

# McMurray Middle School 2019-2020 Student / Parent Handbook

This handbook is designed to help me at McMurray Middle School.

Both my parent or guardian and I have:  
Read through and understand the contents of this book.

Student Name Printed:

\_\_\_\_\_

Student Signature:

\_\_\_\_\_

Date

\_\_\_\_\_

Parent or Guardian Name Printed:

\_\_\_\_\_

Parent or Guardian Signature:

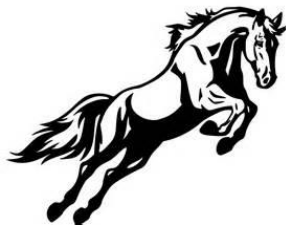
\_\_\_\_\_

Date

\_\_\_\_\_

***Once signed, return THIS PAGE ONLY to your  
homeroom teacher. Place the rest of the  
Student Handbook in your binder.***

# McMurray



# Mustangs

**McMurray Middle School  
2019-2020  
Student / Parent Handbook**

**9329 SW Cemetery Road  
Vashon Island, Washington 98070  
206-463-9168**

**[www.vashonsd.org/mcmurray](http://www.vashonsd.org/mcmurray)**

Attendance Messages: [mcmattendance@vashonsd.org](mailto:mcmattendance@vashonsd.org)

Bus Note Requests: [mcmbusnote@vashonsd.org](mailto:mcmbusnote@vashonsd.org)

Principal

**Greg Allison**

[gallison@vashonsd.org](mailto:gallison@vashonsd.org)

(206) - 463 - 8593

Counselors:

**Yvette Butler**

**Last names A-K**

[ybutler@vashonsd.org](mailto:ybutler@vashonsd.org)

(206) - 463 - 8576

**Kailey Ketter**

**Last names L-Z**

[kketter@vashonsd.org](mailto:kketter@vashonsd.org)

(206) - 463-8619

McMurray Middle School is focused on preparing all students during the transition from elementary school to high school and expecting them to engage, thrive and contribute. We engage students in a rich core curriculum, implement dynamic instruction, and provide challenge and support for all students. Our rich elective and exploratory courses cultivate student's intellectual, creative, kinesthetic, and social development.

We are committed to developing positive relationships so that our students have a sense of belonging and connectedness to school. We challenge and support all students to make significant growth in essential life and academic skills. Students routinely explore their affective and whole selves, while all students are held accountable for respect, responsibility and contribution to our culture.

Growth, curiosity, empathy and social-emotional development are essential aspects of the McMurray program. Strong relationships for learning promote our sense of purpose to establish a building culture of positive communication, collaboration and accountability.

Our highest priorities for the year will be:

- *Promoting curiosity, engagement, critical thinking, academic growth for all students continue as our highest priorities.*
- *Developing a safe and positive school climate will be emphasized throughout the year, with a particular focus on fostering empathy, inclusion, responsibility and respect.*
- *Enhancing positive collaboration with students, home and the community through a variety of outreach, volunteerism, and communications.*

### **Resolving Concerns through a Commitment to Respectful Engagement**

As faculty, staff, students, and parents we commit to the following attributes of respectful engagement as we resolve our concerns:

- We share a common interest in the engagement and thriving of all members of our learning community.
- We desire to know and communicate concerns immediately so that issues do not build over time.
- We commit to “going to the source” by approaching people directly regarding our concern to resolve it most quickly and effectively.
- We act with integrity and treat each other with respect.
- We approach problem resolution in cooperation with one another and with a team mindset.
- We endeavor to resolve concerns in an open, effective, and timely way.
- We avoid attempting conflict resolution through email and prefer to problem-solve by telephone or in person during a mutually arranged meeting.

### **Process for Resolution of Problems and Concerns**

1. Be clear, calm and fact-based in communicating your concern/complaint. Be open to receiving new information regarding your concern.
2. Approach the person directly and respectfully with whom you have the concern
  - a. Seek the help of the supervisor (i.e. Principal, counselor) to facilitate a face to face meeting, if necessary.
  - b. Remember, face to face is the preferred method.
3. If the problem persists despite attempts at resolution then contact a supervisor directly to share your concern.
  1. On the rare circumstance when problems cannot be resolved at the school level the please contact the Superintendent’s Office.
  2. Safety, illegal activities or health concerns should be shared directly with a supervisor immediately.

### **Student Rights and Responsibilities**

Vashon Island School District #402 Student Rights and Responsibilities sets forth the general policy of the district regarding student conduct. The school district has passed specific rules and regulations which describe the rights and responsibilities of students.

The rules and regulations describe the disciplinary actions which may be imposed by the district if the student should violate district policy or specific rules and regulations. Disciplinary action may include suspension, expulsion, or emergency action. The due process rights of students regarding notice of intended disciplinary action and hearing procedures available to the student are also included.

## GENERAL INFORMATION

### Where to go.....

**Main Office (Ms. Jensen & Ms. Vickers):** locker information or help, report a theft, tardy slip, early dismissal slip, bus note, daily bulletin note, school fees, visitor pass, address/email change, grade reports, Family Access information, scholarship requests, Exploratory Week, fundraising

**Counselor: (Ms. Ketter & Ms. Butler) in the portable:** request transcript, register or withdraw, student mentors, personal/crisis counseling, student testing and interpretation, scheduling requests

**Athletics (Ms. Jensen):** forms, fees, eligibility, transportation

**Custodian (Ms. Albright):** locker problems, clean-up, repairs

### After School Clubs/Programs

McMurray offers a number of free after school clubs for all McMurray students. To join a club refer to the club posters and school website. Students wishing to participate in a club must submit the McM Extracurricular Activities Enrollment form, completed and signed by a parent or guardian, to the McMurray office prior to participating in a Club. School day rules and expectations apply to after school programs. Students who attend clubs and ride the bus home can take the CES bus home on club days (students must follow **Bus Conduct Code**).

### Athletics

**7<sup>th</sup> and 8<sup>th</sup> grade athletes** participating in our interscholastic sports program must have a Sports Physical signed by a physician (good for 24 months), a signed parent permission form, signed activities code, pay the \$100 sport fee and purchase a \$40 ASB card. The fees must be paid during the first two weeks of practice. Check with the main office if you think your physical is still good. If a scholarship is needed, please contact the main office staff.

Our eligibility policy states that students must be passing all classes and display responsible behavior in order to remain eligible. Should you become ineligible, you will be restricted from participating in the next scheduled event, but you must still attend practice.

**6<sup>th</sup> grade athletes** may practice and travel with the teams, but are not allowed to compete with the team except for track, cross country, and wrestling, when they may only compete against other 6<sup>th</sup> grade students. In order for a 6<sup>th</sup> grade student to participate he/she must provide all completed paperwork and purchase an ASB card, but is only required to pay the \$100 sport fee if he/she is allowed to compete (track, cross country, and wrestling only).

An athlete arriving after first period on game day without a prearranged or excused absence (medical, dental or family emergency) may not participate in that day's game. Sleeping late or missing the bus is not an excused absence.

### Attendance Policy

Under the Washington State Compulsory Attendance Law, parents or guardians have the primary responsibility for keeping their students in regular attendance. In order to optimize learning, a student needs to attend class and be on time. When students are aware they are going to be absent, it is their responsibility to ask for assignments at **least 3 school days before the first day of absence occurs**.

