



West Mercer Handbook

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Our School Vision

2020 Vision @ West Mercer Elementary Mercer Island School District

Our students will thrive in the cognitive, global and digital world while sustaining their passion and inspiration for learning

- 1. Students will develop positive habits & attitudes toward learning**
- 2. Students will pursue their personal best academic achievement**
- 3. Students will prepare for their future learning and work in the modern world.**



PAWS for the West Mercer Community

PAWS is the description of the basic expectations our community holds for the behavior of every member of our community from students to staff to parents to volunteers. PAWS describes how we work together as a school community to make West Mercer a great place to learn and grow. We have specific PAWS descriptions for the classroom, common areas, and the staff. Below is the general PAWS description for the whole school community including parents and volunteers. Please consider these values as you participate as part of the West Mercer school community.

<p>Practice Kindness</p>	<ul style="list-style-type: none"> • Assume Best Intentions: remember we all want the best for our children • Encourage Each Other: notice, praise & celebrate accomplishments, acknowledge the whole person • Use Appropriate & Respectful Communication: courtesy, manners and respect go a long way to making a positive school climate
<p>Act Responsibly</p>	<ul style="list-style-type: none"> • Read School Communications Completely: then mark your calendars • Take Ownership: follow and take ownership of school decisions, procedures and rules • Seek Balance: seek to keep healthy balance in life and learn other points of view
<p>Welcome Challenges</p>	<ul style="list-style-type: none"> • Keep an Open Mind & Positive Attitude: especially when we have a disagreement • Take Risks: whether offering ideas or going along with the ideas of others • Get to Know and Understand Each Other: then we can learn from each other
<p>Show Respect</p>	<ul style="list-style-type: none"> • Appreciate Other's Work, Questions & Needs: we are all part of this community together and so we need to meet diverse needs and appreciate everyone's role in our community • Resolve Conflict Directly: try to work out disagreements or issues directly at the source, avoid gossip or spreading issues • Avoid Personal Attacks: focus on observations and facts rather than assign blame when encountering problems

Policies & Procedures

General Contact Information

West Mercer Elementary
 4141 81st Avenue S.E
 Mercer Island, WA 98040-4699
 Office Phone: 206.236.3430
 Office Fax: 206.230.6043
 Absentee Alert Line: 236.3433
 Transportation Office (Bus): 236-3338
 District Emergency Number: 236.3366
www.misd.k12.wa.us/schools/wm/

Current contact information for staff, PTA & administrators can be found in West Mercer Directory and the west mercer web site.

School Hours & Daily Schedule

Normal school hours are 9:00 am to 3:30pm, Tuesday through Friday and 9:00 am to 2:00 pm on Mondays. The school office is open from 8am to 4pm. The playground and school grounds are unsupervised before and after normal school hours. ***In the morning students are to line up outside their classroom prior to 9:00 am – not play on the playground.*** Children playing on school grounds outside school hours must be under the supervision of an adult.

Teachers often are in their classrooms before and after school preparing for the school day, grading papers, collaborating with their peers, attending meetings and working through curriculum. In consideration of their busy schedules, please schedule an appointment you would like to meet with them during these times.

School Begins (Classrooms open at 9:00 am)				
Warning Bell				9:10
Tardy Bell				9:15
Recesses & Lunch				
Recess—AM	Grades K-2	10:35-10:50	Grades 3-5	10:50-11:05
Lunch/Recess	Grades K-2	12:10-12:50	Grades 3-5	12:40-1:20
Recess—PM	Grades K-2	2:15-2:30	Grades 3-5	2:30-2:45
School Dismissal				
AM Kindergarten				12:00
Kindergarten KAP & Grades 1-5				3:30
Monday Early Dismissal				2:00

