



ISLANDER MIDDLE SCHOOL

Student and Family Handbook 2026–2027 School Year

Everything you need to know, all in one place.

At Islander Middle School, we work together to ensure that every student is challenged, supported, prepared, and seen.

Our shared expectations are grounded in the 3 R's:

RESPECT

We treat people, spaces, learning, and property with care.

RESPONSIBILITY

We make thoughtful choices, follow through, and take ownership of our actions and learning.

READY TO LEARN

We arrive prepared, participate actively, and use the tools and supports available to help us succeed.

This handbook is designed to help students and families find important information about school routines, academic expectations, technology use, health and safety, student support, behavior expectations, and district policies. School procedures may be updated during the year. For the most current information, please refer to the Islander Middle School and Mercer Island School District website

Important Contact Information:

Address: 7447 84th Ave SE, Mercer Island WA, 98040

Phone – 206–236–3413

Fax – 206–236–3408

Attendance Office – 206–236–3400

ims.attendance@mercerislandschools.org

IMS Administrators

Principal - Katie Gallagher - 206-230-6340

Associate Principal - Emily Mills - 206-275-5906

School Counselors

Student Last Names A-G - Dru Klein 206 230-6153

Student Last Names H-O - Tasha Yibeyin 206 275-5958

Student Last Names P-Z - Jayna Dash 206 230-6098

Find It Fast

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Campus Hours and Bell Schedule:

IMS opens at 8:00 AM and closes at 3:00 PM

Bell Schedule

Regular Schedule

Warning Bell 8:20

First Period 8:25 - 9:15

Second Period 9:20 - 10:10

Third Period 10:15 - 11:05

Lunch A 11:05 - 11:35

Fourth Period A 11:40 - 12:30

Fourth Period B 11:10 - 12:00

Lunch B 12:00 - 12:30

Fifth Period 12:35 - 1:25

Sixth Period 1:30 - 2:20

Gator Time 2:25 - 2:50

Wednesday Schedule

Warning Bell 8:20

First Period 8:25 - 9:05

Second Period 9:10 - 9:50

Third Period 9:55 - 10:35

Lunch A 10:35 - 11:05

Fourth Period A 11:10 - 11:50

Fourth Period B 10:40 - 11:20

Lunch B 11:20 - 11:50

Fifth Period 11:55 - 12:35

Sixth Period 12:40 - 1:20

Assigned lunch periods are determined by the location of a student's fourth period course:

Lunch A:

Math, Social Studies, Orchestra, World Language, Structured Studies, Film, Photography

Lunch B:

Science, Language Arts, Band, Art, Health, WEB

Islander Half Day Schedule

Warning Bell: 8:20

First Period: 8:25 – 8:50

Second Period: 8:55 – 9:20

Third Period: 9:25 – 9:50

Fourth Period: 9:55 – 10:20

Fifth Period: 10:25 – 10:50

Sixth Period: 10:55 – 11:20

THE NUTS AND BOLTS OF IMS

This section includes everyday information students and families may need throughout the school year, including campus access, personal belongings, identification cards, school materials, visitors, and other general procedures.

CLOSED CAMPUS

Islander Middle School is a closed campus. Students must remain on school grounds from the time they arrive in the morning (no earlier than 8:00 AM, unless part of a club) until dismissal at 2:50 PM, or 1:20 PM on Wednesdays. During the school day, students must remain in areas that are directly supervised by an adult. For example, students must remain in the commons or the library during their lunch period.

Students may not leave campus without permission. For example, students may not arrive at school, walk to Starbucks or QFC, and then return to campus. Students also may not leave campus after dismissal, go to Starbucks or QFC, and return to ride the activity bus.

Leaving campus without permission may result in disciplinary action.

AFTER-SCHOOL SUPERVISION

Students who are not participating in an IMS-sponsored activity, such as a club, sport, Homework Center, or another supervised program, must leave campus when the school day ends.

Students may not remain on school grounds in an unsupervised setting, including while waiting for a non-school athletic practice or evening activity. Not following this expectation may result in progressive disciplinary action.

BACKPACKS, LOCKERS, AND PERSONAL BELONGINGS

Students are encouraged to keep backpacks as light as possible and to clean them out regularly. Students are responsible for the safety and security of their backpacks and the belongings inside them.

Backpacks may be brought into the Commons during lunch but may not be carried through the lunch line.

Students are not assigned lockers and are expected to carry their belongings from class to class. Students should leave heavy textbooks at home when classroom copies are available.

LOST AND FOUND

Students should check the Lost and Found regularly if they are missing clothing, lunch containers, or other personal items.

Lunch containers and similar items are generally placed on a table in the Commons. Small or valuable items are kept in the Main Office.

Unclaimed items are periodically donated to local charities. Students and families will be notified before donations occur and are encouraged to check the Lost and Found promptly.

STUDENT ID AND ASB CARDS

All students are required to purchase an ASB card. Students receive their initial ASB card during Back-to-School Day before the first day of school.

Students who lose their ASB card may purchase a replacement from the Main Office for a \$5 fee.

ASB funds support opportunities that are important to the IMS experience, including:

- Clubs and activities;
- Student seminars;
- Student recognition and incentives;
- Reduced yearbook fees;
- Athletics;
- Lunchtime activities; and
- Other co-curricular and extracurricular opportunities.

STUDENT TELEPHONE

A telephone is available for student use in the Main Office. Students should be respectful of others and keep calls brief.

STUDENT VISITORS

Students who are not enrolled at IMS are generally not permitted to visit during the school day. With prior administrative approval, arrangements may occasionally be made for a visitor during lunch.

TEXTBOOKS, MATERIALS, AND FINES

Students are loaned books and other school materials with the expectation that they will care for them appropriately.

Students may be assessed fines for damaged or missing textbooks, library books, PE locks,

or other school property. Students are responsible for informing their parent or guardian about any fines.

CELEBRATIONS

Please do not bring or arrange deliveries of flowers or balloons for individual celebrations, including birthdays. Although IMS values celebrating students, these items can disrupt the learning environment and may create health concerns for others.

PETS

To maintain a healthy environment for all students and staff, including individuals with allergies, pets should not be brought to school.

BUSINESS VENTURES AND FUNDRAISING

For-profit student business ventures are not permitted at IMS. Students may not sell items, goods, or services to other students while on campus or use school time or district technology to solicit buyers.

Gambling and betting are not permitted. Pokémon cards are not allowed because of the buying, selling, and trading they often generate.

Fundraising for nonprofit organizations must receive prior approval from an IMS administrator.

ATTENDANCE

Regular attendance is essential to student learning, connection, and success. This section explains how families should report absences, how absences and tardies are classified, and what students should do when they miss school.

REPORTING AN ABSENCE

Families should notify the IMS Attendance Office whenever a student will be absent, arrive late, or leave school early.

To report an absence, a parent or guardian may:

- Call the IMS Attendance Office at **206-236-3400**;
- Email **ims.attendance@mercerislandschools.org**; or
- Provide a signed and dated note explaining the absence.

When reporting an absence, please include the student's name, grade, date of absence, and

reason for the absence.

FULL-DAY ABSENCES

If a student will be absent for the full school day, a parent or guardian should contact the Attendance Office by **8:20 AM** on the day of the absence.

A parent or guardian may:

- Call **206-236-3400** and leave a message;
- Email **ims.attendance@mercerislandschools.org**; or
- Submit a signed and dated note before the absence or within five school days of the student's return.

EARLY DISMISSAL

If a student needs to leave school before the end of the day, the parent or guardian should contact the Attendance Office in advance.

Before school begins, the student should report to the Attendance Office to receive an Early Dismissal Pass. The student must give the pass to the teacher of the class they will be leaving.

Teachers will not dismiss a student from class without an Early Dismissal Pass provided by the office.

LATE ARRIVAL

Students who arrive after the school day has begun must report to the Attendance Office before going to class.

The Attendance Office will provide the student with a Late Arrival Pass. The student is responsible for taking the pass to the teacher of the class they are entering.

Teachers will not admit students who arrive late without a pass from the office.

EXCUSED ABSENCES AND TARDIES

An absence or tardy may be excused when timely verification is provided to the school. Verification should be submitted before the absence when possible or within five school days of the student's return.

Excused reasons may include:

1. Illness or a health condition;

2. A prearranged medical appointment;
3. A family emergency;
4. A religious or cultural holiday or participation in religious or cultural instruction;
5. Participation in a school-approved activity or instructional program; or
6. Another prearranged activity that is consistent with district policy and approved by the principal or designee.

Families are encouraged to schedule appointments outside of school hours when possible to reduce the impact on student learning.

Vacations are not considered excused activities under district or state attendance policy.

Students with prearranged absences are responsible for communicating with the school before the absence.

Additional information about excused absences is available in District Policy and Procedure 3122.

UNEXCUSED ABSENCES AND TARDIES

An absence or tardy may be marked unexcused when:

- The reason provided does not meet the definition of an excused absence;
- No explanation is provided;
- Verification is not submitted within five school days of the student's return; or
- Required attendance procedures are not followed.

The absence will remain marked **unexcused** in the student information system until the school receives appropriate communication from the parent or guardian.

Repeated unexcused absences may be considered truancy and may result in additional school and district responses.

TARDY EXPECTATIONS

Every student is responsible for arriving to class on time and entering respectfully.

BE IN CLASS WHEN THE BELL RINGS

The bell signals the beginning of class. Students should be inside the classroom and ready to learn when the bell rings.

ARRIVING LATE TO SCHOOL

Students who arrive after the school day has begun must report directly to the Attendance Office before going to class.

Students must receive a Late Arrival Pass before entering a classroom.

ENTER QUIETLY AND RESPECTFULLY

A student who arrives late should enter the classroom calmly and quietly so that learning can continue without disruption.

Students should follow the teacher's directions, settle in promptly, and begin participating in the lesson.

PREARRANGED ABSENCES

If a student will be absent for more than three consecutive school days, a parent or guardian should contact the Attendance Office at least five school days before the absence.

Students should also complete the IMS Prearranged Absence Form and obtain information from their teachers before leaving.

IMS staff will support students and families through this process. However, families should understand that some classroom learning, discussion, collaboration, and hands-on experiences cannot be fully recreated through make-up work.

Vacations remain unexcused under district and state attendance policy, even when they are prearranged.

TRUANCY

Repeated unexcused absences from individual classes or from the full school day may be considered truancy.

IMS follows Washington State compulsory attendance requirements and the procedures associated with the BECCA law. These requirements may include family conferences, attendance interventions, referrals for additional support, and, when legally required, involvement of the juvenile court system.

School responses may also include progressive interventions or disciplinary action when appropriate.

RESPONSIBILITY FOR MISSING WORK

When a student is absent, the student is responsible, with support from family and IMS staff, for identifying and completing missed work.

Students should:

- Review Schoology for each class missed;
- Complete assignments as they are able;
- Communicate with teachers about questions or missed learning; and
- Arrange a meeting with a teacher or counselor when additional support is needed.