Requests for make-up work must be made on the day the student returns to school following an excused absence, and completed within a number of days equal to the excused absence (not counting the day of return). If a student does not make up the work in the allotted days, it is no longer the obligation of the teacher to allow the student to makeup the work. If the classroom teacher has an established deadline for an assignment or project, being absent (excused or not) will not change that deadline. Students need to make arrangements to get the assigned work in on time.

It is also understood that make-up work does not substitute for classroom participation and make-up work need to be accepted for any unexcused absence.

- **It is expected** that students will attend class on every school day. All teachers will take and keep a record of absences and tardies.
- **Make-up work** will be allowed for all excused absences. Make-up work is not allowed for unexcused absences or trancies.

- **Parents should call** (463-9168) **or email** ([mcmattendance@vashonsd.org](mailto:mcmattendance@vashonsd.org)) the main office before 9:00 am on the day their student is absent from school without prearrangement. The **school will attempt to telephone** each absent student's parent/guardian whom we have not heard from by that time.
- **Students who are absent** from more than one of their scheduled classes on the day of a co-curricular activity will not be allowed to participate in that activity. Exceptions will be made for verified doctor or dental appointments and school related activities where prior approval is obtained through the office.
- **If parental contact is not made**, a note of verification is required from the parent or guardian. Excuses must contain the **date** of the absence, **reason** of absence, and **signature of parent or guardian**. Excuses are turned in to the office on the morning following each absence.
- **Pre-arranged absences.** Parents must request approval for a pre-arranged absence by completing the Pre-Arranged Absence Form and submitting it to the office at least 3 school days before the planned absence. If the procedures for pre-arranged absences are not followed the absences may be considered unexcused.

### Becca Bill

#### RCW [28A.225.020](#)

School's duties upon child's failure to attend school.

(1) If a child required to attend school under RCW [28A.225.010](#) fails to attend school without valid justification, the public school in which the child is enrolled shall:

(a) Inform the child's parent by a notice in writing or by telephone whenever the child has failed to attend school after one unexcused absence within any month during the current school year. School officials shall inform the parent of the potential consequences of additional unexcused absences. If the parent is not fluent in English, the school must make reasonable efforts to provide this information in a language in which the parent is fluent;

(b) Schedule a conference or conferences with the parent and child at a time reasonably convenient for all persons included for the purpose of analyzing the causes of the child's absences after three unexcused absences within any month during the current school year. If a regularly scheduled parent-teacher conference day is to take place within thirty days of the third unexcused absence, then the school district may schedule this conference on that day. If the child's parent does not attend the scheduled conference, the conference may be conducted with the student and school official. However the parent shall be notified of the steps to be taken to eliminate or reduce the child's absence; and

(c) At some point after the second and before the fifth unexcused absence, take data-informed steps to eliminate or reduce the child's absences.

(i) In middle school and high school, these steps must include application of the Washington assessment of the risks and needs of students (WARNS) or other assessment by a school district's designee under RCW [28A.225.026](#).

(ii) For any child with an existing individualized education plan or 504 plan, these steps must include the convening of the child's individualized education plan or 504 plan team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the absences. If necessary, and if consent from the parent is given, a functional behavior assessment to explore the function of the absence behavior shall be conducted and a detailed behavior plan completed. Time should be allowed for the behavior plan to be initiated and data tracked to determine progress.

(iii) With respect to any child, without an existing individualized education plan or 504 plan, reasonably believed to have a mental or physical disability or impairment, these steps must include informing the child's parent of the right to obtain an appropriate evaluation at no cost to the parent to determine whether the child has a disability or impairment and needs accommodations, related services, or special education services. This includes children with suspected emotional or behavioral disabilities as defined in WAC 392-172A-01035. If the school obtains consent to conduct an evaluation, time should be allowed for the evaluation to be completed, and if the child is found to be eligible for special education services, accommodations, or related services, a plan developed to address the child's needs.

(iv) These steps must include, where appropriate, providing an available approved best practice or research-based intervention, or both, consistent with the WARNS profile or other assessment, if an assessment was applied, adjusting the child's school program or school or course assignment, providing more individualized or remedial instruction, providing appropriate vocational courses or work experience, referring the child to a community truancy board, requiring

the child to attend an alternative school or program, or assisting the parent or child to obtain supplementary services that might eliminate or ameliorate the cause or causes for the absence from school.

(2) For purposes of this chapter, an "unexcused absence" means that a child:

(a)(i) Has failed to attend the majority of hours or periods in an average school day or has failed to comply with a more restrictive school district policy; and

(ii) Has failed to meet the school district's policy for excused absences; or

(b) Has failed to comply with alternative learning experience program attendance requirements as described by the superintendent of public instruction.

(3) If a child transfers from one school district to another during the school year, the receiving school or school district shall include the unexcused absences accumulated at the previous school or from the previous school district for purposes of this section, RCW [28A.225.030](#), and [28A.225.015](#). The sending school district shall provide this information to the receiving school, together with a copy of any previous assessment as required under subsection (1)(c) of this section, history of any best practices or researched-based intervention previously provided to the child by the child's sending school district, and a copy of the most recent truancy information including any online or written acknowledgment by the parent and child, as provided for in RCW [28A.225.005](#). All school districts must use the standard choice transfer form for releasing a student to a nonresident school district for the purposes of accessing an alternative learning experience program.

[ [2017 c 291 § 2](#); [2016 c 205 § 4](#); [2009 c 266 § 1](#); [1999 c 319 § 1](#); [1996 c 134 § 2](#); [1995 c 312 § 67](#); [1992 c 205 § 202](#); [1986 c 132 § 2](#); [1979 ex.s. c 201 § 1](#). Formerly RCW [28A.27.020](#).]

### Backpacks

Backpacks are not allowed in classrooms and should be placed in lockers upon arrival at school. Sixth period teachers may choose to make an exception to this rule by allowing backpacks in 6<sup>th</sup> period classes.

### Bus & Ferry Riding Conduct

Riding the bus is a privilege.

- Students are responsible for making the bus a safe environment for everyone on the bus. Students are expected to not distract the bus driver/ferry staff and respect other riders.
- All students should use level 1 - 2 voices and remain seated in seat until disembarking. Misbehavior may result in discipline and possible loss of bus riding privilege.
- Items brought on bus/ferry must be appropriate for school and must be able to fit in a backpack or athletic bag.
- **Students wishing to ride a school bus other than their own or get off at an alternate stop must have a bus pass.** The office will issue the student a bus pass upon receipt of an email from his/her parent/guardian to [mcmbusnote@vashonsd.org](mailto:mcmbusnote@vashonsd.org), receipt of a written note signed by his/her parent or guardian, or via phone call by parent/guardian to the office (206-463-9168). Email and written notes must contain the student's first and last name, the school bus number they will be riding, and the stop at which they will be exiting the bus. **Bus change requests submitted after 1:00 p.m. may not be processed.**

**Buses** are operated by First Student & **Ferries** are operated by the Washington State Ferries. Each agency has their own process for addressing student misbehavior behavior. If a student is given a written referral it will be given to the head of VISD District Transportation & the Principal of the student's school to address and enforce interventions/consequences. The Washington State Ferries has their own Vashon Island SD Student Commuter Handbook with additional information.

