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Welcome from the Superintendent

Dear Mercer Island School District Substitute:

Welcome to Mercer Island School District. We hope you find your work with the district to be a positive experience. The role that you play is vitally important for the ongoing success of our program. Your conscientious completion of assigned duties helps our staff maintain student learning momentum and is vitally important for the ongoing success of our program. We want to do everything possible to help you be successful in your assignment.

As a “guest teacher” and / or a classified substitute, we expect that you will be treated by students and staff with the same courtesy and respect afforded the teachers and staff you are replacing. In addition, it our expectation that you will afford our students and staff the same respect and courtesy, as outlined in the human resources policies that govern Mercer Island employees.

This handbook is designed to provide you with important information and expectations regarding your substitute responsibilities with the Mercer Island School District. It is also important to check with the building principal or office staff about aspects of a specific assignment that may not be covered in this handbook.

Good luck in your role with the District. Let us know if there is anything we can do to better support you in those efforts.

Best wishes,

Donna Colosky, Superintendent
Section I: District Information

Staff Directory

District Administration

<table>
<thead>
<tr>
<th>Administration Building</th>
<th>Name</th>
<th>Role</th>
<th>Phone #</th>
</tr>
</thead>
<tbody>
<tr>
<td>4160 86th Ave. SE</td>
<td>Donna Colosky</td>
<td>Superintendent</td>
<td>206.236.3300</td>
</tr>
<tr>
<td></td>
<td>Fred Rundle</td>
<td>Asst. Superintendent, Learning Services</td>
<td>206.236.3300</td>
</tr>
<tr>
<td></td>
<td>Jamie Prescott</td>
<td>Director of Learning Services</td>
<td>206.236.3445</td>
</tr>
<tr>
<td></td>
<td>Erin Battersby</td>
<td>Exec. Director, Legal/Compliance &amp; HR</td>
<td>206.236.3318</td>
</tr>
<tr>
<td></td>
<td>Rosie Burns</td>
<td>Director, Human Resources</td>
<td>206.236.3439</td>
</tr>
<tr>
<td></td>
<td>Kathleen Long</td>
<td>Human Resources Coordinator</td>
<td>206.236.3318</td>
</tr>
<tr>
<td></td>
<td>Sherrie McLaughlin</td>
<td>Substitute Coordinator</td>
<td>206.236.3311</td>
</tr>
<tr>
<td></td>
<td>Mary Newcomer</td>
<td>Back-up Sub Coordinator</td>
<td>206.236.6336</td>
</tr>
<tr>
<td></td>
<td>Erin Anderson</td>
<td>Payroll Coordinator</td>
<td>206.236.3314</td>
</tr>
</tbody>
</table>

Schools

<table>
<thead>
<tr>
<th>Mercer Island High School</th>
<th>Vicki Puckett, Principal</th>
<th>Henterson Carlisle, Associate Principal</th>
<th>Nick Wold, Associate Principal /Athletic Director</th>
<th>Jenny Foster, Associate Principal</th>
<th>Irina Yurina, Administrative Assistant</th>
<th>Susan Robinson, Main Office Secretary</th>
<th>Amanda Comeaux, Main Office Secretary</th>
</tr>
</thead>
<tbody>
<tr>
<td>9100 SE 42nd Street</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>206-236-3350</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Crest Learning Center    | See above                | Beverly vanHartesfelt, Crest Secretary    |                                                  |                                  |                                        |                                        |                                        |
| 4150 86th Avenue SE      |                          |                                        |                                                  |                                  |                                        |                                        |                                        |
| 206-236-3390             |                          |                                        |                                                  |                                  |                                        |                                        |                                        |

| Islander Middle School  | Mary Jo Budzius, Co-Principal | Aaron Miller, Co-Principal | Weston Lucas, Associate Principal | Patty McCann, Administrative Assistant |
| 7447 84th Ave SE         |                                        |                                        |                                        |                                      |
| 206-236-3413             |                                        |                                        |                                        |                                      |

| Island Park Elementary  | David Hoffman, Principal | Lisa Deen, Associate Principal | Carol Siebert, Administrative Assistant |
| 5437 Island Crest Way   |                                        |                                        |                                          |
| 206-236-3410             |                                        |                                        |                                          |

| Lakeridge Elementary    | Heidi Jenkins, Principal | Lisa Deen, Associate Principal | Kerri Goldner, Administrative Assistant |
| 8215 SE 78th            |                                        |                                        |                                          |
| 206-236-3415             |                                        |                                        |                                          |

| Northwood Elementary    | Aimee Batliner-Gillette, Principal | Melanie Ready, Associate Principal | Laura Bowers, Administrative Assistant |
| 4130 86th Avenue SE      |                                        |                                        |                                          |
| 206-275-5800             |                                        |                                        |                                          |

| West Mercer Elementary  | Carol Best, Principal | Melanie Ready, Associate Principal | Lynn Lawrence, Administrative Assistant |
| 4141 81st Avenue SE     |                                        |                                        |                                          |
| 206-236-3430             |                                        |                                        |                                          |
# School Year Calendar 2019-2020

## 2019-2020

### Mercer Island School District

4160 86th Avenue SE  
Mercer Island, WA 98040  
Phone: 206.526.3330  
Fax: 206.526.3333

### Student Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 26-27</td>
<td>New Teacher Orientation</td>
</tr>
<tr>
<td>Aug 28</td>
<td>Teacher Prep Day</td>
</tr>
<tr>
<td>Aug 29</td>
<td>Tech. Integration Day</td>
</tr>
<tr>
<td>Aug 30</td>
<td>Half Day Professional Development</td>
</tr>
<tr>
<td>Sep 2</td>
<td>Labor Day (No School)</td>
</tr>
<tr>
<td>Sep 3</td>
<td>Pre-Service Day</td>
</tr>
<tr>
<td>Sep 4</td>
<td>First Day of School Grades 1-12</td>
</tr>
<tr>
<td>Sep 9</td>
<td>First Day of School Kindergarten</td>
</tr>
<tr>
<td>Oct 11</td>
<td>Student Half Day</td>
</tr>
<tr>
<td>Nov 9-10</td>
<td>Professional Dev. (PD) Day: Half Day (PM)</td>
</tr>
<tr>
<td>Nov 11</td>
<td>Veterans’ Day, No School</td>
</tr>
<tr>
<td>Nov 18</td>
<td>Half-day Elementary Graduation</td>
</tr>
<tr>
<td>Nov 25-27</td>
<td>Elementary Conferences (2.5 days)</td>
</tr>
<tr>
<td>Nov 27</td>
<td>End of First Trimester (IMS &amp; Elem)</td>
</tr>
<tr>
<td>Nov 27</td>
<td>IMS/High School Half-day</td>
</tr>
<tr>
<td>Nov 27</td>
<td>MIHS Regular Start</td>
</tr>
<tr>
<td>Nov 28-29</td>
<td>Progress Report Prep (IMS)</td>
</tr>
<tr>
<td>Dec 23-Jan 3</td>
<td>Thanksgiving Break (No School)</td>
</tr>
<tr>
<td>Jan 6</td>
<td>Winter Break (No School)</td>
</tr>
<tr>
<td>Jan 20</td>
<td>Martin Luther King Jr. Day (No School)</td>
</tr>
<tr>
<td>Jan 27-28</td>
<td>MIHS Finals</td>
</tr>
<tr>
<td>Jan 24</td>
<td>End of First Semester (MIHS)</td>
</tr>
<tr>
<td>Jan 27</td>
<td>IMS &amp; Elem PD Day (No School: Students)</td>
</tr>
<tr>
<td>Feb 17-21</td>
<td>MIHS Graduation Day (No School)</td>
</tr>
<tr>
<td>Mar 19</td>
<td>End of Second Semester (IMS &amp; Elem)</td>
</tr>
<tr>
<td>Mar 20</td>
<td>MIHS Prof. Dev Day (No School: Students)</td>
</tr>
<tr>
<td>Mar 20</td>
<td>IMS &amp; Elem Graduation Day (No School)</td>
</tr>
<tr>
<td>Apr 2</td>
<td>End of Third Quarter (MIHS)</td>
</tr>
<tr>
<td>Apr 6-10</td>
<td>Spring Break (No School)</td>
</tr>
<tr>
<td>May 23</td>
<td>Scheduled Weather Make-up Day</td>
</tr>
<tr>
<td>May 25</td>
<td>Memorial Day (No School)</td>
</tr>
<tr>
<td>Jun 12</td>
<td>Half-day Elementary Graduation</td>
</tr>
<tr>
<td>Jun 19</td>
<td>Last Day of School</td>
</tr>
<tr>
<td>Jun 22-23</td>
<td>Scheduled Weather Make-up Days</td>
</tr>
</tbody>
</table>

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- = District Directed or Building Directed Wednesdays
- = First and last student day

5/31/2019

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3 | Page
Absence Management

SIGNING IN
To log in to the absence management application, type acesonline.com in your web browser’s address bar.

The Sign In page will appear. Enter your ID/username and PIN/password and click Sign In.

RECOVERING CREDENTIALS
If you cannot recall your credentials, use the recovery options or click the “Having trouble signing in?” link for more details.

SEARCHING FOR AVAILABLE JOBS
You can review available jobs directly on the homepage. These potential jobs appear in green on the calendar and in list form under the “Available Jobs” tab.

To accept a job, click the Accept button beside the absence (or click Reject to remove a job from the list).

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GETTING HELP AND TRAINING

If you have questions, want to learn more about a certain feature, or want more information about a specific topic, click Help Resources and select Frontline Support. This opens a knowledge base of help and training materials.

ACCESSING ABSENCE MANAGEMENT ON THE PHONE

In addition to web-based, system accessibility, you can also find and accept available jobs, manage personal information, change your PIN number, and more, all on the phone.

When You Call into Absence Management

To call, dial 1-800-942-3767. You’ll be prompted to enter your ID number (followed by the # sign), then your PIN number (followed by the # sign).