Teachers will provide reasonable opportunities for students to make up work following an absence. Some learning experiences may not be fully reproducible outside of class.

WITHDRAWAL FROM SCHOOL

If a student needs to withdraw from Islander Middle School, the parent or guardian should contact the IMS Registrar at **206-230-6160** or **marcy.berejka@mercerislandschools.org**.

The registrar will guide the family through the withdrawal process.

A student who has twenty consecutive absences may be withdrawn from Islander Middle School in accordance with district procedures.

COMMUNICATION AND ACADEMIC INFORMATION

Clear communication among students, families, and school staff supports student learning and success. This section explains how families can access academic information, communicate with teachers, and understand key expectations related to coursework and school records.

COMMUNICATING WITH TEACHERS AND STAFF

Families are encouraged to contact teachers directly with questions about assignments, grades, classroom performance, or course expectations.

When a concern arises, communication should generally begin with the staff member closest to the situation. Teachers may need time during the school day to teach, plan, supervise students, and collaborate with colleagues, so families should allow a reasonable amount of time for a response.

Students are also encouraged to communicate directly with their teachers when they need clarification, feedback, or additional support.

REPORT CARDS AND PROGRESS REPORTS

Students receive a formal digital report card at the end of each trimester.

Families will also receive a Learning Progress Report or other communication regarding a student's academic progress every three weeks. Parents and guardians should contact the appropriate teacher directly with questions about classroom performance or grades.

QMLATIV FAMILY ACCESS

Qmlativ Family Access allows students and families to review grades and other academic information online.

Teachers update Qmlativ at different times based on assignments, assessments, and course structures. IMS teachers are expected to update Qmlativ at least once every three weeks.

Families should contact the classroom teacher directly when they have questions about a particular assignment, score, or course grade.

SCHOOLGY

Schoology is the district's learning management system. It allows students, families, and teachers to access course information, assignments, class materials, and an integrated calendar of schoolwork and activities.

Each Schoology account is connected to an individual student. Students are responsible for activity and content associated with their accounts.

Students are expected to:

- Keep passwords private and secure;
- Use Schoology for educational purposes;
- Communicate using appropriate language, grammar, and punctuation;
- Post or comment only when permitted by a teacher;
- Protect personal and identifying information;
- Follow teacher directions when using course discussions, blogs, messaging, and other interactive features; and
- Avoid non-school-related chatting unless it is part of an assigned learning activity.

Inappropriate comments, misuse of an account, or other violations of district technology expectations may result in restricted access and additional school responses.

ACADEMIC INTEGRITY

Students are expected to complete assignments and assessments through their own work and to give appropriate credit when using the ideas or work of others.

Academic dishonesty may include copying, plagiarism, unauthorized collaboration, using prohibited resources, submitting another person's work, or misrepresenting how an assignment was completed.

Work completed dishonestly may not be accepted in its original form. Students will be

provided an opportunity to demonstrate the intended learning through a redo, revision, or another appropriate assessment determined by the teacher.

Academic dishonesty may also result in behavioral responses or progressive discipline, depending on the circumstances and whether the behavior is repeated.

RESPONSIBILITY FOR LEARNING

Students are expected to take increasing responsibility for monitoring assignments, reviewing feedback, asking questions, and communicating when they need support.

Students should regularly review Schoology and Skyward, follow course expectations, and speak with teachers when they are confused, absent, or concerned about their progress.

Families can support students by helping them establish routines for checking school platforms, planning longer-term assignments, and communicating with teachers when concerns persist.

ELECTIVE COURSE PARTICIPATION AND PLACEMENT

Some IMS elective courses are choice-based opportunities that depend on a student's willing and active participation. These courses are not required core classes or Fine Arts requirements and may involve collaboration, leadership, specialized projects, public representation of the school, or responsibilities beyond those found in a traditional classroom.

Examples may include:

- Aerospace;
- Marine Biology;
- Leadership;
- Yearbook; and
- Other designated choice-based electives.

Students who request or enroll in these courses are expected to demonstrate the IMS 3 R's:

- **Respect:** Treat classmates, staff, materials, equipment, and shared spaces with care.
- **Responsibility:** Participate consistently, complete assigned responsibilities, and follow through on individual and group commitments.
- **Ready to Learn:** Arrive prepared, engage in course activities, follow staff directions, and make appropriate use of class time.

When a student is not meeting these expectations, the teacher will generally begin with reteaching, feedback, problem-solving, and communication with the student. Additional responses may include a participation plan, family communication, counselor or

administrator involvement, or other appropriate supports.

If concerns continue and the student is unwilling or unable to participate appropriately in the course, the school may review whether continued placement is appropriate. After considering the circumstances, supports provided, course requirements, scheduling options, and the student's educational needs, the student may be reassigned to another available course.

Course reassignment is not automatic and will be determined by the school in consultation with the student, family, teacher, counselor, and administrator, as appropriate. Required services, accommodations, and protections provided through an IEP, Section 504 Plan, or other applicable student plan will be honored throughout the process.

PARENT AND GUARDIAN RIGHTS TO RECORDS

Parents and legal guardians have the right to request and review their own student's regularly maintained education records under the Family Educational Rights and Privacy Act, or FERPA. These rights do not extend to the education records of other students.

Like any other member of the public, parents and legal guardians may request District records under Washington's Public Records Act, chapter 42.56 RCW. In accordance with RCW 28A.320.160(2), the District annually informs parents and guardians of their right to request public records regarding school-employee discipline.

Both Public Records Act and FERPA requests may be submitted through the [District's GovQA Public Records Portal](#), which also provides additional guidance on the process. For more information and to access the portal, please visit our [Public Records webpage](#).

TECHNOLOGY EXPECTATIONS AND INFORMATION

Technology is one of many tools used to support learning at Islander Middle School. This section explains expectations for personal electronic devices, school-issued iPads, digital platforms, and responsible technology use.

CELL PHONES AND OTHER PERSONAL ELECTRONIC DEVICES

Students who bring a cell phone, smartwatch, earbuds, or another personal electronic device to school must bring a Yondr pouch each day and secure all devices in the pouch.

As students enter the school building, they are expected to:

1. Place phones and smartwatches in "Do Not Disturb" mode.
2. Place phones, smartwatches, earbuds, and other personal devices inside the Yondr pouch.

3. Lock the pouch.
4. Keep the pouch locked while on campus.

At the end of the school day, students may unlock their pouches as they leave campus or before participating in after-school clubs, athletics, or activities.

Students who arrive late or leave early must pouch or unpouch their devices in the Main Office as part of the check-in or check-out process.

PERSONAL DEVICE VIOLATIONS

If a student has a phone, smartwatch, earbuds, or another personal device out of the required Yondr pouch during the school day, staff will submit an Office Information Form, or OIF, and respond progressively.

For a first violation, the student will review the expectation, secure the device in the Yondr pouch, and the OIF system will send an automated email home.

For a second violation, the device will be collected and held in the Front Office until the end of the school day. The OIF system will send an automated email home.

For a third violation, the device will be collected and held in the Front Office, the student will call home during lunch, an automated email will be sent home, and a parent or guardian will be required to pick up the device at the end of the day.

Additional or repeated violations may result in further disciplinary responses based on the circumstances.

TECHNOLOGY USE: OUR INSTRUCTIONAL APPROACH

Technology is one of many tools available to support learning. IMS is committed to thoughtful and balanced technology use that considers the learning goal, student needs, available resources, accessibility, and overall student well-being.

When appropriate, educators may consider questions such as:

- Does technology allow students to create, solve, communicate, or access learning in a way that would otherwise be difficult?
- Does it meaningfully support the learning goal?
- Might a print, handwritten, hands-on, collaborative, or face-to-face approach better serve the purpose?
- Could the technology interfere with attention, relationships, access, or well-being?

These questions illustrate considerations that may inform instructional planning. They are not a required checklist, a screen-time guarantee, or an expectation that every lesson

include both digital and non-digital options.

Instructional decisions will vary based on the course, learning goal, student needs, available resources, and required accommodations.

SCHOOL-ISSUED iPad EXPECTATIONS

Students and families are responsible for following the MISD Acceptable Use Agreement governing school-issued technology. District expectations include using technology for appropriate educational purposes, accessing appropriate content, and caring for district-issued equipment.

At Islander Middle School, students are also expected to:

- Bring the assigned iPad to school each day sufficiently charged and ready for learning.
- Use the iPad for the instructional purpose identified by staff.
- Follow staff directions about when the iPad should be open, closed, or put away.
- Use camera, audio, video, messaging, and sharing functions only when authorized.
- Keep passwords and account information private and secure.
- Take responsibility for content accessed or activity completed through their account or device.
- Care for the assigned iPad, case, keyboard, charger, and other accessories.
- Obtain a loaner from the Business Center when the assigned iPad is unavailable, while supplies last.

iPad VIOLATIONS

An iPad Violation occurs when a student uses a school-issued iPad in a way that is inconsistent with staff direction or the assigned instructional purpose.

Examples may include:

- Gaming or entertainment;
- Messaging or communicating without permission;
- Unrelated browsing or searches;
- Accessing inappropriate content;
- Using camera, audio, video, or sharing features without authorization;
- Continuing to use the device after being directed to close it or put it away; or
- Using the device in a way that distracts the student or others from learning.

iPad Violations are addressed progressively through the IMS OIF system.

For a first violation, the expectation will be retaught and the student will be reminded that another violation may result in restricted iPad use.

For a second violation, the student may lose access to the iPad for the remainder of the class period, and an automated email will be sent home.

For a third violation, the student may lose access to the iPad for the remainder of the school day, an automated email will be sent home, and the Front Office will contact the family.

Multiple violations within a short period of time may result in an escalated response, including detention or another appropriate intervention.

Any restriction on technology access will continue to preserve required instructional access and disability-related accommodations.

iPAD READINESS

Being Ready to Learn includes bringing the assigned iPad to school each day sufficiently charged and prepared for use.

An iPad Readiness Concern may be documented when a student:

- Leaves the iPad at home;
- Arrives with an insufficiently charged device;
- Does not bring required accessories;
- Repeatedly fails to follow established charging or care routines; or
- Is unable to participate because the assigned device was not prepared for instructional use.

The initial response to an iPad Readiness Concern should focus on reteaching, problem-solving, and support. Repeated concerns may result in family communication, a student readiness plan, a daily check-in, a designated charging routine, or another individualized support.

An unexpected device malfunction or another circumstance outside of the student's control will be addressed through technology support rather than automatically treated as a behavior concern.

LOANER DEVICES AND TECHNOLOGY SUPPORT

Students who forget their iPad or whose device is temporarily unavailable may request a loaner from the Business Center, while supplies last.

Loaner devices are provided to maintain access to learning. Students are expected to care for loaner devices and return them according to Business Center procedures.

Students should report damaged, missing, or malfunctioning equipment promptly so that

staff can determine the appropriate support or next step.