### Closed Campus

McMurray is a closed campus. The following expectations are in effect and will be strictly enforced:

- All students must sign out in the office if leaving campus during the school day and must have specific permission from the office to leave campus.
- This permission may be obtained with a note from a parent or a telephone call home.

- Leaving school without permission will be considered truancy.
- **Visitors on Campus:** All visitors must sign in at the main office. A visitor's badge must be worn in clear view for the duration of the stay on campus. McMurray prohibits students not currently enrolled in our district from visiting our campus when school is in session unless the visit has been approved in advance by the principal.
- Student visitations of a purely social nature are strictly prohibited.

### **Commons Area/MPR/Front of School**

Our school hallways are for travelling from classroom to classroom. Students are asked to socialize in other supervised common areas at the appropriate times (break, lunch, before and after school). During scheduled break and lunch, students are expected to remain in the lunchroom, commons, or may participate in activities outside. Student behavior in the MPR and commons is expected to be safe, respectful and responsible.

- Walk to the MPR and be courteous to others while waiting in line.
- Visit with friends. Refrain from shouting or disruptive behaviors.
- Dispose of garbage in the appropriate recycle bins or trash cans and leave the area clean. Assist with spills or other messes.
- Respectfully follow directions of the lunch staff and campus monitors.

### **Contacting Your Child during the Day**

If parents need to get a message to their child during the school day, they may contact the main office at 206-463-9168 and ask that a message be delivered to the student. Student messages are delivered at the end of each class period. Parents may ask that the student come to the office between classes, at break, or at lunch to phone home. If your student carries a cell phone please reference the Electronic Devices policy in this handbook.

### **Contacting Teachers**

During the school day teachers are focused on student instruction and are unable to retrieve phone and email messages. For this reason, we ask that you allow up to three days for teachers to reply to email or phone messages. To email a staff member simply use this format: teacher's first initial followed by last [name@vashonsd.org](mailto:name@vashonsd.org) (i.e. [gallison@vashonsd.org](mailto:gallison@vashonsd.org))

### **Dances & Afterschool Social Events**

McMurray leadership students may plan dances or other social events throughout the school year. Most are held following the school day from 2:50 to 4:00. Dance dates will be announced. Students may not leave the school then return to the dance without permission from an adult. Students are expected to follow all school expectations at all after school events.

### **Dress Code**

It is the policy of the Vashon Island School Board that the student and their parent/guardian hold the primary responsibility in determining the student's personal attire, jewelry, and personal items (e.g. backpacks, book bags). Schools are responsible for ensuring that student attire, jewelry, and personal items do not interfere with the health or safety of any student and does not contribute to a hostile or intimidating environment for any student.

### **Core Values**

In relation to student dress, the district's core values are the following:

- All students should be able to dress for school in a manner that expresses their individuality without fear of unnecessary discipline or body shaming;
- All students have the right to be treated equitably. Dress code enforcement will not create disparities, reinforce or increase marginalization of any group, nor will it be more strictly enforced against students because

of racial identity, ethnicity, gender identity, gender expression, gender nonconformity, sexual orientation, cultural or religious identity, household income, body size/type, or body maturity;

- All students and staff are responsible for managing their personal distractions; and
- Students should not face unnecessary barriers to school attendance

### **Universal Dress Code**

Students must wear:

- Top (shirt, blouse, sweater, sweatshirt, tank, etc.);
- Bottom (pants, shorts, skirt, dress, etc.); and
- Footwear.

This policy permits additional student attire requirements when necessary to ensure safety in certain academic settings (e.g. physical activity, science or CTE courses). Additionally, this policy allows for reasonable variation in required student attire for participation in activities such as swimming or gymnastics.

Students may not wear clothing, jewelry, and or personal items that:

- Are pornographic, obscene, contain threats, or that promote illegal or violent conduct such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia;
- Demonstrate hate group association/affiliation and/or use hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or other protected groups;
- Intentionally show private parts (nipples, genitals, buttocks). Clothing must cover private parts in opaque (not able to be seen-through) material;
- Cover the student's face to the extent that the student is not identifiable (except clothing/headgear worn for religious or medical purposes); or
- Demonstrate gang association/affiliation.

Attire worn in observance of a student's religion are not subject to this policy.

### **Enforcement**

Principals are required to ensure that all staff are aware of and understand the guidelines of this policy. Staff will use reasonable efforts to avoid dress-coding students in front of other students.

Students shall not be disciplined or removed from class as a consequence for wearing attire in violation of this policy unless the attire creates a substantial disruption to the educational environment, poses a hazard to the health or safety of others, or factors into a student behavior rule violation such as malicious harassment or the prohibition on harassment, intimidation, and bullying. Further, no student shall be referred to as "a distraction" due to their attire.

Typical consequences for a violation of this policy include parent/guardian contact or conference and the directive to cover, change, or remove the non-complying attire. A student may be instructed to leave their classroom briefly to change clothes. The Principal or their designee should notify a student's parents/guardians of the school's response to violations of the student dress policy.

### **Energy Drinks, Coffee, & Soda Pop/Tea**

**Highly caffeinated beverages** (Examples are Bing, Rockstar, Monster, Red Bull, Starbucks Energy, 5 Hour Energy, etc.) are not allowed at school and **will be confiscated and thrown out**. Soda Pop/Tea is not allowed in classrooms or hallways, but can be responsibly consumed at lunch.



### Extra Help

If you do not understand an assignment, if the work is difficult, or if you have been absent and missed assignments and class discussions, you may arrange a conference with your teacher before or after school. Many teachers provide after school hours for additional support; check with your teacher.

### Family and Student Access

McMurray staff recognizes that many parents would like to play a greater role in their child's education. To make it easier for you to get involved and help keep you informed regarding your child's education, we are providing you with the ability to view student information (schedule, grades, attendance, demographic home information, transcripts, food service account balances, and standardized test results) anytime. Parents frequently use the "gradebook" feature for individual classes to see how students scored on assignments, as well as listing missing assignments. Teachers ask that you allow up to two weeks between assignment due-date and the posting of assignment grade. Contact Ms. Jensen ([bjensen@vashonsd.org](mailto:bjensen@vashonsd.org)) for your login and password.

### Fees (All fees are subject to change)

Elective fees are due each semester. Sport fees are due during the first two weeks of practice and are per sport. Contact one of our counselors, Mr. Allison, or Ms. Jensen if a scholarship is needed.

### McMurray Fees

ASB Card	\$40	Basic Art	\$40
Ceramics	\$45	Dances/Social Events	\$5-7
Imagine/Build (STEM)	\$25	Exploratory Week	\$200*
Fiber Arts	\$40	Food 101 & 102	\$30
Mountain Biking	\$25	Outdoor Living	\$25
Photography	\$40	Sports Fee (per sport)	\$100
Woodworking	\$40	Yearbook	\$40

*\*Out of state Exploratory trips have additional fees*

### Food Service

Breakfast	\$2.50 Milk only: \$0.60	Lunch	\$4.00 Milk only: \$0.60
-----------	--------------------------	-------	--------------------------

### Fines

During the school year we will periodically check for lost or damaged books. Fines may be levied at that time. You are responsible for the book checked out to you. Fines may range from \$2.00 for damage to full replacement cost. Students may also be levied a fine for lost padlocks or damage to lockers.

