scope](#) RCW 28.642.010 Discrimination Prohibited-Definitions

[WAC 392-190- 058 Sexual harassment 20 U.S.C. §§ 1681-1688](#)

Adopted: 03/19/94

Revised: 06/22/95, 09/22/11, (Renumbered as Board Policy 5011: 5/14/15), 11/12/15

SEXUAL HARASSMENT OF DISTRICT STAFF PROHIBITED (5011P)

The procedure is intended to set forth the requirements of Policy 5011, 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 district employees carried out by other students, employees or third parties involved in school district activities. 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, provided to each employee and reproduced in each staff, volunteer and parent handbook. In addition to the posting and reproduction of this procedure and Policy 5011, the district will provide annual notice to employees that complaints pursuant to this procedure may be filed at the School 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 district staff person 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 Compliance Coordinator for evaluation. The Title IX Compliance 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 may 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 *the 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 staff persons; and
- Providing staff and/or student training.

Informal complaints may become formal complaints at the request of the complainant or because the district believes the complaint needs to be more thoroughly investigated. The district will inform the complainant 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

- o 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.
- o 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. 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
- any corrective measures the district will take, remedies for the complainant (e.g., sources of counseling, advocacy and other 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 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.

Decision

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

Level Three - Complaint to the Superintendent of Public Instruction Filing of Complaint

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

Investigation, Determination and Corrective Action

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

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

Level Four - Administrative Hearing

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

Other Complaint Options

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

OCR enforces several federal civil rights laws, which prohibit discrimination in public schools on the basis of race, color, national origin, sex, disability, and age. File complaints with OCR within 180 calendar days of the date of the alleged discrimination.

206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | www.ed.gov/ocr

Washington State Human Rights Commission (WSHRC)

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

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

Mediation

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

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

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

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

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

Training and Orientation

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

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

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

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

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

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

Title IX Coordinator Contact Information

Erin Battersby

Mercer Island School District Office 4160 86th Ave SE

Mercer Island, WA 98040 Phone: 206-230-6227

Fax: 206-236-3333

Erin.Battersby@mercerislandschools.org

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Revised: 06/22/95, 09/22/11 (renumbered from 6590P), 5/14/15, 11/12/15, 05/04/16

General Complaints

GENERAL COMPLAINTS 4220BP

The Mercer Island School District promotes a school and district culture that is welcoming and open, promotes mutual respect and shared responsibility, and that treats parents, staff, students, and citizens with respect, dignity, and courtesy. The district is committed to resolving concerns and complaints about school and district programs, procedures, and/or personnel in an effective, efficient, and timely manner by initiating the complaint with the person(s) who have the lowest level of authority in actually resolving the matter.

Teachers, staff, or administrators charged with responsibility for programs, procedures, and/or supervision of personnel expect that parents or citizens will bring their concerns to them for resolution first before asking a supervisor to address the concern.

For more information about our district's General Complaint process, please reference [Board Policy](#)

4220. Attendance

Student Absences 3122BP & 3122P (Under Revision)

It is the position of Mercer Island School 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 Mercer Island School District students will attend regularly. 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.

For more information about our district's Attendance policy and procedures, please reference [Board Policy 3122BP](#) and [Procedures 3122P](#).

Electronic Resources/Electronic Information Systems (Networks)

ELECTRONIC RESOURCES AND INTERNET SAFETY POLICY 2022BP & 2011P

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.

For more information about our district's Electronic Resources and Internet Safety policy and procedures, please reference [Board Policy 2022BP](#) and [Procedures 2022P](#).

Staff/Student Boundaries

MAINTAINING PROFESSIONAL STAFF/STUDENT BOUNDARIES 5253BP & 5253P

The purpose of this policy is to provide all staff, students, volunteers and community members with information about their role in protecting children from inappropriate conduct by adults. This policy applies to all district staff and volunteers. For purposes of this policy and its procedure, the terms “district staff,” “staff member(s),” and “staff” also include volunteers.

For more information about our district’s Staff/Student Boundaries policy and procedures, please reference [Board Policy 5253BP](#) and [Procedures 5253P](#).

Student Rights, Responsibilities and Limitations

Student Rights and Responsibilities 3200BP & 3200P (Under Revision)

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

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

For more information about our Student Rights, Responsibilities and Limitations policy and procedures, please reference [Board Policy 3200BP](#) and [Procedures 3200P](#).

Tobacco Use and Possession

USE AND POSSESSION OF TOBACCO, NICOTINE PRODUCTS AND DELIVERY DEVICES WITHIN THE MERCER ISLAND SCHOOL DISTRICT 4215BP

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 FDA-approved 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.

For more information about our Tobacco Use and Possession policy, please reference [Board Policy 4215BP](#).

Student Use, Possession or Sale of Alcohol and Drugs

STUDENT USE, POSSESSION, OR SALE OF ALCOHOL AND DRUGS 3247BP

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 in Board Policy 3247.

To access the entire [Board Policy 3247](#), please visit the district website.

Effective Communication

EFFECTIVE COMMUNICATION 4217BP & 4217P

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.

For more information about our district's Effective Communication policy and procedures, please reference [Board Policy 4217BP](#) and [Procedures 4217P](#).