When calling the absence management system, you can:
- Find available jobs – Press 1
- Review or cancel upcoming jobs – Press 2
- Review or cancel a specific job – Press 3
- Review or change your personal information – Press 4

When the Absence Management System Calls You

If an available job has not been filled by another substitute two days before the absence is scheduled to start, the system will automatically begin to call substitutes and try to fill the job.

Keep in mind, when the system calls you, it will call about one job at a time, even if you’re eligible for other jobs. You can always call in (see “When You Call into Absence Management” section above) to hear a list of all available jobs.

Note: When the system calls, be sure to say a loud and clear “Hello” after answering the call. This will ensure that the system knows you picked up the call.

When you receive a call, you can:
- Listen to available jobs – Press 1
- Prevent absence management from calling again today – Press 2
- Prevent absence management from ever calling again – Press 9

If you are interested in the available job, Press 1. You will be asked to enter your PIN number (followed by the # sign). The absence management system will list the job details, and you will have the opportunity to accept or reject the job.

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Section II: Your Employment

Are you a “Certificated” or “Classified” Substitute?
- Certificated: classroom teachers, librarians, specialists, ESA certified school nurses
- Classified: nurses (non ESA certified), paraprofessionals, office administrative and secretarial, custodians, flaggers, bus drivers

Your Personnel File
We require the following items your employment as a substitute in the Mercer Island School District.
- Application
- Teaching Certificate (for Substitute Teachers): A valid Washington State Teaching (regular, substitute or emergency substitute) Certificate must be registered in the Human Resources Office if you are doing substitute teaching.
- Withholding Exemption Certificate “W-4”
- Federal Immigration Form (I-9) with valid identification
- Background check with FBI and fingerprints run by Washington State Patrol
- Retirement form
- Applicant Disclosure form
- Direct Deposit form for payroll
- Washington State Sexual Misconduct Disclosure Release (annually from all districts worked)
- Certification of Orientation to District Policies

Pay & Benefits
Substitutes are paid on the regular school district payday which is the last working day of the month. Each substitute must sign in every morning and sign out at the end of the assignment.

The payroll cutoff each month is typically the 10\textsuperscript{th} of the month. Some shorter months may have an earlier cutoff date. Hours worked between the previous month’s payroll cutoff and the current month’s payroll cutoff are paid on the last day of the current month. For example, hours worked between September 10\textsuperscript{th} and October 9\textsuperscript{th} will be paid on October 31\textsuperscript{st}.

Employee benefits and payroll deductions for health plans are not available to substitutes.

The District will not authorize payroll advances.

Teachers: As a substitute teacher in one of Washington’s public school districts, you may qualify to participate in one of the state’s retirement plans for teachers. As a substitute, membership in the Teachers Retirement System (TRS) is optional. You are not required to become a member of DRS or pay contributions. To get more information about purchasing service credit you can look on the DRS website (http://www.drs.wa.gov/) or call 1-800-547-6657.
Pay Rates

Certificated
The Mercer Island School District has one classification of certificated substitute: Hourly Hired Substitute. The current hourly rate is $22.00, and the daily rate for seven and one half hours is $165.00. Certificated substitutes who work 300 hours (40 cumulative full days) in a school year will be paid $500.00. For each additional 150 hours (20 full days), the certificated substitute will be paid an additional $250.00.

All certificated substitutes have a three hour forty-five minute (3.75 hours) minimum assignment when called to substitute in any school. Although Absence Management will list the jobs as AM, PM, or ALL DAY, this does not directly correspond with the way Mercer Island School District calculates your pay. The compensation for each assignment will be determined by the actual teaching hours.

All certificated substitutes must report before their first teaching period at the time specified in Section IV: School Hours – All Locations (this ranges from 30 to 45 minutes before the first teaching period depending on the school) and remain for 15 minutes after their teaching assignment to clean up and write a report. The teaching assignment includes instructional time and:

- Prep time on site (60 minutes at the secondary level and 30 minutes at the elementary level when the instructional time exceeds 150 minutes)
- Lunch (30 minutes when the instructional time exceeds 200 minutes)

Secondary Substitutes

Any teaching assignment which exceeds 6.5 hours equates to a full day of compensation. Any teaching assignment under 6.5 hours will be paid at the hourly rate beyond the 3.75 hours. Any teaching assignment with instructional time exceeding 260 minutes will be paid the daily rate plus the hourly rate for each additional 50-minute instructional period.

Assignments at Mercer Island High School

The teachers at the high school will generally post the teaching subjects and periods to Absence Management. It is your responsibility when accepting a substitute assignment to check their teaching schedule with reference to the block schedule for the date of absence to determine the number of hours for which you will be paid.

Substitutes are paid hourly for classroom instruction with preparation time and are not paid for less than a 3.75-hour day. Time worked beyond 3.75 hours is paid hourly. Block classes only happen on Tuesday and Wednesday. When teaching during a block class, it counts as 1.5 instructional periods for the purpose of calculating instructional time.
For instructional periods taught (not preparation periods) the following apply:

<table>
<thead>
<tr>
<th>Mon - Thurs - Fri</th>
<th>Tues - Wed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Class Periods Taught</td>
<td>Number of Hours Paid</td>
</tr>
<tr>
<td>1</td>
<td>3.75</td>
</tr>
<tr>
<td>2</td>
<td>3.75</td>
</tr>
<tr>
<td>3</td>
<td>3.75</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5 (full day)</td>
<td>7.5</td>
</tr>
<tr>
<td>6</td>
<td>8.5</td>
</tr>
</tbody>
</table>

When you are assigned during a preparation period, you are expected to either be doing work assigned by the absent teacher OR to check in with the main office for work to be completed during the open period.

**Split Schedules**

A split schedule occurs when a teacher is not scheduled to teach classes during the middle of the day. (Currently, this happens only at the high school). Because of block scheduling, there can be several hours in the middle of the day when the classroom services of the sub are not needed. When this happens, the sub has a choice of whether to stay at the school and assist with other assigned work, or leave. When the sub chooses to leave, he or she will not be paid for the hours away from school, except that the 3.75-hour minimum will always be paid. When the sub chooses to stay at work and assist as assigned, he or she will be paid accordingly.

**Early Release Days/Late Start Days**

On Wednesdays, which are early release days for elementary and middle school and late start days for high school, the elementary and middle school classes are condensed and a full teaching schedule of 5 classes with prep time equates to 5.5 paid hours. The high school schedule varies due to Block Scheduling. Contact the sub coordinator if you have questions.

**Classified**

Employees who have retired from the district but return to substitute will be paid at the same classification and step as held at retirement. People in the recall pool and other classified substitutes will be paid at the step of the lowest classification in that group for which they substitute. Please contact the Substitute Coordinator for more information.
## Section IV: School Hours – All Locations

<table>
<thead>
<tr>
<th></th>
<th>Elementary Schools</th>
<th>Islander Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Regular Schedule</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9:15am – 3:45 pm</td>
<td>8:25am – 2:50 pm</td>
<td>8:00am – 3:05 pm</td>
</tr>
<tr>
<td></td>
<td><strong>Sub report time:</strong> 8:30 am</td>
<td><strong>Sub report time:</strong> 8:30am</td>
<td>Monday, Tuesday, Thursday and Friday.</td>
</tr>
<tr>
<td></td>
<td>Northwood only ECSE: AM Session: 9:30 – Noon Report at 8:30 am</td>
<td><strong>Sub report time:</strong> 7:50 am</td>
<td><strong>Sub report time:</strong> 7:30 am</td>
</tr>
<tr>
<td></td>
<td>PM Session: 12:45 – 3:15 Report at 11:45 am</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Early Release Wednesdays</strong> (Elementary and middle school only)</td>
<td>9:15am – 2:05pm</td>
<td>8:25am – 1:20pm</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Sub report time:</strong> 8:30am</td>
<td><strong>Sub report time:</strong> 7:50am</td>
<td></td>
</tr>
<tr>
<td><strong>Late Start Wednesday</strong> (high school only)</td>
<td></td>
<td></td>
<td>8:40am – 2:50pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Sub report time:</strong> 8:15am</td>
</tr>
</tbody>
</table>
**Islander Middle School Schedules**

*Lunch A = Math/Science/Foreign Language/Lab/Electives/Health*

*Lunch B = LA/SS/Music*

*TA’s go to lunch with their 4th-period class*

<table>
<thead>
<tr>
<th>REGULAR SCHEDULE</th>
<th>EARLY RELEASE SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Period 8:25 – 9:15</td>
<td>Warning Bell 8:20</td>
</tr>
<tr>
<td>Second Period 9:19 – 10:09</td>
<td>First Period 8:25 – 9:05</td>
</tr>
<tr>
<td>Third Period 10:13 – 11:03</td>
<td>Second Period 9:10 – 9:50</td>
</tr>
<tr>
<td>Lunch A – 11:38 – 12:08</td>
<td>Lunch A 10:35 -11:05</td>
</tr>
<tr>
<td>Fourth Period A 12:12 – 1:02</td>
<td>Fourth Period A 11:10 -11:50</td>
</tr>
<tr>
<td>Lunch B – 12:32 -1:02</td>
<td>Lunch B 11:20 -11:50</td>
</tr>
<tr>
<td>Fifth Period 1:06 – 1:56</td>
<td>Fifth Period 11:55 -12:35</td>
</tr>
<tr>
<td>Sixth Period 2:00 – 2:50</td>
<td>Sixth Period 12:40 - 1:20</td>
</tr>
</tbody>
</table>
## Mercer Island High School Schedule