### First Aid

School personnel are trained to handle first aid for minor injuries. In case of serious injury or illness parents will be contacted immediately. If parents cannot be reached, and a parental consent form has been checked authorizing the school to seek emergency treatment, the child will be taken to the local clinic. Please make sure your emergency phone number is on file in the office. 911 will be called in extreme emergencies.

## Grading

Grades may be viewed through Family Access. No grade reports will be mailed unless specifically requested. The standardized transcript is based on a marking/grading system that reports the grades earned by students as follows:

A 4.0	B+ 3.3	C+ 2.3	D+ 1.3	F .0
A- 3.7	B 3.0	C 2.0	D 1.0	
	B- 2.7	C- 1.7	D- .7	

Humanities classes meet for two periods so that grade is counted twice when calculating a grade point average. Math and Science Teachers use Standards-Based Grading system. Students receiving an incomplete grade have fourteen calendar days at the end of the grading period to complete the work. If the work is not completed within the fourteen days, the incomplete grade reverts to an "F" grade. In exceptional circumstances the principal may extend the time period allowed to complete the course.

## Homeroom Period

Homeroom is intended to serve as a period to enhance student skills in academics, social emotional learning, high school readiness, and help develop a positive school climate. One - two day(s) each week homeroom will focus on specific lessons designed to help improve our overall school climate. These lessons will include social emotional learning, bullying prevention and student-led conference preparation. Three - four days each week the homeroom period will be dedicated to student organization, readiness, study hall, reading, or academic supports.

## Homework Requests

If a student is absent please check teacher websites at [www.vashonsd.org/mcmurray/teacherweb](http://www.vashonsd.org/mcmurray/teacherweb) or Family Access for homework.

## Internet Use

Computers are available in the library and classrooms for student use. Priority is given to students using the computers for class related projects and research. Students must have a signed Responsibility Contract on file in order to access the internet.

## Lockers

Each student is assigned a locker and a lock. Students are not allowed to bring their own locks for lockers. Lockers and locks are the property of the school district. As property of the school, lockers may be inspected by school officials at any time. Lockers are not to be written on or in any way vandalized by students. The cost of repairing any damage to a locker or a fee for a lost lock will be charged to the student. The school does not assume liability for stolen items.

## Loss of or Damage to School Property

A student or his/her parent or guardian shall be responsible for the cost of property which is lost or willfully damaged.

## Lost and Found

If you have lost or found an item, check in the Lost and Found area in the lunchroom and then check with the office. Unclaimed lost and found items will be donated at the end of each month. Lunch boxes left behind or not claimed each week will be emptied and donated if not claimed.

## Medication / Health Conditions

According to state law and district policy, if it is necessary for your child to receive oral medication (prescription or non-prescription) during school hours, a medication form must be filled out and signed by both the physician and parent.

These forms are available in the school office. All medication must be kept in the most current pharmacy container and will be kept locked in the school office. To ensure safety, parents are encouraged to have an adult deliver the medication to school. Washington State Law RCW 29.10 Section 1 requires that all students with life threatening health conditions have the needed medical orders, medication and/or equipment and a nursing care plan in place before the child may attend school. Forms are available in the school office.

**Restrictive Health Conditions** - If your child develops a health condition restricting school activities, e.g. broken bones, sprains or other short term disability, the school secretary or counselor should be notified immediately, followed by written instructions from your physician.

### **Parent Conferences**

Parents may make appointments for conferences with teachers, the counselor, or building administrator by telephoning the school office. See "Student-Led Conference" section for information about this program.

### **Part-time Students**

Students arriving after regularly scheduled start time (8:00 am) must sign in at the main office. Part-time students must sign in upon arrival and sign out when leaving. They are required to leave campus after their regularly scheduled classes.

### **Personal Effects / Valuables**

Students are cautioned not to bring large amounts of money, expensive electronics, mobile phones or cameras to school. Students, not the school, are responsible for their personal property. Parents are reminded that the school district cannot be responsible for loss or damage to personal property brought to school by students. Students who bring personal belongings to school do so at their own risk. **Unattended backpacks are not secure storage for your valuables.**

### **Personal Technology at School**

Technology and cell phones are a valuable resource, however, these items can be disruptive to the school learning environment. McMurray allows students to use privately owned electronic devices to access the VISD wireless network. Connecting to the VISD wireless network with personal devices is a privilege, not a right, and it is not a requirement for students. Permission to bring and use privately owned devices is contingent upon adherence to VISD Technology Contract, which must be signed by student and parent and returned to the school.

If a student chooses to bring personal technology to school, they must be turned off (not on vibrate) and stored out of sight.

**Electronic devices may be used outside the building and in the MPR/commons before and after school, at break and during lunch.**

- Sound needs to be off when inside the building.
- Use of technology in the hallways and classrooms is not allowed. This includes wireless speakers, headphones, earbuds, etc..
- Students who choose to use electronic devices during these approved times are responsible for stowing them out of sight as they walk through the building.

Inappropriate use of electronic devices will result in the following consequences:

- **First Offense:** Electronic device is held in the office until the end of the day, when the student can claim it.
- **Second Offense:** Electronic device is held in the office until the end of the day and can be claimed by a parent at his or her convenience. Commuter parents can call and talk to office staff - if unable to come to the building.
- **Third Offense:** Electronic device is held in the office until the end of the day and can be claimed by a parent following a check in with administration. Commuter parents can call and talk to admin if unable to come to the building.
- **Repeated Offenses:** may result in a contract or plan for the use of the personal devices.

If parents need to contact their child during the school day they may do so via the front office. See “**Contacting your Child during the Day**” for more information.

**Public Displays of Affection**

Public displays of affection are not allowed at McMurray. Hugging, kissing, embracing, hand-holding or any other sexual contact is prohibited and subject to school discipline. Hugging in a non-sexual way is allowed within reason.

**Recreation Equipment**

Foosball tables, ping pong table and the pool table should not be used during passing period or class time unless directly supervised by a staff member as part of a class activity. Please do not sit on the game tables. Game tables may only be used after the first 10 minutes of lunch.

**RTI (Response to Intervention)**

RTI is a McMurray model helping students with additional support in math, reading and behavior. Identified students will be placed in a specific homeroom/teacher class for either first or second semester or both.

**Skateboards and Bicycles**

Skateboards may not be ridden during the school day, **but may be ridden after school in the lower parking lot only. Helmets must be worn at all times while riding.** Bicycles are not to be ridden on campus during the school day except during class when enrolled in the Mountain Biking elective. After hours use is a user’s risk. Users must wear helmets. Vashon Island School District accepts no responsibility for accidents occurring during after hour’s unauthorized use. Users will be held financially responsible for any damage to school district property.

**Snow Days**

During periods of bad weather, radio and television stations will report closures and changes of schedule. If information is not mentioned, school will be held as usual and transportation will not be changed. When school is closed, all activities planned for public school buildings will be cancelled.

**Student-Led Conferences**

Student-led conferences are designed to help our students become more invested in their academic progress by setting and achieving their goals and developing a portfolio of best works. Twenty minute conferences will be scheduled for March 19th and 20th where students will discuss their portfolios, goals, and reflections on the year with a parent(s), guardian(s). **Students are required to attend their conference.** No McMurray classes will be held on conference days. Communication will come from McMurray via Skyward on signing up for your time slot in February 2020.

