

McMurray



Mustangs

**McMurray Middle School
2024-2025
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): mcmbusnote@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.

In the rare circumstance when problems cannot be resolved at the school level then please contact the Superintendent’s Office. 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): Attendance, tardy slip, early dismissal, bus note, daily bulletin info, school fees, visitor pass, address/email change, grade reports, Family Access information, scholarship requests, records requests, Exploratory Week, register or withdraw, etc.

Counselor: (Ms. Butler & Ms. Shull): Student mentors, personal/crisis counseling, student testing and interpretation, student schedule 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 learn about clubs offered please refer to the club bulletin board 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** found on our website).

Athletics

Student 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 \$150 fee per sport, and athletes must also pay the ASB fee of \$75. Both fees must be paid prior to the first game. Families who qualify for free/reduced lunch must complete the [“consent to share information”](#) form in order for non-meal fees to be waived. If your student does not qualify for free/reduced lunch and a scholarship is needed, please contact tvickers@vashonsd.org for a scholarship request form.

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 the online [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 completed 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 truancies.
- **Parents should call** (463-9168), **email** (mcmattendance@vashonsd.org) or submit the absence online [here](#). Please contact the main office or complete the online 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**. Written excuses should be 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 online Pre-Arranged Absence Form 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 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.

***PLEASE NOTE THAT FOR CES BUSES:** A student who is going somewhere other than home cannot take the place of a student who is trying to get home. For this reason, if there are any overcrowding issues First Student has implemented the following boarding priorities:

- Priority 1: Students going home
- Priority 2: Students going to an after school sport or club, or parents have contacted the bus barn with a recurring exception (only if there is room after Priority 1)
- Priority 3: All others (only if there is room after Priority 2)

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. First Student's Student Citation Policy can be found on the VISD website under "Transportation."

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 brings a cell phone or other electronics to school, 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 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 stay 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 online at 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 206-463-9168.

Fees (All fees are subject to change)

Sport and ASB fees are due prior to the first game; the sports fee is \$150 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 other scholarship assistance 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
Elective classes	\$35-65
Field Trips	\$5 -14
Sport Fee (per sport)	\$150
8 th Grade Celebration or outing	\$35
8 th Grade Exploratory Week	\$400*

**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. (Partner entities such as Vashon Nature Center may require additional permission forms. 8th grade Exploratory Week will also 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. 9-1-1 will be called in extreme emergencies.

Grading

Course grades may be viewed through Family Access. Grade reports will be mailed only if 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 and 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. Do not write on, apply stickers to, or in any way vandalize lockers. 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 athletic 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, electronics, headphones, etc. to school. Students, not the school, are responsible for their personal property. Parents are reminded that the school district is not 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.**

Personal Technology at School

McMurray recognizes the importance of developing technology skills, communication and collaboration, and provides Chromebooks for students to be productive in the classroom. While phones and personal electronic devices can be tools if used wisely, these items can be highly disruptive to the school learning environment. The objectives of our Personal Technology at School Policy are:

1. Increase focus and academic performance in class, increase social interaction with peers
2. Reduce bullying and unkind behavior through social media during the school day
3. Provide students the gift of “unplugging”
4. Allow teachers more time to teach and positively interact with students
5. Support students in developing/strengthening other strategies for coping with anxiety and boredom

To keep the focus on academics and reduce unnecessary distractions, the school will enforce the following “Away for the Day” Policy. This policy applies to all students at McMurray Middle School during school hours, including class periods, breaks, lunchtime, passing time between classes, and during school-related activities or events. It is recommended that students leave all electronic devices at home. The District/school is not responsible for the loss of or damage to electronic items brought onto campus.

If devices are brought to school:

- During the designated time before the first period bell, students will go to their sixth period classroom.
- Students will turn off their cell phones, wireless devices, tablets, smart watches, gaming equipment and other personal electronic devices and deliver them to their sixth period teacher.
- Electronic items will be secured by the teacher in storage pouches, and personal electronics will remain in these pouches throughout the entirety of the school day.

- Electronic devices will be returned to students at the end of sixth period. This means that no student will have their phone, headphones, or other electronic devices during the school day.
- Students that arrive after the first period has begun will deliver their electronics to McMurray office staff, who will secure items in the office until the end of the school day.

It is recommended that students leave all electronic devices at home. The District/school is not responsible for the loss of or damage to electronic items brought onto campus.

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

- **First Offense:** Family is notified and the electronic device is held in the office until the end of the day to be picked up by the student.
- **Second Offense:** Family is notified and the electronic device is held in the office. It can be picked up by a parent following a conference with an administrator.
- **Repeated Offenses:** Students who are unable to adhere to the policy will lose their ability to bring electronics to school or other more restrictive strategy.

