

Delta High School Student Handbook 2021-2022



**SHOW RESPECT
MAKE GOOD DECISIONS
SOLVE PROBLEMS**

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Delta High School
2021-2022 Student Handbook
Table of Contents

Overview	p. 2
Student Rights and Responsibilities	p. 2
Grades	p. 3
Final Course Grades	p. 5
Late Work	p. 6
Academic Honesty	p. 6
Academic Acceleration	p. 8
Graduation Requirements	p. 8
College Options at DHS	p. 9
Dual Enrollment Comparison Chart	p. 11
Internships	p. 11
Senior Capstone Project	p. 12
1:1 Laptops & Personal Devices and Cell Phone Policy.	p. 12
Student Conduct	p. 13
Search & Seizure.	p. 14
Disciplinary Violations	p. 14
Bullying, Harassment, and Intimidation	p. 16
Dress Code	p. 18
Identification Badges	p. 20
Media Release	p. 21
Attendance	p. 21
Student Check-In and Check-Out	p. 24
Emergencies	p. 24
Food and Beverages	p. 25
Open Campus	p. 25
Students Fines, Fees, and Charges	p. 25
Calendar & Schedules	p. 26
Associated Student Body (ASB)	p. 26
Social Events	p. 27
Deliveries to Students	p. 28
Discrimination & Sexual Harassment	p. 28
4-Year Planning Worksheet.	p. 35
Regular Bell Schedule	p. 36

Overview

Delta High School students, as citizens of the school community, are entitled to all the rights and privileges granted by our democratic society. The right to an education, however, does allow that schools may legitimately expect students to accept certain responsibilities.

When students come to school to learn, they arrive on time with their work done to the best of their ability. Students present themselves in attire that is not distracting to the learning of others. Students that want to better themselves ask their peers and teachers for help when necessary and provide help to others. Role modeling healthy behavior develops leadership skills and life-long habits that can increase the number and quality of opportunities.

All students who attend Delta High School shall comply with the written policies, rules, and regulations of the Kennewick, Pasco, and Richland School Districts, and Delta High School; shall pursue the Delta required course of study; and shall submit to the authority of school staff, subject to such corrective action(s) as the school officials shall determine. As afforded by the Revised Code of Washington and the Washington Administrative Code, all students have the right to due process.

Student Rights and Responsibilities

Each student attending Delta High School has the **right** to:

- An equal educational opportunity, free of discrimination because of a physical, mental, or learning handicap; national origin; immigration status; race; religion; sexual orientation; gender; pregnancy; marital status; previous arrest; or previous incarceration
- Be secure in his or her person, papers, and effects from unreasonable search and seizures
- Free expression and assembly subject to reasonable limitations as to time, place, and manner of exercising such rights
- Be free from unlawful interference in his or her pursuit of an education while in the custody of a school authority

Each student attending Delta High School has the **responsibility** to:

- Attend school daily and be on time to class with all necessary materials
- Know and follow the rules of the districts and the school
- Accept reasonable consequences for violating school or districts' rules
- Carry school identification badge and correctly identify themselves when asked to do so
- Respect the rights of others, as not to disrupt or deprive others of their right to an education
- Respect the property of others, the school, and the districts; and be willing to make restitution for property he or she has damaged

Grades

Delta High School uses a standards-referenced grading system. Each graded assignment is based on state standards, national standards, and/or college readiness standards. A single piece of student work can target a large number of standards, or it may take numerous pieces of work to target and meet a single standard.

Students earn grades on a 4-point scale. The following are the meanings of individual assignment grades listed in PowerSchool, our electronic grading system:

Grade	Meaning
4	Advanced Above Grade Level Standard
3	Proficient Meets Grade Level Standard
2	Emerging Approaching Grade Level Standard
0	Not Yet Approaching Proficiency

4 – Advanced

Students achieving at the advanced level demonstrate greater academic performance. Advanced work indicates an in-depth understanding or exemplary display of the skills that are included in the identified standards.

These students:

- Demonstrate broad, in-depth understanding of complex concepts and skills
- Make abstract, insightful, complex connections among ideas beyond the obvious
- Provide extensive evidence for inferences and justification of solutions
- Demonstrate the ability to apply knowledge and skills effectively and independently by applying efficient, sophisticated strategies to solve complex problems
- Communicate effectively and thoroughly, with sophistication

3 – Proficient

Students achieving at the proficient level demonstrate satisfactory academic performance. Proficient work indicates solid understanding or display of the skills included in the identified standards. This is acceptable grade-level performance.

These students:

- Can extend their understandings by making meaningful, multiple connections among important ideas or concepts and provide supporting evidence for inferences and justification of solutions
- Apply concepts and skills to solve problems using appropriate strategies
- Communicate effectively

2 – Emerging

Students achieving at the emerging level demonstrate up-and-coming academic performance. Emerging students indicate a partial understanding or display of the skills included in the identified standards. Students achieving at this level are approaching acceptable performance but need additional instructional opportunities to achieve proficiency.

These students:

- Demonstrate partial understanding of basic concepts and skills
- Make basic connections among ideas, providing limited supporting evidence for inferences and solutions
- Apply concepts and skills to routine problem-solving situations
- Communicate in a limited fashion

0 – Not Yet Approaching Proficiency

A zero is earned for assignments that do not yet approach the required proficiency level (“2”).

Students who are achieving at this beginning level demonstrate a clear need for additional instructional opportunities to show learning. Students achieving at the beginning level indicate little understanding or display of the skills included in the identified standards.

These students:

- Demonstrate little understanding of the concepts and skills associated with the Washington State standards
- Occasionally make obvious connections among ideas, providing minimal evidence or support for inferences and solutions
- Have difficulty applying basic knowledge and skills
- Communicate in an ineffective manner
- Will likely have difficulty with subsequent material or courses that build upon the current course. Remediation and intervention are necessary

0 plus “M” (Missing)

This grade is entered for assignments which are not attempted or completed. If you see a zero with a “M” in the online gradebook, it means the student did not turn in the assignment.

Final Course Grades

A student's final grade will be calculated as an average of all final standards grades. Each standard included in a final grade is assessed a minimum of three times within the trimester. A final score is calculated for each standard; please see the specific course syllabus for the method used to determine your final standards grade in that class. Not all standards are assessed all trimesters. In addition, teachers frequently weight summative assessments, such as large projects and end of unit exams, accounting for a larger percentage of the student's final grade on specific standards. All final standard scores are averaged to compute a final course grade. It is important to recognize that averaging standards' scores does not provide a detailed picture of a student's progress. For example, a student may have earned 4s on six standards, indicating advanced learning, and 2s on two standards, indicating emerging learning. This student's average would be 3.5, which would result in a final grade of "B+." However, this does not paint a clear picture that the student is excelling in some areas but struggling in others. In this case, while the final grade is excellent, additional targeted tutoring may be appropriate.

Final grades follow the 4-point GPA scale, which is the same scale used by colleges and universities to calculate Grade Point Averages. This GPA score can be converted to a Traditional Letter Grade, as shown below. Only letter grades are recorded on a students' final transcripts, in accordance with Washington State law.

Final Grade	Traditional Letter Grade	Mastery Level Achieved
4.00	A	Advanced
3.70	A-	
3.30	B+	Proficient
3.00	B	
2.70	B-	
2.30	C+	Emerging
2.00	C	
0.00	F	Beginning or No Evidence of Learning

A final course grade of 0.00 (or "F") earns no credit for the course. Lost credits may be retrieved through summer school or other available programs. Dependent on space availability, the student may reenroll in the course in a subsequent year at Delta.