DIGITAL CITIZENSHIP AND PRIVACY

Students are expected to use district technology in ways that protect their own privacy and the privacy, dignity, and learning of others.

Students may not:

- Photograph, record, or share images, audio, video, or personal information without authorization;
- Attempt to access another person's account;
- Share passwords;
- Bypass district security or filtering systems;
- Use technology to harass, threaten, embarrass, or target another person; or
- Post or distribute inappropriate or harmful content.

Technology-related behavior that involves harassment, intimidation, bullying, threats, discrimination, or other serious concerns may be addressed through additional school and district procedures.

LASER POINTERS

Laser pointers are not permitted at IMS for any reason. A laser pointer brought to school will be confiscated and returned to a parent or guardian.

SCHOOLWIDE EXPECTATIONS

Our schoolwide expectations are grounded in the IMS 3 R's: **Respect, Responsibility, and Ready to Learn.** These expectations apply in classrooms, hallways, assemblies, shared spaces, school activities, and other settings connected to the school day.

Students are expected to follow reasonable staff directions, consider the impact of their choices on others, and help maintain a safe and productive learning environment.

ASSEMBLIES

Assemblies provide students with opportunities to participate in informative, educational, and entertaining schoolwide experiences.

During assemblies, students are expected to:

- Enter and exit in an orderly manner;
- Follow staff directions;

- Remain seated unless directed otherwise;
- Listen respectfully;
- Use an appropriate voice level;
- Keep hands, feet, and belongings to themselves; and
- Demonstrate behavior that allows everyone to participate in the experience.

HALLWAY BEHAVIOR

Students are expected to move safely and respectfully through hallways and other shared spaces.

Students should:

1. Walk from one location to the next. Running is not permitted.
2. Keep hands, feet, and belongings to themselves.
3. Be aware of their impact on others.
4. Avoid gathering in places that block movement.
5. Use a voice level appropriate for the setting.
6. Avoid roughhousing, pushing, or other unsafe physical behavior.
7. Use extra caution in stairwells, tiered seating areas, and on the upper level of the library.
8. Avoid climbing on, sliding down, or jumping over railings.
9. Avoid throwing objects.
10. Use the elevator only with permission.
11. Follow all hall-pass expectations when outside of class during instructional time.

Not following hallway expectations may result in reteaching, redirection, an OIF, or another progressive response.

HALL-PASS EXPECTATIONS

Students who leave class during instructional time must have staff permission, check out using Securly, and carry the assigned physical hall-pass lanyard. Please aim to be back in class within five minutes. We understand that circumstances may occasionally require a student to be out of class longer, but please be mindful that our goal is to protect student learning time and the teacher's instructional minutes.

Students are expected to:

- Ask for permission before leaving;
- Check out and back in using Securly;
- Carry the physical hall pass;
- Travel directly to the approved destination;
- Return promptly; and

- Follow any individual hall-pass or safety plan.

Students found in the hallway without completing the required check-out process may be directed back to class and documented through the OIF system.

Repeated Hall Pass Violations may result in temporary loss of pass privileges, a five-day pass-restriction plan, family communication, or another individualized support or response.

CLOTHING

Students are expected to wear clothing that supports safety, access to learning, and participation in school activities.

Clothing may not display or promote:

- Tobacco or nicotine products;
- Alcohol or drugs;
- Weapons;
- Obscenities;
- Sexual content or innuendo; or
- Language or images that violate school or district expectations.

Dress expectations will be applied in a manner consistent with district nondiscrimination and gender-inclusive school policies.

FOOTWEAR FOR PHYSICAL ACTIVITY

Shoes must be worn at school. Students participating in physical education, athletics, or activities in gym and field spaces must wear secure athletic footwear appropriate for running, jumping, changing direction, and other physical movement.

Appropriate athletic footwear should include:

- A secure closure, such as tied laces or functional hook-and-loop straps;
- Non-marking rubber soles;
- Appropriate traction;
- A supportive heel; and
- Cushioning and stability suitable for physical activity.

Footwear that may not be appropriate for active participation includes:

- Slides, sandals, flip-flops, slippers, or foam clogs;
- Shoes that easily slip off the foot;
- Platform or elevated footwear;
- Heavy boots or hard-soled dress shoes;

- Shoes worn with untied laces or stepped-down heels; and
- Other footwear that does not provide adequate traction, stability, or secure fit.

Teachers and coaches may restrict participation when footwear creates a safety concern and will work with students to determine an appropriate next step.

RESPECT FOR SHARED SPACES

Students are expected to help care for classrooms, hallways, the Commons, restrooms, athletic areas, school grounds, and other shared spaces.

Students should:

- Use school furniture, equipment, and materials appropriately;
- Place trash and recycling in the correct containers;
- Clean up spills and personal materials;
- Avoid damaging or defacing school or personal property;
- Follow location-specific expectations; and
- Report hazards, damage, or safety concerns to a staff member.

Damage to school or personal property may result in restitution, a repair plan, an OIF response, or additional disciplinary action depending on the circumstances.

ROMANTIC DISPLAYS:

Students are expected to maintain appropriate personal boundaries and avoid intimate physical contact that disrupts the school environment or makes others uncomfortable.

FOOD AND LUNCHTIME

IMS recognizes that access to food and water can support student health, regulation, concentration, and readiness to learn. Food and beverages must also be managed in ways that protect students with allergies and medical needs, maintain clean learning environments, prevent pests, and protect school materials and equipment.

LUNCHTIME EXPECTATIONS

Students may eat lunch in the Commons, on the supervised outdoor patio, or in another area specifically designated and supervised by staff.

During lunch, students are expected to:

1. Wait respectfully in line.
2. Remain in approved and supervised areas.
3. Keep food and beverages in designated eating areas unless permission or an

accommodation allows otherwise.

4. Remain seated while eating unless directed otherwise.
5. Clean the tabletop, floor, and surrounding area before leaving.
6. Place trash, compost, and recycling in the appropriate containers.
7. Avoid throwing food or other items.
8. Follow staff directions and use an appropriate voice level.
9. Respect the food, belongings, space, and personal boundaries of others.
10. Avoid pressuring another student to provide food or money.

Students may leave the designated lunch areas to meet with a teacher or other staff member only when the meeting has been pre-arranged and the student follows applicable check-out and hall-pass procedures.

FOOD SHARING

Students should eat their own food and should not share or exchange food unless specifically permitted by staff.

This expectation helps protect students with food allergies, dietary restrictions, medical needs, and other health concerns. Students may not pressure, bargain with, or repeatedly ask others for food or money.

FOOD AND BEVERAGES OUTSIDE OF LUNCH

Water in a secure, closable container may generally be carried throughout the school day unless restricted because of a particular activity, location, or safety concern.

Teachers may establish reasonable classroom expectations for snacks, food, and beverages based on:

- The instructional activity;
- Student health and allergy needs;
- Cleanliness and sanitation;
- The protection of technology, instruments, books, and specialized equipment;
- The physical learning environment; and
- The impact on student learning.

Students must follow staff directions about when and where food may be consumed.

GUM

Gum may be permitted unless restricted by a teacher or staff member because of safety, sanitation, repeated misuse, the instructional activity, or the needs of the learning environment.

Students who chew gum are expected to:

- Keep it inside their mouth;
- Avoid distracting behaviors such as snapping, blowing bubbles, or sharing gum;
- Dispose of it in a trash container;
- Never place gum on furniture, floors, walls, dishes, or other surfaces; and
- Follow staff directions when asked to dispose of it.

A student who repeatedly misuses gum may temporarily lose the general privilege to chew it.

HEALTH PLANS AND ACCOMMODATIONS

Students who require access to food, water, gum, glucose, or another health-related support through an IEP, Section 504 Plan, Individualized Health Plan, diabetes plan, medical authorization, or another documented school plan will be provided access consistent with that plan.

Documented health and disability accommodations take precedence over general classroom expectations. Staff will protect student privacy when implementing individualized supports.

A student will not be denied medically necessary food or another documented support as a disciplinary response.

ALLERGY-AWARE PRACTICES

Students and families should follow all school and classroom directions related to allergy-aware spaces.

Students are expected to:

- Avoid sharing food;
- Wash or clean hands and surfaces when directed;
- Respect designated food-restricted areas;
- Avoid touching another student's food;
- Promptly report spills or possible allergen exposure to an adult; and
- Follow individual safety plans established by the school.

Families of students with serious food allergies or other health conditions should communicate with the school nurse to ensure that required documentation and support plans are in place.

FOOD NEAR TECHNOLOGY AND SPECIALIZED MATERIALS

Food and beverages may be restricted near school-issued devices, laboratory materials, musical instruments, art supplies, library materials, athletic equipment, or other specialized resources.

Students are responsible for following the expectations established for each location and for reporting spills or damage immediately.

LUNCH ACCOUNTS

If a student's lunch account has a negative balance, the student may continue to receive a standard school lunch but may not be able to purchase additional items until the negative balance is resolved.

Families should contact the school or district Food Services Department with questions about lunch accounts or meal assistance.

CLEANLINESS AND CARE OF SHARED SPACES

Students are responsible for cleaning up after themselves and making appropriate use of trash, compost, recycling, and drinking-water stations.

Repeated concerns involving food, beverages, gum, spills, litter, or damage may result in reteaching, restorative cleanup, family communication, an OIF, or another progressive response.

TRANSPORTATION

Students are expected to travel to and from school safely, follow adult directions, and respect others while using school transportation or traveling on and around campus.

BUS EXPECTATIONS

Mature, safe, and respectful behavior is expected on all school transportation vehicles.

Students should:

- Follow the directions of the bus driver and other supervising adults;
- Remain seated when required;
- Keep aisles and exits clear;
- Use an appropriate voice level;
- Keep hands, feet, and belongings to themselves;
- Avoid behavior that distracts the driver; and
- Treat the bus, equipment, and the belongings of others with care.

Inappropriate or unsafe behavior may result in school consequences or the loss of transportation privileges.

RIDING A BUS WITH A FRIEND

Middle school students do not need a written note to ride home on a bus with a friend.

Students are still responsible for following all transportation expectations and should confirm family plans before the end of the school day.

ACTIVITY BUSES

Activity buses are available for students who are directly participating in school-sponsored clubs, athletics, activities, or other approved programs.

Students may not leave campus after school, go to Starbucks, QFC, or another off-campus location, and then return to ride the activity bus.

Activity buses generally depart at approximately **4:20 PM on Monday, Tuesday, and Thursday**. Wednesday and Friday service may be added during interscholastic sports seasons.

Schedules and availability may change. Families should review current information provided by IMS or the Mercer Island School District Transportation Department.

TRANSPORTATION AFTER ACTIVITIES AND ATHLETICS

Students and families should confirm transportation plans before participating in an after-school activity.

The activity bus may not be available after games, meets, performances, or other events that end later than the regular activity-bus departure time. Families are responsible for arranging transportation when bus service is unavailable.

Students waiting for transportation must remain in an approved and supervised location.