If parents need to contact their student during the school day they may do so via the office. See **“Contacting your Child during the Day”** for more information. Students may use the landline phones in the office or in the main hallway to communicate with families, at no cost. Please help your student learn your contact phone number(s) to support their confidence in reaching you.

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 health department guidelines.

Recreation Equipment

Ping pong tables and the pool table are available for use during lunch, and when authorized by a supervising staff person. Please do not sit on the game tables or place food on them. The first ten minutes of lunch are for eating; game tables may only be used after the first 10 minutes of lunch. Ping pong balls (\$0.25) and foosballs (\$1.00) may be purchased in the office.

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.** McMurray classes will not be held on full conference days. Information about conference sign-ups will be distributed during the month before conferences.

Supplies

All McMurray students will need the following items:

3-Ring binder	Notebook dividers	Pencils & Erasers
Pencil Pouch	Ball point pens (blue or black)	Colored pencils or fine markers
Scissors	Lock for gym basket	Lined writing paper
Calculator (standard; no specific model)	Spiral notebooks: for 6th graders, 3 single-subject notebooks for 7th & 8th graders, 1 five-subject notebook	

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

OUR SCHOOLS PROTECT STUDENTS FROM HARASSMENT, INTIMIDATION, & BULLYING (HIB)

Schools are meant to be safe and inclusive environments where all students are protected from

Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our school's process for responding to it.

What is HIB?

HIB is any intentional electronic, written, verbal, or physical act of a student that:

- Physically harms another student or damages their property;
- Has the effect of greatly interfering with another student's education; or,
- Is so severe, persistent, or significant that it creates an intimidating or threatening education environment for other students.

HIB generally involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.

How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whoever you are most comfortable with!). You may use our district's reporting form to share concerns about HIB (link to form) but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based solely on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer (Kathryn Coleman, kcoleman@vashonsd.org, 206.463.8532) that supports prevention and response to HIB.

What happens after I make a report about HIB?

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.

Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

What is the investigation process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- Clear information about how you can appeal the decision

What are the next steps if I disagree with the outcome?

For the student designated as the “targeted student” in a complaint:

If you do not agree with the school district’s decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

For the student designated as the “aggressor” in a complaint:

A student found to be an “aggressor” in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

For more information about the HIB complaint process, including important timelines, please see the district’s HIB webpage or the district’s HIB Policy [3207] and Procedure [3207P].

Our School Stands Against Discrimination

Discrimination can happen when someone is treated differently or unfairly because they are part of a protected class, including their race, color, national origin, sex, gender identity, gender expression, sexual orientation, religion, creed, disability, use of a service animal, or veteran or military status.

What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student’s protected class and is serious enough to create a hostile environment. A hostile environment is created when conduct is so severe, pervasive, or persistent that it limits a student’s ability to participate in, or benefit from, the school’s services, activities, or opportunities.

To review the district’s Nondiscrimination Policy 3210 and Procedure 3210P, visit [VISD Policies](#).

What is sexual harassment?

Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student’s educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

To review the district's Sex Discrimination and Sex-based Harassment of Students Prohibited 3205 and Procedure 3205P, visit [VISD Policies](#).

What should my school do about discriminatory and sexual harassment?

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

What can I do if I'm concerned about discrimination or harassment?

Talk to a Coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination:

Civil Rights Coordinator: Amy Sassara, asassara@vashonsd.org, 206.463.8529

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: Kathryn Coleman, kcoleman@vashonsd.org, 206.463.8532

Concerns about disability discrimination:

Section 504 Coordinator: Kathryn Coleman, kcoleman@vashonsd.org, 206.463.8532

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: Kathryn Coleman, kcoleman@vashonsd.org, 206.463.8532

To submit a written complaint, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response. When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

- A summary of the results of the investigation
- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision

What are the next steps if I disagree with the outcome?

If you do not agree with the outcome of your complaint, you may appeal the decision to [identify the decision maker on appeal identified in board policy (e.g., the School Board)] and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure (3210P) and Sexual Harassment Procedure (3205P).

I already submitted an HIB complaint – what will my school do?

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure (3210P) and the HIB Procedure (3207P) to fully resolve your complaint.