### MERCER ISLAND HIGH SCHOOL SCHEDULE 2019-20

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st 8:00-8:50</td>
<td>1st Block 8:00 - 9:30</td>
<td>Late Start 8:00-8:40</td>
<td>1st 8:00-8:50</td>
<td>1st 8:00-8:50</td>
</tr>
<tr>
<td>(60 minutes)</td>
<td>(90 minutes)</td>
<td>(40 minutes)</td>
<td>(50 minutes)</td>
<td>(50 minutes)</td>
</tr>
<tr>
<td>2nd 8:55-9:45</td>
<td></td>
<td>Check-In 8:40-8:45</td>
<td>2nd 8:55-9:45</td>
<td>2nd 8:55-9:45</td>
</tr>
<tr>
<td>(50 minutes)</td>
<td></td>
<td></td>
<td>(50 minutes)</td>
<td>(50 minutes)</td>
</tr>
<tr>
<td>Break 9:30 - 9:40</td>
<td></td>
<td>2nd Block 8:45-10:15</td>
<td>3rd 9:50-10:45</td>
<td>3rd 9:50-10:45</td>
</tr>
<tr>
<td>3rd 9:50-10:45</td>
<td>3rd Block 9:45-11:20</td>
<td>(90 minutes)</td>
<td>3rd 9:50-10:45</td>
<td>3rd 9:50-10:45</td>
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<tr>
<td>(55 minutes)</td>
<td>(95 minutes)</td>
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<td>(35 minutes)</td>
<td>(30 minutes)</td>
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</tr>
<tr>
<td>(50 minutes)</td>
<td></td>
<td>(30 minutes)</td>
<td>(30 minutes)</td>
<td>(50 minutes)</td>
</tr>
<tr>
<td>5th B 12:20-1:10</td>
<td></td>
<td>2nd Lunch 12:35-1:10</td>
<td>2nd Lunch 12:35-1:10</td>
<td>5th B 12:35-1:10</td>
</tr>
<tr>
<td>(60 minutes)</td>
<td></td>
<td>(30 minutes)</td>
<td>(30 minutes)</td>
<td>(30 minutes)</td>
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<tr>
<td>(30 minutes)</td>
<td></td>
<td>(30 minutes)</td>
<td>(30 minutes)</td>
<td>(30 minutes)</td>
</tr>
<tr>
<td>2nd Lunch 12:35-1:10</td>
<td></td>
<td>Islander Hour 12:30 -1:20</td>
<td></td>
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</tr>
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Section IV: Your Responsibilities

Accepting the Assignment

Open jobs can be found in your account with Frontline Education Absence Management. You may also receive calls from the Substitute Coordinator, Sherrie McLaughlin or her back-up, Mary Newcomer.

Please be sure to review the details of the assignment in Absence Management. If you have any questions, contact the Substitute Coordinator for clarification.

IMPORTANT: If you are canceling a job within 2 hours of the start of assignment, you must call Sherrie McLaughlin on the substitute phone line (206-236-3311) in the morning before 8:00a.m. or the Administrative Assistant at the school if it is after 8:00a.m.

Appropriate Attire

New substitutes often ask, “What should I wear to work?” Remember, first impressions do make a difference. You have an opportunity to immediately communicate to the students and staff that you take education seriously by dressing professionally. Your choice of clothing should distinguish you from the students, and should not reveal chest or midriff.

Arrival and Departure from Assignments

Substitute Teachers adhere to the arrival time that applies to regular teachers. Please arrive at the building at least one-half hour before you are to begin teaching. For high school subs: After noting the teacher’s class schedule, please be sure to check the daily (block) schedule to determine which classes are taught this day.

Classified substitutes report at the time directed in Absence Management.

All substitutes

• Report directly to the school office.
• Sign in at the office on your arrival.
• If teaching, be sure to check the absent teacher’s mail-box before reporting to the teacher station.
• At the end of the day, sign out and ask whether you will be needed for the following day.
• Close cooperation between the substitute, the school office, the building principal, and the teacher involved is necessary to keep each other informed about a particular substitute assignment and the date of its termination.
Keys
Substitutes are generally given a room key at the start of their shift. Keep the key with you at all times. Do not give students access to your key at any time. Return the key to the office in your substitute file when you leave the building.

Lesson Plans and Materials
Lesson Plans may be included in the Absence Management system or may have been left in the absent teacher’s classroom or in the school office. However, since it is not always possible to anticipate an absence, and since even the regular teacher’s lesson plans are subject to change, it is wise for you to develop short units and activities to use when suitable.

Do your best to carry out the regular school program. Assume the regular and special duties of the teacher, unless otherwise directed (this you may wish to inquire about). If only limited plans are available, remember your training and be prepared to utilize your skills to carry you through. You have the professional know-how. Be sure to follow any specific behavior or education plan specified in the substitute folder (“504 plan”).

Teaching the Class
As a substitute, you have the primary responsibility of teaching what the regular teacher has outlined. Refer to additional tips and ideas in Attachment B.

Be Prepared Use the plans and materials left by the regular teacher or supplement with activities of your own. Consider writing the schedule for the day on the board.

Introduce Yourself Explain why you are there and emphasize that class will be conducted as usual, and as nearly as possible, in accordance with the teacher’s instructions.

Begin on Time Do not give the class time to develop restlessness and disinterest. Begin immediately and get the students involved.

Make Clear Presentations What the students gain from the lesson will depend on how well you present it. Consider writing assignments and directions on the board.

Provide for Student Involvement In a really good lesson, students should have an active part in discussions, planning, questions and decision making. Be sure that directions are clear and supervision is provided.

Discourage Unnecessary Trips Review carefully requests to leave the room, go to the library or nurse’s office, etc. Do not dismiss the class early.

Use Instructional Time for Instruction Plan to direct active learning. Make your presence felt throughout the classroom. To encourage active student participation, involve all students, not just those who raise their hand. Circulate throughout the room so that you can monitor the class more closely. Give praise when it is warranted. Monitoring an extra-long student session can prove very trying.

Room and Equipment Care
The care of the classroom and all of the equipment is your responsibility. The room should be left clean, orderly, and in good condition. Chairs should be in their proper places, paper picked up and windows closed. This is not, however, to suggest that you are expected to do the picking up; see that it is done by the students.

Care of computers, science and art lab materials, videos, tools, and other specialty equipment in the classroom is part of your supervisory responsibility. You are in charge. Let the students know right away that you have a zero-tolerance policy for misuse or abuse of equipment.

Regarding substitute use of the teacher’s computer and phone: Please refrain from using the classroom or office computer for personal use. It is not appropriate to make any personal calls during class time,
even if the students are working independently; make those calls during break.

**Accidents and Injuries**
Always use common sense when an accident or injury occurs.
- Do not leave the injured student.
- Attend to the injury and send someone else to the office or nearest staff member for help.
- Avoid contact with blood and bodily fluids. If you make personal contact with blood or bodily fluids, notify the principal immediately.
- If a student is injured in your class, you are required to complete an accident form which you obtain from the school office.
- Do not leave children unattended in a classroom during recess or break!
- Children who become sick either in the classroom or on the play field should not be sent to the office or restroom alone.
- Either send a reliable child with him/her or get help from another staff member.

As an employee of the Mercer Island School District you are required to complete the training on Blood borne Pathogens so you should already have knowledge of protective measures and guidelines to reduce risk of exposure to disease.

**Administering Medicine to Students**
Substitutes are not to distribute or administer medication. Instead, students should be sent to the school nurse or office manager. Unauthorized administration of medicines to students can have serious legal consequences and any exceptions to this prohibition must be expressly authorized.

**Release of Students**
Students are never released from class without specific authorization from the school office. Any parent or visitor(s) to a building must report to the office first before visiting any classrooms. Be aware of other classes in session. Do not dismiss your class early to roam the halls while other teachers are still conducting their classes. Do not allow students to go on errands outside the building. Escort Kindergarten students when they leave the classroom for lunch, specialists, and at the end of the day; stay with them until they are safely through the ticket line at lunch, or have been greeted by a specialist teacher.

**Ending the Day**
You are required to stay fifteen (15) minutes after students are dismissed. Besides leaving the room in good order, please attend to the following details before leaving the building.
- Write a brief summary of the events of the day for the regular teacher (work accomplished, behavior, or other data important to the teachers).
- Check with office before you leave the building at the end of the day.
- Sign substitute teacher's time card for the time served in each building.
- Return keys and any materials checked out.

Forms needed for any of the above may be obtained in the school office.

**Questions?**
*Please ask the office staff or principal if you have any questions. Do not hesitate to ask!*
**Professional Ethics**

Constructive criticism can be valuable to the school and shall be accepted in that light. No doubt there will be times when, as a substitute teacher, you will feel duty-bound to talk to the principal. However, the time to report is immediately: the place is at the school and the principal should be the one to receive the report.

Please don't make offhand judgements based on insufficient information or observation. Guard against making unfavorable comparisons of pupils, parents, teachers or schools—within or outside the district. Refer any parent with serious concerns to the principal.

As a substitute, you have an obligation to ensure confidentiality and maintain good professional relationships. As an employee of Mercer Island School District, you are expected to foster and support the dignity and safety of all members of the school community.

The Mercer Island School District is committed to a safe and civil educational environment, free from harassment, hazing, intimidation or bullying for all students, employees, volunteers, and community members. **(Please familiarize yourself with District Policies and Regulations in Section VI: District Policies.)**

**Emergency Procedures and Drills**

Each school has a set of Emergency Procedures (and Drills) for: Fire, Lock Down, Intruder Alert, and Earthquake. Please ask for a copy when your check-in for the first time at each school. The information should also be posted in each room; it’s important to familiarize yourself with the information during the prep time before teaching.

Accountability for all students in your room is your responsibility. Taking attendance and communicating this information is of utmost importance, so bring the class list with you if the direction requires you to leave the room. These procedures are designed to protect staff and students. You should maintain a calm environment by remaining calm yourself and reassuring students that everything possible is being done to return the situation to normal.

**Emergency School Operation**

If you think the weather may create hazardous traveling conditions and school may be delayed or cancelled, information will be posted on www.schoolreport.org. This site is tied directly to media broadcast system, so you could listen to the radio/TV: KIRO 710/CH7, KOMO 1000/CH4, KING CH5 between 5:30 a.m. and 8:00 a.m. Stations will be notified by 5:00 a.m. for any “to school” schedule changes and 11:00 a.m. for an early emergency dismissal. You may also call the district information line (206) 236-3366 or the emergency number (206) 236-3338 for a recorded announcement. You will **not** receive a call from the sub coordinator about schedule changes.