Late Work

Late work at school, in college, and in the workforce, is largely unacceptable. Students need to manage their time in a way that enables them to finish their best work on time. Assignments should be turned in on time in order to receive maximum credit. Late work MAY be accepted for full or partial credit at the discretion of the individual teacher and is generally only accepted when there has been evidence of effort prior to the deadline on the part of the student.

“Effort” at Delta High School means:

- Coming to class prepared to work
- Completion of all assignments
- Quality use of class time
- Asking for help from peers
- Asking for help from the teacher during class
- Asking for help from the teacher, outside of class
- Showing evidence of attempting and/or completing homework
- Persisting through multiple attempts at a task/assessment
- Showing a positive attitude toward work completion

Late work will not be accepted after the end of the grading period except in cases of extenuating circumstances, and only when approved in advance by the principal. In these rare cases, an “Incomplete” may be given as a final course grade. Incompletes are only valid for two weeks. If course requirements are not met within the two-week period, the Incomplete will become a 0.0 and no credit will be earned for the course. In such cases, the student may need to retrieve the credit through summer school or other available programs.

Academic Honesty

Students, parents, and teachers share responsibility in promoting academic honesty. As members of the Delta High School learning community, students are not to engage in any form of academic dishonesty. This may include plagiarism, cheating, fabrication, and/or sabotage.

Plagiarism is copying or downloading from a source with the malicious intent to present the work as your own, with no attempt to give credit to the appropriate sources. It is passing someone else’s work off as your own, and is a serious offense. Plagiarism can lead to loss of credit, damage to a student’s GPA, and even expulsion from a university. As such, it is critical students learn to follow research-based writing protocols. Delta follows the American Psychological Association (APA) guidelines for citation format.

Plagiarism is often the result of one of the following:

- Students fear failure on an assignment
- Students have poor time management skills and find themselves with not enough time to complete the assignment legitimately
- Students view the course, assignment, or conventions of academic documentation as unimportant

Plagiarism is ...	Plagiarism is not ...
<ul style="list-style-type: none"> • Copying from a website or other text (i.e. newspaper, magazine, book, etc.) into your paper • Copying a piece of text and changing only a few words • Using one piece of text as the basis for an entire assignment; paraphrasing by following the content and format paragraph by paragraph • Copying a portion or entire assignment from another student or friend 	<ul style="list-style-type: none"> • Incorrectly formatting citations in a paper • Not meeting criteria for formatting citations (i.e. including a bibliography instead of footnotes)

Cheating includes looking at someone's work, copying, or allowing someone to copy your work. This includes even a few sentences and is applicable not just to tests but to homework and other daily assignments. Cheating on an assignment misrepresents what a student has actually learned and is therefore a serious offense.

Fabrication is the falsification of data, information, citations, research, or other findings. As a STEM school, Delta is held to an even higher standard to follow standard scientific procedures.

Fabrication may include:

- Fudging numbers to make an experiment "work"
- Falsifying research reports
- Excluding inconvenient data from a report/project
- Inventing data or source information
- Citing information which did not come from the credited source
- Citing sources not actually used for the paper/project

Sabotage is when a student prevents others from completing their academic work. Providing an atmosphere of learning is a requirement for not just staff, but students and guests as well.

Sabotage may include:

- Willfully disrupting the work of other students
- Willfully disrupting the use of resources
- Hiding or destroying class materials, resources, or electronic files/data that other students may need for completion of their work

Violation of the academic honesty policy will be treated as a discipline issue. Depending on the severity of the incident, violation may result in any or all of the following:

- Warning
- Receive a zero for the assignment, with opportunity to redo the assignment
- Receive a zero for the assignment, with no opportunity to redo the assignment
- Placement on a school-wide behavior contract, at the discretion of the administrator
- Multiple offenses may result in loss of credit for the course, at the discretion of the principal
- Receive other disciplinary action, at the discretion of the principal

Academic Acceleration

Students who successfully complete advanced courses will be enrolled in the next most rigorous level of advanced courses. Parent(s)/guardian(s) have the opportunity to opt their student out of participation in the academic acceleration process.

Graduation Requirements

Each student must meet the unique graduation requirements of their home district, which are described in the Delta Course Catalog. However, all students at Delta are encouraged to go beyond district requirements. Colleges look for students who take a rigorous course of study throughout their four-year high school experience. In addition, Delta students who are on track with graduation requirements have opportunities to complete one or more internships during their senior year, which provide valuable workplace experience and often help students to determine their future college and/or career path.

Please note that graduation requirements are subject to change at both the state and school district levels. All schools in Washington State must follow the adopted Core24 credit requirements.

Core24 requirements are an appropriate benchmark for college admission, and as such, all Delta students are encouraged to obtain these credits. In addition, students should be aware that some universities require three (3) credits of world language for admission.

Graduation Requirements

<i>Subject</i>	<i>Core 24 Requirements</i>
English	4
Mathematics	3
Science	3 (2 labs)
Social Studies	3
Career & Technical Ed.	1
Health & Fitness	2
Arts*	1*
Personal Pathway Requirement (elective)*	1*
General Electives	4
World Languages	2
TOTAL CREDITS	24

**Two (2) credits are recommended in the Arts; however, one of these credits can be met through a Personal Pathway Requirement (PPR) course. PPR courses are electives linked to a student's post-high school plan, such as an additional engineering course, science course, or other appropriate elective.*

College Options at Delta High School

In the interest of meeting the needs of our students and families, Delta is pursuing a variety of options which allow Delta students to earn college credits while still enrolled in high school. These courses are designated in the Course Catalog with a ^ after the course title.

Central Washington University

Delta currently partners with Central Washington University to provide college-level courses and dual credit through the College in the High School program. Current offerings include English Language Arts, Mathematics, Physics, Sociology, and IT courses. Under state law, these courses require students to have 10th grade or higher standing to enroll for college credit.

Students who enroll in College in the High School courses pay reduced tuition. While traditional Running Start models do not charge tuition, students are still responsible for university fees, course textbooks, and required supplies. Under the College in the High School model, students pay reduced tuition, but are not charged university fees and do not have to buy textbooks or other supplies for their courses. The current tuition rate is \$35.00/credit hour. CWU is on the quarter system; most courses earn 5 college credits, with a resulting fee of \$175.00 per course. Students and parents/guardians sign a registration form for each CWU College in the High School course at the beginning of the course, which outlines the fee structure for participating.

All College in the High School English and Mathematics courses require successful completion of the Accuplacer in order to enroll in CiHS courses for college credit. Delta administers the Accuplacer exam in the spring for students in Integrated Math III or higher, who have not yet met the entrance criteria, and for all 10th grade students in English. Delta covers the \$15 cost to take the exam.

Advanced Placement (AP)

Delta currently offers AP courses in English Language Arts at 11th and 12th grades. AP courses are challenging college level courses. Other than prerequisites, the only requirements for enrolling in an AP or honors course are curiosity about the subject and a willingness to work hard. Students may choose to take the AP exam in 11th or 12th grade, regardless of course enrollment. Exams are approximately \$89; students may qualify for a fee reduction or waiver. College credit is only earned with a qualifying exam score. The majority of Delta students opt to enroll in the CWU College in the High School program, rather than sit for the AP exam.