**Supplies**

<b>All McMurray students will need the following items:</b>			
3-ring binder	Notebook dividers	Compass	Ruler (metric/standard)
Scissors	Calculator	Erasers	Lock for gym basket
Protractor	Pencils	Pencil Pouch	Colored pencils or fine-point markers
Lined writing paper	Blue or black ball-point pens		
Additional items may also be requested by individual teachers. Humanities and Science composition notebooks and student conference binder are supplied by the school.			
<b>McMurray students and staff often have need of the following items. If you are able to contribute additional items from the list above or below, please drop them in the basket in the office marked "Donated School Supplies." Thank you!</b>			

Dry erase markers	Hand sanitizer	Erasers	Permanent markers
#2 Pencils	Clear tape	Sticky notes	Boxed tissues/kleenex

### Tardiness

Students who arrive late to class disrupt the educational environment for students and staff. Reporting to class on time is defined as being prepared and ready to begin class when the bell rings. After ten minutes of class time has passed, a tardy becomes an absence. If a teacher or staff member causes a student to be tardy, the student is expected to ask the teacher to write him/her a note. That tardy will be removed from the school records. Excessive tardiness may result in disciplinary actions and parent contact.

### Visitors on Campus

All visitors must sign in at the main office. A visitor’s badge must be worn in clear view for the duration of their stay on campus. McMurray prohibits students not currently attending McMurray from visiting our campus when school is in session unless the visit has been approved in advance by the principal. Visitations of a purely social nature are strictly prohibited.

---

## NONDISCRIMINATION AND SEXUAL HARASSMENT

---

### DISCRIMINATION

Vashon Island School District (VISD) 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, gender 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 employees have been designated to handle questions and complaints of alleged discrimination:

**Civil Rights Compliance Coordinator** - Amy Sassara, [asassara@vashonsd.org](mailto:asassara@vashonsd.org), (206)463-8529

**Section 504 Coordinator** - Kathryn Coleman, [kcoleman@vashonsd.org](mailto:kcoleman@vashonsd.org), (206)463-8532

**You can report discrimination and discriminatory harassment** to any school staff member or to the district's Civil Rights Compliance Coordinator, listed above. You also have the right to file a complaint (see below). For a copy of VISD’s nondiscrimination policy and procedure, contact your school or district office or view it online at: Policy No. 3210 - Non Discrimination

### SEXUAL HARASSMENT

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

**Sexual harassment is unwelcome behavior or communication that is sexual in nature when:**

- A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or
- The conduct substantially interferes with a student's educational performance, or creates an intimidating or hostile educational or employment environment.

**Examples of Sexual Harassment:**

- Pressuring a person for sexual favors
- Unwelcome touching of a sexual nature
- Writing graffiti of a sexual nature
- Distributing sexually explicit texts, emails, or pictures

- Making sexual jokes, rumors, or suggestive remarks
- Physical violence, including rape and sexual assault

**You can report sexual harassment** to any school staff member or to the district's Title IX Compliance Coordinator, who is listed above. You also have the right to file a complaint (see below). For a copy of VISD's sexual harassment policy and procedure, contact your school or district office, or view it online at: **Policy No. 3205 - Sexual Harassment of Students Prohibited**

## **COMPLAINT OPTIONS: DISCRIMINATION AND SEXUAL HARASSMENT**

If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint.

Before filing a complaint, you can discuss your concerns with your child's principal. Such a report will be treated informally and need not be reported to the Title IX Coordinator unless you request a meeting with the Title IX Coordinator or unless the report is converted into a formal complaint. You may also request an informal meeting with the principal and/or the Title IX Coordinator. This is often the fastest way to resolve your concerns.

### **Complaint to the School District**

#### ***Step 1. Write Out Your Complaint***

In most cases, complaints must be filed within one year from the date of the incident or conduct that is in most cases the subject of the complaint. A complaint must be in writing. Be sure to describe the conduct or incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and describe what actions you believe the district should take to resolve the problem. Send your written complaint—by mail, fax, email, or hand delivery—to any school or district administrator.

#### ***Step 2: School District Investigates Your Complaint***

Once the district receives your written complaint, the Title IX Compliance Coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The superintendent or designee will respond to you in writing within 30 calendar days—unless you agree on a different time period. If your complaint involves exceptional circumstances that demand a lengthier investigation, the district will notify you in writing to explain why staff need a time extension and the new date for their written response.

#### ***Step 3: School District Responds to Your Complaint***

In its written response, the district will include a summary of the results of the investigation, a determination of whether or not the district failed to comply with civil rights laws, notification that you can appeal this determination, and any measures necessary to bring the district into compliance with civil rights laws. Corrective measures will be put into effect within 30 calendar days after this written response—unless you agree to a different time period.

### **Appeal to the School District**

If you disagree with the school district's decision, you may appeal to the school district's board of directors. You must file a notice of appeal in writing to the secretary of the school board within ten calendar days after you received the school district's response to your complaint. The school board will conduct an impartial hearing, and send you a written decision within thirty calendar days after the district received your notice of appeal. The school board's decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

### **Complaint to OSPI**

If you do not agree with the school district's appeal decision, state law provides the option to file a formal complaint with the Office of Superintendent of Public Instruction (OSPI). This is a separate complaint process that can take place if one of these two conditions has occurred: (1) you have completed the district's complaint and appeal process, or (2) the district has not followed the complaint and appeal process correctly.

You have 20 calendar days to file a complaint to OSPI from the day you received the decision on your appeal. You can send your written complaint to the Equity and Civil Rights Office at OSPI:

**Email:** [Equity@k12.wa.us](mailto:Equity@k12.wa.us)

**Fax:** 360-664-2967

**Mail or hand deliver:** PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200

For more information, visit [www.k12.wa.us/Equity/Complaints.aspx](http://www.k12.wa.us/Equity/Complaints.aspx), or contact OSPI's Equity and Civil Rights Office at 360-725-6162/TTY: 360-664-3631 or by e-mail at [equity@k12.wa.us](mailto:equity@k12.wa.us).

### **Other Discrimination Complaint Options**

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

206-607-1600 | TDD: 1-800-877-8339 | [OCR.Seattle@ed.gov](mailto:OCR.Seattle@ed.gov) | [www.ed.gov/ocr](http://www.ed.gov/ocr)

*Washington State Human Rights Commission*

1-800-233-3247 | TTY: 1-800-300-7525 | [www.hum.wa.gov](http://www.hum.wa.gov)

### **Prohibition of Harassment, Intimidation, Bullying**

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

- Physically harms a student or damages a 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, innuendoes, 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 expressions do 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.

### **Harassment Complaint Process**

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 filled out 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. Vashon Island School District contracts with Anonymous Alert for reporting incidents anonymously. Possible responses to an anonymous report include enhanced monitoring of specific locations at certain times of day or increased monitoring of specific student or staff.
- 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.
- 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.

### **Nondiscrimination Statement**

The Vashon Island School District does not discriminate based on race, color, national origin (including language), sex, sexual orientation including gender expression or identity, creed, religion, age, veteran or military status, disability, or the use of a trained dog guide or service animal by a person with a disability in any district programs or activities and provides equal access to the Boy Scouts and other designated youth groups. The Vashon Island School District is an equal opportunity employer. Vashon Island School District is tobacco-free, drug-free and weapons-free. Appropriate fingerprint screening results are required for employment.