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

- Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center
- Email: schoolsafety@k12.wa.us
- Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)

- Website: ospi.k12.wa.us/policy-funding/equity-and-civil-rights
- Email: equity@k12.wa.us
- Phone: 360-725-6162

Washington State Governor's Office of the Education Ombuds (OEO)

The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

- Website: www.oeo.wa.gov
- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

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

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

- Website: <https://www2.ed.gov/about/offices/list/ocr/index.html>
- Email: orc@ed.gov
- Phone: 800-421-3481

Our School is Gender-Inclusive

In Washington, all students have the right to be treated consistent with their gender identity at school. Our school will:

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity
- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district's Gender-Inclusive Schools Policy 3211 and Procedure 3211P, visit [VISD Policies](#). If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: Kathryn Coleman, kcoleman@vashonsd.org, 206.463.8532

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on page 20.

PROHIBITION OF HARASSMENT, INTIMIDATION AND BULLYING (POLICY 3207)

Please refer to VISD [Board Policy 3207](#)

HARASSMENT, INTIMIDATION AND BULLYING COMPLAINT PROCESS (3207P)

Procedure for the Prohibition of Harassment, Intimidation and Bullying

Please refer to VISD [Board Policy 3207P](#)

Washington State Harassment, Intimidation or Bullying (HIB)

Incident Reporting Form

Please refer to VISD Policy [Form 3207F HIB Incident Reporting](#)

NONDISCRIMINATION

Please refer to VISD [Policy 3210 Non-Discrimination](#)

Please refer to VISD [Procedure 3210 Non-Discrimination](#)

GENDER INCLUSIVE SCHOOL POLICY

Please refer to VISD [Policy 3211 Gender-Inclusive School](#)

Please refer to VISD [Policy 3211P Procedure Trans-Gender Students](#)

SEXUAL HARASSMENT POLICY

[Policy 3205-Sexual Harassment of Students Prohibited](#)

The Title IX Coordinator is:

Kathryn Coleman
Director of Student Services
P.O. Box 547
Vashon, WA 98070
(206) 463-8532

All sexual harassment and HIB reports are coordinated by our Title IX Coordinator in consultation with building administrators.

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 sub ethnic 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 3210P, Nondiscrimination

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.

VISD Policy 3211P - Procedure Transgender Students

The principal or building administrator is encouraged to request a meeting with a transgender student and their parent/guardian upon the student's enrollment in the district or in response to a currently enrolled student's change of gender expression or identity.

The goals of the meeting are to:

- develop understanding of that student's individual needs with respect to their gender expression or identity, including any accommodations that the student is requesting or that the district will provide according to Policy 3211 and this procedure and under state and federal law; and
- develop a shared understanding of the student's day-to-day routine within the school so as to foster a relationship and help alleviate any apprehensions the student may have with regard to their attendance at school.

The school may not require the student to attend a meeting as a condition of providing them with the protection to which they are entitled under Policy 3211, this procedure and state and federal law regarding gender expression or identity.

Definitions/Terms

- **Gender Expression** is how a person expresses their gender, often through behavior, emotional expression, mannerisms, dress, grooming, interests, and activities.
- **Gender Identity** refers to one's deeply felt internal sense of being female, or male, or both, or neither, regardless of their gender assigned at birth.
- **Gender Nonconforming** describes a person whose gender expression differs from stereotypical expectations about how they should look or act based on the gender they were assigned at birth. This includes people who identify outside traditional gender categories or identify as both genders, or as gender neutral.
- **Biological Sex/Sex** refers to a person's internal and external anatomy, chromosomes, and hormones.
- **Transgender** is a general term often used to describe a person whose gender identity and/or expression is different from that traditionally associated with the person's gender assigned at birth.

- **Transitioning** refers to the process in which a person goes from living and identifying as one gender to living and identifying as another.

Official Records

The District is required to maintain a permanent student record which includes the student's legal name and the student's gender. The District will change a student's official records to reflect a change in legal name upon receipt of:

1. Documentation that the student's legal name or gender has been changed pursuant to a court order or through amendment of state or federally-issued identification; or
2. A written, signed statement explaining that the student has exercised a common-law name change and has changed their name for all intents and purposes and that the change has not been made for fraudulent reasons.

Schools may change a student's official gender designation upon parent or student request pursuant to the Office of the Superintendent of Public Instruction's (OSPI's) process found at <http://www.k12.wa.us/CEDARS/ReportingGuidance.aspx>.

To the extent that the District is not legally required to use a student's legal name and biological sex on school records or documents, the District should use the name and gender by which the student identifies. In situations where school employees are required by law to use or report a student's legal name or gender, such as for standardized testing, school staff should adopt practices to avoid the inadvertent disclosure of the student's transgender or gender nonconforming status.

