

# CHINOOK

MIDDLE SCHOOL

# WOLVES

**2022-23**  
**Student Handbook**

Updated July 2022

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SECTION 1 – Introducing the Wolfpack!



Your Name: \_\_\_\_\_ Grade \_\_\_\_\_ Homeroom Teacher: \_\_\_\_\_

Welcome to the Wolfpack!

Welcome to Chinook, the best school in the universe! We hope you are as excited as we are to begin the 2022-23 school year. We encourage you to carefully review the information in this handbook. This will allow you to clearly understand what your educational experience will look like during your time at Chinook. Again, we are extremely excited to start the new school year!

Jake Davis, Principal [jake.davis@ksd.org](mailto:jake.davis@ksd.org)

1<sup>st</sup> period teacher: \_\_\_\_\_ room # \_\_\_\_\_

2<sup>nd</sup> period teacher \_\_\_\_\_ room # \_\_\_\_\_

3<sup>rd</sup> period teacher: \_\_\_\_\_ room # \_\_\_\_\_

4<sup>th</sup> period teacher: \_\_\_\_\_ room # \_\_\_\_\_

5<sup>th</sup> period teacher: \_\_\_\_\_ room # \_\_\_\_\_

6<sup>th</sup> period teacher: \_\_\_\_\_ room # \_\_\_\_\_

7<sup>th</sup> period teacher: \_\_\_\_\_ room # \_\_\_\_\_

## Staff Directory

<u>Position</u>	<u>Name</u>	<u>Position</u>	<u>Room</u>	<u>Email Address</u>
Admin	Davis, Jake	Principal	164	<a href="mailto:jake.davis@ksd.org">jake.davis@ksd.org</a>
Admin	Gregory, Nathan	Asst Principal	163	<a href="mailto:nathan.gregory@ksd.org">nathan.gregory@ksd.org</a>
Admin	TBD	Asst Principal	162	
Secretary	Dickey, Cathy	Bldg Secretary	Office	<a href="mailto:cathy.dickey@ksd.org">cathy.dickey@ksd.org</a>
Secretary	Poumele-Hamilton, Cassie	ASB Secretary	Office	<a href="mailto:cassie.poumele-hamilton@ksd.org">cassie.poumele-hamilton@ksd.org</a>
Secretary	Sams, Lori	Attendance	168	<a href="mailto:lori.sams@ksd.org">lori.sams@ksd.org</a>
Secretary	Mercado, Mariela	Secretary	Office	<a href="mailto:mariela.mercado@ksd.org">mariela.mercado@ksd.org</a>
Security	Leverett, Leora	Security	128	<a href="mailto:leora.leverette@ksd.org">leora.leverette@ksd.org</a>
Counselor	German, Mark	Counselor	157	<a href="mailto:mark.german@ksd.org">mark.german@ksd.org</a>
Counselor	McMullin, Sara	Counselor	158	<a href="mailto:sara.mcmullin@ksd.org">sara.mcmullin@ksd.org</a>
Teacher	Barr, Renee	7Math	220	<a href="mailto:renee.barr@ksd.org">renee.barr@ksd.org</a>
Teacher	Barrett, Sara	8ELA	203	<a href="mailto:sara.barrett@ksd.org">sara.barrett@ksd.org</a>
Teacher	Beach, Krysta	6ELA	115	<a href="mailto:krysta.beach@ksd.org">krysta.beach@ksd.org</a>
Teacher	Bennett, Alex	SPED	108	<a href="mailto:alex.bennett@ksd.org">alex.bennett@ksd.org</a>
Teacher	Bishop, Raegan	SPED	107	<a href="mailto:raegan.bishop@ksd.org">raegan.bishop@ksd.org</a>
Teacher	Bond, Patrick	Band	132	<a href="mailto:patrick.bond@ksd.org">patrick.bond@ksd.org</a>
Teacher	Brager, Ken	Pre-engineering	131	<a href="mailto:ken.brager@ksd.org">ken.brager@ksd.org</a>
Teacher	Brooks, Greg	8History	209	<a href="mailto:greg.brooks@ksd.org">greg.brooks@ksd.org</a>
Teacher	Childs, Braden	8Math	208	<a href="mailto:braden.childs@ksd.org">braden.childs@ksd.org</a>
Teacher	Coomes, Brenda	6Science	117	<a href="mailto:brenda.coomes@ksd.org">brenda.coomes@ksd.org</a>
Teacher	Crowell, Kara	6Math	119	<a href="mailto:kara.crowell@ksd.org">kara.crowell@ksd.org</a>
Teacher	Doherty, Stephanie	7ELA	221	<a href="mailto:stephanie.doherty@ksd.org">stephanie.doherty@ksd.org</a>
Teacher	Evans, Amy	8ELA	201	<a href="mailto:amy.evans@ksd.org">amy.evans@ksd.org</a>
Teacher	Farthing, Michele	8ELA/History	210	<a href="mailto:michele.farthing@ksd.org">michele.farthing@ksd.org</a>
Teacher	Ferguson, Kaycee	6ELA	121	<a href="mailto:kaycee.ferguson@ksd.org">kaycee.ferguson@ksd.org</a>
Teacher	Forney-Clayton, Carol	6Science	118	<a href="mailto:carol.clayton@ksd.org">carol.clayton@ksd.org</a>
Teacher	Francis, Amy	Comp App	105	<a href="mailto:amy.francis@ksd.org">amy.francis@ksd.org</a>
Teacher	Freitag, Sherri	8Math	207	<a href="mailto:sherri.freitag@ksd.org">sherri.freitag@ksd.org</a>
Teacher	Gallaher, MaryAnn	SPED	106	<a href="mailto:maryann.gallaher@ksd.org">maryann.gallaher@ksd.org</a>
Teacher	Gerry, Johanna	6Math	120	<a href="mailto:johanna.gerry@ksd.org">johanna.gerry@ksd.org</a>
Teacher	Glasford, Teri	Orchestra	133	<a href="mailto:teri.glasford@ksd.org">teri.glasford@ksd.org</a>
Teacher	Gregory, Kyrin	Autism	104	<a href="mailto:kyrin.gregory@ksd.org">kyrin.gregory@ksd.org</a>
Teacher	Harris, Darlene	PE/Health	Gym	<a href="mailto:darlene.harris@ksd.org">darlene.harris@ksd.org</a>
Teacher	Jansons, Ashley	8ELA	202	<a href="mailto:ashley.jansons@ksd.org">ashley.jansons@ksd.org</a>
Teacher	Jansons, Kristi	Spanish	213	<a href="mailto:kristi.jansons@ksd.org">kristi.jansons@ksd.org</a>
Teacher	Johnson, Diann	7Math	219	<a href="mailto:diann.johnson@ksd.org">diann.johnson@ksd.org</a>
Teacher	Litzenberger, Tim	8Science	205	<a href="mailto:tim.litzenberger@ksd.org">tim.litzenberger@ksd.org</a>
Teacher	Maiuri, Natalie	7ELA/History	215	<a href="mailto:natalie.maiuri@ksd.org">natalie.maiuri@ksd.org</a>
Nurse	McDermott, Kim	Nurse	170A	<a href="mailto:kim.mcdermott@ksd.org">kim.mcdermott@ksd.org</a>
Teacher	McFadden, Gretchen	7ELA	214	<a href="mailto:gretchen.mcfadden@ksd.org">gretchen.mcfadden@ksd.org</a>
Teacher	McInturff, Julie	Technology	109	<a href="mailto:julie.mcinturff@ksd.org">julie.mcinturff@ksd.org</a>
Teacher		ELL/Beh Interv	110	
Teacher	Mobley, Stuart	Choir	133	<a href="mailto:stuart.mobley@ksd.org">stuart.mobley@ksd.org</a>
Teacher	Moody, Stacey	7Science	217	<a href="mailto:stacey.moody@ksd.org">stacey.moody@ksd.org</a>
Teacher	Oord, Susie	Instructional Coach	113	<a href="mailto:susie.oord@ksd.org">susie.oord@ksd.org</a>
Teacher	Ostrom, Thor	PE/Health/SPED	Gym	<a href="mailto:thor.ostrom@ksd.org">thor.ostrom@ksd.org</a>
Teacher	Otto, Emily	7Science	218	<a href="mailto:emily.otto@ksd.org">emily.otto@ksd.org</a>
Teacher	Reiboldt, Spencer	PE/Health	Gym	<a href="mailto:spencer.reiboldt@ksd.org">spencer.reiboldt@ksd.org</a>
Teacher	Reiboldt, Tony	PE/Health	Gym	<a href="mailto:tony.reiboldt@ksd.org">tony.reiboldt@ksd.org</a>
Teacher	Schauble, Morgan	6ELA/History	114	<a href="mailto:morgan.schauble@ksd.org">morgan.schauble@ksd.org</a>
Teacher	Seffens, Kris	6ELA	116	<a href="mailto:kris.seffens@ksd.org">kris.seffens@ksd.org</a>
Teacher	Sullivan, Kay	7ELA	216	<a href="mailto:kay.sullivan@ksd.org">kay.sullivan@ksd.org</a>
Teacher	Turner, Ron	8Science	206	<a href="mailto:ron.turner@ksd.org">ron.turner@ksd.org</a>
Teacher	Wandling, Melyssa	6History	112	<a href="mailto:melyssa.wandling@ksd.org">melyssa.wandling@ksd.org</a>
Teacher	Wills, Teryl	7History	212	<a href="mailto:teryl.wills@ksd.org">teryl.wills@ksd.org</a>
Teacher	Windisch, Fran	PE/Health	Gym	<a href="mailto:fran.windisch@ksd.org">fran.windisch@ksd.org</a>
Teacher	Zoerb, Carla	Librarian	122	<a href="mailto:carla.zoerb@ksd.org">carla.zoerb@ksd.org</a>
Teacher	Zoladz, Mary	Lifeskills	102/103	<a href="mailto:mary.zoladz@ksd.org">mary.zoladz@ksd.org</a>