We will assume that if you are assigned to work, you will make the necessary adjustments (or call with questions) and be there at the appropriate time, unless school has been closed. As always, if you find it necessary to cancel your assignment, please do so as soon as you know.
Section VI: District Policies

All substitutes for Mercer Island School District must read, understand and adhere to the district policies. As part of preparation to be a substitute, you are required to complete the Safe Schools Training and read the following policies.

Adopted: November 30, 1995 / Last Revised: April 18, 2018

Electronic Resources & Internet Safety Policy

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

A. Definitions

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

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

B. Electronic Resources

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

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

C. Internet Safety

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

To promote Internet safety and appropriate online behavior of students and staff as they use electronic resources and access material from the Internet, the Superintendent or designee is authorized to develop or adopt Internet safety procedures, acceptable use guidelines, and, for students, related instructional materials for every grade level. The Superintendent or designee in evaluating such procedures and instructional materials should take into account District electronic resources, community norms, privacy rights, responsible use, and issues of concern with student or staff use of electronic resources.

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

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

D. Policy and Practices

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

E. Communications and Engagement

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

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

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

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

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

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

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

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

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

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

Internet Safety: Personal Information; Inappropriate Content

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

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

C. Staff members shall not maintain personal relationships (i.e. “friend”) with current District students on social networking sites.
D. Students and staff should not reveal personal information about another individual on any electronic medium.

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

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

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

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

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

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

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

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

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

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

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

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

Copyright
Downloading, copying, duplicating and distributing software, music, sound files, movies, images or other copyrighted materials without the specific written permission of the copyright owner is generally prohibited. However, the duplication and distribution of materials for educational purposes are permitted when such duplication and distribution fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC) and content is cited appropriately.

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

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

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

These procedures are designed to safeguard network user accounts:

• Change passwords according to District policy;
• Do not use another user’s account;
• Do not insert passwords into e-mail or other communications;
• If you write down your account password, keep it out of sight;
• Do not store passwords in a file without encryption;
• Do not use the “remember password” feature of Internet browsers; and
• Lock the screen, or log off, if leaving the computer.
Student Data is Confidential
District staff must maintain the confidentiality of student data in accordance with the Family Education Rights and Privacy Act (FERPA).

No Expectation of Privacy
The District provides the network system, e-mail and Internet access as a tool for education and research in support of the District’s mission. The District reserves the right to monitor, inspect, copy, review and store, without prior notice, information about the content and usage of:

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

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

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

Disciplinary Action
All users of the District’s electronic resources are required to comply with the District’s policy and procedures by annually agreeing to the appropriate Acceptable Use Statement as appropriate (Forms 2022F1, 2022F2, and 2022F4). Violation of any of the conditions of use explained in the Electronic Resources Policy or in these procedures could be cause for disciplinary action, including but not limited to, suspension or expulsion from school and suspension or revocation of network and computer access privileges.

Accessibility of Electronic Resources
District staff with authority to create or modify website content or functionality associated with the district will take reasonable measures to ensure that such content or functionality is accessible to individuals with disabilities. Any such staff member with questions about how to comply with this requirement should consult with the District’s Director of Informational Technology.
TO: All Mercer Island School District Substitutes  
FROM: Rosie Burns, Director of Human Resources  
RE: Employees as Mandatory Reporters of Suspected Child Abuse and Neglect  

In the next several pages are the Mercer Island School District policies and procedures for reporting suspected child abuse. Under Washington State Law and per School District Policy, as a substitute you have specific legal responsibilities to report any suspected child abuse and or neglect. The attached policies clarify the district’s expectations, your responsibilities, and required action. The procedure also provides direction for reporting.  

Please read through these documents. If you have any questions about these policies or procedures, please direct your questions to a district administrator in the building you are working or contact Fred Rundle, Assistant Superintendent of Learning Services at 206-236-5636 or email fred.rundle@mercerislandschools.org  

Thank you for your attention to this important expectation.
Child Abuse, Neglect and Exploitation Prevention 3421 A

Child abuse, neglect and exploitation are violations of children's human rights and an obstacle to their educational development. The Board directs that staff shall be alert for any evidence of child abuse, neglect and/or exploitation.

For purposes of this policy, "child" means anyone under the age of 18 and/or any current student of the district, including home-schooled students or any other person classified as a student in the district's database. Furthermore, "staff" means any employee of the Mercer Island School District.

"Child abuse, neglect and/or exploitation" shall mean:

a. Inflicting physical injury on a child by other than accidental means, causing death, disfigurement, skin bruising, impairment of physical or emotional health, or loss or impairment of any bodily function.

b. Creating a substantial risk of physical harm to a child's bodily functioning.

c. Attempting, committing or allowing any sexual offense against a child as defined in the criminal code. This definition also includes any communications with a child for immoral purposes or viewing, possessing, or distributing any sexually explicit images of a child. It also includes intentionally contacting, either directly or through the clothing, the genitals, anus or breasts of a child unless such contact is necessary for the child's hygiene or health care. This also includes a child's intentional or coerced contact with anyone's genitals, anus, or breasts.

d. Committing acts that are cruel or inhumane regardless of observable injury. These acts may include, but are not limited to, instances of extreme discipline demonstrating a disregard of a child's pain or mental suffering.

e. Assaulting or criminally mistreating a child as defined by the criminal code.

f. Failing to provide food, shelter, clothing, supervision or health care necessary to a child's health or safety.

g. Engaging in actions or omissions resulting in a substantial risk to the physical or mental health or development of a child.

h. Failing to take reasonable steps to prevent the occurrence of the preceding actions.

When feasible, the district will provide community education programs for prospective parents, foster parents and adoptive parents on parenting skills and on the problems of child abuse and methods to avoid child abuse situations. The district shall also encourage staff to participate in in-service programs that address the issues surrounding child abuse.

The superintendent shall develop reporting procedures and provide them to all staff on an annual basis. The purpose is to identify and timely report all evidence of child abuse, neglect, and/or exploitation to the proper authorities. Staff shall receive training regarding reporting obligations during their initial orientation and every three years after initial employment.

All staff, which includes but is not limited to, certificated staff members, administrators, coaches, and classified staff members, are legally responsible for reporting all suspected cases of child abuse, neglect, and exploitation to the proper authorities, and/or the appropriate school administrator. When any professional school personnel staff member has reasonable cause to believe that a child has suffered abuse, neglect and/or exploitation, he or she shall report such incident, or cause a report to be made, to the nearest office of the Child Protective Services (CPS) of the Department of Social and Health Services (DSHS). The report must be made at the first opportunity, but in no case longer than forty-eight hours after there is reasonable cause to believe that the child has suffered abuse, neglect and/or exploitation. The report must include the identity of the accused if known. Under state law, staff are free from liability for reporting a reasonable suspicion of child abuse, neglect and/or exploitation. However, failing to report the incident may result in criminal liability regardless of whether the authorities determine the incident is provable in a subsequent legal proceeding. A staff member is not relieved from making a direct report to CPS or the proper law enforcement agency if the staff member believes his/her report has not been appropriately acted upon by the administrator/designee. A staff member making a direct report to CPS or law enforcement, in that circumstance shall, without delaying the report, concurrently advise the principal/designee and make a written report to the Assistant Superintendent of Learning Services.

Staff members need not verify that a child has in fact been abused, neglected, or exploited. Any conditions or information that may be reasonably related to abuse, neglect, or exploitation should be reported. Legal authorities have the responsibility for investigating each case and taking appropriate action under the circumstances.

When school volunteers and other contracted employees have reasonable cause to believe that a child has suffered abuse or neglect, he or she should report the incident to the school principal/designee.

Adopted March 9, 1978 / Last Revised January 29, 2016
Child Abuse, Neglect and Exploitation Prevention 3421 P

District policy and state law require that all professional district staff, including but not limited to certificated staff members, administrators, coaches and classified staff members, report suspected child abuse.

Reporting Responsibilities

When any staff member has reasonable cause to believe that a child has suffered abuse, neglect and/or exploitation, he or she shall immediately contact the nearest office of the Child Protective Services (CPS) division of the Department of Social and Health Services (DSHS). If the situation is urgent and CPS cannot immediately respond, staff shall immediately contact the local law enforcement agency. The contact must be made at the first opportunity, but in no case longer than forty-eight hours after there is reasonable cause to believe that the child has suffered abuse, neglect and/or exploitation.

Staff will advise the principal/designee or supervisor regarding instances of suspected abuse, neglect, and/or exploitation, as well as when a report has been made to CPS or law enforcement. In the absence of the principal/designee or supervisor, reporting staff members will make their reports to the Director of Special Education, Executive Director of Learning and Technology Services, or the Assistant Superintendent of Learning Services.

A staff member may wish to discuss the circumstances with his/her principal/designee, a Mercer Island Youth and Family Services (MIYFS) counselor, or a staff member of CPS for assistance in determining if a report should be made. CPS has the responsibility of determining the fact of child abuse, neglect, and/or exploitation. Any doubt about the child’s condition shall be resolved in favor of making the report.

1. Following the oral report to CPS or law enforcement, the staff member who reports the incident shall prepare a written report, using the district’s Mandatory Report of Alleged Child Abuse, Neglect, or Exploitation Form No. 3421F1, which contains the following information:
   a. Name, address, and birth date of the student;
   b. Name and address of the student’s parents, step-parents, guardians or other persons having custody of the student;
   c. Nature and extent of the suspected abuse, neglect, and/or exploitation;
   d. Any evidence of previous abuse, neglect, or exploitation that may relate to the current concern of abuse, neglect, or exploitation; and
   e. The identity, if known, of the person accused of inflicting abuse, neglect, or exploitation.

2. Copies of the written report are to be signed by the principal, department supervisor, or designee, and sent to the Assistant Superintendent of Learning Services and, if requested, to the law enforcement agency or CPS. The principal, department supervisor, or designee will maintain a copy, which is filed separately from the student’s cumulative record.

3. Staff members have a duty to report to CPS or local law enforcement, but staff should not contact parents.

4. Information may be disclosed from student records, without parent consent, to representatives of CPS or law enforcement that require such information in their investigation of suspected child abuse, neglect, or exploitation.

