

CHINOOK
— MIDDLE SCHOOL —
WOLVES

2024-25
Student Handbook

Updated June 2024

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SECTION 1 – Introducing the Wolfpack!



CHINOOK

MIDDLE SCHOOL

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 2024-25 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

Advisory Class Teacher: _____ room # _____

(Advisory Class will be every other Wednesday from 8:00 – 8:30 AM)

1st period teacher: _____ room # _____

2nd period teacher _____ room # _____

3rd period teacher: _____ room # _____

4th period teacher: _____ room # _____

5th period teacher: _____ room # _____

6th period teacher: _____ room # _____

7th 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	jake.davis@ksd.org
Admin	Gregory, Nathan	Asst Principal	163	nathan.gregory@ksd.org
Admin	Scott Hammond	Asst Principal	162	Scott.hammond@ksd.org
Secretary	Dickey, Cathy	Bldg Secretary	Office	cathy.dickey@ksd.org
Secretary	Poumele, Cassie	ASB Secretary	Office	cassie.poumele@ksd.org
Secretary	Sams, Lori	Attendance	168	lori.sams@ksd.org
Secretary	Guzman, Adriana	Secretary	Office	adriana.guzman@ksd.org
Secretary	Ashlee Hammond	Library Sec	122	Ashlee.hammond@ksd.org
Security	Leverett, Leora	Security	128	leora.leverett@ksd.org
Counselor	German, Mark	Counselor	157	mark.german@ksd.org
Counselor	McMullin, Sara	Counselor	158	sara.mcmullin@ksd.org
Teacher	Barr, Renee	7Math	220	renee.barr@ksd.org
Teacher	Barrett, Sara	Art	109	sara.barrett@ksd.org
Teacher	Beach, Krysta	6ELA	115	krysta.beach@ksd.org
Teacher	Becker, Chris		219	chris.becker@ksd.org
Teacher	Bloom, April	SPED	204	april.mckinney@ksd.org
Teacher	Bond, Patrick	Band	132	patrick.bond@ksd.org
Teacher	Bonham, Eric	7ELA/History	215	eric.bonham@ksd.org
Teacher	Brooks, Greg	8History	209	greg.brooks@ksd.org
Teacher	Brown, Krystal	7ELA	216	krystal.brown@ksd.org
Teacher	Childs, Braden	8Math	208	braden.childs@ksd.org
Teacher	Cuevas, Natalija	ML/LAP	107	natalija.cuevas@ksd.org
Teacher	Doherty, Stephanie	7ELA	221	stephanie.doherty@ksd.org
Teacher	Farthing, Michele	8ELA/History	210	michele.farthing@ksd.org
Teacher	Ferguson, Kaycee	6/8ELA	121	kaycee.ferguson@ksd.org
Teacher	Forney-Clayton, Carol	6Science	118	carol.clayton@ksd.org
Teacher	Freitag, Sherri	8Math	207	sherri.freitag@ksd.org
Teacher	Gerry, Johanna	6Math	120	johanna.gerry@ksd.org
Teacher	Glasford, Teri	Orchestra	133	teri.glasford@ksd.org
Teacher	Gregory, Kyrin	Autism	104	kyrin.gregory@ksd.org
Teacher	Harris, Darlene	PE/Health	Gym	darlene.harris@ksd.org
Teacher	Howard, Stephanie	SPED	113	stephanie.howard@ksd.org
Teacher	Jansons, Ashley	8ELA	202	ashley.jansons@ksd.org
Teacher	Jansons, Kristi	8ELA/Span	203	kristi.jansons@ksd.org
Teacher	Johnson, Diann	6Math	119	diann.johnson@ksd.org
Teacher	Litzenberger, Tim	8Science	205	tim.litzenberger@ksd.org
Nurse	McDermott, Kim	Nurse	170A	kim.mcdermott@ksd.org
Teacher	McFadden, Gretchen	7History	214	gretchen.mcfadden@ksd.org
Teacher	Mequet, Jonathan	Comp App	105	jonathan.mequet@ksd.org
Teacher	Mobley, Stuart	Choir/Expl	133	stuart.mobley@ksd.org
Teacher	Moody, Stacey	7Science	217	stacey.moody@ksd.org
Teacher	Oord, Susie	Learn Facilitator	106	susie.oord@ksd.org
Teacher	Ostrom, Thor	PE/Health/SPED	Gym	thor.ostrom@ksd.org
Teacher	Otto, Emily	7Science	218	emily.otto@ksd.org
Teacher	Reiboldt, Spencer	PE/Health	Gym	spencer.reiboldt@ksd.org
Teacher	Reiboldt, Tony	PE/Health	Gym	tony.reiboldt@ksd.org