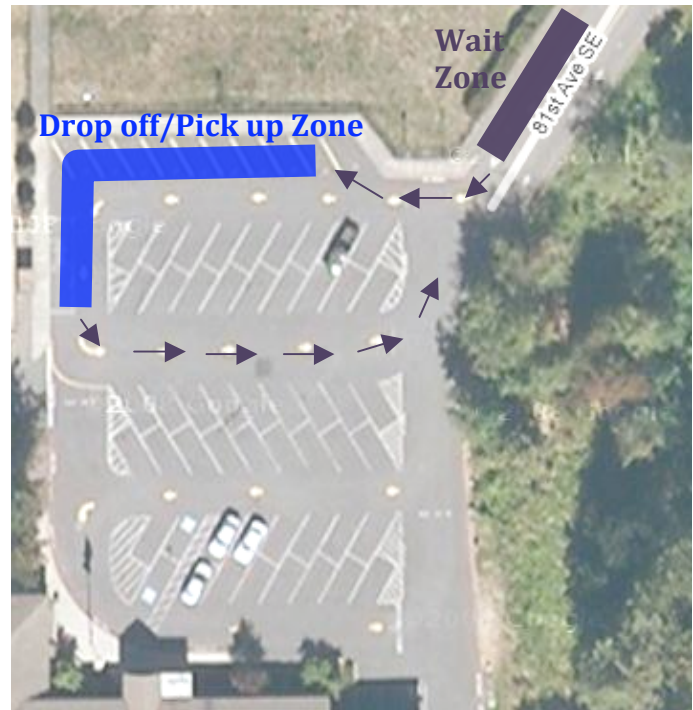
District Calendar: The district calendar may be found on the district website at www.misd.k12.wa.us/news/calendar.

Pick-up & Drop Off

Morning drop off begins at 9:00 am. **Do not drop your child off before 9:00 am.**

In an effort to provide the safest and most efficient means of organizing students for after school car pick up, we ask that you observe the following safety guidelines. We drop off and pick up in batches to make the process as quick and efficient as safely possible. Everyone's cooperation is needed to assure safety of all students.

1. Wait in line on 81st until ...
 - a. In the morning the drop off zone is clear
 - b. In the afternoon until dismissal and the pick up zone is clear.
2. When the drop off / pick up zone is clear the front group of cars (approx. 7) will fill the drop zone. Pull as far into the drop off/pick up zone as possible.
3. Students exit/approach the car.
4. Once drop-off / loading is complete, then all seven cars exit in line. Then the next seven cars enter the load zone.



If you are parked in the lot, please do not call your children to your car if it is parked in the parking lot. Come to the car pick up waiting area and walk them to the car.

If possible, please have your students enter your car on the curbside. Vehicles sometimes pull around parked cars, and loading on the street side puts children in harms way unnecessarily.

Remind your students to look for your car when they are waiting in the car pick up area. If they are ready to get in when you arrive, the line will move much more quickly.

Also remind your students to wait until the car comes to a complete stop before they step off of the curb to enter the car.

For the safety of all **please refrain from using your cell phone when driving in the lot.**

Other Transportation Information

- Busses: *For questions about bus transportation please call 236-3338.*
- Going home with a friend: *We need a note to send a student on a bus with a friend.*
- Parking: *Parking is limited, please observe the signs. Overflow parking available at Homestead Field.*

Visitors & Volunteers

West Mercer truly values our volunteers and parent involvement. It makes a difference. To promote a safe and respectful school environment please observe a few common courtesies when volunteering or visiting:

- **Sign-in** at the office (I know we said this already, but it is important)
- **Wear a visitors badge** while at school
- **Refrain from using cell phones** in the building (please step outside)
- **Take the volunteer training** (required, offered each fall)
- **No Pets** should be brought on school grounds
- **No Siblings in the Classroom.** As a general rule please do not bring younger siblings into classrooms when volunteering at school. Teachers may make exceptions but it is strongly recommended that this policy be followed during instructional activities.

Communications

There are several ways the school & PTA communicates with families so all know what is happening at school, a few key ways we communicate are listed below. Please look for and read school communications.

- **List Serve.** **CRITICAL:** *To receive school communications send a totally blank email to: join-misdwm_list@lists.psesd.org*
- **School Website:** www.misd.k12.wa.us/schools/wm/
- **Wolf Watch.** *A quick weekly bulletin sent electronically via the list serve, current and past bulletins are available on the school website*
- **Good Times.** *An in-depth monthly newsletter sent electronically via the list serve, current and past newsletters are available on the school website*
- **Friday Folders.** *Information sent home with children on Fridays.*
- **Parent/Teacher Conferences.** *Formally in November, informally by appointment*
- **Special Concerns & Needs.** *Email or call your child's teacher or the office.*

If you have a question or concern about your child's class, please contact your child's teacher directly. All teachers and staff are committed to working in partnership with you.