# Chinook Map

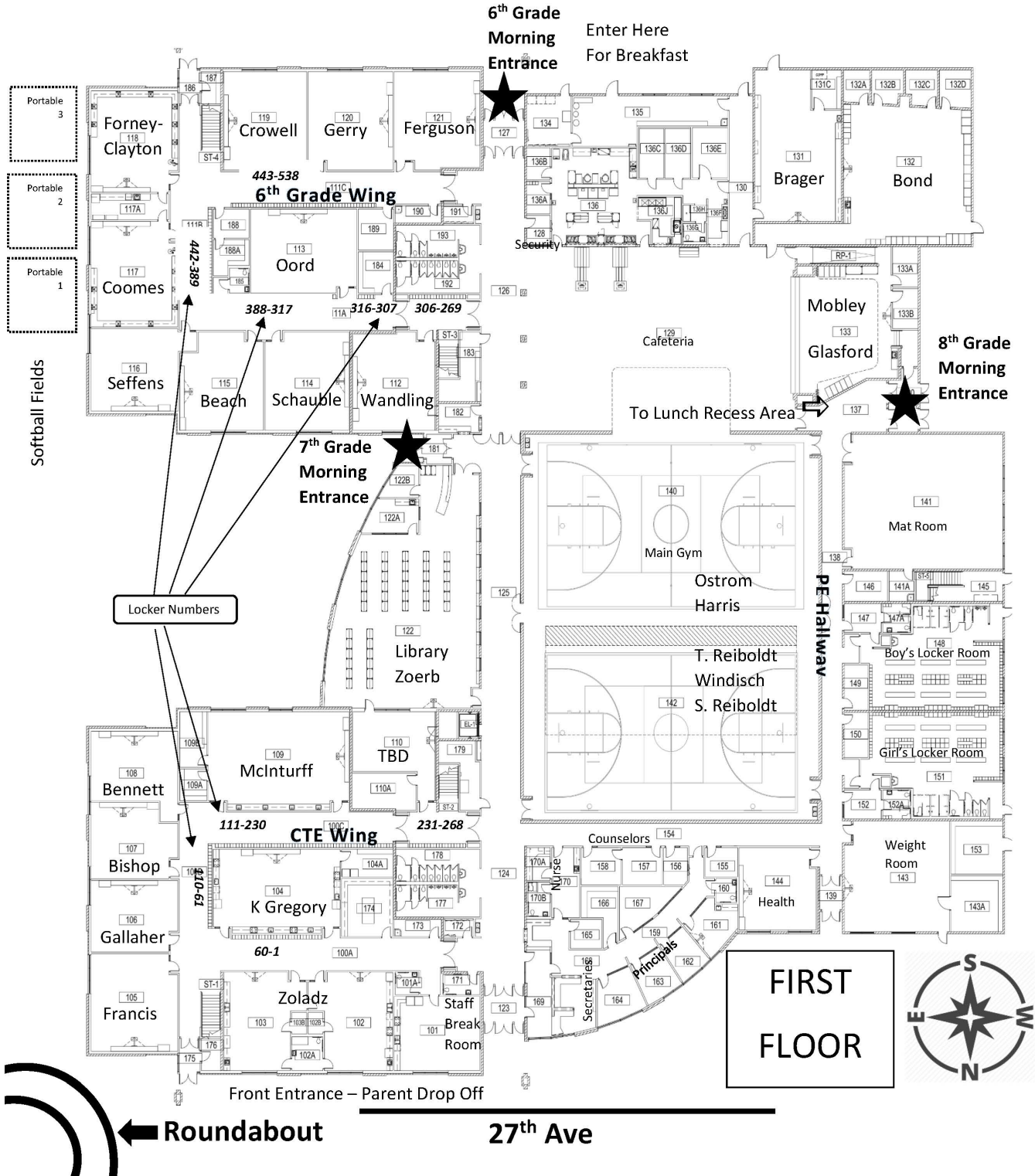
1<sup>st</sup> Floor

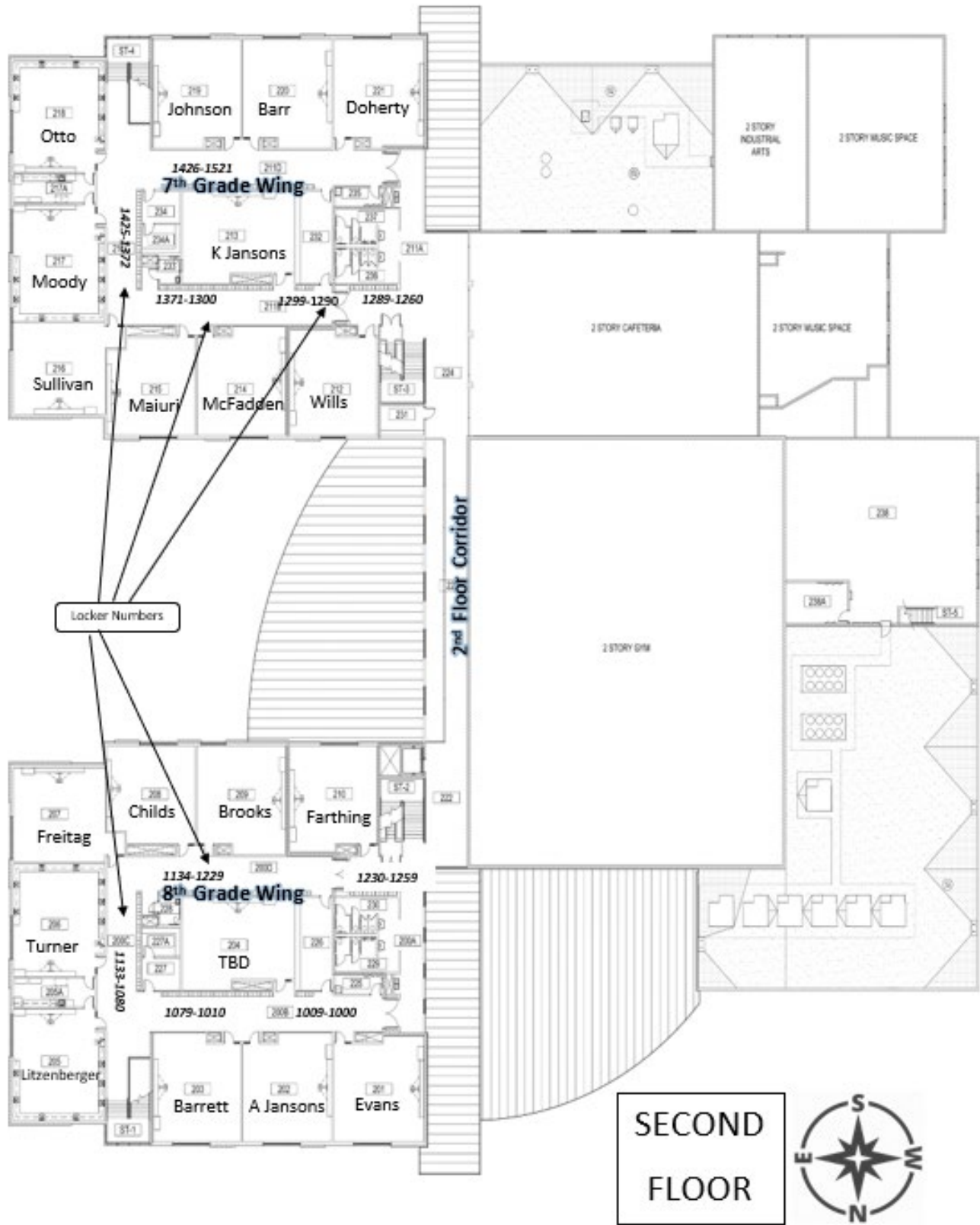


2022-23

**Soutridge Blvd**

School Bus Drop Off





## School Fees & Requirements

Although we make every attempt to provide the majority of school services without requiring extra fees, there are a few items that parents are asked to pay.

<b>Description</b>	<b>Cost</b>
<b>School Lunches</b>	
Breakfast	\$0.00
Breakfast Reduced*	\$0.00
Lunch	\$0.00
Lunch Reduced*	\$0.00
Milk	\$0.60
<b>Required Items for All Students Sold in our Office</b>	
PE T-Shirt	\$8.00
PE Shorts	\$12.00
Pair of Combination Locks	\$15.00 (single \$8)
<b>Sports (7<sup>th</sup> &amp; 8<sup>th</sup> Graders Only)</b>	
User Fee per Sport ( <i>required to play after school sports</i> )	\$30.00
User Fee Reduced* ( <i>required to play after school sports</i> )	\$0
<b>Extra Items</b>	
ASB ( <i>required to play after school sports</i> )	\$15.00
ASB Reduced* ( <i>required to play after school sports</i> )	\$0
Yearbook	\$30.00
Replacement I.D.	\$5.00

*\*Students who qualify for free/reduced lunch*



# Chinook Middle School



## 2022-23 Daily Schedule

Monday, Tuesday, Thursday, Friday

	6 <sup>th</sup>		7 <sup>th</sup>		8 <sup>th</sup>
First Bell	7:50	First Bell	7:50	First Bell	7:50
1 <sup>st</sup>	8:00 – 8:52 (52)	1 <sup>st</sup>	8:00 – 8:52 (52)	1 <sup>st</sup>	8:00 – 8:52 (52)
2 <sup>nd</sup>	8:56 – 9:43 (47)	2 <sup>nd</sup>	8:56 – 9:43 (47)	2 <sup>nd</sup>	8:56 – 9:43 (47)
3 <sup>rd</sup>	9:47 – 10:34 (47)	3 <sup>rd</sup>	9:47 – 10:34 (47)	3 <sup>rd</sup>	9:47 – 10:34 (47)
Lunch	<b>10:38 – 11:08</b>	4 <sup>th</sup>	10:38–11:25 (47)	4 <sup>th</sup>	10:38–11:25 (47)
4 <sup>th</sup>	11:12 – 11:59 (47)	Lunch	<b>11:29 – 11:59</b>	5 <sup>th</sup>	11:29 – 12:16 (47)
5 <sup>th</sup>	12:03 –12:50 (47)	5 <sup>th</sup>	12:03 –12:50 (47)	Lunch	<b>12:20 – 12:50</b>
6 <sup>th</sup>	12:54 – 1:41 (47)	6 <sup>th</sup>	12:54 – 1:41 (47)	6 <sup>th</sup>	12:54 – 1:41 (47)
7 <sup>th</sup>	1:45 – 2:35 (50)	7 <sup>th</sup>	1:45 – 2:35 (50)	7 <sup>th</sup>	1:45 – 2:35 (50)