Dual Enrollment Program Comparison Chart

<i>Tech Prep</i>	<i>College in the High School</i>	<i>Advanced Placement</i>	<i>Traditional Running Start</i> (not available at Delta)
High school class content equivalent to community college class	High school class content equivalent to college level class in rigor and content	High school class with approved AP syllabus / content	Student attends college class on college campus, with college students
Taught by high school teacher	Adjunct college professor (which may be a high school teacher)	Taught by high school teacher with AP training	Taught by college professor
Class transcribed as high school course; additional college transcript generated	Class transcribed as College in the High School course; additional college transcript generated	Class transcribed as high school course	Class transcribed as college course
Student attends class at the high school campus	Student attends class at the high school campus	Student attends class at the high school campus	Student attends class at college with general public; student must provide transportation
High school materials are used	High school books and supplemental materials are used	High school materials are used	Student pays for college texts and materials
Lab or materials fees are NOT charged	Lab or materials fees are NOT charged	Lab or materials fees are NOT charged	Student pays all fees (parking, lab, online, fitness center, etc.)
No cost, but student must meet 85% assessment ratings for each term of course to earn the credit	Reduced tuition, current rate: \$35/credit	Testing cost, approximately \$89/exam	Student does not pay tuition if credits are within state legislative allotment; limits number of courses student can enroll in at high school campus
Course offerings set collaboratively by Delta and CBC	Course offerings set collaboratively by Delta and CWU	Course offerings set by high school	Course offerings set by college

Internships

Internships are a key part of the senior year experience. Qualifying Seniors at Delta High School shall participate in an internship, lasting from one to three trimesters.

Internships are:

- Short term placements directly related to a student's program of study
- Demonstrate relevance and facilitate an active role in the learning process
- Improve post-graduation options for future education, employment, and training
- Provide opportunities to investigate potential career options and gain valuable workplace experience

To receive credit, an internship must complete a minimum of 180 hours, which is equivalent to a 0.50 credit. Delta internships are designed for students to work 10-20 hours per week. For students age 17 and younger, there is a 20 hour per week maximum for work time.

Delta High Interns are expected to uphold the highest standards of integrity. This includes regular, on-time attendance, following Delta dress code expectations at school and on the job, maintaining good grades, and refraining from discipline violations. Failure to follow expectations in the Delta High Work-Based Learning Handbook may result in removal from an internship placement.

Senior Capstone Project

Senior culminating projects are no longer required by the State of Washington for graduation. Regardless of state and district graduation requirements, at Delta we believe students should have the opportunity to investigate an area of personal interest during their senior year. Seniors will select at least one capstone project course, which will embed a personalized learning experience in the course curriculum. Capstone project courses are offered in Engineering, Scientific Research, and the Humanities. Students are encouraged to select a project which integrates their learning over the course of their studies at Delta, and to pursue a project which relates to their post-high school career or college aspirations. The project should allow each student an opportunity for significant personal and academic growth. A public presentation shall be required.

1:1 Laptops and Personal Devices

Delta is now a full 1:1 computing school. Each student will be issued a school laptop to be utilized for all coursework while on campus. Students must use school-furnished technology for computer work. Please see the IT Handbook for the complete policy governing computer use at Delta.

Please note that students are welcome to bring cell phones and other electronic devices (i.e. iPad) which may aid them in completing class work. All devices not issued by the school must be used only with specific permission from the classroom teacher. See our Cell Phone Policy for more details.

Please note that bringing technology to school is at the student's own risk. Students are not required to bring such devices to school, except for the school-issued laptop. Delta High School will assume no responsibility for lost or stolen cell phones or other electronic devices. Should theft occur, students and their families may wish to contact the appropriate law enforcement agency.

Cell Phone Policy

It is our intent that students be fully engaged in the Delta program throughout the day. The goal of our cell phone policy is to increase student engagement in the classroom and to create a culture of respect for learning.

Data shows that students are more focused and have higher test scores and grades when cell phones are kept out of the classroom. (See www.awayfortheday/research)

All classrooms at Delta have a default “no cell phone” policy. Cell phones should be turned off or on silent and should not be visible at any time during class unless given explicit permission by the teacher.

Cell Phone Guidelines:

1. It is the responsibility of all students to comply with the cell phone policy. Teachers do not need to give cell phone warnings.
2. When cell phones are seen out in class—for any reason—without explicit permission, the student will be requested to report to the office to turn in the phone.
3. Failure to follow a directive to turn the phone into the office will result in parent contact and may result in further consequences.
4. Consequences:
 - 1st and 2nd Violations:* Student may pick up phone at the end of the day.
 - 3rd and 4th Violations:* Parent must pick up phone from the school. Student will be responsible for contacting parent to let them know.
 - 5th Violation:* A parent meeting will be scheduled with an administrator.

Student Conduct

Conduct and behavior are closely associated to learning. An effective instructional program requires a climate and culture of mutual respect. Each student at Delta High School is required to adhere to the rules of conduct and submit to corrective action taken as a result of conduct violations. The rules of conduct are applicable during the school day as well as during any school activity conducted on or off campus and in our electronic relationships.

Special rules are also applicable while riding on a school or charter bus for school or school-related activities.

Consequences for violations may include a temporary removal from a class, activity, school function, or learning opportunity. Parent, student, teacher, and administrator conferences may also be required.

Other forms of discipline may include the following:

- Teacher-Verbal Warning
- Teacher-Parent Contact
- Teacher-Referral to Grade-Level Team
- Teacher-Referral to Administrator, with or without disciplinary recommendation

Administrative action may include:

- Meeting with student
- Meeting with student and parent(s)/guardian(s)
- Assignment of internal consequence based on disciplinary infraction
- Behavior Contract
- Parental supervision of the school day
- In-School Suspension
- Short-term Suspension
- Long-term Suspension

- Return student to Comprehensive High School after Suspension
- Emergency Expulsion
- Expulsion from School

Disciplinary action will be taken when students choose to be irresponsible for their behavior. Students who are placed on any form of suspension or expulsion are not permitted to participate in or attend school-sponsored activities during the term of the suspension, including all academic, social, and sporting events at Delta and in their district of origin.

Search and Seizure (RCW 28A.600.230)

The Revised Code of Washington states:

- (1) A school principal, vice principal, or principal's designee may search a student, the student's possessions, and the student's locker, if the principal, vice principal, or principal's designee has reasonable grounds to suspect that the search will yield evidence of the student's violation of the law or school rules. A search is mandatory if there are reasonable grounds to suspect a student has illegally possessed a firearm in violation of RCW 9.41.280.
- (2) Except as provided in subsection (3) of this section, the scope of the search is proper if the search is conducted as follows:
 - a. The methods used are reasonably related to the objectives of the search; and
 - b. Is not excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction.
- (3) A principal or vice principal or anyone acting under their direction may not subject a student to a strip search or body cavity search as those terms are defined in RCW 10.79.070.

School authorities may seize any contraband substance or object the possession of which is illegal, or any material or object which violates school rules or poses a hazard to the safety and good order of the school.

School officials have the authority to conduct a search of the following with reasonable suspicion to believe that the student is in possession of illegal or unauthorized items:

- A student's person and/or personal effects such as a purse, phone, wallet, or backpack.
- Student vehicles while on school property.
- Student storage areas.

Disciplinary Violations

Weapons (RCW 9.41.280, 28A.600.230, 9.41.010, 9.41.270)

The Kennewick, Pasco, and Richland School Districts have a no tolerance policy regarding weapons or the use of any object as a weapon.

Students are prohibited from bringing any weapon onto school district property. A weapon is defined as any gun (including pellet, BB, air pistol, or toy), laser pointers,

tasers, mace, pepper spray, knives of any kind, or any other instrument which may be used to threaten, intimidate, or harm a person. Explosive devices such as fireworks and ammunition, which may cause physical harm to a person, will be considered weapons.