5. If the principal, department supervisor, or designee receives a request from a law enforcement or CPS officer to interview a student or students during the school day regarding an allegation of child abuse, the principal, department supervisor or designee shall:
   a. Verify the identity of the officer;
   b. Confirm that the officer is acting in an official capacity; and
   c. Excuse the student from school activities.

6. Any District staff member who has knowledge or reasonable cause to believe that a student has been a victim of physical abuse or exploitation by another staff member shall report such abuse or misconduct to the principal, department supervisor, or designee, or Assistant Superintendent of Learning Services. Professional school personnel shall also make a report to CPS or law enforcement if the situation involves child abuse, neglect, or exploitation.

7. When the district receives a report that a school employee has committed an act of sexual misconduct, it will notify the parents of the alleged victim within forty-eight hours.

8. When a school volunteer or other contracted employee has reasonable cause to believe that a child has suffered abuse, neglect, and/or exploitation, he or she should report the incident to the school principal, department supervisor, or designee.
Abuse Indicators

1. Physical Abuse Indicators:
   a. Bilateral bruises, extensive bruises, bruises of different ages, patterns of bruises caused by a particular instrument (belt buckle, wire, straight edge, coat hanger, etc.);
   b. Burn patterns consistent with forced immersion in a hot liquid (a distinct boundary line where the burn stops), burn patterns consistent with a spattering by hot liquids, patterns caused by a particular kind of implement (electric iron, etc.) or instrument (circular cigarette burns, etc.);
   c. Lacerations, welts, abrasions;
   d. Injuries inconsistent with information offered by the child;
   e. Injuries inconsistent with the child's age; or
   f. Injuries that regularly appear after absence or vacation.

2. Emotional Abuse Indicators:
   a. Lags in physical development;
   b. Extreme behavior disorder;
   c. Fearfulness of adults or authority figures; or
   d. Revelations of highly inappropriate adult behavior, i.e., being enclosed in a dark closet, forced to drink or eat inedible items.

3. Sexual Abuse Indicators
   Sexual abuse, whether physical injuries are sustained or not, is any act or acts involving intentional sexual contact or communication with a child. Beyond direct evidence of this kind of abuse, indicators may include, but are not limited to:
   a. A child's developmentally inappropriate sexual conduct, regardless of the child's own mental status or development;
   b. A child engaging in “sex talk,” drawings, or attempting to access pornography;
   c. A child’s disclosure of “grooming behaviors” or inappropriate conduct that does not necessarily rise to a specific sexual act;
   d. An adult's attempt to form a secret or unreasonably special relationship with a child;
   e. Venerable disease in a child of any age;
   f. Evidence of physical trauma or bleeding to the oral, genital or anal areas; or
   g. Pregnancy.

4. Physical Neglect Indicators:
   a. Lack of basic needs (food, clothing, safety, shelter);
   b. Inadequate supervision;
   c. Lack of essential health care and high incidence of illness;
   d. Poor hygiene on a regular basis;
   e. Inappropriate clothing in inclement weather; or
   f. Abandonment.

5. Behavioral Indicators of Abuse:
   a. Wary of adult contact;
   b. Frightened of parents;
   c. Afraid to go home;
   d. Habitually truant or late to school;
   e. Arrives at school early and remains after school later than other students;
   f. Wary of physical contact by adults;
   g. Shows evidence of overall poor care;
   h. Parents or caretakers describe child as “difficult” or “bad;”
   i. Inappropriately dressed for the weather — no coat or shoes in cold weather or long sleeves and high necklines in hot weather (possibly hiding marks of abuse); or
   j. Exhibits behavioral extremes: crying often or never, unusually aggressive or withdrawn and fearful.

NOTE: Indicators in and of themselves do not necessarily prove that abuse, neglect, or exploitation has occurred. However, they still may warrant a referral to CPS or law enforcement. When in doubt, staff should consult with CPS about making a report and document the outcome.

Child abuse as defined by the statutes can be inflicted “by any person” and may include student-on-student abuse. These cases also require reporting to CPS or law enforcement.
Mandatory Reporting Form Alleged Child Abuse

Date Report Completed: ____________________________  School: ____________________________

Child: __________________________________________  ____________________________

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Birth Date</th>
<th>Sex</th>
<th>Student #</th>
</tr>
</thead>
</table>

Address: __________________________________________

<table>
<thead>
<tr>
<th>Number</th>
<th>Street</th>
<th>City/Zip</th>
<th>Telephone Number</th>
</tr>
</thead>
</table>

Check type of suspected abuse being reported:

(  ) Physical Abuse  (  ) Sexual Abuse
(  ) Physical Neglect  (  ) Other (Specify)

State nature, extent and date of alleged abuse:

State any evidence of previous injuries/neglect/abuse/abandonment:

State any comments made by child:

Oral Report Made to: ____________________________  Agency Reported to: ____________________________

Date: /___/___  Agency Phone #: (  ) ____________________________

Signatures of: __________________________________________

Reporting Staff Member  Building Administrator

Copies to: Principal’s Confidential file

Executive Director, Technology & Learning Services

State law mandates an oral report be completed within 48 hours of awareness of abuse.
Prohibition of Harassment, Hazing, Intimidation & Bullying 3207A

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

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

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

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

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

Behaviors/Expressions

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

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

Training

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

Prevention

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

Corrective Measures

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

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

Students with Individual Education Plans or Section 504 Plans

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

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

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

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

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

Cross References:
- Policy 3200 Rights and Responsibilities
- Policy 3210 Nondiscrimination
- Policy 3240 Student Conduct
- Policy 3241 Classroom Management, Corrective Action and Punishment Policy
- Policy 6590 Sexual Harassment
Prohibition of Harassment, Hazing, Intimidation & Bullying Procedures 3207 P

A. Introduction

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

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

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

B. Definitions

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

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

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

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

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

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

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

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

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

**Retaliation** is when an aggressor harasses, intimidates, or bullies a student who has reported incidents of bullying.
Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, classified staff, substitute and temporary teachers, volunteers, or paraprofessionals (both employees and contractors).

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

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

At least four Washington laws may apply to harassment or discrimination:
- RCW 28A.300.285 – Harassment, Intimidation and Bullying
- RCW 28A.640.020 – Sexual Harassment
- RCW 28A.642 – Prohibition of Discrimination in Public Schools
- RCW 49.60.010 – The Law Against Discrimination

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

D. Prevention

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

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

   Additional distribution of the policy and procedure is subject to the requirements of Washington Administrative Code 392-400-226.

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

3. Training
   Staff will receive annual training on the school District’s policy and procedure, including staff roles and responsibilities, how to monitor common areas and the use of the District’s Incident Reporting Form.

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

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

E. Compliance Officer

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

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

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

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

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

I. Addressing Bullying – Reports
Step 1: Filing an Incident Reporting Form
In order to protect a targeted student from retaliation, a student need not reveal his identity on an Incident Reporting Form. The form may be filed anonymously, confidentially, or the student may choose to disclose his or her identity (non-confidential).

Status of Reporter

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

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

c. Non-confidential
Individuals may agree to file a report non-confidentially. Complainants agreeing to make their complaint non-confidential will be informed that due process requirements may require that the District release all of the information that it has regarding the complaint to any individuals involved in the incident, but that even then, information will still be restricted to those with a need to know, both during and after the investigation. The District will, however, fully implement the anti-retaliation provision of this policy and procedure to protect complainants and witnesses.
Step 2: Receiving an Incident Reporting Form

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

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

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

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

a. Upon receipt of the Incident Reporting Form that alleges unresolved, severe, or persistent harassment, intimidation or bullying, the school or District designee will begin the investigation. If there is potential for clear and immediate physical harm to the complainant, the District will immediately contact law enforcement and inform the parent/guardian.

b. During the course of the investigation, the District will take reasonable measures to ensure that no further incidents of harassment, intimidation or bullying occur between the complainant and the alleged aggressor. If necessary, the District will implement a safety plan for the student(s) involved. The plan may include changing seating arrangements for the complainant and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the complainant; altering the alleged aggressor’s schedule and access to the complainant, and other measures.

c. Within two (2) school days after receiving the Incident Reporting Form, the school designee will notify the families of the students involved that a complaint was received and direct the families to the District’s policy and procedure on harassment, intimidation and bullying.

d. In rare cases, where after consultation with the student and appropriate staff (such as a psychologist, counselor, or social worker) the District has evidence that it would threaten the health and safety of the complainant or the alleged aggressor to involve his or her parent/guardian, the District may initially refrain from contacting the parent/guardian in its investigation of harassment, intimidation and bullying. If professional school personnel suspect that a student is subject to abuse and neglect, they must follow District policy for reporting suspected cases to Child Protective Services.

e. The investigation shall include, at a minimum:
   - An interview with the complainant;
   - An interview with the alleged aggressor;
   - A review of any previous complaints involving either the complainant or the alleged aggressor; and
   - Interviews with other students or staff members who may have knowledge of the alleged incident.

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

g. The investigation will be completed as soon as practicable but generally no later than five (5) school days from the initial complaint or report. If more time is needed to complete an investigation, the District will provide the parent/guardian and/or the student with weekly updates.

h. No later than two (2) school days after the investigation has been completed and submitted to the compliance officer, the principal or designee shall respond in writing or in person to the parent/guardian of the complainant and the alleged aggressor stating:
   - The results of the investigation;
   - Whether the allegations were found to be factual;
   - Whether there was a violation of policy; and
   - The process for the complainant to file an appeal if the complainant disagrees with results.

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

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

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

Step 4: Corrective Measures for the Aggressor

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

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

**Step 5: Targeted Student’s Right to Appeal**

1. If the complainant or parent/guardian is dissatisfied with the results of the investigation, they may appeal to the superintendent or his or her designee by filing a written notice of appeal within five (5) school days of receiving the written decision. The superintendent or his or her designee will review the investigative report and issue a written decision on the merits of the appeal within five (5) school days of receiving the notice of appeal.