Wednesday

*Students are released early at 1:10 every Wednesday*

	6 <sup>th</sup>		7 <sup>th</sup>		8 <sup>th</sup>
First Bell	7:50	First Bell	7:50	First Bell	7:50
1 <sup>ST</sup>	8:00 – 8:36 (36)	1 <sup>ST</sup>	8:00 – 8:36 (36)	1 <sup>ST</sup>	8:00 – 8:36 (36)
2 <sup>nd</sup>	8:40 – 9:16 (36)	2 <sup>nd</sup>	8:40 – 9:16 (36)	2 <sup>nd</sup>	8:40 – 9:16 (36)
3 <sup>rd</sup>	9:20 – 9:56 (36)	3 <sup>rd</sup>	9:20 – 9:56 (36)	3 <sup>rd</sup>	9:20 – 9:56 (36)
Lunch	<b>10:00 – 10:30 (36)</b>	4 <sup>th</sup>	10:00 – 10:36 (36)	4 <sup>th</sup>	10:00 – 10:36 (36)
4 <sup>th</sup>	10:34 – 11:10 (36)	Lunch	<b>10:40 – 11:10 (30)</b>	5 <sup>th</sup>	10:40 – 11:16 (36)
5 <sup>th</sup>	11:14 – 11:50 (36)	5 <sup>th</sup>	11:14 – 11:50 (36)	Lunch	<b>11:20 – 11:50 (30)</b>
6 <sup>th</sup>	11:54 – 12:30 (36)	6 <sup>th</sup>	11:54 – 12:30 (36)	6 <sup>th</sup>	11:54 – 12:30 (36)
7 <sup>th</sup>	12:34 – 1:10 (36)	7 <sup>th</sup>	12:34 – 1:10 (36)	7 <sup>th</sup>	12:34 – 1:10 (36)

## Chinook Required Courses in all Grades

Students in grades 6, 7, and 8 will be required to successfully complete the following courses during their middle school career:

**English Language Arts (ELA) – 2 Periods Every Day, All Year:** Instruction will be guided by the Washington State Learning Standards. These standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in multiple disciplines, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

**History (Social Studies) – 1 Period Every Day, All Year:** Social studies education contributes to developing responsible citizens in a culturally diverse, democratic society in an interdependent world. Social studies equip students to understand their own power and their own responsibility as citizens of the world's most powerful democracy. It equips them to make sound judgments and to actively contribute to good stewardship of the natural environment, to the health and prosperity of their own communities, and to a democratic society.

**6<sup>th</sup> Grade: Geography** (1 semester) & Ancient Civilizations (1 semester)

**7<sup>th</sup> Grade: Washington State History** (1 semester) & World Geography (1 semester)

**8<sup>th</sup> Grade: US History** (all year)

### Math – 1 Period Every Day, All Year:

**Standard 6<sup>th</sup> Grade Math Class** – (These students will take Standard 7<sup>th</sup> grade Math)

**Honors 6<sup>th</sup> Grade Math Class** – (These students can take Honors Algebra in 7th grade and Geometry in 8th grade)

**Standard 7<sup>th</sup> Grade Math Class** – (Student will take 8<sup>th</sup> grade math (Pre-Algebra))

**Honors 7<sup>th</sup> Grade Math Class** – (These students can take Algebra in 8th grade for HS credit)

**7<sup>th</sup> Grade Algebra** – (Students will receive high school credit and can take Honors Geometry in 8<sup>th</sup> grade)

**Standard 8<sup>th</sup> Grade Math Class/Pre-Algebra** - (No high school credit available. Students will study the first half of the high school Algebra curriculum with the intent of learning the second half during their 9<sup>th</sup> grade year.)

**Honors Algebra 1 & 2** – High School Credit (these students will take Honors Geometry upon successful completion)

**Honors Geometry 1 & 2** (High School Credit – Must have successfully completed Honors Algebra 1 & 2)

**Health & Fitness – 1 Period Every Day, All Year:** An understanding of good health and fitness concepts and practices is essential for all students. Businesses have already started to realize the extent to which poor health practices can undermine an employee's effectiveness and ability to succeed. The same is true of students. Teaching our students good health and safety principles can lead to a lifetime of healthy practices,

resulting in more productive, active, and successful lives. Chinook students will learn these principles through both physical activities and classroom lessons. Students are required to wear a PE uniform (shorts and shirt) which can be purchased in the office. They also will be required to bring a combination lock to secure their PE locker. Eighth grade students can waive Health & Fitness to take High School Spanish.

**Science – 1 Period Every Day, All Year:** When comprehending current events, choosing, and using technology, or making informed decisions about one’s healthcare, science understanding is key. Science is also at the heart of the United States’ ability to continue to innovate, lead, and create the jobs of the future. Chinook science instruction will be guided by the Washington State Next Generation Science Standards.

**6<sup>th</sup> Grade Life Science**

**7<sup>th</sup> Grade Earth Science**

**8<sup>th</sup> Physical Science**

### **Chinook Elective Courses**

Typically, students have one elective period\* where they choose either a music or CTE (Career Technical Education) class. In music students choose between band, orchestra, and choir. In CTE, students take three different classes throughout the school year.

### **FOR 6, 7, & 8<sup>th</sup> Graders**

**Music Classes: These are all-year classes**

**Band – 1 Period Every Day, All Year:** Students learn to play a band instrument (horns or percussion) while learning how to read music. Students conduct several performances during the school year. The preference is that students who start band in 6<sup>th</sup> grade remain in the program throughout middle school.

**Orchestra - 1 Period Every Day, All Year:** Students learn to play a string instrument while learning how to read music. The preference is that students who start orchestra in 5<sup>th</sup> grade remain in the program throughout middle school. If students did not take orchestra in elementary school but would like to join in 6<sup>th</sup> grade, please contact the teacher, Teri Glasford, before registering [teri.glasford@ksd.org](mailto:teri.glasford@ksd.org)

**Choir – 1 Period Every Day, All Year:** Choir offers the opportunity to participate in a vocal music program dedicated to the pursuit of excellence in music through performance. Students participate in daily rehearsals. Students perform 3 evening concerts during the school year. The preference is that students who start choir in 6<sup>th</sup> grade remain in the program throughout middle school.

### **FOR 6 & 7<sup>th</sup> Graders**

**Career Technical Education (CTE) for 6<sup>th</sup> and 7<sup>th</sup> Graders**

**Career Exploration – 1 Period Every Day, 9 Weeks:** Students will explore real career options using a curriculum designed by [Paxton-Patterson](#) .

**Computer Applications – 1 Period Every Day, 9 Weeks:** Students will learn computer basics and become familiar with the Microsoft Office, developing skills in Word, PPT, Excel and Outlook applications. Students will learn to create documents, presentations, and spreadsheets, as well as how to use email and effectively browse the web.

**Pre-engineering Technology – 1 Period Every Day, 9 Weeks:** Students will learn about engineering processes through designing, building and problem solving as they are engaged in projects that apply math, science, and technology concepts to solve real-world challenges. Project areas include robotics, computer programming, electricity and electronics, woodworking, materials science, and green technologies.

**Introduction to Spanish – 1 period Every Day, 9 Weeks –** Student will receive a nine-week course learning Spanish. The goal is for students to compare English and Spanish for a basic understanding of the structure of the Spanish language. Student will learn vocabulary and practice with pronunciation.

## **FOR 8<sup>th</sup> GRADERS ONLY**

**Spanish 1 – 1 Period Every Day, All Year (HIGH SCHOOL CREDIT):** Students learn to speak, read, and write in Spanish. This course is a high school level class, so students must have a history of academic success to enroll. Students will be selected based on their previous GPA and NWEA Reading Assessment scores. If more than 60 students register, students with the highest GPA and reading assessment scores will be chosen first.

**Computer Applications – 1 Period Every Day, All Year (HIGH SCHOOL CREDIT):** Students will learn several applications, like Microsoft Office Suite, for endorsement.

**Pre-Engineering & Career Exploration – 1 Period Every Day, Semester for Each Class** Students will build on the 9-week units from sixth and seventh grades spending more time on complex projects within each respective CTE area as well as new Career exploration units.

**Academic Support - 1 Period Everyday** Students who need academic support based on previous performance will be referred to this course by the student's advisory teacher. Although parents may opt their child out of this class, it is highly recommended that they take it. It will offer homework support as well as teach positive organizational skills needed for success in life.

**Office Assistant – 1 Period Everyday 12 Weeks:** This is a volunteer position for 7<sup>th</sup> or 8<sup>th</sup> grade students who would like to assist our office secretaries with school communications. It replaces one class of the CTE rotation.

**Library Assistant – 1 Period Everyday 12 Weeks:** This is a volunteer position for 7<sup>th</sup> or 8<sup>th</sup> grade students who would like to assist our librarian. It replaces one class of the CTE rotation.

## Chinook WEB

### Student Leadership & Mentoring Program



# **CHINOOK WHERE EVERYBODY BELONGS!**

*8<sup>th</sup> Graders mentoring 6<sup>th</sup> Graders*

WEB Leaders are 8<sup>th</sup> graders who have volunteered to serve in a leadership role for our sixth graders. They apply as 7<sup>th</sup> graders and are chosen based on their academic, behavioral, and overall commitment to participate throughout their 8<sup>th</sup> grade year. WEB Leaders' communication skills, leadership potential, responsibility, and personality have helped them succeed at school, and the lessons they have learned can be shared to help others.

WEB Leaders are trained to work with the incoming 6<sup>th</sup> graders and other new students who are entering our school. After a summer training prior to the start of their 8<sup>th</sup> grade school year, the WEB leaders run sixth grade orientation the day before the official first day of school. At orientation, each WEB Leader is assigned a small group of sixth graders where they befriend and help the 6<sup>th</sup> grade group during the first week of school. Additionally, throughout the school year, WEB Leaders will meet again with their student groups to touch base, discuss problems, and plan social activities. We know that the more contact a 6<sup>th</sup> grader has with his/her WEB Leader the more successful the sixth grader will be!

Students who would like to become a WEB Leader must commit to the following:

- Attend all WEB and team events and notify your team leader if you can't make it
- Do your part in all WEB related activities
- Actively find answers to any WEB related questions
- Keep in contact with your group throughout the year
- Deal with people and situations in a way that reflects positively on the Chinook WEB program
- Set a good example with your behavior
- Actively try to stop bullying, especially against 6<sup>th</sup> graders
- Display a positive and spirited attitude toward our school
- Help 6<sup>th</sup> graders see what a great place Chinook Middle School is!

If you have questions about this program, please contact a Mr. Gregory or Mr. German.

## Associated Student Body (ASB)

For many middle school students, participating in an Associated Student Body is a new experience. It's the first time many students are asked to buy an "ASB" and have the opportunity to run for an "ASB" leadership position (President, Vice-President, Treasurer, Secretary).

**ASB Definition:** The ASB represents the entire Chinook student body and is led by a group of student leaders who strive to make the school the best it can be. This student organization is established to govern finances and organize activities. The monies raised by students for their school are called ASB funds and represent an opportunity for students to not only fund raise, but also learn the principles of operating a budget while practicing important leadership skills.

**What does the ASB do?** The ASB is the main student government body on campus led by six officers who lead monthly ASB meetings with Homeroom Representatives who are elected from 1<sup>st</sup> period classes. ASB funds support after school sports programs by purchasing uniforms, equipment, and paying for buses. It also supports clubs and social events.