Violation of this policy will result in emergency expulsion, expulsion from public schools in Washington State, and/or criminal prosecution. Students may be expelled for the duration of the school year or longer, dependent on the governing district policy.

Controlled Substances (RCW 69.50.XXX, 28A.210.XXX)

Students may not possess, use, or be under the influence of controlled substances (including alcohol, marijuana, narcotics, unauthorized use of non-prescription and prescription drugs), or possess any items which can be construed as drug and/or alcohol paraphernalia (i.e. e-cigarettes, vapes, flasks, bong, lighters, flasks, etc.) while on school grounds or at any school-sponsored function or activity.

Students who distribute, sell, or attempt to sell controlled substances (including non-prescription, over-the-counter drugs) to other individuals will face more stringent discipline as a result of their actions.

Tobacco and Smokeless Tobacco

Students, regardless of age, may not possess or use tobacco products while on school grounds or at any school-sponsored activity or function. This includes, but is not limited to: cigars, cigarettes, e-cigarettes, vapes, chewing tobacco, etc.

Fighting

Students are expected to be civil while at school. School personnel will attempt to resolve any conflicts among students. Conflicts include verbal and physical confrontations or inciting such confrontations. Spectators at fights will be subject to suspension, especially if they interfere with school personnel. Teachers and administrators will not, under any circumstances, physically intervene in an altercation between students.

Gang Activity (RCW 28A.600.455)

Any gang violence, vandalism, intimidation, or disruption of learning related to gang activity in any manner will not be tolerated.

Disruptive Conduct

A student shall not intentionally cause a substantial and material disruption of any school operations. This may include, but is not limited to:

- Occupying a school building or school grounds in order to deprive others of its use
- Blocking the entrance or exit of any school building or room in order to deprive others of passing through
- Setting fire to or substantially damaging school property
- Using, or threatening to use, firearms, explosives or other weapons on the school premises

- Preventing students from attending a class or school activity
- Blocking normal pedestrian or vehicular traffic on a school campus
- Interfering seriously with the conduct of any class or activity
- Gambling or encouraging other students to gamble

Damage or Theft of Property

A student shall not intentionally or with gross carelessness damage school or private property. A student shall not take property which does not belong to him/her.

Extortion, Assault or Causing Physical Injury

A student shall not extort anything of value, threaten injury or attempt to cause physical injury or intentionally behave in such a way as could reasonably be expected to cause physical injury to any person.

Loitering

A student shall be expected to leave the school campus at the official close of the school day unless permission to do so otherwise has been granted.

Vulgar or Lewd Conduct

Any lewd, indecent or obscene act or expression is prohibited.

Other Disciplinary Infractions

In addition to all listed disciplinary violations, threats (on or off campus), verbal abuse, arson, malicious mischief, alteration of records, trespass, unauthorized access, plagiarism, copyright infringement, willful disobedience, inciting disorder, truancy, accumulation of tardies, bus misconduct, and accumulation of referrals are all subject to disciplinary action based on severity of the incident, previous disciplinary record, academic progress, and conduct of the student.

Bullying, Harassment, and Intimidation (WAC 28A.600.XXX, RCW 9A.36.080)

Students are expected to respect the individual rights of all persons while on campus and at school functions. Everyone, including students, school personnel, parents/guardians, and community members are to be treated with respect. Any form of harassment (including sexual), intimidation, or bullying will not be tolerated.

Harassment, intimidation, or bullying means any intentionally written message or image, including those that are electronically transmitted, verbal or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability, or other distinguishing characteristics, when an act:

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

Nothing in this policy requires the affected person to possess a characteristic that is the basis for the harassment, intimidation, or bullying. “Other distinguishing characteristics” can include but are not limited to: physical appearance, clothing or other apparel, socioeconomic status, and weight. “Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).

Behaviors / Expressions

Harassment, intimidation, or bullying can take many forms, including, but not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats, or other written, oral, or physical actions, or electronically transmitted messages or images.

This policy is not intended to prohibit expression of religious, philosophical or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other district policies or building, classroom, or program rules.

Cyberbullying

Students are expected to help provide a safe and civil environment in school and while using electronic devices and networking sites that are viewable by other students, whether on or off campus. A safe and civil environment is necessary for students to learn and achieve high academic standards. Posting and or sending violent, threatening, harassing, or intimidating messages or texts is considered disruptive to the educational environment of Delta High School if those posts or messages can be viewed by students. Violent, threatening, harassing, or intimidating messages, posts, or texts disrupt both a student’s ability to learn and a school’s ability to educate its students in a safe environment.

If you receive an inappropriate message/post/text:

- Stay calm.
- Don’t respond. Responding often perpetuates and escalates the situation.
- Block messages; block the sender on ALL of your social media sites.
- Screen shot, save or print the messages.
- Tell parents or trusted adults. Report it to a school authority, and provide a copy of the messages.
- If you feel scared or threatened, report it to the police.

PLEASE NOTE: A student who responds to cyberbullying with inappropriate electronic content will also be held responsible for their actions.

Any of the behaviors / expressions listed under “Bullying, Harassment, and Intimidation” violate school rules even if the behavior or expression is conducted electronically.

Retaliation / False Allegations

Retaliation is prohibited and will result in discipline. Retaliation is when an aggressor harasses, intimidates, bullies, or takes other adverse action against a student or staff member who reported incidents of bullying or who participated in an investigation of incidents of bullying. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation or bullying.

It is also a violation to knowingly report false allegations of harassment, intimidation and bullying. Students will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Discipline / Corrective Action

On any finding of harassment, intimidation or bullying, the school will take prompt and equitable corrective measures within its authority. Depending on the severity of the conduct, corrective measures may include counseling, education, discipline, and/or referral to law enforcement. Corrective measures will be varied and graded according to the nature of the behavior, the age of the student, and/or the student's history of problem behaviors and performance. Corrective measures that involve student discipline will be implemented according to school and applicable district policies.

Dress Code

Delta High School looks upon appropriate dress as a key component of the educational process. Delta High School prepares students for success now and in the future. Part of this preparation is teaching students how to dress appropriately for different occasions.

Minimum standards of appropriate dress are **required** for everyday clothing, and business casual is **recommended** for everyday wear. For some occasions, business casual or formal clothing may be required. Some classes may also have requirements that are specific to an activity. Appropriate dress reflects well on the student when high-profile guests visit campus or when students meet prospective internship providers or employers, both on and off-site.

Required MINIMUM Standards

- Jeans that are clean, intact (no holes or rips), and fit appropriately
- Joggers made of khaki or slacks material
- Appropriate-length shorts, skirts or dresses (fingertip rule)
- Leggings accompanied by a fingertip length or longer top or dress
- Shirts that have sleeves / to the shoulder
- T-shirts with positive messages
- Sneakers that are clean and intact
- Sandals, when appropriate

Recommended BUSINESS CASUAL Standards

- Slacks or khaki pants
- Polo or button-down shirt (shirts with collars), tucked in with a belt

- Business-appropriate blouse or sweater
- Appropriate-length skirt or dress (fingertip rule)
- Dress shoes, loafers, low-heeled shoes

Recommended COMPETITION ATTIRE Standards

- Slacks
- Appropriate-length skirt or dress (fingertip rule)
- Button-down shirt, tucked in with a belt and coordinating tie and/or vest
- Business-appropriate blouse or shirt
- Suit jacket, Sport coat, or sweater
- Dress shoes, loafers, low-heeled shoes

Unacceptable Clothing

The clothing listed on the next page is not allowed due to generally accepted security and safety practices. Explanation of individual items within the “Unacceptable Clothing” can be given if students or families have a concern.