For specific information, contact:

**VISD Title IX and ADA/504 Coordinator-** Kathryn Coleman, P.O. Box 547, Vashon, Washington 98070, [\(206\) 463-8532](tel:2064638532), [kcoleman@vashonsd.org](mailto:kcoleman@vashonsd.org).

VISD Compliance Coordinator for 28A.640 and 28A.642 RCW, Amy Sassara, Human Resource Director, P.O. Box 547, Vashon, WA 98070, [\(206\) 463-8529](tel:2064638529), [asassara@vashonsd.org](mailto:asassara@vashonsd.org)

## **Procedure Student Conduct Expectations & Reasonable Sanctions**

### **Policy No. 3240P**

#### **I. Purpose**

This procedure sets forth the District's expectations for student conduct and possible sanctions for violations of such expectations. For procedures and legal requirements related to the imposition of discipline, suspensions, and expulsions, see Policy and Procedure 3241, Classroom Management, Discipline and Corrective Action.

#### **II. Compliance with Rules**

All students must obey the written rules and regulations established for the orderly operations of the District and the reasonable requests, instructions, and directives of district staff. For purposes of this procedure, the term "district staff" includes all adults, including contractors and volunteers, authorized to supervise student activities. Failure to do so may be cause for disciplinary action. All students will submit to reasonable discipline by the district and its representatives for violations of policies, regulations, and rules.

#### **III. General Principles**

- A. The goal of student discipline is to teach students to behave in ways that contribute to academic achievement and school success and to support a school environment where students and staff are responsible and respectful.
- B. Successful school discipline is guided by the following principles:
  1. Effective and engaging instruction and classroom management are the foundation of effective discipline.
  2. School discipline is best accomplished by preventing misbehavior before it occurs, and using effective interventions after it occurs.



3. School safety and academic success are formed and strengthened when all school staff and personnel build positive relationships with students and are actively engaged in their lives and learning.
  4. School staff should promote high standards of behavior by teaching, modeling, and monitoring behavior, and by fairly and consistently correcting misbehavior as necessary.
  5. School discipline that is paired with meaningful instruction and guidance offers students an opportunity to learn from their mistakes and contribute to the school community, and is more likely to result in getting the student re-engaged in learning.
  6. Effective school discipline maximizes the amount of time students spend learning and minimizes the amount of time students are removed from their classrooms due to misbehavior.
- C. Appropriate discipline may be imposed when students violate school rules and regulations or otherwise commit criminal acts in the following locations:
1. on school property,
  2. in school-provided transportation, or any other place while under the authority of school personnel;
  3. Off school property at a school activity, function, or event;
  4. Off school property if the actions of the student materially or substantially affect or interfere with the educational process; or
  5. Off school property but with a detrimental effect upon the maintenance and operation of the schools or the district.

#### **IV. Reasonable Consequences**

- A. The district will make every reasonable effort to correct student misbehavior through school-based interventions at the lowest possible level and to support students in learning the skills necessary to enhance a positive school environment and avoid negative behavior.
- B. The vast majority of disciplinary issues should be addressed at the classroom level by teachers.
- C. Sanctions for offenses may vary depending on the severity of the misconduct, the nature and circumstances of the violation, the disciplinary record of the student, and other relevant factors.
- D. In all instances, school discipline should be reasonable, timely, fair, age-appropriate, and should match the severity of the student's misbehavior.
- E. The methods employed in enforcing the rules of student conduct involve professional judgment. Such judgment should be:
  1. Consistent from day to day and student to student;
  2. Guided by appropriate classroom management strategies;
  3. Balanced against the severity of the misconduct;
  4. Appropriate to the student's circumstances and prior behavior;
  5. Fair to the student, parent/guardian, and others; and
  6. Effective.

## **V. Minimizing Use of Out-of-School Suspensions and Expulsions**

The district aims to minimize the use of measures such as out-of-school suspensions and expulsions that exclude students from school. Exclusionary discipline should be reserved for infractions that cannot be appropriately addressed through other interventions and disciplinary responses.

## **VI. Non-Discrimination**

School district staff responsible for implementing this policy shall do so without discrimination based on ethnicity, race, color, religion, national origin, ancestry, gender, sexual orientation, age, or disability.

## **VII. Individual School Rules and Code of Conduct**

Schools may adopt their own school rules and Codes of Conduct so long as they are consistent with Policy 3240 and this procedure. Any such rules or codes shall be approved by the Superintendent or a designated district official and will be made available to students and their parents/guardians in a manner consistent with this policy.

## **VIII. Distribution of Policy**

The District shall provide access of this policy to all students and their parents/guardians, in a language they can understand. It shall also be posted on the district web site and in an easily visible place within each school.

## **IX. Disciplinary Interventions**

- A. There are three types of intervention strategies that are available to teachers and administrators: Administrative, Restorative, and Skill-based/Therapeutic.
- B. Teachers and administrators should consider utilizing different types of strategies, or multiple strategies simultaneously, to deal with misbehavior, especially for second or third instances of the same disruptive or inappropriate behavior.
- C. These intervention strategies are described as follows:
  1. Administrative Strategies are statutory, rule-based, or contract-based interventions done “to” the offender, such as detention or suspension.
    - a. In addition to any sanction imposed by the district, a student may be asked to provide restitution, be referred to a law enforcement or non-school agency, be denied the use of district computers or network resources and/or be denied participation in district activities. Students may also be denied the opportunity to publicly represent the district.
  2. Restorative Strategies are problem solving interventions done “with” the offender. They focus on the harm caused and how it will be repaired. There are many examples of restorative strategies, ranging from simple conversations with students who misbehave to more intensive interventions involving multiple actors. Examples include:
    - a. Family Group Conferencing/Conferencing, which brings together those involved in and affected by the offense to allow the offender to take responsibility, the victim to voice the impact of the offense, and community members to assist in the resolution of the offense. The facilitator acts as a guide for the dialogue between the victim and the offender to take place.
    - b. Restorative Circles, which are community meetings designed to address both family and community circumstances that are underlying causes of misbehavior. They are

meant to rebuild relationships, develop rehabilitative plans, and respond to victims' needs. They can involve all or some of the following: the offender(s), victim(s), the friends and families of each, and community members.

3. Therapeutic/Resource Strategies are done "by" the offender and require intrinsic motivational behavior change. Such interventions include: Mental health counseling; anger management classes; informal mentoring and behavior coaching.

#### **X. Relevant Factors in Making Discipline Decisions**

When choosing consequences for students' misbehavior, teachers, administrators, and staff must consider the following factors:

- A. Age, health, and disability or special education status of the student;
- B. Appropriateness of student's academic placement;
- C. Student's prior conduct and record of behavior;
- D. Student's attitude;
- E. Student's willingness to repair the harm;
- F. Seriousness of the offense and the degree of harm caused; and
- G. Impact of the incident on overall school community.

#### **XI. Description of Inappropriate and Disruptive Behaviors and Consequences**

- A. Following are two tables comprising the Disciplinary Consequences Matrix.
- B. Table 1 contains a list of levels of potential and appropriate interventions or consequences for inappropriate or disruptive behaviors.

