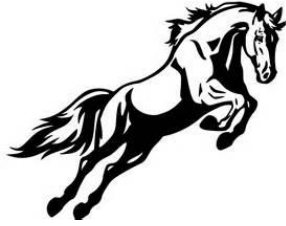


McMurray



Mustangs

**McMurray Middle School
2023-2024
Student / Parent Handbook**

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

www.vashonsd.org/mcmurray

Attendance Messages: mcmattendance@vashonsd.org

Bus Note Requests (for students to ride CES bus): mcmabusnote@vashonsd.org

Principal

Greg Allison

gallison@vashonsd.org

(206) - 463 - 8593

Counselors:

Yvette Butler

Last names A-K

ybutler@vashonsd.org

(206) - 463 - 8576

Mallory Shull

Last names L-Z

mshull@vashonsd.org

(206) - 463-8619

McMurray Middle School is focused on preparing all students during the important transition from elementary school to high school. By engaging students in a rich core curriculum, implementing dynamic and differentiated instruction, we challenge and support all students to make significant growth in both academic and social emotional skills. Our rich elective and exploratory courses cultivate students' 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. By demonstrating compassion, kindness and service, we care for and honor ourselves, each other, and the environment around us. A growth mindset and a focus on active learning and responsibility allows us to value ourselves, each other, and our learning. As agents for positive change (racial equity/social justice), we commit ourselves to maintaining a supportive, inclusive learning institution.

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 a staff member (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 staff member 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 staff member 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. Murphy & Ms. Vickers): Tardy slip, early dismissal slip, bus note, daily bulletin info, school fees, visitor pass, address/email change, grade reports, Family Access information, scholarship requests, Exploratory Week, register or withdraw, etc.

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

Athletics (Ms. Vickers): forms, fees, eligibility, transportation

Custodian (Ms. Albright): Spills, clean-up, repairs

After School Clubs/Programs

McMurray offers a number of after school clubs for all McMurray students. Clubs generally begin after the first few weeks of school, and club information will be shared with students prior to clubs beginning. 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. Club participation requires payment of the ASB fee. 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 have a bus note from the office and follow **Bus Conduct Code**).

Athletics

7th and 8th grade athletes participating in our interscholastic sports program must have a Sports Physical signed by a physician (good for 24 months) and register for sports at vashon-wa.finalforms.com. There is a \$125 fee per sport, and athletes must pay the ASB fee. Both fees must be paid during the first two weeks of practice. Families who qualify for free/reduced lunch must complete the "consent to share information" in order for non-meal fees to be waived. If a scholarship is needed, please contact the main office staff.

6th grade athletes participating in our interscholastic sports program must have a Sports Physical signed by a physician (good for 24 months) and register for sports at vashon-wa.finalforms.com. 6th grade athletes may practice with the teams, but are not allowed to compete with the team except for track, cross country, and wrestling, where they may only compete against other 6th grade students. In order for a 6th grade student to participate he/she must provide all completed paperwork and pay the ASB fee, but is only required to pay the \$125 sport fee if he/she is allowed to compete (track, cross country, and wrestling only).

An athlete arriving after the 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. 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.

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. Families should submit a Pre-Arranged Absence form 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 make up 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 may not 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 may not be allowed for unexcused absences or trancies.
- **Parents should call** (463-9168), **email** (mcmattendance@vashonsd.org) or check out the new “one stop shop” form, for all your students in the district [here](#). Please contact the main office or send in the form before 8:30 am on the day their student is absent from school without prearrangement. Families will be notified by email on days when their student is tardy or misses a class.
- **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 in 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 a 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 / School Bags

Students should have a sturdy backpack or school bag for transporting homework, textbooks, and school projects to school each day. Lockers will be issued this year for storage of backpacks and school items. Alternate locations are available for students to leave sports bags/equipment during the school day.

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 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.
- Families are responsible for coordinating after school plans with their own student(s).
- Bus notes are **NOT required UNLESS** the McM student needs to ride the **CES bus**. The office will issue the student CES bus note upon receipt of an email from the parent/guardian to mcmbusnote@vashonsd.org, receipt of a written note signed by the parent/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. CES route information is available at vashonsd.org/ces. Bus change requests submitted after 1:00 p.m. may not be processed due to end-of-day activities.