Other Important Information

- **School Supplies.** A school supply list is distributed before the start of school, by the front office to new families, or at local drugstores. As a convenience, school supplies may be ordered through the PTA at the end of the school year for the following year. Note that many items on the school supply list are shared.
- **Lost & Found.** Please check the lost & found regularly. Unclaimed goods are donated to charity periodically. ***Please put your child's name in all coats, hats, backpacks and lunchboxes.***
- **Lunch.** The school operates a hot lunch program. Lunch tickets may be purchased through the school office. Information on menus may be found at www.misd.k12.wa.us/departments/food. For information on the Free & Reduced Lunch program contact the school office.
- **Health & Immunization.** Current immunization is required for school attendance. To assure all students are safe at school it is equally critical that all allergies and other medical

conditions of students be reported to the school health office through our health report form or by contacting the school nurse.

Attendance Policy

Students develop attendance patterns early in their school careers. By having students stay home only when absolutely necessary, parents can help their youngsters develop good attendance patterns.

- **Notification.** *As soon as you know your student will be absent, please call the school Absentee Alert number at 236-3433.* Leave the name of your child and the dates and reason for their absence on the recording. Each day as a safety check, we call the home of students who have not been reported absent by a parent or guardian.
- **Student Sign-In:** Students must be signed in and out from the front window whenever their arrival or departure is not at the normal time, regardless of reason.
- **Absences:** If your child is ill, it is best to keep him or her home. A child with a fever should be kept home for 24 hours after a normal temperature has been reached. When children become ill at school, the parent or designated person is called to pick them up. It is extremely important to keep the office up to date with any telephone, address or work changes in case of your child's illness or emergency.
- **Vacations:** We encourage families to follow the school vacation schedule when scheduling a family vacation. When children are missing from the classroom, the dynamics and classroom work are impacted. *Please understand that students miss irreplaceable instruction when on vacation. Though teachers may be able to provide some resources or information to help, lesson packets are not generally provided for students on vacation. See appendix for entire Pre-Arranged Absence Policy.*
- **Tardies:** Classroom doors are opened and the school day begins at 9:00am. Students are expected to be at school by 9:10am and seated in the classroom by 9:15am or they will be considered tardy. Please help your child be responsible by getting him or her to school on time. Tardy students must check in at the front office. Frequent tardiness will result in disciplinary action.
- **Early Dismissal.** If your child needs to leave early from the classroom for any reason, please report to the Main Office for your child to be called out of the classroom. Allow 10 minutes for your child to gather belongings and walk to the front office. You need to sign the student out on the clipboard at the Main Office window. For security reasons, follow proper school check-out procedures.

Code of Conduct

The West Mercer *Code of Conduct* is designed to support our school vision and goals by helping students develop attitudes, habits and skills that encourage their success and learning. As part of the BEACONS Project, West Mercer has developed a school wide positive behavioral support system to support a positive learning environment and to teach students the positive social skills. When conduct issues are addressed, students will be presented with the problem situation, encouraged and guided to examine their behavior and guided through the problem solving process. Through this process, we aim to develop independent problem solvers and compassionate, cooperative citizens.

PAWS

At the center of our Code of Conduct are the basic expectations our community holds for the behavior of every member of our community from students to staff to parents to volunteers. Our expectations are formed around the acronym PAWS, which stands for...