Each of the levels indicated in the Table 1 below corresponds to a set of possible interventions and disciplinary responses. Note that this list is not intended to be exhaustive and the use of additional interventions and disciplinary responses that are consistent with this policy and its goals are allowed.

Table 1

Levels of Interventions and Disciplinary Response		
	<i>Minimum Action Examples</i>	<i>Maximum Action Examples</i>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>● Teacher/Student Conference</li> <li>● Reminders and Redirection</li> <li>● Re-Teaching of Expectations and Skills</li> <li>● Seat Change</li> <li>● Written Apology</li> <li>● Restorative Justice</li> <li>● Conference with Administration</li> </ul>	<ul style="list-style-type: none"> <li>● Reflective Activity</li> <li>● Independent Study</li> <li>● Role-Play</li> <li>● Student/Teacher/Parent Conference</li> <li>● Referral to Support Staff (e.g., guidance counselor, social worker, psychologist, or nurse)</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>● <b>Any Lower-Level Interventions</b></li> <li>● Self-Charting of Behaviors</li> <li>● Daily Report Card on Behavior, Task Completion, and Achievement</li> </ul>	<ul style="list-style-type: none"> <li>● Removal from Class to Supervised Time-Out in Another Classroom</li> <li>● Loss of Privileges (e.g., exclusion from group lunch or extra activities)</li> <li>● Review of VISD/WIAA Athletic Code Impacts</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>● <b>Any Lower-Level Interventions</b></li> <li>● Short-term Behavioral Progress Reports</li> <li>● Behavioral Plan</li> <li>● Change in Schedule/Class</li> <li>● In-School Suspension</li> </ul>	<ul style="list-style-type: none"> <li>● Mentoring Program</li> <li>● Referral to School-based Health/Mental Health Clinics</li> <li>● Referral to Community-Based Services</li> <li>● In-School Suspension up to 3 days</li> <li>● Restitution</li> <li>● Review transportation privileges</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>● <b>Any Lower-Level Interventions</b></li> <li>● In-School Suspension - 1 to 3 days</li> </ul>	<ul style="list-style-type: none"> <li>● Out-of-School Suspension - 1-3 days</li> <li>● Choice Transfer Revoked</li> <li>● Emergency Expulsion</li> <li>● Referral to Law Enforcement</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>● <b>Any Lower-Level Interventions</b></li> <li>● Out-of-School Suspension - 4 to 10 days (and may be extended as necessary)</li> </ul>	<ul style="list-style-type: none"> <li>● Alternative Educational Placement</li> <li>● Recommendation for Long-Term Suspension or Expulsion</li> </ul>

C. **Table 2** comprises a list of examples of potential inappropriate or disruptive behaviors and indicating the appropriate level of intervention for each behavior. Note that this list is not intended to be exhaustive and the use of additional interventions and disciplinary responses that are consistent with this policy and its goals are allowed where appropriate.

**Table 2**

Inappropriate or Disruptive Behavior	Levels				
	1	2	3	4	5
<p>Note: On the first instance of an inappropriate or disruptive behavior, use one or more interventions from the lowest level indicated for that behavior, or any lower level. If the same behavior is repeated during the same school year, one or more interventions or disciplinary responses from the next highest level may be used. Lower-level interventions may always be used. However, if the behavior meets the definition of Exceptional Misconduct (Section XIII) short term or long term suspension for a first offense may be imposed at the discretion of the administrator.</p>					
Inappropriate or Disruptive Behavior	Levels				
	1	2	3	4	5
Academic Dishonesty (e.g. cheating or plagiarizing)	•	•	•		
Alcohol (including beer, wine, spirits); on school property or during school sponsored activity. <ul style="list-style-type: none"> <li>• Under the influence, using, or possession</li> <li>• Distributing</li> <li>• In the presence of</li> <li>• Paraphernalia</li> <li>• Selling</li> <li>• Sharing</li> </ul>			•	•	•
Arson <ul style="list-style-type: none"> <li>• Intentional setting of fire or causing an explosion</li> </ul>			•	•	•
Assault or Battery <ul style="list-style-type: none"> <li>• Simple assault (assault is a harmful or offensive intentional touching of another person regardless of whether any injury occurs) or simple battery</li> <li>• Assault with a weapon or battery causing serious injury</li> </ul>			•	•	•
Bus Disruptions <ul style="list-style-type: none"> <li>• Minor disruptions on the bus (e.g. eating, drinking, being too loud, standing, throwing objects on the bus)</li> <li>• Serious disruption on the bus</li> </ul>	•	•	•	•	

Defiance of Authority and/or Insubordination (e.g. non-violent/non-physical, failure to respond to school staff questions or reasonable requests, refusal to participate in classroom activities, etc.)	•	•	•	•	
Disrespectful or Disruptive Behavior (e.g. use of profane or offensive language; disrespectful response to a teacher request, distracting other students; making inappropriate gestures or comments)	•	•	•	•	
Dress Code Violation	•	•			
Extortion, Intimidation, Blackmail, Coercion, Threats (e.g., obtaining money or property by violence or threat of violence)				•	•
Fire Alarm <ul style="list-style-type: none"> <li>• Intentional activation</li> </ul>			•	•	
Fighting <ul style="list-style-type: none"> <li>• Physical aggression (e.g. pushing and shoving); posturing</li> <li>• More serious fighting (may include incidents involving minor injuries)</li> <li>• Threatening verbal language</li> </ul>	•	•	•	•	•
Gambling		•	•	•	
Harassment, Intimidation, or Bullying (HIB) Any intentionally written message or image or intentional verbal or physical act motivated by race; color; religion; ancestry; national origin; gender; sexual orientation; gender expression; gender identity; sensory, mental, or physical disability; or other distinguishing characteristics, when an act: <ul style="list-style-type: none"> <li>• Physically harms a student or damages the student's property;</li> <li>• Has the effect of substantially interfering with a student's education; or</li> <li>• Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or</li> </ul>	•	•	•	•	•

<ul style="list-style-type: none"> <li>● Has the effect of substantially disrupting the orderly operation of the school.</li> </ul> <p>It includes, but is not limited to: slurs, rumors, jokes, innuendo, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical, or electronically transmitted messages or images.</p>					
<p>Illegal Drugs or Controlled Substances; on school property or during school sponsored activity</p> <ul style="list-style-type: none"> <li>● Distributing</li> <li>● In the presence of</li> <li>● Paraphernalia</li> <li>● Selling</li> <li>● Sharing</li> <li>● Under the influence, using, or possession</li> </ul>			●	●	●
<p>Portable Electronic Device</p> <ul style="list-style-type: none"> <li>● Use at unauthorized times</li> </ul>	●	●	●		
<p>Property Damage</p> <ul style="list-style-type: none"> <li>● Intentional damage or defacement of another person's or school property</li> </ul>		●	●	●	●
<p>Sexually-Based Behaviors</p> <ul style="list-style-type: none"> <li>● Consensual sexual activity on school property or during school sponsored activity</li> <li>● Sexual harassment (e.g. unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, written, or physical conduct of a sexual nature)</li> <li>● Conduct amounting to a sex offense under RCW 9.94A.030, including Sexual Assault</li> </ul>	●	●	●	●	●
<p>Trespassing or Unlawful Entry</p>	●	●	●	●	
<p>Tobacco Possession or Use; including smoking, chewing tobacco, and vapor devices, nicotine gum, nicotine patches on school property or during school sponsored activity.</p> <ul style="list-style-type: none"> <li>● Under the influence, using, or possession</li> <li>● Distributing</li> </ul>			●	●	