Buses are operated by First Student & **Ferries** are operated by the Washington State Ferries. Each agency has their own process for addressing student misbehavior. If a student is given a written referral it will be given to the head of VISD 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 not permitted.

Commons Area/MPR/Front of School

Our school hallways are for traveling from classroom to classroom. Students are asked to socialize in other supervised common areas at the appropriate times (lunch, before and after school). During scheduled break and lunch, students are expected to remain in the lunchroom, commons, or may participate in activities outdoors. 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. Messages received after 2:00 may not be delivered due to end-of-day activities. 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 (i.e. for Greg Allison, the email address is 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 3:00 to 4:00. Dance/social activity dates will be announced. Students may not leave the school and then return to the event without permission from school staff. 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 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, medical or health purposes).
- Demonstrate gang association/affiliation.

Attire worn in observance of a student's religion is 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/Coffee/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/Coffee/Tea is not allowed in classrooms or hallways, but can be responsibly consumed at lunch.

Extra Academic 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, please view student information (schedule, grades, attendance, demographic home information, transcripts, food service account balances, and standardized test results) anytime via Skyward Family Access. 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. If you have difficulty accessing your Skyward Family Access account, please contact Kelly Murphy by emailing kmurphy@vashonsd.org or calling 206-463-8715.

Fees (All fees are subject to change)

Sport and ASB fees are due during the first two weeks of practice; the sports fee is \$125 per sport, and the ASB fee is \$75 (includes the purchase of a yearbook). Families who qualify for free/reduced lunch can have their sports/ASB fee removed by completing the "consent to share information" form provided by the district. If additional scholarship is needed, please contact our principal or your student's counselor.

McMurray Fees

ASB fee, includes a yearbook; required for sports & clubs	\$75
Dances/Socials	\$5-\$10
Field Trips	\$5 -14
Sport Fee (per sport)	\$125
8 th Grade Celebration or outing	\$35
8 th Grade Exploratory Week	\$200*

**Out of state Exploratory trips have additional fees*

Food Service

Breakfast	\$3.00 (grades 6-12)
Lunch	\$4.50 (grades 6-12)

Fines

During the school year we will periodically check for lost or damaged books, overdue sports and ASB fees, unreturned uniforms, etc. Fines may be levied at that time. Students are responsible for books, uniforms and other VISD property checked out to them. 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.

Field Trips

Parents will be notified via email when a class is planning a field trip. Permission slips will be required for field trips taking place outside of school property, and may be completed and submitted on our [website](#) at the “Forms” tab. Permission slips in addition to the online form will not be required for educational walks to Vashon Center for the Arts/Blue Heron/Blue Heron Meadow that occur during the school day; families who would prefer their student not walk to those locations should advise the teacher when notified of such walks. (8th grade Exploratory Week will require permission forms in addition to the online form.)

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

Course grades may be viewed through Family Access. No grade reports will be mailed unless specifically requested.

Middle school classes use standards-based grades. Students will earn a scale score from 0 to 4 for each priority standard. The overall class grade will be posted as Pass or No Pass.

Standards Based Scale:

4 =consistently exceeds standard/advanced

3 = meets standard/proficient

2 = approaching standard/basic

1 = below standard/beginning

0 = insufficient evidence

High school equivalency courses (Algebra & Physical Science) will post a standards-referenced grade as follows:

Standards Scale Score Range	Equivalent Letter Grade
3.50 to 4.00	A
3.00 to 3.49	A-
2.84 to 2.99	B+
2.67 to 2.83	B
2.50 to 2.66	B-
2.34 to 2.49	C+
2.17 to 2.33	C
2.00 to 2.16	C-
1.84 to 1.99	D+
1.00 to 1.83	D
0 (insufficient evidence) to 0.99	F

These course grades become a permanent part of the student's high school transcript unless a student opts out. This means the grades earned in these classes will be calculated in the student's high school GPA. The GPA is calculated using the following point values:

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

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.

For more information regarding our grading practices, please refer to the [VISD GRADING FAQ](#).

Homeroom Period

Homeroom is intended to serve as a period to enhance social emotional learning, community-building, student skills in academics, high school readiness, and help develop a positive school climate. On one or more days each week, Homeroom will focus on specific lessons designed to help improve our overall school climate. These lessons will include social emotional learning, school culture and student voice, and student-led conference preparation. Other Homeroom days will be dedicated to student organization, readiness, study hall, reading, and/or academic support/enrichment.