BICYCLES, SKATEBOARDS, AND SCOOTERS

Students may ride bicycles, skateboards, or scooters to and from school.

Riders are expected to:

- Travel slowly and carefully during busy arrival and dismissal times;
- Be aware of pedestrians, vehicles, and crowded areas;
- Follow staff directions;

- Prioritize the safety of others; and
- Secure their bicycle, skateboard, or scooter in the appropriate location.

Bicycles, skateboards, and scooters may not be ridden recreationally on campus.

Students who do not demonstrate safe use may be expected to use another form of transportation.

ACTIVITIES, ATHLETICS, AND STUDENT INVOLVEMENT

Students are encouraged to become involved in activities that help them explore interests, build relationships, develop leadership skills, and strengthen their connection to the IMS community.

CO- AND EXTRACURRICULAR OPPORTUNITIES

IMS offers a variety of co-curricular and extracurricular opportunities throughout the school year.

These programs are intended to help students:

1. Explore interests and talents;
2. Build social skills through positive peer interaction;
3. Develop leadership skills;
4. Strengthen their sense of belonging;
5. Have fun; and
6. Find meaningful ways to participate in the school community.

Program offerings, schedules, and availability may change during the school year.

INTERSCHOLASTIC ATHLETICS

IMS athletic teams compete with other schools in the Snoqualmie-area league. IMS emphasizes participation, teamwork, skill development, sportsmanship, and student growth.

IMS interscholastic teams follow a no-cut participation model, subject to registration, eligibility, safety, and program requirements.

IMS interscholastic sports currently include:

- Boys and Girls Cross Country in the fall;
- Girls' 7th- and 8th-grade Volleyball in the fall;
- Wrestling in the winter; and

- Boys and Girls Track and Field in the spring.

Students participating in interscholastic athletics must:

- Have a current physical examination completed by a healthcare provider;
- Submit all required registration and medical forms;
- Follow WIAA, league, district, and IMS athletic expectations;
- Meet academic and behavioral eligibility requirements; and
- Pay the required participation fee unless other arrangements have been approved.

Required forms and current registration information are available on the IMS website.

An activity bus may be available after practices. Transportation may not be available after games, meets, or events that end later than the regular activity–bus departure time. Families should plan for alternate transportation when needed.

INTRAMURAL ATHLETICS

IMS may offer additional intramural athletic opportunities throughout the year.

Intramural programs typically:

- Meet after school;
- Run for approximately six to eight weeks;
- Include a staff supervisor or coach; and
- Focus on participation, recreation, skill development, and connection.

Programs may meet on Monday, Tuesday, and/or Thursday from approximately 3:00–4:10 PM.

An activity bus may be available for participating students.

CLUBS

IMS offers clubs and activities based on student interest, staff availability, and school resources.

Clubs generally meet after school on Monday, Tuesday, or Thursday from approximately 3:00–4:10 PM.

Students participating in clubs are expected to:

- Attend regularly;
- Follow schoolwide expectations;
- Respect staff, peers, materials, and shared spaces;
- Remain with the supervising adult; and

- Arrange appropriate transportation home.

An activity bus may be available on scheduled club days.

STUDENT COMMONS

The Student Commons may be available after school for supervised recreational games, activities, and student connection.

The Student Commons generally operates from approximately 3:00–4:10 PM on Monday, Tuesday, and Thursday, depending on staffing and the school calendar.

Students using the Student Commons must remain in the supervised area, follow staff directions, and meet schoolwide behavior expectations.

ASB PARTICIPATION REQUIREMENT

Students are required to purchase an ASB card in order to participate in many after-school clubs, athletics, and activities.

ASB fees help support:

- Clubs and student activities;
- Athletics;
- Student events and enrichment;
- Lunchtime programming;
- Recognition and incentives; and
- Other co-curricular opportunities.

Families with questions about fees or financial assistance should contact the IMS Main Office.

STUDENT ELIGIBILITY AND CONDUCT

Participation in activities and athletics is a privilege that carries additional responsibility.

Students are expected to:

- Attend school regularly;
- Meet applicable academic eligibility requirements;
- Demonstrate safe and respectful behavior;
- Follow coach, advisor, staff, league, and district expectations;
- Represent IMS positively; and
- Maintain appropriate conduct during practices, competitions, meetings, performances, travel, and school events.

Serious or repeated academic, attendance, safety, or behavioral concerns may affect participation in accordance with district, league, and program procedures.

HEALTH SERVICES

IMS works with students, families, healthcare providers, and school staff to support student health and respond appropriately to illness, injury, medication needs, and medical emergencies.

FAMILY EMERGENCY INFORMATION

Families are responsible for keeping student and emergency contact information current.

Updated contact information should be provided to the IMS Registrar using the Student Change of Information form. Accurate information is essential so the school can reach a parent, guardian, or emergency contact when a student is ill or injured or during a schoolwide emergency.

Families should provide phone numbers where they can be reached quickly.

HEALTH ROOM PROCEDURES

Students who become ill or injured during the school day should report to the Health Room or notify a staff member.

The school nurse, Health Room staff, and other trained staff members respond to student health needs and determine appropriate next steps.

Students should not arrange to leave school because of illness without first checking in with the Health Room or Main Office. Families are asked not to pick up a student who is feeling unwell until the student has checked in with school staff.

EMERGENCIES AT SCHOOL

The school nurse, Health Room staff, and other trained personnel are prepared to respond to medical emergencies.

Emergency medical services, including 911, will be contacted when needed.

School staff will make reasonable efforts to contact the student's parent, guardian, or emergency contact as soon as possible.

MEDICATIONS

Prescription and over-the-counter medications may not be administered at school or carried by a student without the required written medical authorization.

A completed Medical Authorization Form must be submitted to the school nurse before medication can be given or carried at school. Medical authorization must be renewed each school year and does not automatically carry over from one year to the next.

Forms are available through the school nurse and on the Mercer Island School District website.

Students should not share medication with others.

LIFE-THREATENING HEALTH CONDITIONS

Students with life-threatening health conditions—including severe allergies, diabetes, severe asthma, seizure disorders, or other qualifying conditions—must have required medical orders and a school-based health plan in place before attending school.

Families must provide:

- Current orders from a licensed healthcare provider;
- Required medication or treatment supplies;
- Completed medical authorization forms; and
- Any additional information requested by the school nurse.

Washington law and district procedures may require a student to be excluded from school until the required medication, treatment order, and health plan are in place.

Families should contact the school nurse as early as possible to coordinate necessary supports.

INDIVIDUAL HEALTH PLANS AND ACCOMMODATIONS

Students may require individualized access to food, water, medication, glucose, snacks, rest, movement, or other health-related supports during the school day.

Staff will implement supports documented through an Individual Health Plan, emergency care plan, Section 504 Plan, IEP, medical authorization, or another approved school plan.

Individual health and disability-related supports take precedence over general classroom expectations. Staff will protect student privacy when providing these supports.

IMMUNIZATIONS

Washington State requires students to have a current and complete Certificate of

Immunization Status on file before attending school, unless an approved exemption applies.

Families are responsible for submitting required immunization documentation and responding to requests for updated records.

Current immunization requirements are available through Washington State and Seattle–King County Public Health resources.

ILLNESS AND INFECTIOUS DISEASE

Students should remain home when illness prevents them from participating safely and comfortably in the school day or when attendance could expose others to infection.

Students and staff are encouraged to:

- Wash their hands regularly;
- Cover coughs and sneezes;
- Dispose of tissues appropriately;
- Avoid sharing food, drinks, straws, and water bottles; and
- Report symptoms or health concerns to an adult.

The current handbook states that individuals with fever, vomiting, or diarrhea should remain home in accordance with district infectious–disease guidance. Families should consult current district and public–health guidance because health recommendations may change during the school year.

RETURNING TO SCHOOL AFTER ILLNESS

Families should follow current district and public–health requirements when determining when a student may return to school.

When a student has ongoing symptoms, a diagnosed infectious condition, or a health concern requiring support at school, families should communicate with the school nurse before the student returns.

HEALTH-RELATED QUESTIONS

Families should contact the school nurse with questions about:

- Medication at school;
- Allergies;
- Diabetes;
- Asthma;
- Seizure disorders;
- Emergency care plans;

- Immunizations;
- Health accommodations; or
- Other medical needs that may affect a student during the school day.

STUDENT SUPPORT SERVICES

IMS provides academic, social-emotional, health, and community-based supports to help students participate fully in school. Students and families are encouraged to contact the appropriate staff member when questions or concerns arise.

SCHOOL COUNSELORS

IMS counselors support students with academic planning, social-emotional needs, peer concerns, problem-solving, transitions, and connection to additional school or community resources.

Counselor assignments are organized by student last name:

- **A–G:** Dru Klein — 206-230-6153
- **H–O:** Tasha Yibeyin — 206-275-5958
- **P–Z:** Jayna Dash — 206-230-6098

Students may ask to meet with their counselor when they need support. Families may also contact the assigned counselor with questions or concerns.

ACADEMIC SUPPORT

Students who are experiencing difficulty with assignments, attendance-related missing work, organization, or academic progress should begin by communicating with the classroom teacher.

Students may also seek support from:

- Their school counselor;
- A case manager or other assigned support provider;
- The Main Office;
- The Business Center for technology-related access needs; or
- Another trusted IMS staff member.

The school team may help identify appropriate next steps based on the student's needs.

SPECIAL EDUCATION AND SECTION 504 SUPPORT

Students who receive services through an Individualized Education Program, or IEP, or

accommodations through a Section 504 Plan will be supported in accordance with their individual plans.

Families with questions about an existing plan should contact the student's case manager, counselor, or school administrator.

Families who believe a disability or health condition may be affecting a student's access to learning may contact the school to discuss available supports and referral processes.

Effective Communication and Accessibility

The District is committed to ensuring that communications with students, parents, guardians, companions, and members of the public with disabilities are as effective as communications with others. When necessary, the District will provide appropriate auxiliary aids and services, at no cost to the individual, to provide an equal opportunity to participate in and enjoy the benefits of District programs, activities, meetings, and services.

Depending on the individual's communication needs and the nature, length, complexity, and context of the communication, assistance may include a qualified interpreter, captioning or real-time transcription, accessible electronic or written materials, Braille, a qualified reader, or assistive communication technology. The District will give primary consideration to the aid or service requested by the individual. Any aid or service provided must support effective communication and be provided in an accessible format, in a timely manner, and in a way that protects the individual's privacy and independence.

Advance notice helps the District arrange appropriate services, but requests made with less notice will be addressed to the extent possible. Communication assistance for a parent, guardian, or companion is available regardless of whether the student has an IEP or Section 504 Plan.

To request an auxiliary aid or service, ask a question, or raise an accessibility concern, please use the District's Effective Communication Request Form or contact Erin Battersby at erin.battersby@merceraislandschools.org or at 206.230.6227.

Additional information is available in [Policy 4217, Effective Communication](#), [Procedure 4217P](#), and [Effective Communication Request Form](#).