The following articles of clothing are not acceptable and may not be worn on campus during the school day or to any school-sponsored event, **including field trips.**

- Tank tops, spaghetti straps, or camisoles of any kind, including bro tanks and muscle shirts
- Halter tops, bare midriff, open back, or see-through apparel
- Sweatpants, flannel, or fleece pants (this includes joggers made of these materials)
- Sports shorts and pants (basketball shorts, running shorts, sweatpants, yoga pants, etc.; this includes joggers made of athletic material)
- Visible undergarments
- Pajamas
- Slippers (including those with a hard sole)
- Overcoats, trench coats, dusters
- Clothing with sexually explicit images, sexual double meanings, offensive language, alcohol or drug references, weapons (with exceptions for US military symbols) or clothing that promotes violence
- Hats worn inside the building
- Flip-flops in Technology & Engineering or per teacher discretion
- Spiked jewelry, chains (i.e. wallet chains)
- Any article of clothing or accessory that becomes identified as gang-related or is suspected to be gang-related, including Rosary beads worn around the neck
- Any article of clothing or accessory that is obviously too large or too small for the wearer
- Any article of clothing or accessory that is deemed inappropriate by school personnel. **Clothing should be referred to a school administrator for a final decision.**

Students who come to school dressed inappropriately will be asked to change. Items from the Framatome Career Closet may be utilized in cases of offensive clothing. In some cases, a parent may need to bring clothes to school before the student can

return to class. Some articles of clothing may be confiscated and will not be returned.

Continued violations of the school dress code policy will be treated as insubordination, with resulting disciplinary action.

The Delta High School dress code is subject to change based upon new trends and information that applies to the safety of all students.

Identification Badges

All students will be required to have their school identification badges on their person at all times while on campus. Identification is often required to visit off-site locations. Students unable to produce their badge will face progressive disciplinary action, beginning with having to replace their badge at their own expense.

Media Release

The Federal Family Educational Rights and Privacy Act (FERPA) of 1974 allows certain information from student records to be released for educational purposes to schools and the community. The information may include student name and address, age and birthplace, participation in officially recognized school events and programs, awards or photographs.

Photographs of students, student quotes, and examples of student work may appear on the Delta website and in Delta publications, the Kennewick, Pasco, and/or Richland School District web pages and publications, and the websites and publications of our partners, including, but not limited to: Washington State STEM Education Foundation, Pacific Northwest National Laboratory (PNNL), Columbia Basin College, and Washington State University. In addition to the above listed agencies, student's photograph, quotes, and/or work may be featured in local print, radio, and television media.

Parents and students over 18 years of age have the right to request that all or portions of their information and/or photographs not be released without prior written approval. An opt-out form is provided online to all students and their families at the beginning of each school year. Opt-out forms must be renewed annually. You may also opt-out of media disclosure at any time during the year; please contact the Delta office for a Media Approval form.

Attendance

Regular school attendance supports academic achievement. While students are permitted to make-up missed assignments due to excused absences, there are many learning opportunities which cannot be duplicated at home. Being present and on time allows students to participate fully in classroom activities, academic discourse with peers, and receive assistance from a qualified instructor. Excessive absenteeism, whether excused or unexcused, has a negative impact on academic achievement, which can impact on-time graduation. When a student misses the equivalent of 12 or more hours in an individual course, credit may be denied, at the discretion of the principal. High absenteeism has also been linked to an increased risk for dropping out of school.

At Delta High School, we expect all parents/guardians to ensure regular school attendance by their student, and to express to their student the importance of meeting their educational commitments. Parents/Guardians should ensure their student arrives to school on time daily. If you need assistance, please contact our office. District and community resources are available to help ensure your student can be present at school.

According to Washington State law, if a student fails to attend school without valid justification, the public school in which the student is enrolled shall:

After one unexcused absence, inform the student's parent(s)/guardian(s) by a notice in writing or by telephone

School officials shall inform the parent of the potential consequences of additional unexcused absences

After five unexcused absences, schedule a convenient conference(s) with the student and/or parent(s)/guardian(s) for the purpose of analyzing the causes of the child's absences

The school may take one or more of the following steps, when appropriate, to eliminate or reduce the student's absences by:

- Notifying parent(s)/guardian(s) of the steps taken to eliminate the absences
- Holding an attendance conference with the student and/or parent/guardian
- Placing the student on an Attendance Contract
- Referring the student to a community truancy board
- Informing parents(s)/guardian(s) that they may be required to accompany their student during the school day
- Adjusting the student's school program or course assignment
- Providing more individualized instruction
- Return student to their comprehensive high school of origin

Excused Absences

Assignments and/or activities not completed or late because of an excused absence may be submitted with no academic penalty. The student has the number of days absent to make up the missed work; additional days will only be provided when the student has made such arrangement with the teacher. If the student has been present and is absent on the day an assignment is due, the assignment is due upon the student's return.

The following are valid excuses for absences and lateness:

- Participation in a school-approved activity
- Illness, health condition, family emergency, or religious event
- Parent-approved activities
- Disciplinary actions, including short-term suspensions

Unexcused Absences

Unexcused absences fall into two categories:

- Submitting a signed excuse which does not fall into one of the above categories or is determined to be inappropriate by the principal, or
- Failing to contact the school or submit any type of excuse statement signed by the parent(s)/guardian(s). This type of absence is also defined as truancy. The student is truant when absent from school without parent/guardian and school permission.

After the first unexcused absence, the parent(s)/guardian(s) shall be notified by the school.

After five unexcused absences within any month or ten unexcused absences within the school year, a conference shall be held between the parent(s)/guardian(s), the student, and the principal or his/her designee. Classroom teachers may also attend, if available at the scheduled time. At the conference, the group shall consider and may choose to implement:

- Counselor meetings, attendance plan, and/or an attendance contract
- Parent(s)/guardian(s) attendance at school with the student
- Adjustment of the student's program, school, or course assignment
- Re-evaluation of individualized instruction
- Referral of the family to supplemental community services which may help eliminate the problem

After ten (10) unexcused absences during the school year, the school district of origin will petition the juvenile court to assume jurisdiction, as required by state law.

School attendance isn't just good for your grades – it's the law.

Tardiness

A student will be considered tardy if he or she arrives after class has begun. Students must sign in at the office and obtain a late pass to enter class.

After three tardies in a class the teacher will address the student's behavior through conferencing with the student and/or contacting the parent(s)/guardian(s). If the student's behavior persists, the student may be referred to the principal or his/her designee to develop a plan to eliminate the behavior.

After six tardies the school will contact the parent(s)/guardian(s) to address the issue and reiterate the importance of on-time attendance.

After nine tardies the school will schedule a conference with the student and/or parent(s)/guardian(s) and the principal or his/her designee. Classroom teachers may also attend, if available at the scheduled time. At the conference, the group shall consider and may choose to implement:

- Counselor meetings, attendance plan, and/or an attendance contract
- Parent(s)/guardian(s) attendance at school with the student
- Adjustment of the student's program, school, or course assignment
- Re-evaluation of individualized instruction
- Referral of the family to supplemental community services which may help eliminate the problem

Students that are more than twenty (20) minutes late to class without a valid excuse will be considered absent. Students that are marked absent after twenty minutes, but participate and complete assignments, may have their absence converted to a tardy at teacher or administrator discretion.