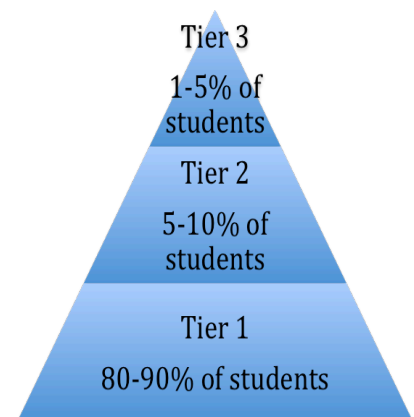
Practice Kindness
Act Responsibly
Welcome Challenges
Show Respect

The *Behavior Guidelines & Rules* section of the WM Handbook elaborates on these expectations, which guide our rules and policies. We aim to support all members of our community, especially our students, to live up to these expectations and learn how these expectations will help them learn, navigate complex relationships and become collaborative citizens and problem solvers.

Education & Intervention

A positive behavior support system requires teaching and intervention to guide students through the reflection and problem solving process. To accomplish this we implement a three-tiered structure to meet the diverse needs of all students. The three tiers are:

Tier 1: Universal Education & Intervention
Tier 2: Targeted Education & Intervention
Tier 3: Intensive Education & Intervention

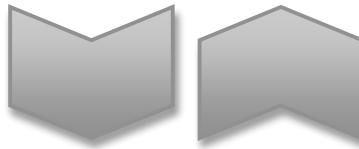


The purpose of tiered positive behavior supports is to...

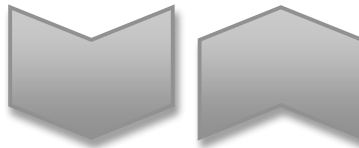
1. Promote a consistent positive school climate for all students. Please don't interpret *education & intervention* as synonymous with *discipline*. Discipline is only a part of intervention.
2. Apply progressively intensive guidance and interventions based on the student's response to interventions and teach positive replacement behaviors and problem solving skills.
3. Release students to less intensive interventions based on the student's positive response to intervention as demonstrated by an increase in positive behaviors or problem solving skills and a decrease in adverse behaviors.

3 Tiered Behavior Support System

Tier 1: Universal Education & Intervention	
Who	Education & Interventions
All students and students with minor irregular behavior infractions including... <ul style="list-style-type: none"> ▪ Minor Violation of PAWS <ul style="list-style-type: none"> ○ Low-Level Teasing ○ Inappropriate Language ○ Cheating ○ Rough Play ○ Non-compliance with Procedures ▪ Peer Conflict not Involving Violence 	School actions will include... <ul style="list-style-type: none"> ▪ Paws Drawing (recognition of positive behaviors) <i>*for all students</i> ▪ Kelso's Choice ▪ Oops Form ▪ Reteaching ▪ Verbal Correction / Reminders ▪ Peer Mediation ▪ Apology / Amends ▪ Loss of Recess Time
Administered by: Immediate supervisor (i.e. teacher, playground supervisor, office staff...)	



Tier 2: Targeted Education & Intervention	
Who	Education & Interventions
Students needing additional support to address adverse behaviors including... <ul style="list-style-type: none"> ▪ Persistent Minor Violation of PAWS ▪ Aggressive Behaviors & Violation of PAWS <ul style="list-style-type: none"> ○ Persistent Teasing ○ Refusing to Comply with Staff ▪ Violence/Threats (minor 1st time) 	School actions will include... <ul style="list-style-type: none"> ▪ Office Referral / Conference ▪ Problem Solving Plan ▪ Counseling Support ▪ Friendship Groups ▪ Parent Conferences ▪ Recess Detention ▪ PALS Program
Administered by: Admin Staff (i.e. counselor, principal /designee, BEACONS Coach, office staff...)	



Tier 3: Intensive Education & Intervention	
Who	Education & Interventions
Students with serious or persistent behavior infractions including... <ul style="list-style-type: none"> ▪ Persistent Violation of PAWS ▪ Harassment, Intimidation, Bullying ▪ Violence/Threats (major or persistent) ▪ Illegal Behaviors 	School actions will include... <ul style="list-style-type: none"> ▪ Office Referrals ▪ Bullying & Harassment Investigation ▪ Behavior Plans ▪ In-House Suspension ▪ Out-of-School Suspension
Administered by: Principal or Designee	

Tier 1: Universal Education & Intervention

Universal Education & Intervention encompasses all the systems used for the entire “universe” of students to help them develop healthy behaviors and address Tier 1 behavioral infractions.