Confidential Health or Educational Information

Information about a student's gender status, legal name, or gender assigned at birth may constitute confidential medical or educational information. Disclosing this information to other students, their parents, or other third parties may violate privacy laws, such as the federal Family Education Rights and Privacy Act (FERPA) (20 U.S.C. §1232; 34 C.F.R. Part 99). Therefore, to ensure the safety and well-being of the student, school employees should not disclose a student's transgender or gender nonconforming status to others, including the student's parents and/or other school personnel, unless the school is (1) legally required to do so or (2) the student has authorized such disclosure.

Communication and Use of Names and Pronouns

An appropriate school employee will privately ask known transgender or gender nonconforming students how they would like to be addressed in class, in correspondence to the home, and at conferences with the student's parent/guardian. That information will be included in the electronic student record system along with the student's legal name in order to inform teachers and staff of the name and pronoun by which to address the student. When appropriate or necessary, this information will be communicated directly with staff to facilitate the use of proper names and pronouns. A student is not required to change their official records or obtain a court-ordered name and/or gender change as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity.

When communicating with transgender or gender nonconforming students regarding particular issues such as conduct, discipline, grades, attendance or health, school employees will focus on the conduct or particular issues rather than making assumptions regarding the student's actual or perceived gender identity. When communicating with parents of transgender or gender nonconforming students, school employees will refrain from the use of gender pronouns and refer to the student by name whenever practicable. The district will not condone the intentional and persistent refusal to respect a student's gender identity, or inappropriate release of information regarding a student's transgender status.

Restroom Accessibility

Students will be allowed to use the restroom that corresponds to the gender identity they assert at school. No student will be required to use a restroom that conflicts with his or her gender identity.

Locker Room Accessibility

Use of locker rooms by transgender or gender nonconforming students will be assessed on a case-by-case basis, with the goal of maximizing transgender or gender nonconforming student social integration, providing an equal opportunity to participate in physical education classes and athletic opportunities and ensuring the student's safety. In most cases, the District should provide the student access to the locker room that corresponds to the gender identity they assert at school. Reasonable alternatives to locker room conditions include, but are not limited to:

- use of a private area (e.g., nearby restroom stall with a door, an area separated by a curtain, an office in the locker room, or a nearby health office restroom);
- a separate changing schedule (i.e., utilizing the locker room before or after the other students).

Any alternative to locker room conditions will be provided in a manner that allows the student to keep his or her transgender or gender nonconforming status private. No student, however, will be required to use a locker room that conflicts with his or her gender identity.

Sports and Physical Education Classes

The District will provide all students, including transgender students, the opportunity to participate in physical education and athletic programs/opportunities in a manner that is consistent with their gender identity.

A student may seek review of his or her eligibility for participation in interscholastic athletics by working through the Gender Identity Participation procedure set forth by the Washington Interscholastic Activities Association (WIAA).

Dress Codes

The District will allow students to dress in a manner that is consistent with their gender identity and/or gender expression within the constraints of the dress codes adopted at their school site and within the constraints of the District guidelines for dress as they relate to health and safety issues (e.g., prohibitions on wearing gang-related apparel). School dress codes will be gender-neutral and will not restrict a student's clothing choices on the basis of gender.

Other School Activities

In any school activity or other circumstance involving separation by gender (i.e., class

discussions, field trips), students will be permitted to participate in accordance with the gender identity they assert at school. Teachers and other school employees will make every effort to separate students based on factors other than gender where practicable.

Training and Professional Development

When possible, the District will conduct staff training and ongoing professional development in an effort to build the skills of all staff members to prevent, identify and respond to harassment and discrimination. The content of such professional development should include, but not be limited to:

- Terms and concepts related to gender identity, gender expression, and gender diversity in children and adolescents;
- Appropriate strategies for communicating with students and parents about issues related to gender identity and gender expression, while protecting student privacy;
- Strategies for preventing and intervening in incidents of harassment and discrimination, including cyber-bullying;
- District and staff responsibilities under applicable laws and district policies regarding harassment, discrimination, and gender identity and expression issues.

Discrimination and Harassment Complaints

Discrimination and harassment on the basis of sex, sexual orientation, or gender identity or expression are prohibited within the District. It is the responsibility of each school, the District and all staff to ensure that all students, including transgender and gender non-conforming students, have a safe school environment. The scope of this responsibility includes ensuring that any incident of discrimination or harassment is given immediate attention and/or reported to the District's Civil Rights Compliance Coordinator.

Complaints alleging discrimination or harassment based on a person's actual or perceived gender identity or expression are to be taken seriously and handled in the same manner as other discrimination and/or harassment complaints. This includes investigating the incident and taking age and developmentally-appropriate corrective action. Anyone may file a complaint alleging a violation of this policy using the complaint process outlined in the District's Nondiscrimination Procedure 3210P.