Please support Chinook Middle School by  
purchasing an ASB!



## CHINOOK MIDDLE SCHOOL



### A.S.B. CONSTITUTION and BY-LAWS

#### **Article I**

##### **NAME**

This organization shall be known as the Associated Students Body of Chinook Middle School

#### **Article II**

##### **PURPOSE**

The purpose of this organization shall be to practice good citizenship; positive relationships throughout the entire school; provide a platform for students' issues and direction of school activities.

#### **Article III**

##### **MEMBERSHIP**

**Section 1:** All students regularly enrolled in Chinook Middle School ARE MEMBERS OF THE Associated Student Body.

**Section 2:** All students who participate in any activity, club, or organization which is sponsored by or financed by the Associated Student Body must be a member of the Associated Student Body.

#### **Article IV**

##### **LEGISLATIVE DEPARTMENT**

**Section 1:** All legislative powers shall be vested in the Student Legislature, hereafter called the Student Council.

##### **Section 2:** Student Council

- A. Officers: The main Student Body Officers shall be allowed a vote in the Student Council. The ASB Advisor may vote only in the case of a tie vote.
- B. Membership: The Student Council of the Associated Student Body shall be composed of one representative from each homeroom and an alternate, the Student Body Officers, and the principal or his/her designate.
- C. One representative and his/her alternate shall be elected from each homeroom no later than the third week of the fall semester. All vacancies during the year must be filled within two weeks.
- D: Term of Officers: All representatives shall be elected for a term of one school year.
- E: Attendance: If a representative is absent for more than two meetings without a valid excuse, he/she will be automatically dismissed, and the homeroom shall fill the vacancy.
- F: Duties & Powers: The Student Council shall have the power to take all measures necessary for execution of power vested in the Student Council by the Constitution.
  - To impeach, by a two-thirds vote, any of the Associated Student Body Officers.
  - To elect a pro-tem officer in the event of vacancy occurring in any of the Associated Student Body Officers.
  - Subject to approval of the principal to vote on the use of designated Administrative Associated Student Body funds.

**Section 3:** Legislative Procedures

- A. Each attending room representative and executive member gets one vote.
- B. Any members of the Student Council may start motions, amendments to motions, or amendments to the Constitution.
- C. Every bill or amendment passed by two-thirds vote of the Student Council, if not vetoed by the Associated Student Body Officers or disapproved by the principal within two weeks shall become effective. The ASB Officers' veto must be overruled by a three-fourths vote of the Student Council.
- D. Amendments to the Constitution may be passed by a two-thirds vote of the Student Council.
- E. By-laws may be adopted, amended or repealed by a two-thirds vote of the Student Council. Representatives must vote as directed by their homerooms.
- F. Amendments to the constitution may not be repealed or changed for a period of three calendar years after passage.

**Section 4:** Meetings

- A. Meetings shall be held once every month; the time and place to be designated by the Principal and the ASB Officers.
- B. Special meetings may be called by the Associated Student Body Officers, the principal, or upon request of a petition signed by two-thirds of the Student Council.
- C. A quorum shall be two-thirds of the voting members of the Student Council and must be present when a matter is discussed, debated, or voted upon.
- D. Officers may meet to approve or disapprove expenditures without calling a meeting of the Student Council Representatives.

**Article V**

**EXECUTIVE DEPARTMENT**

**Section 1:** Composition

- A. The Executive Department shall consist of 4 officers (President, Vice-President, Secretary, and Treasurer) of the Associated Student Body and the principal or his/her designee.
- B. Committees shall be appointed as deemed necessary by the Associated Student Body Officers and shall be subject to the approval of the Student Council.

**Section 2:** Officers

The executive officers of the Associated Student Body shall be the four officers consisting of President, Vice-President, Secretary, and Treasurer. 8<sup>th</sup> grade officers will be President and Secretary. 7<sup>th</sup> grade officers will be Vice-President and Treasurer.

**Section 3:** Elections

- A. The executive officers of the Associated Student Body shall be elected at an annual election, which shall be completed by May of each year.
- B. Nomination of ASB officers shall be by completed Ballot of Candidacy and letter to the Principal or his/her designee which states why the candidate wishes to run for office, his/her qualifications and what he/she would do to improve the school.



- C. Any student attending Chinook Middle School on a regular basis, meeting the grade level and academic requirements (in section 4 under qualifications), with good attendance, leadership ability, and displaying good citizenship may run for office.
- D. A primary election will be held within two weeks after nominations close. The candidates for each position receiving the greatest number of votes will advance to the General Election.
- E. A General Election will be held within one week after the Primary Election. The candidate for each office receiving the majority of votes cast will be declared elected.

**Section 4:** Qualification Section

- A. The ASB officer candidates must be a 6<sup>th</sup> or 7<sup>th</sup> grader at Chinook Middle School at the time of spring elections. He/she must possess and maintain an academic GPA of 3.0 or above and be a student in good standing.
- B. All officers must be students in outstanding good citizenship.

**Section 5:** Duties and Powers of Officers

- A. Shall see that the provisions of the Constitution of the Associated Student Body are properly carried out.
- B. Shall perform such duties as the office requires and as are designated by the Student Council.
- C. Shall have the power to appoint, by and with the consent of the Principal, all chairmen necessary. The President, who represents all ASB Officers, shall be the official representative of the Associated Student Body of Chinook Middle School and shall serve as ex-officio member of all committees.
- D. The Vice-President shall assume duties of the selected official representative of the Associated Student Body in the latter's absence and shall assist this selected official in all ways possible. A selected official will serve in this role.
- E. Secretary shall keep records of all Student Council meetings and shall read records at the following meetings of the Council. He/She shall check attendance at all Student Council meetings. A selected official will serve in this role.
- F. Treasurer shall work in coordination with the Principal in all financial affairs pertaining to the Student Body.

**Article VI**

**REVIEW OF ACTIVITIES**

It is recognized that the Principal is responsible to the Superintendent and the community, represented by the Board of Education, and that participation in school government is subject to school code and laws. Therefore, it is agreed that all resolutions, acts, and financial arrangements are subject to review, and approval or disapproval, by the Principal and his/her designee.

**Article VII**

**BY-LAWS**

The Order to exercise at business meetings shall be:

1. Call or order
2. Pledge of Allegiance
3. Reading of the minutes
4. Treasurer's report
5. Committee reports
6. Unfinished business
7. New Business
8. Adjournment

## Section 2 - Chinook Middle School Policies & Expectations

### Vision, Mission & Motto

#### **CHINOOK VISION**

Chinook Middle School is committed to teaching the Washington State Learning Standards in an environment that values excellence, positive leadership, and strong, moral character.

Chinook Middle School is a place where:

- Caring, passionate teachers provide high-quality instruction every day.
- Adolescents thrive in a student-based learning environment that supports reflection, collaboration, and the application of learning to real life situations.
- Students and staff use the most appropriate technological tools to reason, justify, synthesize, analyze, and problem solve.
- Teachers accept a commitment to teach until all students reach standard.
- All students feel connected and supported by positive adult and peer relationships in a safe environment.
- All families feel appreciated and connected to our school community.

#### **CHINOOK MISSION STATEMENT**

Chinook Middle School will provide each student with the highest quality education and create a passion for learning, empowering the wolfpack community to contribute positively to the world.

#### **CHINOOK MOTTO**

**Chinook Middle School**  
**Be your best, and nothing less**

*Show Respect*  
*Make Good Decisions*  
*Solve Problems*



## Positive Behavioral Interventions & Supports

### Chinook Middle School Motto

Chinook Middle School, be your best, and nothing less

### Chinook Middle School Mission Statement

Chinook Middle School will provide each student with the highest quality education and create a passion for learning, empowering the wolfpack community to contribute positively to the world.

### Chinook's Positive Behavioral Intervention & Support System

#### **PBIS: Positive Behavioral Interventions and Supports**

#### What is PBIS?

Chinook uses a school wide system called Positive Behavioral Interventions and Supports, PBIS for short. It is currently one of the most effective school behavior management approaches in the United States.

#### PBIS Definition:

PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. PBIS IS NOT a packaged curriculum, scripted intervention, or manualized strategy. PBIS IS a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students. PBIS supports the success of ALL students.

### School-Wide Expectations and Rules

#### **Big 3: Make Good Decisions, Show Respect, Solve Problems**

#### Why do we have School-Wide Rules?

Positively stated rules facilitate the teaching of behavioral expectations across school settings because students will be learning the same language. By focusing on simple rules, it will be easier for students to remember and follow. It is also important for staff because they can focus on a few simple rules which will improve the consistency across staff using a common language.

Research has shown that positively stated rules are important because recognizing students for following the rules is even more important than catching them breaking the rules. The intent of stating rules positively, will create a positive atmosphere to catch students engaging in the appropriate and expected behavior.

The **Behavioral Expectations Grid or Matrix** (see the following pages) uses the school-wide rules to identify specific behavioral expectations across all school settings.

**All staff and students in the school are expected to know the school-wide rules.** Chinook will be evaluated every Spring to see if staff and students know the school-wide rules. The goal is that 90% of staff and students

know the school-wide rules. To be most effective, regular teaching using the school-wide rules should become part of the school culture.

#### School Rules Posters:

School Rules Posters will be disseminated and are posted in every room in the school, including all classrooms, the cafeteria, hallways, front office, etc. This will help to prompt staff and students to pay attention to the school rules. School Rules Posters should be big enough to read and highly visible throughout all settings in the school.

#### Chinook Big 3

- ✓ Show Respect
- ✓ Make Good Decision
- ✓ Solve Problems

### Successfully Preparing All Students for Their Futures

#### Teaching School-wide Rules, Behavioral Expectations, & Routines

##### Starting the Year off Right:

During the first two-weeks of school, we will focus on teaching the school-wide rules, behavioral expectations, and routines to all students across all settings in the school. To truly start the year off right, we will need participation and support from the entire student body, families, and staff.

##### Why teach the Rules, Expectations, and Routines during the first week of school?

One of the major reasons to teach behavioral expectations and routines across settings is so that all staff agree on what is expected. This will improve consistency across staff in enforcing the school rules. We will have a focus of the month to continue to grow and improve upon expectations.

##### What are Routines?

Routines are the procedures and processes that students are expected to follow to keep things running smoothly and prevent problems. Examples of routines include entering the cafeteria, the lunch line process, the dismissal process for classes from lunch, etc. Choosing routines should be a thoughtful process since some routines can inadvertently set up students to engage in misbehavior. Routines should be taught and reinforced during the first week of school so that everyone in the school is following the same set of procedures.