Homework Requests

If a student is absent, they will need to check each teacher's Google Classroom for assignments.

Internet Use

McM students will have access to Chromebooks in classrooms, and may request a loaner Chromebook for use at home for homework and other school purposes (request forms are available in the McMurray office). Students must have a signed Responsibility Contract on file in order to access the VISD internet.

Lockers

Each student is assigned a locker and a lock. Students are not allowed to bring their own locks for hallway 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. Sports lockers are separate from school lockers, and will be coordinated by McMurray staff.

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.

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 office 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 emailing the staff member directly. See "Student-Led Conference" section for information about that program.

Part-time Students

Students arriving after regularly scheduled start time (8:15 am) must sign in at the main office. Part-time students must sign in upon arrival and sign out when leaving. Students are required to leave campus after their regularly scheduled classes.

Personal Effects / Valuables

Students are cautioned not to bring cash, expensive electronics, headphones, etc. 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

While technology and mobile phones are tools if used wisely, these items can be highly disruptive to the school learning environment, particularly in classrooms. Therefore, use of personal mobile phones and earbuds are expressly prohibited in the classroom. McMurray allows students to use privately owned electronic devices to access the VISD wireless network before and after school and during lunch. Student access to social media sites and gaming may be restricted and/ or disallowed at any time. 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 at school ONLY before and after school and during the student's designated lunch, at locations outside the building and in the MPR/commons.

Electronic devices should be stored in lockers during school hours, with the exception of lunch. Students who do bring electronics to class will be required to place the device in the electronics storage at the beginning of the class period, and can be removed from electronics storage after class.

- Sound needs to be off when inside the building.
- Use of personal technology in classrooms is expressly prohibited. This includes wireless speakers, headphones, earbuds, etc.
- Students who choose to use electronic devices during 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.

- **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, subject to pandemic guidelines.

Recreation Equipment

Ping pong tables and the pool table are available for use during lunch, and when otherwise supervised by a staff member who will supervise the area. Please do not sit on the game tables. The first ten minutes of lunch are for eating; game tables may only be used after the first 10 minutes of lunch.

Sales on School Property

No items may be sold by students on school property except as part of an ASB event or as pre-approved by the Principal.

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 at the user’s risk. Users must wear helmets. Vashon Island School District accepts no responsibility for accidents occurring during non-school hours or 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. Families may also be notified via text or email. 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 canceled.

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 in March where students will discuss their portfolios, goals, and reflections on the year with a teacher and with 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 during the month preceding conferences.

Supplies

All McMurray students will need the following items:

- | | | |
|---------------|---------------------------------|--|
| 3-ring binder | Notebook dividers | Pencils |
| Pencil pouch | Ball point pens (blue or black) | Erasers |
| Scissors | Lock for gym basket | Compass |
| Protractor | Lined writing paper | Calculator (standard; no specific model) |

Colored pencils or fine markers

Additional items may be requested by teachers

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, (206)463-8529

Section 504 Coordinator - Kathryn Coleman, 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 **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, 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.

Other Discrimination Complaint Options

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

Prohibition of Harassment, Intimidation, Bullying

Prohibition of Harassment, Intimidation, and Bullying of Students (Please refer to VISD [Board Policy 3207 & 3207P](#))

The Vashon Island School 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 of any student.

Definition:

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

1. Physically harms a student or damages the student's property;
2. Has the effect of substantially interfering with a student's education;
3. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
4. 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, or 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. This procedure does not govern harassment, intimidation, or bullying toward an employee, volunteer, parent/legal guardian, or community member.

Therefore, Vashon Island School District encourages students to practice these anti-harassment, intimidation, and bullying guidelines:

- We will not harass, intimidate, or bully others.
- We will try to help students who are harassed, intimidated, and/or bullied.
- We will make it a point to include students who are easily left out.
- We will tell an adult at school and at home when we know someone is being harassed, intimidated, and/or bullied.

Harassment, Intimidation, and Bullying Complaint Process

Any student or students who believe they have 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.