Tier 1 behavioral infractions include...

- **Minor violations of the PAWS.** These are the occasional lapses of impulse control or judgment that are not intended to harm others or cause significant disruption to the learning environment. Examples include inappropriate language, teasing, disrespect, low-level aggressive behavior, cheating, rough play and non-compliance with procedures or directions.
- **Peer conflict.** Students occasionally need support from adults to resolve conflict (disagreements, arguments...). Tier 1 conflict will not have involved physical fighting, harassment or intimidation.

Tier 1 education & intervention includes...

- **Paws.** When students are caught exemplifying our PAWS behavioral expectations a staff person might write them a Paw, a simple form with the students name, room and a phrase describing the good behavior. Students turn these in to the office to be placed in a weekly drawing for a key chain and be announced on KFN.
- **Kelso's Choice.** Students are taught to consider a selection of constructive choices, called Kelso's Choices, when they have a conflict with a peer. For more information see www.kelsoschoice.net.
- **Oops Form.** The *Oops* form is primarily a way to include parents in helping students resolve problems at school. When a student has difficulty following a school rule he/she may be sent home with an *Oops* form. The parent then discusses the issue with the child and signs/returns the form the next day.

Other tier 1 education & intervention includes **instruction / verbal correction, peer mediation** and **low-level consequences** such as writing letters of apology and loss of recess or choice time. Tier 1 interventions are generally delivered by the student's immediate teacher or supervisor.

Tier 2: Targeted Education & Intervention

Targeted Education & Intervention is directed to students who need additional support or to develop healthy behaviors or interventions to address adverse behaviors.

Tier 2 behavioral infractions include...

- **Persistent minor violations of the PAWS.** Tier 1 behavior that persists despite repeated interventions or instructions may result in tier 2 interventions.
- **Aggressive violations of the PAWS.** Tier 2 adverse behaviors include behaviors that are intended to cause disruption to the learning environment or to cause intentional harm to others. This includes blatant disrespectful behaviors, intentionally unsafe behaviors, persistent teasing, purposefully rough play and blatant non-compliance.
- **Violence.** Fighting, assault or other violence or threats of violence either physical or psychological will result in immediate tier 2 or tier 3 interventions.

Tier 2 education & intervention includes...

- **Problem Solving Plans.** When problems persist an adult and student may work together to develop a written plan for solving the problem.
- **Tier 2 Office Referrals.** A student may be officially referred to the office. The principal or designee will discuss the issue with the student and may do additional investigation. If a tier 2 intervention is required an *Office Referral Form* will be completed and sent home for signature.

- **Counseling Support & Friendship Groups.** Our school counselor works with students to provide direct support when needed to help promote positive behaviors and social skills. Often *Friendship Groups* include students needing additional support as well as students who are developing social skills without additional support.

Other tier 2 education & intervention includes **parent conferences** and **mid-level consequences such as recess detention** (involving processing issues in writing).

Tier 3: Intensive Education & Intervention

Intensive Education & Intervention will be conducted or directed by the principal and is provided to students with serious or persistent behavior infractions.

Tier 1 behavioral infractions include...

- **Persistent violations of PAWS.** Persistent violation of PAWS that do not respond to tier 2 interventions will be subject to tier 3 interventions.
- **Bullying, Harassment or Intimidation.** Intimidation includes behavior that targets a student or students, with intent to cause harm by acts of violence or threats of violence or verbal aggression. Intimidation that targets a student due to a specific attribute of the targeted student (gender, race, physical attribute...) is considered harassment. Intimidation or harassment that is persistent (occurs multiple times) is considered bullying. All reports of bullying, harassment or intimidation will be investigated by the principal or his/her designee.
- **Violence.** Fighting, assault or other violence or threats of violence either physical or psychological will result in immediate tier 2 or tier 3 interventions.
- **Illegal behaviors.** Acts that violate the law include arson, possession of drugs or weapons, etc.

Tier 3 education & interventions include...