##### Revisit Sessions: Re-teaching the Rules, Expectations, and Routines.

Like all good teachers, we must remember that we cannot simply teach the expectations and routines once. It is important to hold revisit sessions to review the expectations. Revisit sessions are especially helpful after returning from a long break, during times in the year when you anticipate having more troubles, or in areas that continue to be problematic.

## PBIS Acknowledgment System – Chinook bucks

It is not enough just to teach expected behavior; we also need to regularly recognize and reward students for engaging in appropriate behavior. Research has shown that recognizing students for engaging in expected behavior is even more important than catching students breaking the rules. In fact, research on effective teaching has found that teachers should engage in a rate of 5 positive interactions with students to every 1 negative interaction (**5:1 ratio**). As a staff it is very easy to get focused on catching students engaging in unwanted behavior. The goal of an acknowledgment system is to increase the number of positive interactions that all school staff have with students.

At Chinook Middle School, we use **CHINOOK bucks** to give immediate feedback when we see students following our **school-wide rules**. For example, walking in the hallway in a respectful manner, putting away playground equipment when the bell rings, and/or engaging in classroom discussions.

At Chinook Middle School, we use **CHINOOK bucks** to acknowledge students for appropriate behavior and following the **Big 3: Showing Respect, Making Good Decisions, Solving Problems**.

When recognizing students with a CHINOOK buck, it is important to identify specifically what behavior the student engaged in and link it to the appropriate school rule. For example:

**Mario, I noticed you walking in the hallways in a respectful manner. I have a CHINOOK buck for following the school-wide rules.**

**Olivia, I wanted to thank you for helping pick up the books someone knocked on the floor, you were being very responsible, and it really helped me out. Here is a CHINOOK Buck for Making a Good Decision.**

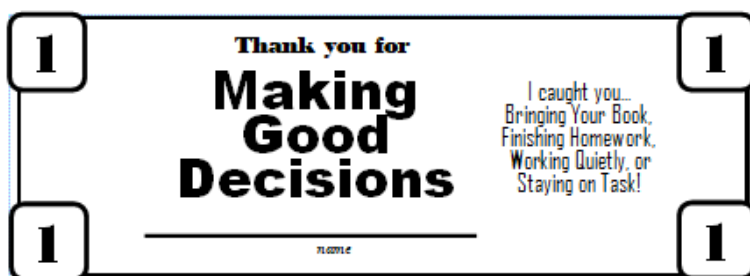
Ideally, students should be given a CHINOOK buck immediately following the behavior and be told exactly why they received the CHINOOK buck. To promote expected behavior, it is important that students know when and why they are being acknowledged.

Handing out CHINOOK Bucks:

- Chinook Bucks will have monthly themes that connect to the Big 3.
- Staff should keep Chinook bucks in their pocket and/or in a way they are readily accessible.
- Staff should consider handing out 10 Shark Bucks each day.
- Staff will teach students the procedure of how to cash in CHINOOK bucks within their classroom.

Examples of how to earn a CHINOOK buck:

- Alan picked up another student's coat and hung it back up without being asked.
- Jayda entered the cafeteria quietly and followed the procedure for selecting her lunch.
- Sam put away playground equipment and walked respectfully to his next class when the bell rang.
- Brian walked to his bus and followed the dismissal route.
- Katie contributed to a classroom discussion with engagement.



## PBIS Consequence System

Consistent and fair discipline procedures are crucial to a successful consequence system in all schools. It is important that we are respectful of students in our disciplinary responses. Consequences should focus on teaching, remediation, or logical consequences as much as possible (i.e. if a student breaks a window they work it off in restitution, etc.). In providing consequences, we also want to be mindful of the instructional time students are missing with the goal of minimizing the amount of instructional time missed.

To maximize student instructional time, staff are encouraged to deal with problem behavior in their classroom as much as possible. This requires that staff develop a clear discipline plan, which includes teaching expectations and routines they will implement, incentives for positive behavior, and clear classroom responses to problem behavior for their classroom. If teachers are experiencing pervasive problem behavior in their classroom, they are advised to seek assistance or additional consultation by contacting the principal or assistant principals.

## School Basic Supply List

It is expected that each student will bring the following supplies to class daily: 3-ring binder, dividers, pens, pencils, pencil case, notebook paper, and identification badge. Teachers will also have a list of supplies ready at the beginning of the school year. You are encouraged to carry books and supplies to and from school in a backpack. **Backpacks must be placed in your locker at the start of school each day and cannot be brought to class.**

Please know that the following list is recommended but not required. If you cannot find something on the list, wait and staff will either offer an alternative or provide your child with the materials.

Quantity	Description
1	3-ring binder to transport and organize the following items:
6	Binder dividers (the kind with pockets are good for loose papers)
1 box/pack	No. 2 Pencils
1 box/pack	Ballpoint Pens (Blue or Black)
1 pack	Highlighters (any color)
3	70 sheet single subject spiral-bound notebooks
2	Composition notebook –ruled lined paper for ELA
2	Composition notebook - grid/graph (squares) paper for Math
1 pack	Grid/graph paper (1/4 inch quad ruled)
2 packs	Loose-leaf notebook paper
1	Pencil case/pouch for 3-ring binder
1	Basic calculator
1	8 GB Flash drive
1	Backpack or school bag

*\*There may be additional requests from individual teachers after the start of school*

## Report Cards & Progress Reports

Computerized report cards are issued to every student at the end of each quarter. At each mid-quarter, teachers will issue progress reports to each student who is failing or doing poorly in class. Parents are encouraged to contact their child's teacher for more information. Many teachers require signed progress reports to be returned with their child to help with grade communications on the student. Please double check with your son/daughter and keep in contact with your child's teachers.

### School Wide Grading Policy

**LETTER GRADES:** Grades will be communicated using the traditional letter system: 100-94=A, 93-90=A-, 89-87=B+, 86-84=B, 83-80=B-, 79-77=C+, 76-74=C, 73-70=C-, 69-67=D+, 66-60=D, Below a 59=F . "S" & "U" and/or modified grades can be used in special circumstances with principal approval.

**80 – 20 RATIO:** All content area classes will weigh grades with 80% of course weight on assessments and 20% on practice or daily work. Assessments must be linked to the course standards. There is no sub-weighting within the 80-20 weighting; staff will only use two categories within PowerSchool – **assessment and practice**. Projects cannot be counted as assessments if students complete any of the work outside of the classroom. Any task will be considered practice if it requires out of class time by the student to complete it.

**QUARTER GRADES:** Teachers will assess student learning at least twice each quarter in each content area.

**RETAKE TESTS:** All students may request to retake an assessment if he or she scored below a 70%. However, the teacher gives final approval. Students may be denied to retake a test if all practice assignments were not completed prior to the first assessment. Although we understand some students may need more opportunities to show mastery of skills, it is essential that effort and responsibility by the student is evident throughout the learning unit.

**REPORTING STANDARDS:** Course standards must be communicated on all assessments within PowerSchool's description. All common assessments must have the standard(s) listed for parents and students either as a title or within the description.

## School Policies:

### Textbooks

Textbooks are issued to students as their personal property. Please keep all books covered with your name, teacher's name, and room number on the inside cover. Don't lend your books, because students are responsible for the safe keeping of these books for the entire year. If a book is lost or stolen, the student who was checked out the book will have to pay for it. Make sure and report all lost books to your teacher immediately so another book can be assigned to you. If books are damaged, a fine can be assessed and report cards will be held until it is paid.

### Bad Weather

Listen to local radio stations, watch local TV stations, or check [www.ksd.org](http://www.ksd.org) for announcements about school closures and delays. **Please do not call the school.**

### [Make-Up School Work Policy](#)

Students may make up schoolwork missed during EXCUSED absences. It is the student's responsibility to contact the teacher and request make-up assignments and their due dates. For prolonged absences, parents may call and request homework assignments after a student has missed three (3) days of school. Generally, the assignments may be picked up in the office 2:30-3 p.m. on the day following the request. Please give 24 hours' notice.



### [Gum](#)

Gum is NOT permitted at Chinook Middle School.

### [Food & Drink](#)

Food & drink are NOT permitted in hallways or classrooms. It should remain in the cafeteria at breakfast or lunch. This includes Dutch Bros, Starbucks, etc. and items bought from the vending machines.

### [Bicycles, Skateboards, Skates, Scooters, etc.](#)

All bicycles, skateboards, or scooters must be left in the bike rack. We strongly recommend that any item left in the bike rack be locked up securely. Due to safety concerns, the use of skateboards, skates, scooter, or roller blades are not permitted **any place** on campus or they may be confiscated. This includes after-school hours.

### [Building Conduct](#)

Students on campus and in hallways are expected to not be disruptive or interfere with others. The use of profanity is not acceptable. When students arrive in the morning, they are to report to the cafeteria or remain outside until the first bell rings at 7:50am. Breakfast is served at 7:30am.

### [Public Displays of Affection \(PDA\)](#)

Chinook makes every effort to mirror the professional atmosphere of the everyday work world. Therefore, we do not allow students to kiss, hold hands, or hug. Students who fail to follow this policy may be placed on a no-contact agreement and a call to the students' parents.

### [Evacuation and Lockdown Procedures](#)

An emergency evacuation map and lockdown procedures are posted in each class area. Teachers will review the plans several times during the school year. In the case of an alarm, students should walk quietly and orderly from the building to their class's designated area. Everyone will line up with their class and await further instructions. Classes should not re-enter the building until they are cleared by administration.

### [Leaving Campus during School Hours](#)

Only authorized adults (parents, guardians, emergency contact persons, or principal) may give permission for students to leave campus during school hours. Upon arrival students should be in the commons, courtyard, or basketball courts (out back).

### [Identification Cards](#)

All students at Chinook are required to carry their current Chinook issued I.D. badge whenever they are at school. They will be used for identification, library check out, and as breakfast/lunch scan cards.



## Lost & Found

There are lost and found boxes in both the cafeteria and the P.E. area. If you find something, please bring it to the office. If you have lost something, first check to see if it has been placed in the lost and found, then check with your teachers, and finally check with the main office.

## Library Procedures

The library is a safe environment, where all students are welcome to come to read, work on projects or hang out at appropriate times. Students may check out a maximum of 2 items at any one time. Audio books will be checked out as a set and are considered two items. Books and audio sets have a 2-week check out and may be renewed twice. E Books may be checked out using your library username and password and have a four-week loan period. Students will have their library privileges restricted if these materials are not returned promptly.

You are responsible for all materials checked out in your name. ***Your responsibility begins with the check-out of the item(s) and ends when the computer checks it in.*** If you have overdue items, you will be unable to check out new items until the item is returned or issue is resolved. If an item is lost it needs to be replaced (same book title that was lost) or pay the replacement cost for the items.