<ul style="list-style-type: none"> <li>● In the presence of</li> <li>● Paraphernalia</li> <li>● Selling</li> <li>● Sharing</li> </ul>					
Unauthorized Use of School Equipment	•	•	•		
Unexcused Absence from School <ul style="list-style-type: none"> <li>● Skipping class, or persistent tardiness</li> </ul>	•	•	•		
Vending <ul style="list-style-type: none"> <li>● Unauthorized selling of good or services on school property or during school sponsored activity</li> </ul>	•	•	•	•	•

D. Additional Information to Table 2

1. Mandatory expulsion for possession of a firearm: Any elementary or secondary school student who is determined to have carried a firearm onto, or to have possessed a firearm on, public elementary or secondary school premises, public school-provided transportation, or areas of facilities while being used exclusively by public schools, will be expelled from school for not less than one calendar year pursuant to RCW 28A.600.420 with notification to parents/guardians and law enforcement.
2. [RCW.9A.04.110](#)

**XII. Procedure and Guidelines for Interventions and Disciplinary Responses**

- A. In general, progressive discipline will be used, with more severe consequences as negative behaviors continue or worsen.
- B. The disciplinary levels above should be utilized as follows:
  1. In choosing one or more interventions or disciplinary responses for an inappropriate or disruptive behavior, school staff should locate that behavior on the Matrix.
  2. On the first instance of any inappropriate or disruptive behavior, school staff shall utilize one or more interventions or disciplinary responses from the lowest level indicated on the Matrix for that behavior (or one or more interventions or disciplinary responses from a lower level).
  3. If the same behavior is repeated during the same school year, school staff may utilize one or more interventions or disciplinary responses from the next highest level indicated on the Matrix for that behavior, or any lower level. If there is only one level indicated for that offense, then any interventions or disciplinary responses utilized must be from that same level or a lower level.
  4. School staff may not utilize interventions and disciplinary responses from those boxes that are shaded dark gray.
  5. Staff is encouraged to implement several lower-level interventions before proceeding to higher levels that may involve disciplinary responses that remove the student from the classroom.



6. Staff may exclude a student from class until such a time that the student, teacher, and administrator can reach an agreement regarding the student's safe return to class. An exclusion is defined as the exclusion of a student from a classroom or instructional or activity area for behavioral violations. Parents must be notified as soon as reasonably possible following a classroom exclusion (WAC 392-400-335(2)). When a classroom exclusion exceeds the balance of the school day, the school district must provide notice and due process for a suspension, expulsion, or emergency expulsion.

7. *(Policy may be updated during the 19-20 school year)*

In general, a long-term suspension or expulsion may be imposed only if alternative corrective actions were first considered and Level 5 is identified as an appropriate intervention in Table 2. However, a long-term suspension or expulsion may be imposed only for the following behaviors:

- a. Having a firearm on school property or school transportation in violation of RCW 28A.600.420;
- b. Any of the following offenses listed in RCW 13.04.155, including:
  - i. any violent offense as defined in RCW 9.94A.030, including:
    - A. any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
    - B. manslaughter;
    - C. indecent liberties committed by forcible compulsion;
    - D. kidnapping;
    - E. arson;
    - F. assault in the second degree;
    - G. assault of a child in the second degree;
    - H. robbery;
    - I. drive-by shooting; and
    - J. vehicular homicide or vehicular assault caused by driving a vehicle while under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner;
  - ii. any sex offense as defined in RCW 9.94A.030, which includes any felony violation of chapter 9A.44 RCW (other than failure to registered as a sex offender in violation of 9A.44.132), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;
  - iii. inhaling toxic fumes in violation of chapter 9.47A RCW;
  - iv. any controlled substance violation of chapter 69.50 RCW;
  - v. any liquor violation of RCW 66.44.270;
  - vi. any weapons violation of chapter 9.41 RCW, including having a dangerous weapon at school in violation of RCW 9.41.280;
  - vii. any violation of chapter 9A.36 RCW, including assault, malicious harassment, drive-by shooting, reckless endangerment, promoting a suicide attempt,

- coercion, assault of a child, custodial assault, and failing to summon assistance for an injured victim of a crime in need of assistance;
- viii. any violation of chapter 9A.40 RCW, including kidnapping, unlawful imprisonment, custodial interference, luring, and human trafficking;
- ix. any violation of chapter 9A.46 RCW, including harassment, stalking, and criminal gang intimidation; and
- x. any violation of chapter 9A.48 RCW, including arson, reckless burning, malicious mischief, and criminal street gang tagging and graffiti;
- c. Two or more violations of the following within a three-year period:
  - i. criminal gang intimidation in violation of RCW 9A.46.120;
  - ii. gang activity on school grounds in violation of RCW 28A.600.455;
  - iii. willfully disobeying school administrative personnel in violation of RCW 28A.635.020; and
  - iv. defacing or injuring school property in violation of RCW 28A.635.060; and
- d. Any student behavior that adversely affects the health or safety of other students or educational staff.

### **XIII. Arrest and Referrals to Law Enforcement**

- A. The district seeks to avoid the unnecessary criminalization of our students. Therefore, police involvement should be limited to situations when it is necessary to protect the physical safety of students and staff or appropriate to address criminal behavior. Police involvement should not be requested in a situation that can be safely and appropriately handled by the District's internal disciplinary procedures.
- B. The only infractions that may result in arrest or referral to law enforcement are Level Five behaviors. All other inappropriate or disruptive behaviors must be addressed through alternative interventions and disciplinary responses.
- C. While Level Five behaviors may result in arrest or referral to law enforcement, such action should only be used as a last resort and incidents should be resolved without the involvement of law enforcement whenever practicable.
- D. School officials should use their discretion before notifying law enforcement and should consider the following factors:
  - 1. Whether the misconduct was particularly egregious;
  - 2. Whether the student persists in misconduct after being told to cease such behavior, and continues to endanger the safety of others;
  - 3. The age of the student engaging in misconduct; and
  - 4. Whether the student's misconduct is specifically intended to cause, or irresponsibly causes, physical harm to others or endangers the safety of others.
  - 5. Police may be utilized, however, to collaborate with administrators without police arresting the student or making a referral to the prosecutor's office.

### **XIV. Annual Review**

Each individual school will evaluate and monitor the effectiveness of their school discipline practices and school climate on an annual basis.

A. The review will include the following:

1. Prevention and intervention strategies in use;
2. The number of in-school suspensions, out-of-school suspensions, expulsions, arrests, and referrals to law enforcement, disaggregated by age, grade, gender, race/ethnicity, English language learner status, disability, school, teacher, offense, and punishment or alternative used;
3. Differences in referrals among staff members; and
4. The extent to which disciplinary actions are consistently applied to all students.

B. Based on the review, schools will:

1. Identify areas of concern;
2. Provide targeted professional development, supports, and services;
3. Initiate appropriate corrective action; and
4. Revise school procedures as needed.

#### **Educational Services**

#### **Family and Community Engagement**

Revised August 29, 2019