- **Non-Violence Policy.** Students are taught that there is never an acceptable reason for violence at school – whether physical or psychological.
- **Bullying & Harassment Investigation.** All reports of bullying, intimidation or harassment are investigated by the principal or designee.
- **Behavior Plans.** Occasionally a formal behavior plan developed by the principal or designee, parent and student is implemented to address ongoing behavior concerns and assure student safety.

Other tier 3 education & intervention include **office referrals and disciplinary consequences up to and including suspension.**

School Rules & Routines

PAWS for the Common Areas

How to

*Practice Kindness
Act Responsibly
Welcome Challenges
Show Respect*



HALLWAYS	PLAYGROUND
<ul style="list-style-type: none"> ▪ Be Silent (<i>zero voice level</i>) ▪ Be Direct (<i>go straight there</i>) ▪ Walk (<i>don't run</i>) 	<ul style="list-style-type: none"> ▪ Include others (<i>invite them to play</i>) ▪ Play safe (<i>be careful of others</i>) ▪ Play fair (<i>follow rules of the games</i>)
RESTROOMS	PICK-UP / DROP-OFF (BUS & CAR)
<ul style="list-style-type: none"> ▪ Be Quiet (<i>voice level 0 or 1</i>) ▪ Be Quick (<i>do your business and go</i>) ▪ Be Clean (<i>no mess, wash hands</i>) 	<ul style="list-style-type: none"> ▪ Be Direct (<i>straight to bus/car/class</i>) ▪ Pay Attention (<i>to driver or your ride</i>) ▪ Be Careful (<i>of cars and crowds</i>)
LUNCHROOM	ALL AREAS – COMMON COURTESIES
<ul style="list-style-type: none"> ▪ Clean after self ▪ Feet under the table ▪ Indoor voice <p><i>Also follow rules & procedures:</i></p> <ul style="list-style-type: none"> ~ <i>stay in one seat</i> ~ <i>quiet when adult on mic</i> ~ <i>ask permission to leave seat</i> 	<ul style="list-style-type: none"> ▪ Say Please & Thank you ▪ Say Greetings & Excuse Me's ▪ Offer Apologies <p><i>Basically, be courteous!</i></p>

Stand-Up Campaign

To Make West Mercer a Place of Respect, Responsibility, Kindness and Challenge To Make West Mercer Free from Harassment and Bullying

At West Mercer we are committing to create a school free from harassment or bullying and to reinforce our core values of practicing kindness, acting responsibly, welcoming challenges and showing respect (PAWS). To accomplish this we base our programs and policies on 3 principles:

- 1. Learning & Ownership.** We believe we have a duty to teach students to identify harassment and understand its harmful effects on individuals and the learning environment. Students can learn how to be positive, constructive members of the community and demonstrate ownership of their behavior and its impact on others. We also believe it is important to teach children healthy conflict resolution skills first and foremost. We teach children to recognize the differences between a big problem and a small problem so as to reduce the incidents of telling just to get someone in trouble vs. telling to solve a big/harassment problem.
- 2. Active Bystanders.** Research has shown that harassment and bullying is dramatically reduced when the student bystanders are committed to standing up to harassment by naming it, clearly stating that it is unacceptable, and reporting harmful harassment.
- 3. Consistent Response.** All students need to know, by experience, that there is a consistent follow-through when harassment is reported to or witnessed by school supervisors and teachers.

It is with these three principles in mind that we formed the **Stand-Up** campaign to enhance the BEACONS program at West Mercer. The campaign consists for 3 elements.

- 1. Education.** Starting on the first day of school we will teach students, parents and staff about harassment and how to stand-up to harassment and help make our school free from harassment or bullying.
- 2. Reporting & Consequences.** We are establishing new procedures for students, parents and staff to report suspected incidents of harassment. We will then investigate each report and apply appropriate consequences. We will also be taking immediate and direct action if staff witness or find incidents of harassment. Our goal is consistency with the intent to end harassment before it escalates.
- 3. Communication & Involvement.** It may sound redundant, but the key to the **Stand-Up** campaign's success is if every child, parent and staff member communicates and trusts each other and is actively involved. We commit to not overreacting. We would love to solve problems before they turn into harassment or bullying, but to do so we need to know where those problems are at the start. So a key element of our campaign is to get a commitment from all of our community. Students will sign class posters. Parents will sign that they reviewed the Code of Conduct and our Stand-Up information and staff will work together to help this campaign work.