Please refer to RCW 28A.225.XXX for clarification regarding Washington State compulsory attendance laws.

Student Check-In and Check-Out

Delta High School's focus is on student learning and our school will focus on minimizing the impact of disruptions during class time. Please make every attempt to schedule routine appointments outside the school day. For student athletes, parent(s)/guardian(s) may check out their student early for try-outs and games/competitive events. Students will not be excused to check out early for daily practices.

Check-In

If a student arrives any time after the beginning of the first class period, the student must sign in at the main office. The parent/guardian can check the student in at the main office, send a note, or call the attendance clerk to excuse the absence.

Check-Out

An approved adult must check a student out prior to the student's release.

The student will be called out of class by the secretary and report to the main office to be signed out once the parent/guardian has arrived. In order to maximize instructional time, students will not be released until the parent/guardian arrives. Parents/guardians should make every attempt to schedule routine appointments outside the school day, in order to minimize the impact on their student's learning.

For students who drive, the student may provide a note from the parent/guardian at the beginning of the day, and then the student must sign out at the designated time at the office prior to leaving campus. A parent/guardian may also call the office by telephone at the required check out time to request their student be released from school.

Emergencies

Fire drills and building lockdown/lockdown drills will be conducted regularly so that in case of fire or sudden emergency students shall be able to leave the building in the shortest time possible and/or take other steps as the emergency demands without confusion or panic.

Students are required to follow the directions of staff in the event of any emergency. Students are under the authority of their classroom teacher. In the event a drill or emergency occurs during non-classroom time (i.e. before school, during lunch, after school), students should report to their assigned advisor at the evacuation location.

Should an evacuation off-site be necessary, our designated evacuation site is Chiawana High School. Notifications will be sent via social media from Pasco School District. In such an event, a parent/guardian or previously designated emergency contact may pick up the student at the alternative location. Students will not be released from the main school site, to expedite evacuation to the off-site location. Please do not attempt to pick up your student from Delta High, as this may delay evacuation of students and staff to the safe, off-site location.

Food and Beverages

Students are encouraged to bring a reusable, spill proof water bottle for use in classrooms. No other food or beverages are permitted in classrooms. Many teachers have a designated “drink” parking lot, where spillable beverages may be stored until after class. Food should be eaten in designated areas during breaks or meal times. Food should not be consumed or disposed of in classrooms, due to the attraction of pests. In addition, food is not allowed in classrooms out of respect for our students with various food allergies. At the discretion of the teacher, an exception to the no food rule may be made during club meetings or class celebrations.

Open Campus

For lunch, Delta maintains an open campus policy. Students leaving campus should drive carefully, especially when exiting and entering the school parking lot. Students must follow appropriate traffic laws, including not driving peers until after the first six months of licensure. For students not yet driving, there are **no** safe walking routes to food vendors; students are encouraged to remain on campus for lunch. We have an excellent cafeteria with multiple options. ☺

Student Fines, Fees, and Charges

Within the concept of free public education, whereby all children are required to attend school, the school shall provide an educational program for the students as free of costs as possible. Students may be expected to furnish basic supplies, such as paper and pencils, and may be charged for special programs which require costs from outside organizations (i.e. college dual credit tuition, AP exam fees, etc.).

The principal may approve the use of supplementary supplies or materials for which a charge is made to the student so long as the charge does not exceed the cost of the supplies or materials, students are free to purchase them elsewhere, or provide reasonable alternatives, and a proper accounting is made of all moneys received by staff for supplies and materials. In addition, the principal may approve charges for off-site non-mandatory school events, such as travel costs incurred for academic competitions, so long as the charge does not exceed the per student cost of the event.

Arrangements shall be made for the waiver or reduction of fees for students whose families, by reason of their low income, would have difficulty paying the full fee. The USDA Child Nutrition Program guidelines shall be used to determine qualification for a waiver.

A student shall be responsible for the cost of replacing materials or property which are lost or damaged due to negligence. A student's grades, transcripts or diploma may be withheld until restitution is made by payment or the equivalency through voluntary work. The student or his or her parent(s) or guardian(s) may appeal the imposition of a charge for damaged items to the principal and/or superintendent of the governing district. The student and his or her parent(s) or guardian(s) shall be notified regarding the nature of the violation or damage, how restitution may be made, and how an appeal may be instituted. The student or his or her parent(s) or guardian(s) shall have the right to an informal conference with the principal for damage costing less than \$100. The principal's decision may be appealed to the

governing superintendent. When damages are in excess of \$100, the appeal process for long-term suspension shall apply.

If a student has transferred to another school that has requested the student's records, but that student has an outstanding fee or fine, only records pertaining to the student's academic performance, special placement, immunization history, and discipline actions shall be sent to the enrolling school. The enrolling school shall be notified that the cumulative file is being withheld due to an unpaid fee or fine.

Calendar

Delta High School operates on the Pasco School District calendar. For start and end dates, vacation breaks, holidays, early releases, and inclement weather delays or cancellations, please consult the Pasco School District website, www.psd1.org. The Delta-specific calendar will also be posted on our website.

Delta provides teacher collaboration and professional development time weekly. All students are released at 2:00 p.m. each Wednesday; please see the Delta school calendar.

For inclement weather, Delta continues to operate on the Pasco School District schedule. Please consult local media sources, as well as the Pasco School District website, for any school delays or closures due to weather. If Pasco School District is delayed or cancelled, Delta will also be delayed or cancelled.

Schedules

Delta operates on a rotating, block schedule. Alternate day schedules occur frequently, due to holidays, professional development early release days, and special events. Please watch for posted schedule changes. The standard bell schedule is attached to this handbook.

Associated Student Body (ASB)

Delta operates the Student Senate, which serves as the school's ASB. In addition to five officer positions elected each spring, one representative from each advisory is elected in the fall to serve on the Senate. The Senate operates under the school's Constitution and applicable state laws and rules. The Student Senate provides an opportunity for students to improve their leadership, budgeting, and event planning skills, as well as network with members of the Delta school community.

The Senate encourages students to establish and maintain student clubs as student interest dictates. All student clubs must be approved by both the principal and the Student Senate; approval includes commitment of an approved faculty advisor, completion of a Senate-approved club constitution, and completion of an annual service project. All club meetings will be supervised by the designated school advisor. Primary advisors must be school personnel; co-advisors may be parents/guardians or community volunteers.

No funds may be collected or spent by a club unless an approved budget is on file with the Senate, and the advisor has completed annual financial training, provided by the Student Senate. All money handling and office rules must be followed for all

fundraisers or other financial transactions. ASB activities and funds are limited to activities which support cultural, athletic, recreational, and/or social goals.

Social Events

Delta High Social Events (i.e. dances) are planned and held for Delta High students, which means that students who attend the social event must have a current Delta ID card. For students who would like to bring a guest who does not attend Delta High, guests must be approved by Delta High administration prior to the social event by completing a guest form by the deadline set for the event. Completion of the form does not guarantee the guest will be admitted to the social event. If admitted, the guest will be required to present a current high school ID badge at the social event entrance. If you show up with a guest and no guest form has been approved, your guest will not be admitted. Only current high school students may accompany a Delta student to a social event. All guests must be enrolled in a high school and have a current high school ID badge to show at the entrance of the event. If the student is homeschooled, their application must go directly to the principal for verification prior to the event. Delta students may request one guest only per event. For Junior-Senior Prom only, Delta students may bring a non-high school guest, under the age of 21.