All staff members will intervene when witnessing or receiving reports of harassment, intimidation, or bullying of a student. Minor incidents that staff are able to resolve immediately, incidents that do not meet the definition of harassment, intimidation, or bullying, or conduct not directed toward a student may require no further action, other than tracking, to ensure they are not repeated.

Informal and formal complaint processes are available to students who feel that they are a victim of any form of harassment, intimidation, and/or bullying.

- Informal Complaint Process: Anyone may use the informal process to report harassment, intimidation, and/or bullying. An informal complaint is made verbally. Informal reports may be made to any staff member at your school. Informal complaints may become formal complaints at the request of the complainant, his/her parent or guardian, or because a school official believes the complaint needs to be more thoroughly investigated.
- Formal Complaint Process: Anyone may initiate a formal complaint of harassment, intimidation, and/or bullying, even if the informal complaint process has been utilized. A form for reporting incidents is available from the office and can be filled out and submitted to the office by an adult. Please refer to VISD Policy [Form 3207F HIB Incident Reporting](#)

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 of a student will attempt to resolve the incident immediately. If the incident is resolved to the satisfaction of the parties involved, if the incident does not meet the definition of harassment, intimidation, or bullying, or if the conduct is not directed toward a student, no further action may be necessary under this procedure.

All reports of unresolved, severe, or persistent harassment, intimidation, or bullying of a student 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.

We, in the Vashon Island School District, want every student to feel safe in his/her learning environment before, during and after school in learning and co-curricular activities. We encourage students to come forward with their complaints so that they can be fully investigated whether through the informal or formal process.

VISD HIB Compliance Officer, and ADA/504 Coordinator, Kathryn Coleman, P.O. Box 547, Vashon, Washington 98070, (206) 463-8532

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.

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

VISD Policy 3241, Student Discipline

Introduction/Philosophy/Purpose

The Board of the Vashon Island School District focuses on the educational achievement of each and every student. The District holds high expectations for all students and gives all students the opportunity to achieve personal and academic success. “Discipline” means any action taken by the school district in response to behavioral violations, including exclusionary as well as positive and supportive forms of discipline. The Board intends that this policy and procedure be implemented in a manner that supports positive school climate, maximizes instructional time, and increases equitable educational opportunities.

The purposes of this policy and accompanying procedure include:

- Engaging with school personnel, students, parents, families, and the community in decisions related to the development and implementation of discipline policies and procedures;
- Supporting students in meeting behavioral expectations, including providing for early involvement of parents and families;
- Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible;
- Providing educational services that students need to complete their education without disruption;
- Facilitating collaboration between school personnel, students, parents, and families to support successful reentry into the classroom following a suspension or expulsion;
- Ensuring fairness, equity, and due process in the administration of discipline;
- Implementing culturally responsive discipline that provides every student the opportunity to achieve personal and academic success;
- Providing a safe environment for all students and for district employees;

Rights and Responsibilities/District Commitment

The Board recognizes the negative and disproportionate impact of exclusionary discipline practices and is committed to:

- Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps;
- Proactively implementing discipline practices that support students in meeting behavioral expectations without losing access to instruction;

The District will observe students’ fundamental rights and will administer discipline in a manner that does not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal;
2. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;
3. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;
4. Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or
5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

This District's student discipline policy and procedure is designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with this policy and procedure, including behavioral expectations that respect the rights, person, and property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive climate for learning.

Development and review

Accurate and complete reporting of all disciplinary actions, including the associated student-level information, behavioral violations, and other forms of discipline the district considered or attempted, is essential for effective review of this policy; therefore, the district will ensure such reporting. The district will collect data on disciplinary actions administered in each school, as required by RCW [28A.300.042](#), and any additional data required under other district policies and procedures.

The District will ensure that school principals confer with certificated building employees at least annually to develop and/or review building discipline standards and review the fidelity of implementation of those standards. At each district school, principals and certificated staff will develop written school procedures for administering discipline at their school with the participation of other school personnel, students, parents, families, and the community. Each school will:

1. Establish behavioral expectations with students and proactively teach expectations across various school settings.
2. Develop precise definitions for problem behaviors and behavioral violations to address differences in perceptions of subjective behaviors and reduce the effect of implicit bias.
3. Define the differences between minor and major behavior incidents to clarify the types of behaviors that may or may not result in classroom exclusion or are severe enough that an administrator needs to be involved.
4. Identify a continuum of best practices and strategies for classroom-based responses that building staff should administer before or instead of classroom exclusion to support students in meeting behavioral expectations.