MERCER ISLAND YOUTH AND FAMILY SERVICES

Mercer Island Youth and Family Services, or MIYFS, counselors are available to provide students with a broad range of support.

Services may include:

- Confidential individual, family, or group counseling;

- Substance-use prevention and support;
- Problem-solving and decision-making skills;
- Consultation with staff and families; and
- Referrals to community agencies that provide more specialized services.

Students and families may contact an IMS counselor or the Main Office for help connecting with MIYFS.

WHEN A STUDENT NEEDS HELP

Students are encouraged to speak with a trusted adult when they are struggling academically, socially, emotionally, or physically.

A trusted adult may include:

- A teacher;
- A counselor;
- An administrator;
- A paraeducator;
- The school nurse or Health Room staff;
- A coach or activity advisor; or
- Another IMS staff member.

Students do not need to know exactly which person or service they need before asking for help. Staff will help connect them with the appropriate support.

REPORTING A SAFETY OR WELLNESS CONCERN

Students and families should report concerns about safety, harassment, threats, self-harm, substance use, or student well-being as soon as possible to a staff member or administrator.

Anonymous reports may also be submitted through the **Say Something Anonymous Reporting System**, available through the app on district-issued student devices, through a web browser, or by phone at **1-844-5-SAYNOW**.

Concerns involving harassment, intimidation, bullying, discrimination, or sexual harassment are addressed through the procedures described later in this handbook.

STUDENT BEHAVIOR AND DISCIPLINE

IMS responds to student behavior in ways intended to maintain safety, protect instructional time, repair harm, and keep students connected to learning whenever possible.

School responses are progressive and may vary based on the severity, frequency, context, and impact of the behavior. A serious incident may result in a more immediate response, even when it is a first occurrence.

CORE CONDUCT EXPECTATIONS

Students are expected to help maintain a safe, respectful, inclusive, and productive learning environment. Students must follow reasonable staff directions, respect the rights and property of others, observe personal boundaries, and avoid conduct that disrupts learning or places anyone at risk.

Conduct that may result in corrective action or discipline includes academic dishonesty; disruptive, disrespectful, defiant, or unsafe conduct; misuse of technology; harassment, intimidation, bullying, discrimination, or sexual harassment; fighting, threats, or physical aggression; theft or property damage; possession of weapons or other prohibited items; and possession, use, sale, or distribution of tobacco, vaping products, alcohol, marijuana, or other drugs.

Students and families do not need to determine which rule, policy, or process applies before reporting a concern. Staff will review the circumstances, connect students with appropriate support, and use the applicable school or District process. The sections below explain how IMS documents behavior concerns and uses progressive, restorative, and disciplinary responses.

The District considers the individual facts, context, severity, frequency, and impact of the conduct when determining an appropriate response. Responses may include teaching, restorative interventions, student support, family contact, loss of privileges, detention, classroom or in-school exclusion, suspension, expulsion, or referral to appropriate District staff or outside agencies. Responses are individualized rather than automatic, and not every response is available or appropriate for every type of conduct.

Students will receive fair and equitable treatment and applicable due process protections. Additional information is available in [Policy 3241](#), Student Discipline, its associated [Procedure, 3241P](#), and the [District Discipline Matrix](#), which are also linked in the District Policy Index.

THE OFFICE INFORMATION FORM RESPONSE SYSTEM

IMS uses the Office Information Form, or **OIF**, to document behavior concerns and coordinate school follow-up.

The OIF system is designed to:

- Support consistent responses across the school;
- Provide timely reteaching and intervention;
- Communicate with families;
- Identify repeated patterns;
- Connect students with counselors, administrators, or other supports; and
- Protect student safety and instructional time.

When staff submit an OIF, the appropriate IMS support team receives the report and determines the next step.

The OIF system does not replace direct communication between teachers and families. Teachers may contact families at any point when additional communication would be helpful.

PROGRESSIVE RESPONSES

A progressive response generally begins with reteaching and support before moving to more intensive intervention.

Depending on the behavior, responses may include:

- Reteaching the expectation;
- Redirection or an in-class reset;
- A student conference;
- Reflection or restorative work;
- A seating, check-in, or support plan;
- Temporary restriction of a privilege;
- Counselor or administrator follow-up;
- Family notification;
- Lunch Intervention or detention;
- Restitution or repair of harm;
- A safety or no-contact plan;
- In-school or class-period exclusion; or
- Another response permitted by district procedure.

The school may escalate the response when behavior creates a safety concern, substantially disrupts learning, causes harm, violates district policy or law, or reflects a repeated pattern.

PERSONAL DEVICE VIOLATION

A Personal Device Violation occurs when a student accesses or uses a phone, smartwatch, earbuds, or another personal electronic device contrary to the Yondr expectations.

The progressive response is described in the Technology Expectations and Information section of this handbook.

HALL PASS VIOLATION

A Hall Pass Violation occurs when a student is in the hallway during class time without completing the required Securly check-out, carrying the physical hall pass, or receiving staff permission.

Responses may include:

- Returning to class to complete the check-out process;
- Reteaching the hall-pass routine;
- Temporary loss of pass privileges for the period;
- A five-day pass-restriction plan;
- Family communication; or
- Another support plan based on the student's needs and the circumstances.

iPAD VIOLATION

An iPad Violation occurs when a student uses a school-issued iPad contrary to staff direction or the assigned instructional purpose.

Responses may include:

- Reteaching the expectation;
- Temporary restriction of the iPad for the class period;
- Temporary restriction for the school day;
- Family communication; or
- An escalated response when several violations occur within a short period of time.

Required instructional access and disability-related accommodations will continue to be provided.

iPAD READINESS CONCERN

An iPad Readiness Concern may be documented when a student repeatedly arrives without the assigned iPad sufficiently charged, present, or prepared for instructional use.

The initial response should focus on problem-solving, family communication, and support rather than automatic discipline. Device malfunctions and circumstances outside of a student's control should be referred for technology support.

MINOR BEHAVIOR CONCERNS

Minor behavior concerns primarily affect the individual student, do not significantly interfere with the educational environment, and can often be addressed without direct administrator involvement.

Repeated minor behaviors may become a more significant concern and may require additional support or intervention.

Classroom Disruption

Classroom Disruption is off-task behavior that interrupts learning.

Examples may include:

- Calling out;
- Making repeated noises;
- Distracting others;
- Interrupting instruction; or
- Continuing off-task behavior after redirection.

Responses may include reteaching, an in-class reset, student problem-solving, Tier 1 classroom strategies, family communication, Lunch Intervention, or an individualized support plan.

Defiance or Noncompliance

Defiance or Noncompliance is not following a reasonable staff direction or continuing to argue with staff instead of complying.

Examples may include:

- Refusing a reasonable direction;
- Refusing to follow a school expectation;
- Arguing after a direction has been clearly provided; or
- Continuing the behavior after being offered appropriate choices.

Responses may include reteaching, clear choices, a counselor conference, a documented plan, restorative follow-up, Lunch Intervention, and family communication.

Elopement

Elopement is leaving an assigned or supervised area without permission.

Examples may include:

- Walking out of class;
- Leaving supervision;
- Failing to return;

- Being gone for an extended period; or
- Leaving without following the expected check-out process.

Because student location and supervision are safety concerns, staff may respond immediately. Responses may include family notification, counselor follow-up, a check-in plan, restricted movement, adult-supported transitions, or another safety plan.

Peer Conflict

Peer Conflict is a disagreement or negative interaction between students that does not rise to the level of bullying or fighting.

Examples may include:

- Arguing;
- Name-calling;
- Rude comments;
- A mutual disagreement; or
- An ongoing interpersonal conflict.

Responses may include separating students, a temporary no-contact expectation, counselor support, a prevention or safety plan, restorative follow-up when appropriate, family communication, or Lunch Intervention.

Staff will not generally conduct an immediate mediation during instruction when emotions are elevated or safety is a concern.

MAJOR BEHAVIOR CONCERNS

Major behavior concerns substantially interfere with the educational environment, place a person at risk of harm, involve serious or repeated misconduct, or violate district policy or state law.

The response may begin with administrator or dean involvement and may move beyond the ordinary progressive sequence because of severity.

Verbal or Physical Harassment

Verbal or Physical Harassment includes targeted words or actions intended to hurt, threaten, intimidate, or demean another person.

Examples may include:

- Slurs;
- Threats;
- Repeated insulting comments;

- Pushing;
- Hitting; or
- Other targeted verbal or physical conduct.

Staff will take immediate action to stop the behavior, separate students when needed, document the exact words or actions, and provide safety supports.

Concerns involving discriminatory language, repeated targeting, or behavior that may meet the definition of harassment, intimidation, or bullying will be referred to the appropriate district process.

Theft

Theft is taking or possessing something that belongs to another person or the school without permission.

The school will gather information before determining an outcome. Students will have an opportunity to share their perspective.

Responses may include:

- Recovery of the item;
- Family communication;
- Restitution;
- A repair plan;
- Restorative action; or
- Additional discipline permitted by district procedure.

Staff should avoid public accusations and should report relevant details, including the item, location, approximate time, and known witnesses.

Substance Use or Possession

Substance-related concerns may include the possession, use, sale, or distribution of alcohol, drugs, nicotine, vaping products, or related prohibited items.

These concerns are addressed through administrator follow-up and applicable district policies and procedures. The response may include information gathering, family notification, safety assessment, corrective action, educational support, and discipline as permitted by district procedure.

Vandalism or Property Damage

Vandalism or Property Damage includes intentionally or recklessly damaging school property or the property of another person.

Examples may include:

- Graffiti;
- Breaking materials;
- Damaging restrooms;
- Damaging classroom supplies; or
- Damaging personal belongings.

Responses may include information gathering, documentation, family communication, restitution, repair of harm, an assigned consequence, or additional discipline based on the circumstances.

RESTORATIVE RESPONSES

When appropriate, students may be asked to take steps to repair harm and rebuild trust.

A restorative response may include:

- A reflection;
- An apology;
- Restitution;
- Cleanup or repair;
- A problem-solving conversation;
- An agreement for future behavior;
- A prevention plan; or
- Another action connected to the impact of the behavior.

Restorative work does not replace safety planning, required investigation, or disciplinary action when those responses are also necessary.

FAMILY COMMUNICATION

The OIF system may automatically notify families after certain behaviors or repeated concerns.

Additional communication may come from:

- A teacher;
- The Front Office;
- A counselor;
- An administrator or dean;
- The OIF Support Team; or
- Another staff member involved in the response.

Some family messages are reviewed by a counselor or administrator so that the communication reflects relevant context and student needs.

STUDENT RIGHTS IN THE DISCIPLINE PROCESS

Before a disciplinary decision is made, students will be given an opportunity to share their perspective.

IMS follows district and Washington State procedures related to:

- Information gathering;
- Notice to students and families;
- Corrective action;
- Exclusion from instruction;
- Continued access to educational services;
- Reentry and support; and
- Appeal rights.