2. If the targeted student remains dissatisfied after the initial appeal to the superintendent, the student may appeal to the school board by filing a written notice of appeal with the secretary of the school board on or before the fifth (5th) school day following the date upon which the complainant received the superintendent’s written decision.

3. An appeal before the school board or disciplinary appeal council must be heard on or before the tenth (10th) school day following the filing of the written notice of appeal to the school board. The school board or disciplinary appeal council will review the record and render a written decision on the merits of the appeal on or before the fifth (5th) school day following the termination of the hearing, and shall provide a copy to all parties involved. The board or council’s decision will be the final District decision.

**Step 6: Discipline/Corrective Action**

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

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

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

If staff have been found to be in violation of this policy and procedure, school Districts may impose employment disciplinary action, up to and including termination. If a certificated educator is found to have committed a violation of WAC 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
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.

M.
Harassment, Intimidation and Bullying Incident Reporting Form

Reporting person (optional): ____________________________________________________

Targeted student: ____________________________________________________________

Your email address (optional): ________________________________________________

Your phone number (optional): __________________________ Today’s date: ______________

Name of school adult you’ve already contacted (if any): ____________________________

Name(s) of bullies (if known): _________________________________________________

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

Where did the incident happen? Circle all that apply.

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

Other (Please describe) ____________________________________________________________________

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

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

If you select other, please describe:

______________________________________________________________

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

_______________________________________________________________________________________

_______________________________________________________________________________________

Were there any witnesses? ☐ Yes ☐ No If yes, please provide their names:
Did a physical injury result from this incident? If yes, please describe:

Was the target absent from school as a result of the incident?  ☐ Yes  ☐ No  If yes, describe: ________________________________________________________________

Is there any additional information?

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

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

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

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Phone Number</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harassment, Intimidation and Bullying (HIB) Coordinator</td>
<td>Erin C. Battersby, Senior Director (206) 230-6227 <a href="mailto:erin.battersby@mercerislandschools.org">erin.battersby@mercerislandschools.org</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title IX Compliance Coordinator</td>
<td>Erin C. Battersby, Senior Director (206) 230-6227 <a href="mailto:erin.battersby@mercerislandschools.org">erin.battersby@mercerislandschools.org</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section 504 &amp; ADA Coordinator</td>
<td>Nova Williams, Associate, Director, (206) 236-3326 <a href="mailto:nova.williams@mercerislandschools.org">nova.williams@mercerislandschools.org</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civil Rights Compliance Coordinator</td>
<td>Erin C. Battersby, Senior Director (206) 230-6227 <a href="mailto:erin.battersby@mercerislandschools.org">erin.battersby@mercerislandschools.org</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For Office Use

Received by:  _______________________________________________________

Date received:  ________________________________________________

Action taken:  ____________________________________________________

Parent/guardian contacted:  _______________________________________

Policy 3210 invoked based on discrimination:  ☐ Yes  ☐ No

Circle one:  Resolved  Unresolved

Referred to:  ____________________________________________________
Harassment-Free Environment & Prohibition of Discrimination of or by Employees
5006 A

Commitment to Harassment-Free Environment

The district is committed to a positive and productive working and learning environment free from discrimination, including harassment and intimidation, on the basis of any protected status. Discrimination, including harassment and intimidation, on the basis of a protected status adversely affects morale and interferes with the ability of employees to work productively in a supportive environment. It is also inappropriate, offensive, and illegal. The district prohibits discrimination, harassment, and intimidation on the basis of a protected status of its employees and students, whether committed by a co-worker, supervisor, subordinate, contractor, parent, vendor, volunteer, student, or others involved in school district activities. This policy applies to conduct on district property and at any school-sponsored activities, regardless of location, whenever a staff member serves as a representative of the district. Protected status includes age, gender, gender expression or identity, sexual orientation, marital status, race, creed, color, national origin, religion, domicile, political activity or lack thereof, or the presence of any sensory, mental, or physical disability.

Reporting

The district strongly encourages individuals who believe they have been subjected to discrimination, including harassment or intimidation in the district’s educational or work environment on the basis of a protected status, to bring their complaints and concerns to the immediate attention of their principal, manager, supervisor, a district administrator, and/or the district’s Title IX/Nondiscrimination officer, in accordance with Administrative Procedure 3210P.

Corrective Measures

The district shall investigate complaints of discrimination, including harassment and intimidation, and if substantiated, shall take prompt, effective, and reasonable corrective measures, per procedures, to eliminate discrimination, including harassment and intimidation, and to prevent recurrence. District investigation of and response to such complaints shall be in accordance with Administrative Procedure 3210P.

Retaliation Prohibited

The district prohibits retaliation against any person because he/she has made a report of alleged discrimination, including harassment and intimidation, on the basis of a protected status, or against any person who has testified, assisted, or participated in the investigation of a report. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or adverse pressure. Retaliation is itself a violation of federal and state regulations prohibiting discrimination and shall result in disciplinary action against the offender.

Posting

The harassment-free environment policy shall be conspicuously posted in each building, and provided to each employee.
Nondiscrimination & Affirmative Action 5010 P

Nondiscrimination

To ensure fairness and consistency, the following grievance procedure is to be used in the district's relationship with its staff with regard to employment problems covered by state and federal equal employment opportunity laws and/or this affirmative action program. No staff member's status with the district shall be adversely affected in any way because the staff member utilized these procedures.

The primary purpose of this procedure is to secure an equitable solution to a justifiable complaint to this and, the following steps shall be taken:

Affirmative Action Plan

The needs of all persons in a pluralistic society must be understood in order to continue to create an employment atmosphere compatible with and receptive to all persons. The following goals shall assure that a meaningful educational experience may continue to exist for students and staff alike. The district will:

A. Make efforts to modify the composition of the future work force in order to work toward a full utilization of aged, handicapped, ethnic minorities, women and Vietnam veterans in the various job categories.

B. Ensure that all applicants and staff are considered on the basis of bona fide job-related qualifications. The purpose of the affirmative action plan is to actively include persons of under-utilized classes in the employment process, not to exclude others from it. The district shall continue to emphasize in all recruitment contacts that nondiscrimination is a basic element in the district's personnel procedures.

C. Be responsible for reviewing all employment procedures and programs to assure that there is no indication of discriminatory practices. The district shall continue to use aged, handicapped, ethnic minorities, women and Vietnam veterans in the recruitment and employment process. Job descriptions for classified staff shall be sent to the Washington Employment Service and other organizations which are recruiting sources for groups that may be under-utilized in the district’s work force. Recruitment from colleges and universities shall include institutions with high percentages of students of various ethnic minorities.

D. Contract and purchase all goods and services from persons, agencies, vendors, contractors and organizations who comply with the appropriate laws and executive orders regarding discrimination.

E. Take appropriate action to attract and retain aged, handicapped, ethnic minorities and women at all levels and in all segments of the district's work force. Criteria for selecting staff shall be reviewed regularly to assure that such statements relate directly to the requirements for specific positions. However, pursuant to state law there shall be no preferential employment practices based on race or gender.

F. Upgrade present staff by providing management development training to assure that individuals of under-utilized groups are prepared for positions of new and increased responsibility.

Implementation of the affirmative action plan shall be the responsibility of the superintendent. Administrators shall assist in the attainment of the established goals and purposes of this affirmative action plan.

Dissemination

The district shall disseminate information concerning employment and developments under the affirmative action plan.
on a planned basis to assist in achieving the goals set forth in this plan. Affirmative action information shall be disseminated by:

A. Printing and distributing such information to staff, school libraries and offices;
B. Publicizing such information in district newsletters;
C. Conducting meetings with administrative staff to explain the intent and advantages of the policy and plan;
D. Conducting faculty meetings and meetings with classified staff;
E. Informing appropriate and interested recruiting and hiring sources; and
F. Informing all representative staff groups in the district.

Internal Audit and Monitoring System

The superintendent's office, in compliance with WAC 162-12, "Pre-employment Inquiry Guide," shall record by age, race, sex and other protected groups applicant flow, new hires, promotions, transfer requests, transfers, administrative internships and terminations. An analysis shall be made of the internal and external work force availability of aged, handicapped, ethnic minorities and women.

The district shall evaluate the effectiveness of the nondiscrimination and affirmative action program and report its status to the board semiannually. Such reports may include recommendations for changes in the affirmative action program goals. The overall responsibility for monitoring and auditing this policy is assigned to the district office. The duties include:

A. Analysis of the categories of employment in relation to affirmative action goals;
B. Analysis of work force data and applicant flow;
C. Maintaining records relative to affirmative action information;
D. Preparation of semiannual reports of progress toward the goals and recommended changes required to maintain the vitality of the program;
E. Identifying in a written report to the superintendent any employment practice or policy that is discriminatory or that does not meet the requirements of the affirmative action program; and
F. Keeping the superintendent advised of the progress in implementing the goals and procedures of this affirmative action program.

Grievance Procedure

To ensure fairness and consistency, the following review procedures are to be used in the district's relationship with its staff with regard to employment problems covered by state and federal equal employment opportunity laws and/or this affirmative action program. No staff member's status with the district shall be adversely affected in any way because the staff member utilized these procedures. This procedure shall encompass complaints alleging violations of any anti-discrimination law including Title IX regulations and Washington Administrative Code (WAC) 392-190, Section 504 of the Rehabilitation Act of 1973 or Title VII of the Civil Rights Act of 1964. As used in this procedure:

A. “Grievance” means a complaint which has been filed by a complainant relating to alleged violations of any state or federal anti-discrimination laws.
B. “Complaint” means a written charge alleging specific acts, conditions or circumstances, which are in violation of the anti-discrimination laws. The time period for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) Specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint; or 2) Withholding of information that the district was required to provide under WAC 392-190-065 or WAC 392-190-005. Complaints may be submitted by mail, fax, e-mail or hand-delivery to any district, school or to the district compliance officer responsible for investigating discrimination complaints. Any district employee who receives a complaint that meets these criteria will promptly notify the compliance officer.
C. “Respondent” means the person alleged to be responsible or who may be responsible for the violation alleged in the complaint.
The primary purpose of this procedure is to secure an equitable solution to a justifiable complaint. The district is prohibited by law from intimidating, threatening, coercing or discriminating against any individual for the purpose of interfering with their right to file a grievance under this policy and procedure and from retaliating against an individual for filing such a grievance. To this end, the following steps shall be taken:

A. **Informal Review Procedures**
   When a staff member has an employment problem concerning equal employment opportunity, he/she shall discuss the problem with the immediate supervisor, personnel director or superintendent within 60 days of the circumstances which gave rise to the problem. The staff member may also ask the compliance officer to participate in the informal review procedure. It is intended that the informal discussion shall resolve the issue. If the staff member feels he/she cannot approach the supervisor because of the supervisor’s involvement in the alleged discrimination, the staff member may directly contact the compliance officer before pursuing formal procedures. If the discussion with the officer or immediate supervisor does not resolve the issue the staff member may proceed to the formal review procedures. During the course of the informal process, the district must notify complainant of their right to file a formal complaint.