Please remember the dress code still applies at all Delta High social events, even if the event is held after school hours or off campus. Inappropriate clothing is still prohibited. If you arrive dressed inappropriately, you may be denied entrance to the social event.

At school functions, reentry is prohibited. Once you enter the designated venue, you must stay until you are ready to leave. Once you leave the premises, you will not be allowed to reenter the event.

If you are identified as drinking or using drugs, having been drinking or using drugs, or with alcohol/drugs in your possession, you will be removed from the social event and your parents and/or the police will be called to come pick you up. You will also be subject to school disciplinary action, and if you are an athlete, you will be subjected to athletic discipline as well, per district policies.

In order to attend a Delta High social event, you should be willing to behave and dance in such a manner as is appropriate to a school function. Your cooperation will help to maintain a safe, acceptable environment and guarantee we will continue to have freedom at our social events.

Refusal to comply with these guidelines will result in your dismissal from the social event, possible suspension from subsequent school events, and other school-based consequences, as appropriate. If your guest needs to be removed, his or her high school principal will be called to retrieve that student. Please be considerate of others and have respect for yourself, your guest, and others. If you are not admitted or are asked to leave the dance for any reason, your ticket will not be refunded.

Deliveries to Students

Deliveries to students during class, such as flowers, balloons, birthday gifts, pizza, etc., will not be allowed, as instructional time is greatly valued. Students will not be called out of class and class will not be interrupted for such deliveries. Students will be able to pick up any deliveries at the office at lunch or at the end of the school day.

DISCRIMINATION

Pasco School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) has been designated to handle questions and complaints of alleged discrimination:

**Civil Rights/Title IX Officer: Sarah Thornton, 1215 W. Lewis St.,
Pasco 509-543-6700**
Sec. 504 Coordinator: Kristi Docken, 1215 W. Lewis St., Pasco 509-543-6700

You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a complaint (see below). For a copy of your district's nondiscrimination policy and procedure, contact your school or district office or view it online here: <https://www.psd1.org/Page/10095>.

SEXUAL HARASSMENT

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

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

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

Examples of Sexual Harassment:

- Pressuring a person for sexual favors
- Unwelcome touching of a sexual nature
- Writing graffiti of a sexual nature
- Distributing sexually explicit texts, e-mails, or pictures
- Making sexual jokes, rumors, or suggestive remarks
- Physical violence, including rape and sexual assault

You can report sexual harassment to any school staff member or to the district's Title IX Officer, who is listed above. You also have the right to file a complaint (see below). For a copy of your district's sexual harassment policy and procedure, contact your school or district office, or view it online here: <https://www.psd1.org/Page/10095>.

COMPLAINT OPTIONS: DISCRIMINATION AND SEXUAL HARASSMENT

If you believe that you or your child have experienced unlawful discrimination,

discriminatory harassment, or sexual harassment at school, you have the right to file a complaint.

Before filing a complaint, you can discuss your concerns with your child's principal or with the school district's Section 504 Coordinator, Title IX Officer, or Civil Rights Coordinator, who are listed above. This is often the fastest way to revolve your concerns.

Complaint to the School District

Step 1. Write Our Your Complaint

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

Step 2: School District Investigates Your Complaint

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

Step 3: School District Responds to Your Complaint

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

Appeal to the School District

If you disagree with the school district's decision, you may appeal to the school district's board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received the school district's response to your complaint. The school board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board's decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

Complaint to OSPI

If you do not agree with the school district's appeal decision, state law provides the option to file a formal complaint with the Office of Superintendent of Public

Instruction (OSPI). This is a separate complaint process that can take place if one of these two conditions has occurred: (1) you have completed the district's complaint and appeal process, or (2) the district has not followed the complaint and appeal process correctly.

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

Email: Equity@k12.wa.us | **Fax:** 360-664-2967

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

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

Other Discrimination Complaint Options

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

206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | [OCR Website](#)

Washington State Human Rights Commission

1-800-233-3247 | TTY: 1-800-300-7525 | [Human Rights Commission Website](#)

DISCRIMINACIÓN

El distrito escolar de Pasco no discrimina a las personas en ninguno de sus programas o actividades por motivos de sexo, raza, credo, religión, color, origen nacional, edad, condición de veterano o militar, orientación sexual, expresión o identidad de género, discapacidad o por el uso de perros guía o un animal de servicio, y proporciona igual acceso a los niños exploradores (*Boy Scouts*) y otros grupos juveniles designados. El (los) siguiente(s) empleado(s) han sido designados para manejar preguntas y denuncias de supuestos casos de discriminación:

Civil Rights/Title IX Officer: Sarah Thornton, 1215 W. Lewis St., Pasco 509-543-6700

Sec. 504 Coordinator: Kristi Docken, 1215 W. Lewis St., Pasco 509-543-6700

Puede denunciar una situación de discriminación y acoso discriminatorio ante cualquier miembro del personal de la escuela o al Coordinador de Derechos Civiles del distrito, anteriormente mencionados. También tiene el derecho de presentar una denuncia (consulte la información a continuación). Para obtener una copia de la política y el procedimiento sobre la no discriminación de su distrito, comuníquese con la oficina de su escuela o distrito o consulte en línea en la siguiente dirección: <https://www.psd1.org/Page/10095>.

ACOSO SEXUAL

Los estudiantes y el personal están protegidos contra el acoso sexual proveniente de cualquier persona durante los programas o actividades escolares, incluso si se

produce en el campus y el autobús escolar o fuera del campus mientras se realiza una actividad patrocinada por la escuela.

El acoso sexual es una conducta o comunicación no deseada que es de naturaleza sexual cuando:

- Se le hace creer a un estudiante o empleado que debe someterse a una conducta sexual o verbal no deseada con el fin de obtener algo a cambio, tales como una buena calificación, un ascenso, un lugar en un equipo deportivo o cualquier decisión en materia educativa o laboral, o
- La conducta interfiere de manera considerable con el desempeño académico del estudiante o crea un ambiente intimidante u hostil en la escuela o en el trabajo.

Ejemplos de acoso sexual:

- Presión ejercida sobre una persona para obtener favores sexuales
- Contacto físico indeseado de naturaleza sexual
- Escritura de grafitis de índole sexual
- Distribución de mensajes de texto, correos electrónicos o fotos de contenido sexual explícito
- Bromas o insinuaciones de carácter sexual, o creación de rumores
- Violencia física, incluidas la violación y la agresión sexual

Puede informar sobre una situación de acoso sexual a cualquier miembro del personal de la escuela o al Oficial del Título IX del distrito, quien fue mencionado con anterioridad. También tiene el derecho de presentar una denuncia (consulte la información a continuación). Para obtener una copia de la política y el procedimiento sobre el acoso sexual de su distrito, comuníquese con la oficina de su escuela o distrito o consulte en línea aquí: <https://www.psd1.org/Page/10095>.

OPCIONES DE DENUNCIA: DISCRIMINACIÓN Y ACOSO SEXUAL

Si considera que usted o su hijo han experimentado discriminación ilegal, acoso discriminatorio o sexual en la escuela, tiene derecho a presentar una denuncia.

Antes de presentar una denuncia, puede discutir sus inquietudes con el director de su hijo o con el Coordinador de la Sección 504 del Distrito Escolar, el Oficial de Título IX o el Coordinador de Derechos Civiles, que fueron mencionados con anterioridad. A menudo, esta vía es la más rápida para atender sus preocupaciones.