Stand-Up

**To Make West Mercer a Place of Respect, Responsibility, Kindness and Challenge
To Make West Mercer Free from Harassment and Bullying**

The **Stand-Up** campaign is our challenge to constantly build and reinforce our school as a place reflecting the PAWS guidelines, creating an environment free of harassment or bullying. We encourage everyone in our community to understand what harassment and bullying is, how it hurts others and how, together, we can prevent it.

PAWS or Harassment?

PAWS	Harassment
Behaviors that encourage others and demonstrate strong citizenship (Practice Kindness, Act Responsibly, Welcome Challenges, Show Respect)	Any behavior that intentionally causes harm to another. (Bullying is repeated, targeted harassment.)
<p>How do the PAWS help stop harassment?</p> <p>Avoid Harassment / Choose PAWS – play safe, look out for others, show good sportsmanship, use Kelso’s choice, ask for help, solve problems, use respectful language, be empathetic...</p> <p>Stand Up to Harassment – say, “that is harassment and is not okay!”, stop & drop rumors, include others...</p> <p>Report Harassment – when you see that another student is being hurt by others, tell a teacher, “I think ___ needs help” or fill out a Stand-Up Form.</p>	<p>How does one commit harassment?</p> <p>Physical Harassment – hitting, kicking, pushing physically intimidating, grabbing, rough housing, overly physical play...</p> <p>Verbal Harassment – name calling, swearing, mocking, teasing, yelling...</p> <p>Social / Emotional Harassment – starting, spreading or sharing rumors in person or via the internet, passing hurtful notes, excluding from group activities</p>

For the Stand Up campaign to work all of our community (student, parents and staff) commit to standing up together to make West Mercer a place that reflects the PAWS and prevents harassment and bullying. Each part of our community plays a unique role as reflected in these pledges.

Staff Pledge: *It is our commitment to take harassment seriously and to help students solve problems. We will seek to consistently teach and empower students to avoid and stand up to harassment. We will investigate concerns of harassment and apply consequences as follows:*

Step 1: *Minor 1st Time Harassment – Loss of the remainder of the recess and the next recess &/or Making Amends activity & FYI Form.*

Step 2: *Persistent or Major Harassment – Office Referral & Loss of Privileges, Detention &/or Making Amends Activity, Parent Call and Office Referral Form*

Step 3: *Office Referral and Investigation, Behavior Contract, Detention or Suspension & Parent Conference*

Student Pledge:

- ~ *Because I am a member of the West Mercer Elementary community, I will stand up to harassment.*
- ~ *I understand what harassment is and the harm it can do.*
- ~ *If I see harassment, I will stand up for others and report hurtful behavior.*
- ~ *I will choose respect, responsibility and kindness and welcoming the challenge of creating a school where no one intentionally hurts another.*

Parent Pledge: *As parents we will communicate with the school when my child reports harassment. We will help our children learn empathy and compassion. We will reinforce the PAWS. We will help our children solve problems respectfully.*

Playground Rules

Playground rules are designed to promote positive, constructive play in a safe environment.

Expected Behaviors

- **Include others in group games - no lock-outs.** This is to promote an inclusive and accepting play environment.
- **Follow generally accepted rules for games and sports.** When unsure of the rules of a game consult a playground supervisor or teacher.
- **Bathroom and Nurse Passes.** Get a pass from a playground supervisor.

Playground PAWS

<u>Practice Kindness</u>	invite others, teach someone a game
<u>Act Responsibly</u>	put equipment away, use equipment safely
<u>Welcome Challenges</u>	establish rules prior to game, try new activities
<u>Show Respect</u>	respond positively to adults, honor boundaries

Prohibited Behaviors

- **No running on the play structure or surrounding barked area.** This leads to injury.
- **No personal toys.** This is to avoid exclusion or theft. Exceptions may be made for certain shared activities as sanctioned by a teacher (examples: structured recess board or role play games)
- **No rough housing, play fighting or rough sports.** Rough play causes injury, leads to physical conflict and sets an environment where others perceive violence as acceptable.
- **No playing on the portables' ramps and stairs.**
- **No "In & Outs".** Once you select to be inside (when available) or outside during recess, you must remain there for the entire recess.
- **No going back to a classroom.**
- **No going over the school fence to get lost equipment.** Get permission from a playground supervisor to go around to get lost equipment.