B. **Formal Process for Resolution**
   **Level One – Complaint to District**
   The complaint must set forth the specific acts, conditions, or circumstances alleged to be in violation. Upon receipt of a complaint, the compliance officer will provide the complainant a copy of this procedure. The school district and complainant may agree to resolve the complaint in lieu of an investigation. If the complaint is resolved to the satisfaction of the parties involved, no further action is necessary under this procedure. Otherwise, the compliance officer shall investigate the allegations set forth within 30 calendar days of the filing of the charge. The officer shall provide the superintendent with a full written report of the complaint and the results of the investigation. The superintendent or designee shall respond to the complainant with a written decision as expeditiously as possible, but in no event later than 30 calendar days following receipt of the written complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the district will notify the complainant in writing of the reason for the extension and the anticipated response date. At the time the district responds to the complainant, the district must send a copy of the response to the office of the superintendent of public instruction.

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

C. Any corrective measures deemed necessary shall be instituted as expeditiously as possible, but in no event later than 30 calendar days following the superintendent’s mailing of a written response to the complaining party unless otherwise agreed to by the complainant.

   **Level Two - Appeal to Board of Directors**
   If a complainant disagrees with the superintendent’s or designee’s written decision, the complainant may file a written notice of appeal with the secretary of the board within ten (10) calendar days following the date upon which the complainant received the response.

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

   **Level Three - Complaint to the Superintendent of Public Instruction**
If a complainant disagrees with the decision of the board of directors, or if the district fails to comply with this procedure, the complainant may file a complaint with the Superintendent of Public Instruction.

1. A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (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.

2. A complaint must be in writing and include: 1) A description of the specific acts, conditions or circumstances alleged to violate applicable anti-discrimination laws; 2) The name and contact information, including address, of the complainant; 3) The name and address of the district subject to the complaint; 4) A copy of the district’s complaint and appeal decision, if any; and 5) A proposed resolution of the complaint or relief requested. If the allegations regard a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.

3. Upon receipt of a complaint, the Office of the Superintendent of Public Instruction may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the superintendent or board. Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with RCW 28A.642.010 or Chapter 392-190, WAC and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and any documentation the district must provide to demonstrate that corrective action has been completed.

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

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

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

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

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

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

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

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

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

**Preservation of Records**

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

In order to safeguard the Mercer Island School District ("District") school community from the spread of certain communicable diseases, the following procedures shall be implemented to assure that all District school buildings are in compliance with state board of health rules and regulations regarding the presence of persons who have or have been exposed to infectious diseases deemed dangerous to the public health. These procedures also prescribe the manner in which safeguards are taken to remove the danger to others:

The District shall require that the parents or guardian complete a medical history form at the beginning of each school year. The nurse or school physician may use such forms to advise the parent of the need for further medical attention and to plan for potential health problems in school.

The school principal may exclude a student who has been diagnosed by a physician or is suspected of having an infectious disease in accordance with published state guidelines found in: http://www.k12.wa.us/HealthServices/pubdocs/InfectiousDiseaseControlGuide.pdf. The school principal will notify the school nurse of this decision.

The school nurse shall report the presence of suspected case or cases of reportable communicable disease to the principal, appropriate local health authority, and the Superintendent’s Office. Such information concerning a student’s present and past healthy condition shall be treated as confidential. The principal shall cooperate with the local health officials in the investigation of the source of the disease. The fact that a student has been tested for a sexually transmitted disease, the test result, any information relating to the diagnosis or treatment of a sexually transmitted disease, and any information regarding drug or alcohol treatment for a student must be kept strictly confidential. If the district has a signed release, the information may be disclosed pursuant to the restrictions on the release.

A school principal has the authority to send an ill child home without the concurrence of the local health officer, but if the disease is reportable, the local health officer must be notified. The local health officer is the primary resource in the identification and control of infectious disease in community and schools.

The local health officer, in consultation with the superintendent, can take whatever action deemed necessary to control or eliminate the spread of disease, including closing a school.

Cross Reference:

6512 - Infection Control Program

Legal References:

RCW 28A.210.010

Ch. 246-110 WAC

RCW 70.02

Federal Law 20 U.S.C. 1232g; (RCW28A.600.475) Family and educational rights & Privacy Act (FERPA); FERPA Regulations (Appendix A)

Reference:

Prior Administrative Policy S-11, renumbered 10/28/08

Adopted: 5/10/07

Revised 09/10/09; 04/02/18; 07/29/19
INFECTIONOUS DISEASES PROCEDURES

An infectious disease is caused by the presence of certain microorganisms in the body. Infectious diseases may or may not be communicable or in a contagious state.

Diseases in a communicable state may be controlled by the exclusion from the classroom or by referral for medical attention of the infected student. Staff members of a school must advise the school nurse and principal (or designee) if a student exhibits symptoms of an infectious disease based on the criteria outlined in this procedure. The school nurse and principal (or designee) must be provided with as much health information as available concerning the case in a timely manner so that appropriate action can be initiated. (See Infectious Disease Control Guide for School Staff).

List of Reportable Diseases

In consultation with the school nurse, the District will report suspected disease or disease with known diagnosis to the local health department as indicated on the Notifiable Conditions page of the Washington Department of Health’s website.

The occurrence of any generalized rash (covering greater than 75% of the body) with or without fever, cough, runny nose, and reddened eyes in a school MUST be reported IMMEDIATELY to the school nurse who will in turn report as necessary to the local health department. Localized rash cases diagnosed as unrelated to a contagious disease such as diaper rash, poison oak, etc., need not be reported. In addition to rash illnesses, any unusual cluster of infectious disease must be reported to the school nurse.

In order to prevent outbreaks of measles and spread of disease in a school, all students with fevers of 100 degrees or greater, vomiting, diarrhea, and/or other significant illness symptoms should be evaluated by trained school health room personnel immediately. School health room personnel will follow current OSPI and Seattle-King County Infectious Disease Guidelines and notify the parent when a student needs to go home and/or be evaluated further by a health care provider.

Identification and Follow-Up

1. The length of absence from school for a student ill from a contagious disease is determined by the directions given in the Infectious Disease Control Guide or instructions provided by the attending physician, or instructions by the King County Health Department.

2. The principal has the final responsibility for enforcing all exclusions in his/her building as well as ensuring proper compliance with administrative policies.

3. Follow-up of suspected communicable disease cases should be carried out in order to determine any action necessary to prevent the spread of the disease to additional children.

Contact Investigation Procedure:

School officials and others are required to cooperate with public health personnel during the investigation of a case involving a communicable disease. The District may release directory information, including student’s addresses, because directory information under FERPA Regulations can be disclosed without consent. If a parent has refused to permit disclosure, FERPA Regulations allow disclosure without consent in connection with a health or safety emergency when the information is necessary to protect the health or safety of the student or other individuals. The school district must make a reasonable effort to notify the parent(s) in advance of the release of information under the health or safety exception.

In the event that during school hours the Public Health Department staff need to inform any student age 14 or older of a contact with an individual suspected of having a sexually transmitted disease, the district will adhere to confidentiality requirement by the following procedures:

- The initial contact will be made with the school nurse or building administrator who will be notified only of the general concern. No one else will be told of the call.

- Absent a specific authorization for consent for exchange of information, only directory information (i.e., name, address, birth date, telephone number) will be released.
Health department staff may request the initial contact person to notify the student of the need to go to the health department after school hours. The student should be offered support from the school nurse and encouraged to discuss the issue with a parent or guardian.

Health department staff may come to school and speak with a student during school hours if contact cannot reasonably take place in any other setting.

**Reporting at the Building Level**

1. A student with a diagnosed reportable condition shall be reported by the school principal (or designee) to the King County Health Department as outlined above.
2. When symptoms of communicable disease are detected in a student who is at school, the regular procedure for the disposition of an ill or injured students shall be followed unless the student is fourteen years or older and the symptoms are of a sexually transmitted disease. In those instances the student has confidentially rights that prohibit notification of anyone but the King County Health Department.
3. The principal or designee will follow this procedure for the disposition of a student with non-sexual, communicable disease, illness, or injury:
   a. Call the parent, guardian or emergency phone number to advise him/her of the student’s symptoms.
   b. Determine when the parent or guardian will pick up the student
   c. Keep the student isolated but observed until the parent or guardian arrives
   d. Follow contagion control guidelines as outlined in the OSPI Infectious Disease Control Guide.
   e. Notify the teacher of the arrangements that have been made prior to removing the student from school.
   f. Notify the school nurse to ensure appropriate health-related interventions are in place.