The library is open to all students without passes before and after school, as well as at lunch. Passes are required when you come to the library during class.

Students should bring only those materials they need to the library. Before and after school, book bags are allowed in the library

## Lockers

**Lockers are the property of the Kennewick School District which means that school officials are given the right to open lockers for the purpose of inspection, repair, or search.** Policy #3232 states that locker use is a privilege, which may be revoked if abused. Students must purchase two combination locks from the Chinook office for \$15 – one for their regular hallway locker and another for their PE locker (but they will have the same combination). During the first week of school, homeroom teachers will collect student combinations which will allow staff to perform occasional locker inspections. It will also serve as a backup in case students forget their combination. If students provide a false combination or change the lock without notifying their homeroom teacher, staff will cut the lock if the locker needs to be opened. Replacement of the lock will be the responsibility of the student.

Students are encouraged to use lockers before school, before lunch, after lunch, and after school only. Students assume all risk and responsibility in the use of lockers. DO NOT bring valuables to school; DO NOT put valuables in lockers. DO NOT share or trade lockers. The school is NOT responsible for articles lost or stolen from lockers. Please report thefts immediately to an administrator or security officer. Lewd pictures, illegal substances, or materials in poor taste may not be kept or displayed in lockers. Marking or other damage to the locker will result in a fine and/or discipline.

## Lunch Time Expectations

1. Walk to the cafeteria
2. Go directly to the lunch line if you are getting school lunch.
3. Keep seated while eating with both legs under the tables.
4. Clean up after yourself, throw away your garbage, and stack trays in the cleaning area.
5. When you are finished with your lunch, students may go outside only after being released by staff.

6. All food must remain in the cafeteria (no food or drink outside).
7. Students must stay in designated outside recess area as determined by administration.
8. No contact sports (tackle football).
9. All hallways are closed during lunch. (need a pass to be in hallways)
10. Playground equipment may be checked out with the use of an I.D. card.

### Fighting

Any participation in or promotion of physical fighting at school or off school grounds when going or leaving school may result in suspensions or expulsions. This includes recording and posting videos of school fights online, encouraging, instigating, or watching the fight in person.

### School Bus Conduct

Students are expected to follow bus safety rules and always obey the driver. Failure to abide by the rules can result in school discipline and/or riding privileges being revoked. Consequences\* for misconduct on a school bus are as follows:

1<sup>st</sup> misconduct – Three (3) days off bus

2<sup>nd</sup> misconduct – Five (5) days off bus.

3<sup>rd</sup> misconduct – Termination of riding privileges for remainder of semester or year.

*\*additional school discipline may occur as well*

### Attendance

This year, Kennewick School District is making a special effort to ensure that all students fully benefit from their education by attending school regularly. Attending school regularly helps children feel better about school—and themselves. Your student can start building this habit in preschool, so they learn right away that going to school on time, every day is important. Consistent attendance will help children do well in high school, college, and at work.

### **DID YOU KNOW?**

- Starting in kindergarten, too many absences (excused and unexcused) can cause children to fall behind in school.
- Missing 10 percent (or about 18 days) increases the chance that your student will not read or master math at the same level as their peers.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.
- By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
- By being present at school, your child learns valuable social skills and has the opportunity to develop meaningful relationships with other students and school staff.
- Absences can be a sign that a student is losing interest in school, struggling with schoolwork, dealing with a bully or facing some other potentially serious difficulty.
- By 9th grade, regular attendance is a better predictor of graduation rates than 8th grade test scores.

## **WHAT WE NEED FROM YOU**

We miss your student when they are gone, and we value their contributions to our school. We would like you to help ensure that your student attends regularly and is successful in school. If your student is going to be absent, please contact the school attendance office. **509-222-7502**

## **WHAT YOU CAN DO**

- Set a regular bedtime and morning routine.
- Prepare for school the night before, finishing homework and getting a good night's sleep.
- Find out what day school starts and make sure your child has the required immunizations.
- Don't let your student stay home unless they are truly sick. Keep in mind complaints of a stomachache or headache can be a sign of anxiety and not a reason to stay home.
- Avoid appointments and extended trips when school is in session.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Keep track of your student's attendance. Missing more than 9 days could put your student at risk of falling behind.
- Talk to your student about the importance of attendance.
- Talk to your students' teachers if you notice sudden changes in behavior. These could be tied to something going on at school.
- Encourage meaningful afterschool activities, including sports and clubs.

## **OUR PROMISE TO YOU**

We know that there are a wide variety of reasons that students are absent from school, from health concerns to transportation challenges. There are many people in our building prepared to help you if you or your student face challenges in getting to school regularly or on time (school nurse, counselor interventionist, etc). We promise to track attendance daily, to notice when your student is missing from class, communicate with you to understand why they were absent, and to identify barriers and supports available to overcome challenges you may face in helping your student attend school.

## **SCHOOL POLICIES AND STATE LAWS**

It is important that you understand our school policies and procedures, as well as Washington State Law, to ensure your child is successful in school. State law for mandatory attendance, called the Becca Bill, requires children from age 8 to 17 to attend a public school, private school, or a district-approved home school program. Youth who are 16 or older may be excused from attending public school if they meet certain requirements. <http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.225>

[Each school is required to take daily attendance and notify you when your student has an unexcused absence.](#)

If your student has **three** unexcused absences in one month, state law (RCW 28A.225.020) requires we schedule a conference with you and your student to identify the barriers and supports available to ensure regular attendance. The district is obligated to develop a plan that may require an assessment to determine how to best meet the needs of your student and reduce absenteeism. If your student has an Individualized Education Plan or a 504 Plan the team that created the plan needs to reconvene.

If your student has seven unexcused absences in any month or ten unexcused absences within the school year, we are required to file a petition with the Juvenile court, alleging a violation of RCW 28A.225.010, the mandatory attendance laws. The petition may be automatically stayed, and your student and family may be referred to a Community Truancy Board, or you and your student may need to appear in Juvenile Court. If your student continues to be truant, you may need to go to court.

The Kennewick School District has an established policy defining excused absences that will help you ensure your student is attending regularly. Policy 3122 defines excused absences as:

- Participation in a district or school approved activity or instructional program.
- Illness, health condition or medical appointment (including but not limited to medical, counseling, dental or optometry).
- Family emergency, including but not limited to a death or illness in the family.
- Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction.
- Court, judicial proceeding or serving on a jury.
- Post-secondary, technical school or apprenticeship program visitation, or scholarship interview.
- State-recognized search and rescue activities consistent with RCW 28A.225.055.
- Absence directly related to the student's homeless status.
- Absence resulting from a disciplinary/corrective action (e.g., short-term or long-term suspension, emergency expulsion); and
- Principal (or designee) and parent, guardian, or emancipated youth mutually agreed up on approved activity.

Any absence not listed above is an unexcused absence.

Please see the Kennewick School District policies & procedures on excused and unexcused absences, tardies, etc., at [www.ksd.org](http://www.ksd.org) or your student's Student Handbook for more information.

### Athletics

Athletic participation is limited to 7<sup>th</sup> and 8<sup>th</sup> grade students only. Involvement in athletics (including dance team) is a privilege for Chinook students. We have a "no-cut" policy here at Chinook which means that every student who joins a team will be placed on a team and receive "play-time." The school will provide uniforms (with the exception of shoes).

All students participating in athletics must have a current doctor-physical on file. Physicals are good for two years but must be renewed if a student has a major injury. Students must also have sports paperwork completed and signed by their parent. There is a **\$30 user fee** (\$10 if free/reduced) assessed each student per sport season to be paid prior to the first turn out. **All students who participate in athletics must purchase an ASB card.**

To be eligible to participate in athletics a student must:

Maintain a 2.0 GPA or higher with 1 F or less (subject to change to higher requirement)

Pay a participation user fee for each sport (\$30/\$10)

Purchase an ASB card each year (\$15/\$5)

Have a current medical physical on file by a registered physician

Complete all necessary paperwork and participation contract prior to participating

### Physical Fitness & Health

Health and Fitness is a part of the daily curriculum and is required for students.

Clothing guidelines are as follows:

- Every student **MUST** purchase a PE t-shirt and have shorts or sweats for PE. The shirts are \$5.00 and PE shorts are \$12 and can be purchased in the office. The PE t-shirt and shorts are used throughout all of the middle schools in Kennewick.
- All clothing must be clearly marked for easy identification.
- Keep your locker combination confidential and do not share lockers!
- Sweatshirts and sweatpants are recommended for cold weather.

Permanent and temporary medical conditions should be brought to the PE teacher's attention as soon as possible. When a student experiences an injury, a note from a guardian should be given to the teacher. The teacher needs to know what activities the child should be exempt from and for how long. For longer than 3 days, a doctor's note is required.

The gym, locker rooms, and hallways are closed before school, at lunchtime and after school unless you have authorized permission. The locker room bathrooms are not to be used by students from other classrooms or during lunchtime.

#### Prohibited Items at Chinook

- No permanent markers (sharpies)
- Cans of paint
- Paint pens
- Aerosol cans (anything that may permanently mark property)
- Only sealed, unopened beverages may be brought from home

#### Technology at Chinook

Chinook staff understand the importance of electronic devices to today's families. However, these devices should be used in a responsible manner, before or after school. Here are Chinook's expectations regarding cell phones, music players and portable video games or other Personal Electronic Devices:

- Personal Electronic devices can be used before and after school, outside of the building.
- Personal Electronic devices should never be used in bathrooms.
- Personal Electronic devices are not allowed during the school day.
- Personal Electronic devices should be secured and stored during the school day, so that it is not visible to anyone during the school day.

#### **CHINOOK BYOD Consequences for Inappropriate Use of a Device:**

Students who don't follow the BYOD guidelines or the district acceptable use policy are subject to consequences:

First & Second Offense: Device will be confiscated and returned to student at the end of the school day in the main office.

Third Offense: Device will be confiscated and returned to student at the end of the school day in the main office. This will be logged as a minor referral in PBIS. Parent/Guardians will be contacted by the main office

Fourth Offense: Device will be confiscated and returned to student at the end of the school day in the main office. This will be logged as a minor referral in PBIS. Parent/Guardians will be contacted by an

administrator. It will be explained that any further BYOD consequences will result in the student being given a major referral with some form of exclusionary discipline.