Other Guidelines

- **Balls & Equipment.** No hard footballs, lacrosse balls, baseballs or softballs. Students may bring acceptable balls and equipment to school to share, but may not control the use of the ball or equipment. Shared balls and equipment will be treated like school owned balls and equipment while at school.
- **Play Safe.** Students should play in a manner that keeps all students safe, including but not limited to...
 - Use equipment and climbing structures appropriately as designed. (not blocking the slide, sitting on the climbing wall...)
 - No throwing rocks or bark.
 - No throwing balls at peoples heads or feet.
- **Play Zones.** Certain parts of the playground are reserved for certain types of activities. Other areas have prohibited activities to keep students safe. These include...
 - Sports Zones: Kickball, tetherball, foursquare, basketball – follow the rules of the games
 - Big Toy – for safety: no running, playing tag or using balls or other equipment in the big toy area; no jumping off the structures or sitting or standing on the top of the high equipment; take turns on the rings and trolley
 - Field – football is allowed but cannot monopolize the field

Dress Code

The school dress code is designed to ensure students are clothed appropriately for school activities and to prevent disruption to the learning environment.

Expected Attire

- **Dress for recess and PE everyday.** This prevents injuries and promotes healthy physical activities. ***Do not wear flip-flops or dresses/skirts that restrict movement.***
- **Dress for the weather.** Be sure to have a coat for cold and rainy days. All students go outside for recess except in severe weather or when indoor rainy day activities are available.
- **Shorts & skirts should be longer than the extended arm.**
- **Shoulder straps should be two fingers in width.**
- **Hats and hoods should be worn outside only.**
- **Put names in all clothing as well as lunchboxes.**

Prohibited Attire

- **Do not wear distracting or inappropriate attire.** Clothes that distract you or others or references violence, drugs or other unhealthy habits are not appropriate for school. This includes but is not limited to...
 - Logo-wear for alcohol or tobacco.
 - Slogan-wear or clothes with pictures or innuendos that portray negative messages about others.
- **No bare midriffs**
- **No spaghetti straps.**
- **No low-riders (no pants that show underwear or buttocks)**
- **No glitter.** Wearing make-up with glitter can cause irritation to others when glitter wears off.

Other School Rules & Routines

- **All Students MUST be in Supervised Areas at All Times.** Students must not go to a classroom or other part of the school property without direct adult supervision .
- **Bathroom & Nurse Passes** are needed to go to the bathroom or nurse's office.
- **No Personal Toys.** Students are not to bring personal toys or items unless approved by their teacher.
- **No Sharing Food** at lunch or snack time.
- **Cell Phones.** Cell phones should not be visible and should be turned off during the school day.
- **Voice Level.** To help students understand expectations we use the following common voice levels:
 - 0 – No talking at all
 - 1 – A whisper or 6-inch voice
 - 2 – Normal conversation or 12-inch voice
 - 3 – Classroom voice – speaking loud enough for all in the classroom to hear
 - 4- Playground voice
- **All School Signal.** Adult raises hand (Peace Sign) and students respond by quietly raising hand (Peace Sign), looking at the leader and listening for directions.

- **Morning Line-Up.** In the morning students are to line up at their outside classroom door – not play on the playground before school.
- **Lunch.** No sharing or trading food. Get permission to get out of your seat.
- **Computers.** Read and follow the network agreement and code of conduct.

Appendices & Attachments

The following additional informational documents are available on our school website at www.misd.k12.wa.us/schools/wm/.

- **Stand-Up to Eliminate Harassment Form**
- **Pre-Arranged Absence Policy**
- **WM Network Agreement**
- **Network Code of Conduct**
- **Indoor Recess Policy & Rules**
- **Football Rules**
- **Lice: No Nit Policy**
- **Peer Mediator Program Information**