Schools handbooks, codes of conduct, and building discipline standards must not conflict with this policy, accompanying procedures, or other Board policies. A school's building discipline standards must be annually approved by the district superintendent or designee.

School principals will ensure teachers and other school personnel receive adequate support to effectively implement a continuum of identified best practices and strategies that:

1. Focus on prevention to reduce the use of exclusionary discipline practices;
2. Allow the exercise of professional judgment and skill sets; and
3. May be adapted to individual student needs in a culturally responsive manner.

School principals will confer with certificated building employees at least annually to establish criteria for when certificated employees must complete classes to improve classroom management skills.

The District will periodically review and further develop this policy and procedure with the participation of school personnel, students, parents, families, and the community. As part of this development and review process, the district will use disaggregated data collected under RCW [28A.300.042](#) to monitor the impact of student discipline practices as well as to improve fairness and equity in the administration of student discipline. Discipline data must be disaggregated by:

1. School.
2. Student groups, including by gender, grade level, race/ethnicity (including further disaggregation of federal race and ethnicity categories in accordance with RCW [28A.300.042](#)(1) and [CEDARS](#) Appendices Y and Z), low-income, English language learner, migrant, special education, Section 504, foster care, and homeless.
3. Behavioral violation.
4. Discipline types, including classroom exclusion, in-school suspension, short-term suspension, long-term suspension, emergency expulsion, and expulsion.

The District will follow the practices outlined in guidance from the [Race and Ethnicity Student Data Task Force](#) when disaggregating broader racial categories into subracial and subethnic categories. The District will consider student program status and demographic information (i.e. gender, grade-level, low-income, English language learner, migrant, special education, Section 504, foster care, and homeless) when disaggregating student race and ethnicity data to identify any within-group variation in school discipline experiences and outcomes of diverse student groups. This process may include reviewing data to prevent and address discrimination against students in protected classes identified in chapters [28A.640](#) and [28A.642](#) RCW, however, the District will ensure it reviews disaggregated discipline data in accordance with WAC 392-190-048 at least annually.

The District will support each school with building leadership teams and other VISD Racial Equity groups to:

- set at least one goal annually for improving equitable student outcomes;
- create an actions plan or plans;
- evaluate previous goals and action plans; and
- revise goals and action plans, based on evaluations.

Schools will share identified goals and action plans with all staff, students, parents, families, and the community.

Distribution of policies and procedures

The District will make the current version of this policy and procedure available to families and the community. The District will annually provide this policy and procedure to all District personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

The District will ensure district employees and contractors are knowledgeable of this student discipline policy and procedure.

At the building level, schools will annually provide the current building discipline standards, developed as stated above, to all school personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. Schools will ensure all school personnel are knowledgeable of the school building discipline standards. Schools are encouraged to provide discipline training developed under RCW [28A.415.410](#) to support implementation of this policy and procedure to all school staff as feasible.

Application

This policy and accompanying procedure will be construed in a manner consistent with Washington law as stated in WAC 392-400-020.

For Student Discipline Procedures, please refer to VISD Board Policy 3241P. This information is also located [HERE](#).

VISD Policy 3211, Gender-Inclusive Schools

The board believes in fostering an educational environment that is safe and free of discrimination for all students, regardless of sex, gender identity or gender expression. To that end, the board recognizes the importance of an inclusive approach toward transgender students and gender-expansive students with regard to key terms, communication and the use of names and pronouns, student records, confidential health and education information, communication, restroom and locker room use accessibility, sports and physical education, dress codes and other school activities, in order to provide these students with an equal opportunity for learning and achievement.

This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful and inclusive learning community and will be implemented in conjunction with comprehensive training of staff and volunteers. Specific training requirements are included in the accompanying procedure. The superintendent will appoint a primary 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 district compliance officer will participate in at least one mandatory training opportunity offered by OSPI.

This policy and its procedure will support that effort by facilitating district compliance with local, state and federal laws concerning harassment, intimidation, bullying and discrimination.

For Gender Inclusive Procedures please refer to VISD Board Policy 3211P. This information is also located [HERE](#)