**First Aid Procedures**

1. Students should be asked to wash their own minor wound areas with soap and water under staff guidance when practicable. If performed by staff, wound cleansing should be conducted in the following manner:
   a. Soap and water are recommended for washing wounds. Individual packets with cleansing solutions or saline can also be used.
   b. Gloves must be worn when cleansing wounds which may put the staff member in contact with wound secretions or when contact with any bodily fluids is possible.
   c. Gloves and any cleansing materials will be discarded in a lined trash container that is disposed of daily according to WAC 296-823, Bloodborne Pathogens and according to WAC 296-62-08001, Bloodborne Pathogens, and included in the June 2004 OSPI Infectious Disease Control Guide.
   d. Hands must be washed before and after treating the student and after removing the gloves.
   e. Treatment must be documented in a health log program.
2. Thermometers shall be handled in the following manner:
   a. Only disposable thermometers or non-mercury thermometers with disposable sheath covers and/or temporal scan thermometers should be used when taking student’s temperatures.
   b. Disposable sheath covers will be discarded in a lined trash container that is secured and disposed of daily. Temporal scan thermometers will be disinfected after each use.

**Handling Of Body Fluids**

1. Body fluids of all persons should be considered to contain potentially infectious agents (germs). Body fluids include blood, semen, vaginal secretions, drainage from scrapes and cuts, feces, urine, vomitus, saliva, and respiratory secretions.
2. Gloves must be worn when direct hand contact with body fluids is anticipated (e.g., treating nose bleeds, bleeding abrasions) when handling clothes soiled by body fluids (e.g., urine and/or feces), and when diapering children, and when sanitizing spaces used for diapering. Hand washing is the most important intervention for preventing the spread of disease and must take place after gloves are removed and between care of multiple students.
3. Used gloves must be discarded in a secured lined trash container and disposed of daily according to WAC 296-823, Bloodborne Pathogens and according to WAC 296-62-08001, Bloodborne Pathogens and included in the most recent OSPI Infectious Disease Control Guide. Hands must then be washed thoroughly.
4. Self-treatment of minor injury, when reasonable, shall be encouraged.
5. Sharps will be disposed in an approved container. Sharps containers must be maintained upright throughout use, be tamper-proof and safely out of the students’ reach, be replaced routinely and not be allowed to overfill.

6. General cleaning procedures will include the use of a 10% bleach solution to kill norovirus and C. difficile spores.

For other universal precautions, the district shall comply with WAC 296-823, Bloodborne Pathogens and WAC 296-62-08001, Bloodborne Pathogens and the OSPI Infectious Disease Control Guideline.

Treatment of Students with Chronic Medical Conditions (e.g., HIV; AIDS; Hepatitis)
On the disclosure that a student has been identified as having Human Immunodeficiency Virus (HIV) or Acquired Immunodeficiency Syndrome (AIDS) or Infectious Hepatitis, the superintendent, principal, parents, King County Health department, school nurse, and the private physician shall confer as necessary and determine the appropriate placement of the student. The student will be accommodated in a least restrictive manner, free of discrimination, without endangering the other students or staff. The student may only be excluded from school on the written concurrence of the King County health officer and the student’s licensed healthcare provider, that remaining or returning to school would constitute a risk either to the student or to employees or other students.

All discussions and records will be treated as confidential, consistent with RCW 70.24.105.

Release of information regarding the testing, test result, diagnosis or treatment of a student for a sexually transmitted disease, HIV, drug or alcohol use, mental health treatment or family planning or abortion may only be made pursuant to an effective release and only to the degree permitted by the release. To be effective, a release must be signed and dated, must specify to whom the release may be made and the time period for which the release is effective. Students fourteen and older must authorize disclosure regarding HIV, sexually transmitted diseases, or reproductive healthcare issues. Students thirteen or older must authorize disclosure regarding drug or alcohol treatment or mental health treatment. Students of any age must authorize disclosure regarding family planning or abortion. Parents must authorize disclosure pertaining to younger children.

Any disclosure made pursuant to a release regarding reproductive healthcare, including sexually transmitted disease, HIV/AIDS or drug or alcohol treatment must be accompanied by the following statement:

“This information has been disclosed to you from records whose confidentiality is protected by the law. State law prohibits you from making any further disclosure of it without the specific written consent of the person to whom it pertains, or otherwise permitted by state law. A general authorization for the release of medical or other information is not sufficient for this purpose.”

Adopted: 05/10/07
Revised: 09/10/09; 03/03/14; 12/28/18; 07/29/19
Section VII: Tips and Ideas for Teachers

Being Prepared to Substitute Teach

At Home
- Compile a set of note cards containing pertinent information about the schools where you may be assigned.
- Keep a notebook and pen by the phone you use to answer early morning calls.
- Assemble a SubPack (a box, bag, briefcase, or backpack filled with teaching resource materials including personal and professional items, classroom supplies, student rewards and motivators, and activity materials, which a substitute teacher assembles and brings to teaching assignments). Keep it well stocked and ready.
- Organize several appropriate substitute teacher (business casual / professional) outfits in a section of your closet.
- Leave early enough to arrive at school at least 30 minutes prior to the beginning of school.

Prior to Entering the Classroom
- Report to the office.
- Ask about student passes, playground rules, bus duty, and lunch procedures.
- Ask if there will be any special duties associated with the permanent teacher’s assignment.
- Find out how to refer a student to the office.
- Review the school’s discipline policy.
- Ask if any children have medical problems.
- Obtain necessary keys.
- Ask how to report students who are tardy or absent.
- Find the locations of restrooms, the teachers’ lounge, and other important places in the school.
- Introduce yourself to the teachers on both sides of your classroom.

In the Classroom Before School
- Enter the classroom with confidence and your SubPack.
- Write your name on the board.
- Review the classroom rules.
- Locate and review the school evacuation map.
- Read through the lesson plans left by the permanent teacher.
- Locate books, papers, and materials which will be needed throughout the day.
- Study the seating chart and if you can’t find one, get ready to make your own.
- When the bells rings, stand in the doorway and greet students as they enter the classroom.

Throughout the Day
- Greet students at the door and get them involved in learning activities quickly.
- Carry out the lesson plans and assigned duties to the best of your ability.
- Improvise using the materials in your SubPack to fill extra time, enhance activities, or supplement sketchy lesson plans as needed.
- Be fair and carry out the rewards and consequences you establish.
- Be positive and respectful in your interactions with students and school personnel.
At the End of the Day

✓ Make sure all classroom sets are accounted for.
✓ Challenge students to recall projects and topics they have studied that day.
✓ Remind students of homework.
✓ Have students straighten and clean the area around their desks.
✓ Complete a “Substitute Teacher Report” for the permanent teacher.
✓ Neatly organize papers turned in by students.
✓ Close windows, turn off lights and equipment, and make sure the room is in good order before you lock the door.
✓ Turn in keys and at the office.
✓ Thank individuals who provided assistance during the day.
✓ Check to see if you will be needed again the next day.
Classroom Control
Class control can be a challenge for a substitute. A few simple suggestions will help you establish good class routines, provide for an efficient learning situation, and establish mutual respect of teacher and students.

- Be patient. It is natural for a class to test a substitute. You represent a change for them. Patience, understanding, firmness and respect will diminish distrust.

- Expect good behavior. Students will respond to your expectations of them. A positive approach is worth a hundred negative rules. Many teachers post class standards and rules. Be familiar with these and follow up as consistently as possible.

- Be fair and consistent. Your success in classroom control will depend to a great extent on your degree of fairness and consistent treatment. Children must know what to expect of you and what you expect of them. Uncertainty breeds misbehavior.

- Be ready. Materials and plans for the day are a must. This is another reason for getting in early and ensuring that you know what you want the class to be doing during the day.

- Leave time. Especially on the secondary level when classes change each period. Leave enough time at the end of each period for the class to gather materials together and for you to prepare for the next group.

- If you have a problem or questions, feel free to ask the principal or associate principal at the secondary level.

Discipline
Each school has its own discipline policy, a copy of which is available at the front desk when you check in. Please review the policy the first time you sub there, and ask the Administrative Assistant or the Principal if you have questions about how to interpret or apply the policy.

The following are suggestions to help you with classroom management:

- Know the students' names!

- Begin the day positively and firmly. Clearly state your expectations. Let the students know “anything” doesn't go. The substitute's first words and actions usually go a long way to set the day's discipline. You must command respect with your actions.

- Remain calm and relaxed. Don't lose your “cool.”

- Maintain established routines as much as possible.

- Be positive. Try to see that every student has some success or praise each day. Just a pleasant word or an appreciative smile works wonders.

- Keep your students on task.

- Follow-through is important. Students need to know that you can command the situation and will.

- Solve problems “on the spot.” Don't degrade the student in front of others, but do handle situations when they occur.

- Deal with the individual student, not the group, when corrections are necessary. Be sure to have all the facts.
• Be firm. But, rather than issuing an ultimatum, give the student a choice (e.g., meeting the needs of the classroom for that day, or not taking part in the classroom activities by moving his desk to the back of the room). Give the child only one chance; if he has made the wrong choice and can’t follow instructions, then follow through.

• With elementary youngsters, encourage them to make their regular teacher proud of them.

• With middle school youngsters, use eye contact—be firm and direct.

• At the middle school—use nonverbal direction where possible. Avoid a personal confrontation that allows the student to argue.

• Class extra noisy? Give a surprise quiz on the material covered in the period.

• If you do send a student to the principal’s office, go with him if at all possible. Otherwise, send a detailed note, and call the office on the intercom.

• If you anticipate problems, let the principal know in advance.

• Inquire about and compliment things in the room (if applicable).

• Involve the students. Put things on their level.

In the primary grades

• Give children exercise (finger play, active songs, following actions of leader) to allow a break time.

• Read a story aloud to the children. Let them choose a favorite book or bring a few of your own.

• Teach a favorite good morning song.

In the elementary grades

• Bring a couple of puzzles to keep the active ones busy.

• Bring one seatwork idea for the first thing in the morning.

• Word games are good. Have children unscramble letters to make words (e.g. etatesl: Seattle) or build words using various combinations of letters in a word like Thanksgiving.

• Math games and contests are always good.

• Prepare a simple art lesson suitable for each grade level.

• Have an impromptu talent show.

• Introduce three or four library books to be read when work is done.

In the middle school

• Take a daily newspaper.

• Take a library book that the class would enjoy.

Thank you again for serving as a substitute in the Mercer Island School District. We appreciate your help and assistance.