### **Kennewick School District Policy # 3308**

#### Prohibited Uses

- a) Sending an email, text message, or other communication that harasses, intimidates, threatens, bullies, or discriminates against another individual. Using such devices for any form of “cyber-bullying”, other unwanted or unsolicited electronic communications, or other communications that otherwise cause a disruption to the learning environment.
- b) Using a camera device at school in classrooms or hallways to take pictures or videos without the express permission of those being filmed. The use of personal electronic devices with photo or video capture capabilities is prohibited in locations where such operation may violate the safety or privacy rights of another person.
- c) Using such devices to engage in scholastic dishonesty. Students are also prohibited from using a device to capture, record, and/or transmit test information or any other information in a manner constituting fraud, theft, or cheating. Likewise, students are prohibited from using devices to receive such information. Students may not take any picture, video, or text of any class assignment or presentation without staff permission.
- d) Using such devices to save personal or non-school-related files to a district-owned computer.
- e) Sending, sharing, viewing, or possessing pictures, text messages, emails, or other inappropriate material depicting sexually explicit conduct, illegal activity, drug culture, violence, etc., as defined in RCW 9.68A.011, in electronic or any other form on a personal electronic device, while the student is on school grounds, at school-sponsored events, or on school buses or vehicles provided by the district.
- f) Hacking, cracking, vandalizing, the introduction of viruses, worms, Trojan horses, time bombs, and/or changes to hardware or software tools.
- g) Accessing unauthorized networks, attempting access, scanning, or packet capture.
- h) Using a device (personally owned or otherwise) on a school bus that may interfere with the supervision and safety of the bus and its passenger(s).

#### [Dress Code KSD Policy # 3224](#)

Students are reminded that their appearance significantly affects the way others respond to them. Matters of dress remain the primary concern of students in consultation with their parents. Student dress shall not be regulated except when, in the judgment of school administrators, there is a reasonable expectation that:

1. A health or safety hazard will be presented by the student’s dress or appearance including possible membership in a gang or hate group.
2. Damage to school property will result from the student’s dress.
3. The student’s dress or appearance will create a material and substantial disruption of the educational process at the school.

For the purpose of this policy, a material and substantial disruption of the educational process may be found to exist when a student’s conduct is inconsistent with any part of the educational mission of the school district. Prohibited conduct includes the use of lewd, sexual, drug, tobacco/alcohol-related messages, or gang-related apparel.

The uniforms of nationally recognized youth organization, and clothing worn in observance of a student’s religion, are not subject to this policy.

The superintendent shall establish procedures providing guidance to students, parents/guardians, and staff regarding appropriate student dress in school or while engaging in extracurricular activities. Such procedures shall ensure that any student wearing, carrying, or displaying gang-related apparel, or exhibiting behavior or gestures which symbolize gang membership, or causing and/or participating in activities which intimidate or affect the attendance of another student shall be asked, with notice to his or her parents/guardians, to make appropriate corrections and be subject to discipline if the corrections are not undertaken.

If a staff member believes a student's dress should be regulated, contact ISS (Main office) by email or phone with the following information:

- Student's Name
- Description why the dress should be regulated

The main office will address the issues with the student and follow through with the appropriate response. Every effort will be made to follow up with staff and parents.

Dress Code progression that we are using in the main office regarding discipline and parent/guardian contact:

- Verbal warning documented in binder by ISS and email sent to all the students' teachers.
- Verbal warning documented in binder by ISS and email sent to all the students' teachers.
- Minor referral in PBIS and call home from ISS and email sent to all the students' teachers.
- Minor referral in PBIS and call home from ISS and email sent to all the students' teachers.
- Minor referral in PBIS and call home from Admin and email sent to all the students' teachers.
- Major (most likely ISS) and email sent to all the students' teachers.
- 7 Or more....(more ISS or STS)

**Best practice regarding the dress code is: If there is ANY QUESTION about an item being inappropriate, DO NOT WEAR IT.**

#### Tardy Policy

If a student does not arrive to class before the bell rings, they are tardy. If tardy, teachers mark them Tardy in PowerSchool. A tardy is 15 minutes or less, anymore is considered an absence. ISS will track tardies.

- 3 or more Tardies = lunch detention. ISS will send a detention notice to student once they have accumulated 3 tardies and beyond. Minor will be logged into PBIS and parents will be contacted.
- Students who accumulate multiple tardies will meet with an administrator to work on correcting the issue.
- Students who skip lunch detention will be assigned an additional day. During lunch detention students eat their lunch and can quietly work on homework.

#### Alcohol and Other Drug Use/Abuse (AODA) KSD Policy #3418

Use of alcohol, tobacco and other drugs can destroy the health and well-being of any individual. Use of drugs or controlled substances, except under medical supervision and prescription is dangerous. Drug abuse jeopardizes the well-being of the individual in the community. Decreased productivity and learning, serious health problems, breakdown of family and social relationships and strain on personal and societal resources follow abuse. The policy of the Kennewick School District is to provide a safe, healthy, and nurturing learning environment where students can develop internal strengths, values, and self-esteem. Such development will enable students to contribute to a society where external highs are unnecessary, and abstinence is the norm.

The goal of the Kennewick School District is to enhance the partnership involving home, school, and community to support the development of our students in a drug-free educational environment. Communication with, and involvement of, parents is inherent. Our partnership, then, defines alcohol and other drug use as a serious health problem and is committed to eliminating it from our environment. The use, possession, delivery, manufacture, exhibiting the effects of illegal/illicit drugs, inhalants, alcohol or tobacco, mind or mood altering substances, imitation drugs or the possession of drug paraphernalia in or on school property or at school-sponsored events is prohibited.

In an effort to restrict tobacco usage and in compliance RCW 28A.210.310 the Kennewick School District shall notify both students and school personnel of the prohibition of tobacco use. Sanctions for both students and school personnel who violate the policy shall be enforced. Furthermore, signs prohibiting the use of tobacco products shall be posted at all Kennewick School District sites.

The Kennewick School District recognizes chemical dependency as a disease as well as the inherent danger connected with any use of alcohol and other drugs. Because of the magnitude of this problem in today's society, we believe that our efforts must be comprehensive and multifaceted. The district is committed to develop and maintain a comprehensive student assistance program for kindergarten through 12th grade, which includes awareness, prevention education, disciplinary consequences, intervention, assessment and referral, after-care, and support.

The purpose of this policy is to recognize our obligation to lead in the establishment of a positive, drug-free educational environment in which problems can be addressed in a healthful and supportive atmosphere.

For students in grades Kindergarten through 4th grade administrative action and discretion will be taken in compliance with WAC 180-40-250 (with input and recommendations of the building Student Assistance Team or discipline team). Additional consequences may include:

- Suspension from school for a specified time of not more than 10 days in any trimester.
- Participation in an alcohol and other drug education program.
- Recommendation of a drug and alcohol assessment. In a manner consistent with RCW 69.50 (Uniform Controlled Substances Act) the following terms shall be defined as:
- Controlled Substance – a drug, substance or immediate precursor included in schedules I through V as set forth in federal or state laws, or federal or board rules. Likewise schedules I through IV (RCW 69.50 Art.II), list common “drugs” including opiates, hallucinogens, stimulants, narcotics as well as derivative analogs.
- Controlled Substance Analog – any substance that has a chemical structure similar to that of controlled substances.
- Imitation Drugs – a substance that is not a controlled substance but which by appearance and representation would lead a reasonable person to believe that the substance is a controlled substance.
- Manufacture – the production, preparation, propagation, compounding, conversion or processing of a controlled substance, either directly or indirectly or by extraction from substances of natural origin
- Under the Influence – an abnormal mental or physical condition due to the influence, a visible impairment of the judgment or a derangement, or impairment of mental or physical function or energies arising there from
- Delivery – the actual or constructive transfer from one person to another of a substance, whether or not there is an agency relationship
- Legend Drugs – “prescription” medication including, but not limited to, steroids and other performance enhancing medications. Possession of prescription drugs without a prescription is unlawful.



- Drug Paraphernalia – all equipment, products and materials of any kind which are used, intended for use, or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substance.

STUDENTS IN POSSESSION, CONSUMPTION, POSSESSION OF PARAPHERNALIA, DELIVERY AND/OR EXHIBITING THE EFFECTS OF ALCOHOL OR OTHER DRUGS, INHALANTS, MIND OR MOOD ALTERING SUBSTANCES, OR IMITATION DRUGS ON CAMPUS OR AT ANY SCHOOL-SPONSORED ACTIVITY ARE IN VIOLATION OF THIS POLICY.

### **I. First Offense**

#### **A. Possession, Consumption, Exhibiting the Effects\* or Possession of Paraphernalia**

1. Five (5) day (out of school) suspension. A copy of the letter of suspension shall be permanently placed in the student's cumulative file.
2. The Possession, Consumption, Exhibiting the Effects or Possession of Paraphernalia will be reported to appropriate law enforcement and appropriate law enforcement will be encouraged to prosecute to the maximum extent provided by law.
3. An alcohol and other drug assessment by a qualified substance abuse counselor is recommended.
4. The student is to participate in a Prescribed Student Support Group, a minimum of five (5) consecutive weeks, to the satisfaction of the facilitator, and adhere to a behavioral agreement.

\* A building administrator and a minimum of one (1) additional staff member will determine if reasonable suspicion exists.

#### **B. Delivery**

This violation is considered to be inherently harmful and students who engage in this activity are deemed to be a danger not only to themselves but also to all other students and staff in the Kennewick Schools.

1. The delivery will be reported to appropriate law enforcement and appropriate law enforcement will be encouraged to prosecute to the maximum extent provided by law.
2. Following an investigation by the principal if it is determined that there has been a violation of the delivery section of the AODA policy, the student will be deemed an immediate danger and placed on emergency expulsion status. A written notice will then be issued to the student and parent(s) indicating the manner in which a hearing may be requested. In the event the expulsion is upheld, the following considerations shall apply to the guidelines for readmission.

The minimum length of the expulsion will be until there is documented achievement of guidelines for readmission as Administrative Regulation No. 3418 Alcohol and Other Drug Use/Abuse as developed by a behavioral agreement. These guidelines will include the following criteria in addition to those identified by the building administrator:

Recommendation of an assessment by a qualified substance abuse counselor.

Evidence shown of completion of community service as established in guidelines for readmission.

Improved student behavior since the expulsion.

Willingness of the student and parent to agree, as appropriate, to a reasonable behavioral agreement.

### **II. Second Offense**

#### **A. Possession, Consumption, Exhibiting the Effects or Possession of Paraphernalia**

1. Ten (10) days (out of school) suspension. A copy of the letter of suspension shall be permanently placed in the student's cumulative file.