Disciplinary responses will be based on the circumstances of the incident and will be implemented in accordance with district policy and applicable law.

SCHOOL SAFETY

Student safety is a shared responsibility. IMS maintains procedures for emergencies, supervision, visitors, and reporting concerns so that students and staff can respond quickly and appropriately when needed.

EMERGENCY PROCEDURES AND DRILLS

IMS has established procedures for emergencies such as fire, earthquake, lockdown, bomb threat, and other serious situations.

Student and staff safety is the highest priority during an emergency. IMS conducts routine drills so students and staff can practice how to respond.

During a drill or emergency, students are expected to:

- Stop and listen for directions;
- Follow staff instructions promptly;
- Remain with the assigned class or group;
- Move quietly and safely;
- Avoid using personal devices unless directed by staff;
- Refrain from spreading rumors or unverified information; and
- Report any immediate safety or medical concern to an adult.

Emergency procedures may vary depending on the nature and location of the concern.

EMERGENCY COMMUNICATION

Families should keep all contact and emergency information current so the school can communicate promptly when needed.

During a schoolwide emergency, families should follow directions provided by IMS or the Mercer Island School District. Depending on the situation, families may be asked to avoid calling the school or coming to campus until instructions are provided.

Students should not independently arrange to leave campus during an emergency. Student release will follow school and district reunification or checkout procedures.

STUDENT SUPERVISION AND CLOSED CAMPUS

IMS is a closed campus. Students must remain on school grounds and in approved, supervised areas during the school day unless they have permission to leave through the established checkout process.

Students should not leave an assigned or supervised area without staff permission.

Concerns involving a student's location or supervision are treated as safety concerns and may require immediate staff follow-up.

Additional information about closed-campus and after-school expectations is included in **The Nuts and Bolts of IMS** section.

VISITORS

All visitors must enter through the designated school entrance, the main office, and report immediately to the Main Office. Visitors must either present identification for scanning through the District's Raptor visitor-management system or sign in with a front-office administrative assistant. Visitors processed through Raptor will receive a printed visitor badge, which must be worn visibly while on campus. Before leaving, visitors must return to the Main Office to sign out.

Visitors must remain in authorized areas, follow staff directions, and conduct themselves in a manner that does not disrupt teaching or student learning.

Visitors serving as volunteers must comply with all District volunteer requirements. Volunteers may learn or observe private information about students while assisting at school. They must protect the confidentiality of student information and may not discuss or share information about a student with other families, students, or community members. Volunteers must immediately report unsafe, inappropriate, or otherwise concerning behavior to the teacher or staff member with whom they are working or to a school administrator. Volunteers should report the concern without attempting to investigate or

resolve it themselves.

Visitors may park only in designated visitor parking spaces. Please refrain from parking in the “loop” in front of the school entrance or along any space designated for emergency vehicles.

VOLUNTEERS

Adults who volunteer at IMS must complete and receive approval through the [District’s volunteer process](#), including the required background check, before volunteering.

Volunteers must check in at the Main Office, wear a visitor or volunteer badge, remain within their approved volunteer role, and follow staff directions and school safety procedures.

Volunteers may learn or observe private information about students while assisting at school. They must protect the confidentiality of student information and may not discuss or share information about a student with other families, students, or community members.

Volunteers must immediately report unsafe, inappropriate, or otherwise concerning behavior to the teacher or staff member with whom they are working or to a school administrator. Volunteers should report the concern without attempting to investigate or resolve it themselves.

Completing the District’s volunteer approval process does not permit an adult to enter classrooms or other school areas without checking in and receiving approval.

REPORTING A SAFETY CONCERN

Students and families should promptly report concerns involving:

- Threats;
- Weapons or prohibited items;
- Harassment or targeted behavior;
- Unsafe conduct;
- Substance use or possession;
- Self-harm or concern for someone’s well-being;
- A student leaving supervision;
- Suspicious activity; or
- Any situation that may place a person at risk.

Concerns may be shared with a teacher, counselor, administrator, nurse, paraeducator, coach, or another trusted staff member.

Students and families do not need to determine which school procedure applies before making a report. Staff will help determine the appropriate next steps.

SAY SOMETHING ANONYMOUS REPORTING SYSTEM

Safety concerns may be reported anonymously through the **Say Something Anonymous Reporting System**.

Reports may be submitted:

- Through the app available on district-issued student devices;
- Through a web browser; or
- By phone at **1-844-5-SAYNOW**.

The system is available 24 hours a day, 365 days a year.

Anonymous reporting should not replace calling **911** when there is an immediate emergency or an urgent threat to safety.

SEARCHES AND STUDENT PRIVACY

When there is a reasonable safety or school-policy concern, school officials may conduct searches in accordance with district policy and applicable law.

Searches may involve student belongings, school-issued property, or areas under school control. School officials will consider the circumstances, the nature of the concern, and student privacy rights.

Additional information is available in district policies concerning searches of students and student privacy.

PROHIBITED AND UNSAFE ITEMS

Students may not bring items to school that are prohibited by law or district policy or that create a safety concern.

Examples may include:

- Weapons, items that look like weapons or items used as weapons;
- Alcohol, drugs, nicotine, or vaping products;
- Laser pointers;
- Dangerous or disruptive objects;
- Items that threaten or intimidate others; or
- Materials that interfere substantially with school safety or learning.

School staff may secure or confiscate prohibited items and contact a parent, guardian, administrator, law enforcement agency, or emergency service when appropriate.

RESPONDING TO SAFETY INCIDENTS

When a safety concern is reported, staff may:

- Take immediate action to stop unsafe behavior;
- Separate involved students;
- Provide medical or emotional support;
- Contact administrators or emergency personnel;
- Gather information;
- Notify families when appropriate;
- Establish a safety or no-contact plan;
- Begin a threat-assessment, HIB, discrimination, discipline, or other required process; and
- Provide follow-up support.

The response will depend on the severity, context, and nature of the concern.

Concerns involving harassment, intimidation, bullying, discrimination, or sexual harassment are addressed in the next section of this handbook.

Student Safety, Respect, & Reporting Concerns

Our Commitment

Our District is committed to schools where every student feels safe, respected, included, and supported. The District prohibits [harassment, intimidation & bullying \(HIB\)](#); [sexual harassment of students](#); [discriminatory harassment](#), retaliation, and [inappropriate conduct between adults and students](#). The information below explains these protections, professional boundaries between adults and students, and how to report a concern. Additional information is also available on the District's [website](#).

Prohibited conduct may occur between students or involve a student and a staff member, volunteer, or other adult. The applicable policy and response process may differ depending on the circumstances, but students and families do not need to determine which policy applies before raising a concern.

If something feels unsafe, inappropriate, or concerning, please tell someone.

Professional Boundaries Between Adults and Students

District employees and volunteers must maintain appropriate professional boundaries with students. The District's professional-boundaries policy and procedure are designed to safeguard students and prohibit grooming, boundary violations, and other inappropriate conduct by adults. Students and families should report any interaction that feels unsafe, uncomfortable, or inappropriate.

What Professional Boundaries Mean

Employees and volunteers are expected to maintain relationships with students that are professional and appropriate to their roles. One-to-one interactions should occur in locations that are reasonably observable or interruptible to the extent practicable. Adults should not ask students to keep secrets; develop unusually personal or exclusive relationships with individual students; discuss intimate personal matters unrelated to their professional role; give individual students personal gifts; or isolate students from others.

Physical contact must be appropriate to the adult's professional role, reasonably necessary, and respectful of the student's personal boundaries. Outside relationships involving tutoring, coaching, employment, transportation, or other private contact must comply with District policy and applicable disclosure or approval requirements.

Electronic communications with students must relate to legitimate school business and use District-approved communication methods, such as District email or ParentSquare. Employees must not communicate privately with students through personal social-media accounts, personal email accounts, or private one-to-one text messages except as specifically authorized by District policy or in an emergency. Students and families should report electronic communications that are secretive, overly personal, sexualized, or unrelated to a legitimate school purpose.

Additional information is available in the below linked policies:

- [Policy 5253: Maintaining Professional Staff/Student Boundaries](#)
- [Procedure 5253P: Maintaining Professional Staff/Student Boundaries](#)

ONE-TO-ONE MEETINGS WITH STAFF

Students may meet individually with teachers during lunch or at another appropriate time when the teacher is available and the meeting has been arranged. Students must follow applicable lunch, hall-pass, and location expectations when leaving a supervised area to meet with a staff member.

When a teacher or other staff member meets one-to-one with a student, the door should remain open and the meeting location should be reasonably observable or interruptible. Counselors, nurses, administrators, and other employees whose professional responsibilities may require confidential or private conversations may meet individually with students in appropriate offices or other spaces consistent with District policy and procedure. All employees must maintain appropriate professional boundaries during one-to-one interactions.



How to Report a Concern

A concern may be reported by someone who experienced the conduct, witnessed it, or learned about it from someone else.

Students and families may:

- **Tell a trusted adult at school**, such as a teacher, counselor, paraeducator, coach, nurse, or administrator.
- **Contact the school principal or a District compliance officer.**
- **Tell a parent, guardian, or another trusted adult** who can help make a report.
- **Use the District's anonymous reporting system**, which is currently [See Something. Say Something](#). This system is available 24 hours a day, seven days a week.

Reports may be made verbally or in writing. A person does not need to use a particular form, identify the correct policy, have proof, or investigate the concern before making a report.

If someone is in immediate danger, call



WHAT HAPPENS WHEN A CONCERN IS REPORTED

The District will review the concern, respond as appropriate, and take steps to support student safety. Depending on the circumstances, the response may include speaking with those involved, providing support, notifying parents or guardians as appropriate, conducting an investigation, or taking corrective action.

Support is available through school counselors, psychologists, nurses, administrators, and other trusted staff members. Depending on a student's needs, support may include counseling, safety planning, academic assistance, schedule or classroom adjustments, or other appropriate measures. A student may ask for support even if the student is not ready to make a formal complaint or while the District is reviewing a concern.

The District cannot promise that every report will remain confidential. Information will be shared carefully with those who need it to provide support, respond to the concern, or comply with law and District policy.

Students will not be disciplined, treated differently, or retaliated against for making a good-faith report or asking for help. Concerns about retaliation should be reported immediately.

REPORTING SUSPECTED CHILD ABUSE OR NEGLECT

School employees are mandatory reporters under Washington law. When an employee has reasonable cause to believe that a child has suffered abuse or neglect, the employee must report the concern directly to Child Protective Services or law enforcement at the first opportunity and no later than 48 hours. Reporting a concern to a supervisor or administrator does not replace this legal duty.

School employees report suspected abuse or neglect. They do not investigate the concern or attempt to determine whether abuse or neglect occurred before making a report. Child Protective Services or law enforcement is responsible for investigating reports of suspected child abuse or neglect. The District may separately review the reported conduct when required by other laws or District policies, but that review must not delay or interfere with the mandated report.