Denuncia ante el Distrito Escolar

Paso 1. redacte su denuncia

En la mayoría de los casos, las denuncias deben presentarse dentro de un año a partir de la fecha del incidente o conducta que es objeto del caso. Las denuncias deben presentarse por escrito. Asegúrese de describir la conducta o incidente, explique por qué considera que la discriminación, el acoso discriminatorio o sexual ocurrió y describa qué acciones cree que el distrito debe tomar para resolver el problema. Envíe su denuncia por escrito (por correo, fax, correo electrónico o entrega en mano) al superintendente de distrito o el coordinador de cumplimiento de derechos civiles.

Paso 2: el distrito escolar investiga su denuncia

Una vez que el distrito recibe su denuncia por escrito, el coordinador le entregará una copia del procedimiento de denuncia y se asegurará de que se lleve a cabo una investigación rápida y exhaustiva. El superintendente o persona designada le responderá por escrito dentro de 30 días calendario, a menos que usted acuerde un período diferente. Si su denuncia incluye circunstancias excepcionales que requieren una investigación más extensa, el distrito le notificará por escrito y especificará por qué el personal necesita la extensión del plazo y una nueva fecha para su respuesta por escrito.

Paso 3: el distrito escolar responde a su denuncia

En su respuesta por escrito, el distrito incluirá un resumen de los resultados de la investigación, la determinación de si el distrito cumplió o no con las leyes de derechos civiles, la notificación de que usted puede apelar esta determinación y cualquier medida necesaria para que el distrito cumpla con las leyes de derechos civiles. Las medidas correctivas necesarias se implementarán dentro de 30 días calendario después de esta respuesta por escrito, a menos que usted haya acordado un período diferente.

Apelación ante el Distrito Escolar

Si no está de acuerdo con la decisión del distrito escolar, puede apelar ante su junta directiva. Debe presentar una notificación de apelación por escrito al secretario de la junta escolar dentro de los 10 días calendario después de recibir la respuesta del distrito escolar a su denuncia. La junta escolar programará una audiencia dentro de los 20 días calendario después de recibir su apelación, a menos que usted acuerde un cronograma diferente. La junta escolar le enviará una decisión por escrito dentro de los 30 días calendario después de que el distrito recibió su notificación de apelación. La decisión de la junta escolar incluirá información sobre cómo presentar una denuncia ante la Oficina del Superintendente de Instrucción Pública (OSPI).

Denuncia ante la OSPI

Si no está de acuerdo con la decisión de apelación del distrito escolar, la ley estatal ofrece la opción de presentar una denuncia formal ante la Oficina del Superintendente de Instrucción Pública (OSPI). Este es un proceso de denuncia por separado al que puede recurrir, si se presenta una de estas dos condiciones: (1) completó el proceso de denuncia y apelación del distrito o (2) el distrito no siguió el proceso de denuncias y apelaciones correctamente.

Cuenta con 20 días calendario para presentar una denuncia ante la OSPI a partir de la fecha en que recibió la decisión sobre su apelación. Puede enviar su denuncia por escrito a la Oficina de Equidad y Derechos Civiles de la OSPI:

Correo electrónico: Equity@k12.wa.us | **Fax:** 360-664-2967

Envío por correo o entrega personal: PO Box 47200, 600 Washington St.
S.E., Olympia, WA 98504-7200

Para obtener más información, visite nuestro [sitio web](http://equity.k12.wa.us) o comuníquese con la Oficina de Equidad y Derechos Civiles de la OSPI al 360-725-6162/TTY: 360-664-3631 o por correo electrónico a equity@k12.wa.us.

Otras opciones de denuncia por discriminación

Departamento de Educación de Estados Unidos, Oficina de Derechos Civiles (Office for Civil Rights, OCR)

al 206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | [Sitio web de la OCR](#)

Comisión de Derechos Humanos del Estado de Washington

1-800-233-3247 | TTY: 1-800-300-7525 | [Sitio web de la Comisión de Derechos Humanos](#)

Four Year Planning Worksheet* Name: _____

**Available courses are subject to change*

GRADE 9		
T1	T2	T3
English 9	English 9	English Elective
Integrated Math I, II, or III	Integrated Math I, II, or III	Integrated Math I, II, or III
Physics A	Physics B	Chemistry
World History A	World History B	Psychology
Microsoft Office Systems	Computer Science	Pre-Engineering A

GRADE 10		
T1	T2	T3
English 10	English 10	English Elective
Integrated Math II, III, Pre-Calculus, or Calculus	Integrated Math II, III, Pre-Calculus (MATH 153), or Calculus (MATH 172)	Integrated Math II, III, Pre-Calculus (MATH 154), or Calculus (MATH 173)
Biology A	Biology B	Health
Sociology (SOC 107)	Contemporary World Problems (SOC 101)	World Geography
Architectural Drafting Design A or 3D Modeling & Engineering Design A	Architectural Drafting Design B or 3D Modeling & Engineering Design B	Multimedia-Graphic Design

GRADE 11		
T1	T2	T3
Composition or AP Language & Composition	Composition or College Composition (ENG 101)	Select 1 English elective: _____ or Intro to Literature (ENG 101)
Integrated Math III, Pre-Calculus, Calculus, or Multivariate Calculus	Integrated Math III, Pre-Calculus (MATH 153), Calculus (MATH 172), or Differential Calculus (MATH 272)	Integrated Math III, Pre-Calculus (MATH 154), Calculus (MATH 173), or Topics in Analytic Math (MATH 273)
Modern US History A	US Government	Modern US History B
Pre-Engineering B	Web Design	Biochemistry
Spanish 1A (Beginner or Heritage speaker)	Spanish 1B (Beginner or Heritage speaker)	Spanish 2A (Beginner or Heritage speaker)

GRADE 12		
T1	T2	T3
World Literature or AP Literature & Composition	American Literature or AP Literature & Composition	Select 1 English elective: _____ or Composition II (ENG 102)
Pre-Calculus, Calculus, Multivariate Calculus, or Statistics	Pre-Calculus (MATH 153), Calculus (MATH 172), Differential Calculus (MATH 272), or Finite Math (MATH 130)	Pre-Calculus (MATH 154), Calculus (MATH 173), Topics in Analytic Math (MATH 273) or Financial Algebra
Spanish 2B (Beginner or Heritage speaker)	Select 1 elective: _____	Select 1 elective: _____
Select 1 elective: _____	Select 1 elective: _____	Select 1 elective: _____
Select 1 elective: _____	Select 1 elective: _____	Select 1 elective: _____
_____ (WBL / Internship)	_____ (WBL / Internship)	_____ (WBL / Internship)

Available for college credit

Note: This is the “regular” schedule which could change based on safety/health requirements.

2021-2022 Regular Bell Schedule

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
8:30-9:25	A	8:30-9:55	A	8:30-9:55	A	8:30-9:55	A	8:30-9:55	B
9:30-10:25	B	10:00-11:25	C	10:00-11:25	B	10:00-11:25	B	10:00-11:25	C
10:30-11:25	C								
11:30-12:00	Lunch	11:30-12:00	Lunch	11:30-12:00	Lunch	11:30-12:00	Lunch	11:30-12:00	Lunch
12:05-1:00	Advisory & Announcements	12:05-1:30	D	12:00-12:30	Advisory	12:05-1:30	C	12:05-1:30	D
1:05-2:00	D	1:35-3:00	E	12:35-2:00	D	1:35-3:00	E	1:35-3:00	E
2:05-3:00	E			Early Release 2:00 p.m. each Wednesday					