2. The Possession, Consumption, Exhibiting the Effects or Possession of Paraphernalia will be reported to appropriate law enforcement and appropriate law enforcement will be encouraged to prosecute to the maximum extent provided by law.
3. An alcohol and other drug assessment by a qualified substance abuse counselor is recommended.
4. Participate in a Prescribed Student Support Group, a minimum of five (5) consecutive weeks, to the satisfaction of the facilitator, and adhere to a behavioral agreement.

**B. Delivery**

1. Recommendation of expulsion.
2. The delivery will be reported to appropriate law enforcement and appropriate law enforcement will be encouraged to prosecute to the maximum extent provided by law.

**III. Third Offense**

**A. Possession, Consumption, Exhibiting the Effects or Possession of Paraphernalia**

1. Recommendation of expulsion.
2. The possession, consumption, exhibiting the effects or possession of drug paraphernalia will be reported to appropriate law enforcement and

Administrative Regulation No. 3418 Alcohol and Other Drug Use/Abuse – appropriate law enforcement will be encouraged to prosecute to the maximum extent provided by law.

**Students in Possession, Consumption and/or delivery of Tobacco on Campus or at any School-Sponsored Activity**

In all cases parents will be contacted.

Recognizing the serious physical effects of all tobacco products and the fact that tobacco use is a very strong indicator of Alcohol and Other Drug use, the District maintains the following procedures for students possessing, consuming, or delivering tobacco in any form.

**I. First Offense**

- A. One (1) day in-school suspension, with interview by designated Alcohol and Other Drug Awareness specialist and completion of a tobacco educational packet.
- B. A copy of the letter of violation shall be permanently placed in the student's cumulative file.

**II. Second Offense**

- A. Three (3) day out of school suspension.
- B. Participate in the Prescribed Student Support Group, a minimum of three (3) consecutive weeks, to the satisfaction of the facilitator.
- C. A copy of the letter of suspension shall be permanently placed in the student's cumulative file.

**III. Third Offense**

- A. Five (5) day out of school suspension.
- B. A copy of the letter of suspension shall be permanently placed in the student's cumulative file.

**IV. Fourth Offense**

- A. Long term suspension.
- B. A copy of the letter of suspension shall be permanently placed in the student's cumulative file.

CONFIDENTIALITY Administrative Regulation No. 3418 Alcohol and Other Drug Use/Abuse

No record of a student's participating in professional treatment services will become a part of the permanent record or transcript. Any and all related information will be treated as health related only and kept in confidentially maintained health files.

## CUMULATIVE NATURE OF CONSEQUENCES

Multiple offenses are those that occur during grades K-5, 6-8 or 9-12.

### [Sexual Harassment KSD Policy #5013](#)

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

The superintendent shall develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt timelines and delineate staff responsibilities under this policy. All staff are responsible for receiving informal complaints and reports of sexual harassment and informing appropriate district personnel of the complaint or report for investigation and resolution. All staff are also responsible for directing complainants to the formal complaint process.

The superintendent shall develop procedures to provide age-appropriate information and education to district staff, students, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum sexual harassment recognition and prevention and the elements of this policy will be included in staff, student and regular volunteer orientation. This policy shall be posted in each district building in a place available to staff, students, parents, volunteers, and visitors. The policy shall be reproduced in each student, staff, volunteer, and parent handbook.

The superintendent shall make an annual report to the Board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, shall be included in the report. The superintendent is encouraged to involve staff, students, volunteers, and parents in the review process.

### [Prohibition of Harassment, Intimidation, Bullying and Cyber Bullying KSD Policy# 3207](#)

The Kennewick School District is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteer, and patrons, that is free from harassment, intimidation, bullying, and cyber bullying. "Harassment, intimidation, bullying, or cyber bullying" means any written message or image, 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, physical, sensory disability, or other distinguishing characteristics, when the act is intended to result in any of the following:

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

Nothing in this policy requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation, bullying, or cyber bullying. "Other distinguishing characteristics" can include but are not limited to:

- Physical appearance, clothing or other apparel;
- Socioeconomic status;
- Gender identity;
- Marital status;

Cyber bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidation, threatening, humiliating, or tormenting another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory electronic mail (e-mail) messages, instant messages, text messages, digital pictures or images, or website postings (including social media) which has the effect of:

Physically, emotionally, or mentally harming a student;  
Placing a student in reasonable fear of physical, emotional, or mental harm;  
Placing a student in reasonable fear of damages to or loss of personal property; or  
Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.

The District has no duty to regulate off-campus Internet messages, statements, postings, or acts. However, the District reserves the right to regulate, review, investigate, and discipline students for cyber bullying, or for other disciplinary violations when such Internet statements, postings, or acts threaten violence against another student or otherwise disrupts the learning environment or orderly conduct of the schools, school business, or school activities. This applies to cyber bullying or other violations whether made off-campus with personal digital devices or made on any school campus, at any school-sponsored event, on school-provided transportation, at any official school bus stop, or using district communications systems or devices. The District's reservation of rights does not impose on the District or any school, a duty to regulate or review off-campus Internet messages, statements, postings, or acts.

#### **Behaviors/Expressions**

Harassment, intimidation, bullying, or cyber bullying can take many forms including but not limited to: slurs, rumors, jokes, innuendos, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats, or other written, oral, physical, 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 education environment. Many behaviors that do not rise to the level of harassment, intimidation, bullying, or cyber bullying may still be prohibited by other district policies or building, classroom, or program rules.

#### **Training**

This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful, and inclusive learning community and shall be implemented in conjunction with comprehensive training of staff and volunteers.

#### **Prevention**

The district will provide students with strategies aimed at preventing harassment, intimidation and bullying. In its efforts to train students, the district will seek partnerships with families, law enforcement and other community agencies.

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the perpetrator, and to restore a positive school climate.

The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

#### Students with Individual Education Plans or Section 504 Plans

If allegations are proven that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the target of harassment, intimidation or bullying, the school will convene the student's IEP or Section 504 team to determine whether the incident had an impact on the student's ability to receive a free, appropriate public education (FAPE). The meeting should occur regardless of whether the harassment, intimidation or bullying incident was based on the student's disability. During the meeting, the team will evaluate issues such as the student's academic performance, behavioral issues, attendance, and participation in extracurricular activities. If a determination is made that the student is not receiving a FAPE as a result of the harassment, intimidation or bullying incident, the district will provide additional services and supports as deemed necessary, such as counseling, monitoring and/or reevaluation or revision of the student's IEP or Section 504 plan, to ensure the student receives a FAPE.

#### Retaliation/False Allegations

Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation, or bullying.

It is also a violation of district policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees 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.

#### Compliance Officer

The Superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district.

The Superintendent is authorized to direct the implementation of procedures addressing the elements of this policy.

#### Discrimination/Harassment:

The Kennewick 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 Coordinator:**

Doug Christensen – HR Director

[Doug.christensen@ksd.org](mailto:Doug.christensen@ksd.org)

509-222-5010

#### **Title IX and 504 Officer:**

Rhonda Pratt – Student Services Director

[Rhonda.Pratt@ksd.org](mailto:Rhonda.Pratt@ksd.org)

509-222-5003

**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: **Kennewick School District 1000 W. 4<sup>th</sup> Ave Kennewick, WA 99336** or view at: [www.ksd.org](http://www.ksd.org)

## **COMPLAINT OPTIONS: DISCRIMINATION AND SEXUAL HARASSMENT**

### **File a Complaint of Discrimination with Your School District**

Anyone can file a complaint that alleges discrimination in a Washington public school based on a protected class. This includes parents, students, teachers, administrators, and advocates. Follow the complaint procedure closely. If you have questions, go directly to your district and ask for the information you need to move forward.

- Complaint to the school district | [WAC 392-190-065](#)
- Appeal to the school board | [WAC 392-190-070](#)
- Complaint to OSPI | [WAC 392-190-075](#)

### **Discrimination Dispute Resolution Options**

[English](#) | [Arabic](#) | [Chinese](#) | [Korean](#) | [Punjabi](#) | [Russian](#) | [Somali](#) | [Spanish](#) | [Tagalog](#) | [Ukrainian](#) | [Vietnamese](#)

### **Other complaint options:**

[Special Education Complaints](#) | [Complaints about Teachers and Certificated Educators](#) | [Federal Programs Complaint](#)

### **Step 1** Write Out and Send Your Complaint

1. Describe the conduct or incident. Use facts: what, who and when.
2. Explain why you believe discrimination has taken place.
3. Describe what actions you believe the district or charter school should take to resolve the problem.

Send your written complaint—by mail, fax, email, or hand delivery—to the district superintendent, charter school administrator, or civil rights coordinator. OSPI maintains a [list of websites](#) for all state school districts. Contact information should be on these district websites.

### **Deadline for Filing a Complaint**

School districts can adopt a filing deadline for complaints. This deadline must be at least one year after the incident or conduct — the subject of the complaint — took place. Find out if your district has a deadline for filing a complaint related to discrimination.

### **Step 2** School District Investigates Your Complaint

Your civil rights coordinator has an important role to play once the school district receives your written complaint.

The coordinator must:

- Give you a copy of the procedure to follow for discrimination complaints

- Make sure a prompt and thorough investigation takes place

**Important!** At this point, you could decide to resolve your complaint immediately instead of proceeding with the investigation.

### **30 Calendar Days to Respond to Your Complaint**

Once the district receives your written complaint, the superintendent or administrator must 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 or charter school must notify you in writing with (1) why staff need this time extension and (2), a new date for their written response.

### **Step 3 School District Responds to Your Complaint**

In its written response, the district or charter school must include this information:

- Summary of the results of the investigation
- Determination that states clearly whether or not the district or charter school failed to comply with civil rights law
- Notification that you can appeal this determination: how and where to file a appeal, and to whom it must addressed
- Any measures, determined through the investigation, necessary to bring the district or charter school into compliance with civil rights law

**Important!** Any necessary corrective measures must be put into effect within 30 calendar days after this written response—unless you agree to a different time period.

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**Appeal** If you do not agree with the determination that follows the district’s investigation of your complaint, you can **file an appeal**. Information about the appeal process should be included in the written response you receive once the district has completed their investigation.

Follow the appeal procedure closely—appeals must be made to an official or board not involved in the complaint.

### **Deadline for Filing an Appeal**

School districts and charter schools are allowed to adopt a filing deadline for appeals. Find out if your district has a deadline for filing an appeal related to complaints of discrimination. This deadline must be no shorter than 10 calendar days from the date you received the written response to the investigation that followed from your complaint.

### **30 Calendar Days to Respond to Your Appeal**

Once the district receives your appeal, it must respond to you in writing—within 30 calendar days—unless you agree on a different time period.

The appeal decision must include how to file a complaint with OSPI. If you do not agree with the appeal decision, state law provides the option to file a complaint with OSP