Students and families may report safety concerns to any trusted school employee. Anyone may also report suspected child abuse or neglect directly to Washington State Child Protective Services at **1-866-ENDHARM (1-866-363-4276)** or to law enforcement. Proof or certainty is not required to make a report.

Additional information is available in [Policy 3421](#), Child Abuse & Neglect Prevention Procedure, and associated [procedure](#), and on the [Washington State DCYF reporting webpage](#). See also, [RCW 26.44.030](#).

Our School Protects Students from Harassment, Intimidation, and Bullying (HIB)

We strive to make our school a safe and inclusive environment 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 explains what HIB is, what to do when you see or experience it, and how our school responds to it.

WHAT IS HIB?

State law (RCW 28A.600.477(5)(b)(i)) defines HIB as “any intentional electronic, written, verbal, or physical act including, but not limited to, one shown to be motivated by any characteristic in RCW 28A.640.010 and 28A.642.010 (discrimination based on a protected

status) or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act:

- (A) Physically harms a student or damages the student's property;
- (B) Has the effect of substantially interfering with a student's education;
- (C) Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- (D) Has the effect of substantially disrupting the orderly operation of the school."

HIB often involves one student having, or appearing to have, more power than another student. While HIB often appears as repeated behaviors, it is important to take single serious incidents seriously. It usually happens more than once or is very likely to happen again. HIB is against the law in our schools.

HIB policy only applies to actions between students. It does not cover harassment, intimidation, or bullying of an employee, volunteer, parent/legal guardian, or community member.

HOW CAN I MAKE A REPORT ABOUT HIB?

Talk to any school staff member, start with whoever you feel most comfortable with, such as a teacher, counselor, coach, or other school staff. You can report HIB by telling school staff in person or in writing (written reports can be made in your home language; please ask your school or district for support with translation). You can make your report anonymously/without giving your name or confidentially (asking that your name not be shared with other students or parents/caregivers involved). No student will be disciplined based only on an anonymous or confidential report.

If a staff member learns about, sees, or hears HIB happening, they must act quickly to stop the behavior(s) and keep it or them from happening again. Our District's HIB Compliance Officer is Erin Battersby. She can be reached at 206-230-6227 or erin.battersby@mercerislandschools.org. The HIB Compliance Officer helps prevent and respond to HIB.

WHAT HAPPENS AFTER I MAKE A REPORT ABOUT HIB?

When you report HIB, school staff must act quickly to stop the behavior and prevent it from happening again. If you and the school agree the problem is resolved, then no further action may be needed. But, if you feel that you or someone you know is facing HIB that is unresolved, severe, or keeps happening, you should ask for an official HIB investigation by completing the [District's HIB Incident Reporting Form \(3207F\)](#).

The school must also make sure that students who report HIB are not treated badly for speaking up. This is called retaliation, and it is not allowed.

WHAT IS THE INVESTIGATION PROCESS?

The HIB investigation begins if you submit the [District's HIB Incident Reporting Form \(3207F\)](#), and the incident meets the definition of HIB toward a student. When you submit

the Incident Reporting Form, the HIB Compliance Officer or the staff member leading the investigation must notify the families of the students involved that a complaint was received. They must make sure a prompt and thorough investigation takes place. The investigation is usually finished within five school days. If it takes longer, the school will keep you updated, generally once a week, until it is done.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must share the results with you within two school days.

This response should include:

- A summary of what the investigation found
- A decision about whether the HIB was substantiated (found to have happened)
- Any steps the school will take to address the problem
- Clear information about how you can appeal the decision

If HIB is confirmed, the school will address it.

WHAT ARE THE NEXT STEPS IF I DISAGREE WITH THE OUTCOME?

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

If you disagree with the school district’s decision, you may appeal. To appeal, send a written request asking the superintendent (or the person they’ve assigned) to review the investigation. They will send you a written decision.

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

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

WHAT INFORMATION MAY I HAVE ABOUT OTHER STUDENTS?

Student privacy laws limit what the school can tell you about any intervention or discipline given to another student. You will be told whether HIB was found to have happened and that steps were taken, even if the details of those steps impacting all students involved cannot be shared.

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](#).

HOW DO I MAKE A HIB COMPLAINT ABOUT A STAFF MEMBER?

This process is for concerns about one student harassing, intimidating, or bullying another student. If your concern is about a staff member’s behavior, ask your school for information on how to report it.

Our School Stands Against Discrimination

Discrimination can happen when someone is treated differently or unfairly because of a protected status, including their race, ethnicity, color, national origin, immigration or

citizenship status, sex, gender identity, gender expression, sexual orientation, homelessness, religion, creed, disability, neurodivergence, 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 behavior that is threatening, harmful, or humiliating. It happens when the behavior is based on a student's protected status and is serious enough to create a hostile environment. A hostile environment is created when behavior 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 the [District's HIB and Civil Rights webpage](#).

WHAT IS SEXUAL HARASSMENT?

Sexual harassment is unwelcome behavior or communication that is sexual in nature and seriously 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 accept unwelcome sexual behavior or communication to receive something in return, such as a better grade or a place on a sports team.

Examples of sexual harassment include:

- Pressuring a person for sexual actions or favors.
- Unwelcome sexual touching.
- Written, graphic, or electronic messages that are sexual in nature.
- Sharing sexually explicit texts, emails, or pictures.
- Making sexual jokes, spreading sexual rumors, or making suggestive comments.
- Physical violence, including rape and sexual assault.

Our school does not discriminate based on sex. We prohibit sex discrimination in all education programs, activities, and employment, as required by Title IX and state law.

To review the District's [Sexual Harassment Policy 3205](#) and [Procedure 3205P](#), visit the [District's HIB and Civil Rights webpage](#).

WHAT SHOULD MY SCHOOL DO ABOUT DISCRIMINATORY AND SEXUAL HARASSMENT?

When a school learns about possible discriminatory harassment or sexual harassment, it must investigate and take steps to stop the unwanted behavior. The school must address any effects of the harassment on the student at school, including eliminating the hostile environment, and prevent the harassment from happening 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 to report your concerns, ask questions, or learn more about how to resolve

your concerns. If English isn't your first language, you can request an interpreter or prepare the complaint in your language. If you have a disability and need accommodations to make a complaint, let the school know your disability needs. All coordinators may be reached by mail at 4160 86th Ave SE, Mercer Island, WA 98040.

Concerns about discrimination, sex discrimination (including sexual harassment), or discrimination based on gender identity:

- Civil Rights, Title IX, and Gender-Inclusive Schools Coordinator:
 - Erin Battersby, Assistant Superintendent, Compliance, Legal Affairs, and Human Resources | 206-230-6227 | erin.battersby@mercerislandschools.org
- Concerns about disability discrimination:
 - Erin Battersby, Assistant Superintendent, Compliance, Legal Affairs, and Human Resources | 206-230-6227 | erin.battersby@mercerislandschools.org
- Section 504 Coordinator:
 - Randi Fielding, Director | 206-236-3326 | randi.fielding@mercerislandschools.org

To submit a written complaint, describe the behavior or incident that you believe may be discriminatory. 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 so the school district can investigate it promptly. You must submit your complaint within one year of the behavior 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 will make sure your complaint is investigated promptly and thoroughly. The investigation will be completed within 30 calendar days unless you agree to a different timeline. If exceptional circumstances require more time, the Civil Rights Coordinator will notify you in writing and tell you the expected date for the response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. The response will include:

- A summary of the investigation results.
- A determination of whether the school district failed to comply with civil rights laws.
- Any corrective actions or remedies that are needed.
- Information about how to appeal the decision.

WHAT ARE THE NEXT STEPS IF I DISAGREE WITH THE OUTCOME?

If you disagree with the decision about your complaint, you may appeal the decision to the School Board. You may then file a complaint with the Office of Superintendent of Public Instruction (OSPI). For more information about this process, including important deadlines, see 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 be discrimination if it is based on a protected status. 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 address your concerns.

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, whether or not they have legally changed their name.
- Update students' gender designation so they are accurately reflected in school records.
- Provide students with access to restrooms and locker rooms that align with their gender identity.
- Ensure students can participate in sports, physical education classes, field trips, and overnight trips consistent with their gender identity.
- Keep students' health and education information private and confidential.
- Allow students to wear clothing that reflects their gender identity and enforce dress codes without regard to a student's gender or perceived gender.
- Create an inclusive, respectful environment and 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 the [District's HIB and Civil Rights webpage](#). If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:

- Erin Battersby, Assistant Superintendent, Compliance, Legal Affairs, and Human Resources | 206-230-6227 | erin.battersby@mercerislandschools.org

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above under "What can I do if I'm concerned about discrimination or harassment?"

Our School is Committed to Students and State Law

Students have the right to learn in schools that follow state law and protect their rights. Willful noncompliance happens when a school district leader or school board member does something – or fails to do something – that they knew, or reasonably should have known, would violate state law. Under [ESHB 1296](#), OSPI is responsible for investigating complaints about willful noncompliance and working to find fair solutions.

These laws include requirements related to:

- Civil rights and nondiscrimination (RCWs 28A.640 and 28A.642)

- Harassment, intimidation, or bullying (RCW 28A.600.477)
- Curriculum requirements and instructional materials policies (RCWs 28A.150.230, 28A.300.475, 28A.320.170, 28A.320.230, and 28A.320.235)
- Use of restraint or isolation (RCW 28A.600.485)
- Student discipline (chapter 28A.600 RCW)

How do I make a complaint about willful noncompliance with state law?

You must first use available complaint processes to try to resolve your concern. This means the available complaint processes start with your school district, even if the school district superintendent or a school board member is the subject of your complaints. School personnel are not allowed to retaliate for making a formal complaint.

If no available complaint processes are available, you must check OSPI's website for other OSPI complaint procedures at [How to File a Complaint](#), and follow any applicable processes. If none exist, or you have completed all other processes, you must send written notice to the district superintendent at least 30 calendar days before filing a complaint with OSPI.

Complaints to OSPI must be submitted within 30 calendar days after a final decision in the local complaint process, when one applies. The complaint must be in writing and include enough information to describe the concern and the actions or failures to act that may be willful noncompliance. You may send the complaint by mail, email, or hand delivery to OSPI.

When OSPI receives a complaint that meets the requirements for investigation, it will open an investigation. OSPI will send you a written notice of the allegations under investigation. After the investigation is complete, OSPI will issue written findings to you and your school. These findings will state whether noncompliance occurred and may require the school to take actions to fix the issue.

Who else can help with HIB, Discrimination, or Willful Noncompliance concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level, even if the complaint involves the school or school district. School personnel should not retaliate against students or families for making a formal complaint.

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, as well as complaints alleging willful noncompliance with state law under [ESHB 1296](#).

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

OSPI Office of Legal Affairs (For more details on the willful noncompliance complaint process)

- Website: ospi.k12.wa.us/educator-support/educator-conduct/state-law-noncompliance-complaints
- Email: OLA@k12.wa.us

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

The Washington State Office of the Education Ombuds works with families, communities, and schools to help solve problems so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution, coaching, facilitation, and training on family and 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: www.ed.gov/
- Email: ocr@ed.gov
- Phone: 800-421-3481

Our School is Committed to Safety at School Activities and Events

Washington State wants school activities and events, like athletic competitions, performances, and other extracurricular activities, to be safe for everyone who takes part in them or watches them.

WHAT DOES STATE LAW SAY?

Washington State law has long banned intimidation, force, and threats of violence at school events. [ESB 5272](#) (which takes effect in 2026) made those protections stronger. It now also covers officials and volunteers at extracurricular athletic activities, and it has created new

consequences for breaking the law. For non-students, if they are convicted of a crime, they may be banned from school activities for up to 18 months, receive a fine, or go to jail for no more than 6 months. For students, other school consequences, including removal from school, may also apply under [RCW 28A.600.015](#).

HOW IS THIS DIFFERENT FROM HIB?

This is different from our school's HIB policy, which deals with conduct between students through a school process. [ESB 5272](#) covers more people and more situations and is enforced through criminal law and school discipline procedures instead of the school's HIB process.

The expectations in this section are broader. They apply to everyone at school activities — students, parents, and community members alike — and they cover behavior toward everyone involved, not just students. This section and the HIB section work together but cover different situations.

WHAT SHOULD I DO IF I EXPERIENCE OR WITNESS THIS CONDUCT?

- Call 911 if there is an immediate safety concern
- Report to a coach, event supervisor, school administrator, or other trusted adult as soon as possible. They can connect you with the right support and make sure the right steps are taken
- If a student was the target of the conduct, you may also be able to file a report under our school's HIB policy — see the HIB section of this handbook for more information

WHO CAN I CONTACT WITH QUESTIONS?

For questions about safety at school events, contact your school principal or the HIB Compliance Officer listed above.

For questions about whether student-to-student conduct may also be HIB, contact the HIB Compliance Officer listed in the HIB section above.

PLEASE REFER TO THE [MISD BOARD POLICIES](#) OR THE BELOW MISD POLICIES & PROCEDURES SECTION TO VIEW THE COMPLETE LIST OF POLICIES AND PROCEDURES

DISTRICT POLICIES AND PROCEDURES

This handbook summarizes many of the expectations, practices, and procedures that apply at Islander Middle School. It is intended to provide students and families with clear, accessible guidance but does not replace official Mercer Island School District policies and procedures.

When language in this handbook differs from an applicable district policy, procedure, collective bargaining agreement, state law, or federal law, the controlling policy or law will

apply.

ACCESSING DISTRICT POLICIES

The complete and current collection of Mercer Island School District Board policies and procedures is available through the **Mercer Island School District Policies and Procedures** webpage.

Because policies and procedures may be revised during the school year, students and families should consult the district website for the most current version.

POLICIES FREQUENTLY REFERENCED IN THIS HANDBOOK

The following district policies and procedures are particularly relevant to students and families:

Student Conduct, Rights, and Discipline

- Student Rights and Responsibilities;
- Student Conduct;
- Student Discipline and Corrective Action;
- Emergency Removal and Exclusion from Instruction;
- Educational services during suspension or expulsion;
- Reengagement and reentry procedures; and
- Student and family appeal rights.

Attendance

- Compulsory school attendance;
- Excused and unexcused absences;
- Tardiness;
- Attendance interventions;
- Family notification; and
- Procedures for addressing repeated or prolonged absences.

Technology and Electronic Resources

- Electronic Resources and Internet Safety;
- Acceptable use of district technology;
- School-issued devices;
- Student data and privacy;
- Digital citizenship;
- Personal electronic devices; and
- Consequences for misuse of technology.

Harassment, Discrimination, and Student Safety

- Policy 3207 and Procedure 3207P: Harassment, Intimidation, and Bullying;
- Nondiscrimination and discriminatory harassment;
- Sexual Harassment of Students Prohibited;
- Gender-Inclusive Schools;
- Threat assessment and school safety procedures; and
- Prohibition of retaliation.

Complete reporting resources and procedures are also available on the district's **Harassment, Intimidation, and Bullying Resources and Reporting** webpage.

Alcohol, Drugs, Tobacco, and Nicotine

District policy prohibits student possession, use, sale, distribution, or being under the influence of prohibited substances at school, on school transportation, on school property, or during school-sponsored activities.

Applicable policies include:

- Student Use, Possession, or Sale of Alcohol and Drugs; and
- Use or Possession of Tobacco, Nicotine Products, and Delivery Devices within the Mercer Island School District.

Athletics and Activities

Students participating in athletics, clubs, performances, and other co-curricular activities are subject to:

- The district Athletic and Activity Code;
- Academic eligibility requirements;
- Attendance and participation expectations;
- Sportsmanship and conduct standards;
- WIAA and league requirements when applicable; and
- Program-specific rules communicated by coaches and advisors.

Health and Medical Services

Relevant policies and procedures address:

- Medication at school;
- Life-threatening health conditions;
- Immunization requirements;
- Infectious disease;
- Individual Health Plans;
- Emergency medical response; and

- Disability-related health accommodations.

Student Records and Privacy

Students and families have rights related to:

- Access to education records;
- Correction of inaccurate records;
- Confidentiality;
- Release of student information;
- Directory information;
- Photographs and media;
- Student surveys; and
- Records maintained through special education and Section 504 services.

Families may contact the school registrar or district office with questions about student records.

Searches and School Property

District policy governs searches of students, student belongings, lockers, school-issued technology, and other areas or property under school control.

School officials may conduct a search when permitted by district policy and applicable law. The scope of a search will be related to the circumstances and nature of the concern.

Transportation

Students using district transportation are subject to district transportation procedures, bus safety expectations, driver directions, and disciplinary provisions related to transportation privileges.

SCHOOL-BASED PROCEDURES

IMS may establish building-level procedures to implement district policy and support the safe and effective operation of the school.

School-based procedures may address matters such as:

- Arrival and dismissal;
- Hall passes;
- Personal devices;
- Technology readiness;
- Lunch and shared spaces;
- After-school supervision;
- Activities and athletics;

- OIF documentation;
- Emergency drills; and
- Responses to student behavior.

Building procedures must remain consistent with district policy and applicable law. IMS may revise procedures during the year in response to safety needs, district direction, operational needs, or changes in law or policy.

When a significant procedure changes, the school will communicate the update to students, families, or staff as appropriate.

QUESTIONS OR REQUESTS FOR SUPPORT

Students and families who have questions about a school expectation, district policy, investigation, accommodation, or disciplinary response should begin by contacting the staff member closest to the concern.

Depending on the issue, this may include:

- A classroom teacher;
- School counselor;
- Case manager;
- School nurse;
- Coach or activity advisor;
- Associate principal;
- Principal; or
- Appropriate district coordinator.

School staff will help families identify the applicable policy, procedure, reporting process, or district contact.

HANDBOOK ACKNOWLEDGMENT

Students and families are responsible for reviewing the expectations contained in this handbook and for following applicable school and district requirements.

Receipt of the handbook does not require a family to agree with every provision, and a failure to sign or return an acknowledgment does not exempt a student from applicable policies, procedures, or school expectations.

This handbook summarizes several District policies and procedures but does not reproduce them in full. For complete and current policy language, please review the District Policy and Procedure Index at the end of this handbook and use the links provided to access the applicable policies and procedures.

STUDENT AND FAMILY HANDBOOK

ACKNOWLEDGMENT

The Islander Middle School Student and Family Handbook helps students and families understand school expectations, procedures, available supports, and relevant Mercer Island School District policies. Students and families are encouraged to review the handbook together and direct questions to a teacher, counselor, administrator, or the IMS Main Office.

As part of the annual RSVP registration process, families must acknowledge that they have received access to and reviewed the handbook. This acknowledgment is required to complete student registration and confirms that the student and family:

- Have received or been provided access to the IMS Student and Family Handbook;
- Understand that students are expected to follow schoolwide expectations and applicable district policies;
- Know how to seek help or clarification when questions arise;
- Understand how to report safety, harassment, bullying, discrimination, or wellness concerns; and
- Understand that school procedures and district policies may be updated during the school year.

MISD Policies and Procedures Index

Policy Number Series	Title	Accessed
0001 BP	Mission, Vision & Values	Board Policies
2022 F4 and 2022 P	Electronic Resources/Electronic Information Systems (Networks)	Board Policy Vector
2145/2145 P	Suicide Prevention	Board Policies
2161/2161 P	Special Education and Related Services for Eligible Students	Board Policies
2162 BP/2162 P	Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973	Board Policies
2320/2320P	Field Trips and Outdoor Educational Experiences – During the School Day	Board Policies
2321/2321P	Extended and International Field Trips – Overnight	Board Policies
2420 A	Student Evaluation	Board Policies
3121	Compulsory Attendance	Board Policies
3122 A/3122 P	Student Attendance	Board Policies
3200 A/3200 P	Student Rights, Responsibilities and Limitations	Board Policies
3207 A/3207 P/3207 F	Prohibition of Harassment, Intimidation and Bullying	Board Policies

3210 BP/3210 P	Nondiscrimination	Board Policies
3211 A/3211 P	Gender-Inclusive Schools	Board Policies
3225 A/3225 P	School-Based Threat Assessment	Board Policies
3231A/3230P	Searches of Students and Student Privacy	Board Policies
3231 BP/3231 P	Student Records	Board Policies
3241 BP/3241 P	Student Discipline	Board Policies
3246 A/3246 P/3246 F	Restraint, Isolation and Other Uses of Reasonable Force	Board Policies
3247 A	Student Use, Possession or Sale of Alcohol and Drugs	Board Policies
3414 A/3414 P	Infectious Diseases	Board Policies
3418 A/3418 P/3418 F	Response to Student Injury or Illness	Board Policies
3420 A/3420 P	Anaphylaxis Prevention and Response	Board Policies
3421 A /3421 P/3421F	Child Abuse, Neglect and Exploitation Prevention	Board Policies
3432 A/3432 P	Emergencies Procedures	Board Policies
4010 A	Staff Communications Responsibilities	Board Policies
4040 BP/4040 P	Public Access to School District Records	Board Policies
4200 A/4200 P	Safe & Orderly Learning Environment (Visitors)	Board Policies
4210	Regulation of Dangerous Weapons on School Campus	Board Policies
4215	Use and Possession of Tobacco, Nicotine Products and Delivery Devices within the Mercer Island School District	Board Policies
4217 P/4217 F	Effective Communication	Board Policies
4220	General Complaints	Board Policies
5004	Nondiscrimination on the Basis of Disability Reasonable Accommodations Under the Americans with Disabilities Act (ADA)	Board Policies
5006	Harassment-Free Environment and Prohibition of Discrimination of or by Employees	Board Policies
5205 BP/3205 P	Sexual Harassment of Student Prohibited	Board Policies
5201	Drug-Free Schools, Community and Workplace	Board Policies
5253 A /5253 P	Staff/Student Boundaries	Board Policies
6511	Hazard Communication	Board Policies