Teacher	Sandifer, Connor	CTE Tech	131	connor.sandifer@ksd.org
Teacher	Schauble, Morgan	6ELA/History	114	morgan.schauble@ksd.org
Teacher	Seffens, Kris	6ELA	116	kris.seffens@ksd.org
Teacher	Brillhart, Lori	6Science	117	Lori.brillhart@ksd.org
Teacher	Sullivan, Kay	MTSS Facilitator	108	kay.sullivan@ksd.org
Teacher	Tapia, Brandie	SPED	213	brandie.tapia@ksd.org
Teacher	Turner, Ron	8Science	206	ron.turner@ksd.org
Teacher	Vidaurri, Lacey	8ELA	201	lacey.vidaurri@ksd.org
Teacher	Wandling, Melyssa	6History	112	melyssa.wandling@ksd.org
Teacher	Windisch, Fran	PE/Health	Gym	fran.windisch@ksd.org
Teacher	Yazwinski, Sydney	7ELA	212	sydney.yazwinski@ksd.org
Teacher	Zoerb, Carla	Librarian	122	carla.zoerb@ksd.org
Teacher	Zoladz, Mary	Life skills	102/103	mary.zoladz@ksd.org

School Fees & Requirements

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

Description	Cost
School Lunches	
Breakfast	\$0.00
Breakfast Reduced*	\$0.00
Lunch	\$0.00
Lunch Reduced*	\$0.00
Milk	\$0.60
Required Items for All Students Sold in our Office	
PE T-Shirt	\$8.00
PE Shorts	\$12.00
Pair of Combination Locks	\$15.00 (single \$8)
Sports (7th & 8th Graders Only)	
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
Extra Items	
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

Chinook Middle School



2024-25 Daily Schedule

Monday, Tuesday, Thursday, Friday

	6 th		7 th		8 th
1 st	8:00 – 8:52 (52)	1 st	8:00 – 8:52 (52)	1 st	8:00 – 8:52 (52)
2 nd	8:56 – 9:43 (47)	2 nd	8:56 – 9:43 (47)	2 nd	8:56 – 9:43 (47)
3 rd	9:47 – 10:34 (47)	3 rd	9:47 – 10:34 (47)	3 rd	9:47 – 10:34 (47)
Lunch	10:38 – 11:08 (30)	4 th	10:38–11:25 (47)	4 th	10:38–11:25 (47)
4 th	11:12 – 11:59 (47)	Lunch	11:29 – 11:59	5 th	11:29 – 12:16 (47)
5 th	12:03 –12:50 (47)	5 th	12:03 –12:50 (47)	Lunch	12:20 – 12:50
6 th	12:54 – 1:41 (47)	6 th	12:54 – 1:41 (47)	6 th	12:54 – 1:41 (47)
7 th	1:45 – 2:35 (50)	7 th	1:45 – 2:35 (50)	7 th	1:45 – 2:35 (50)

Wednesday with Advisory (every other week)

Students are released early at 1:10 every Wednesday.

	6 th		7 th		8 th
Advisory	8:00 – 8:30 (30)	Advisory	8:00 – 8:30 (30)	Advisory	8:00 – 8:30 (30)
1 st	8:34 – 9:05 (31)	1 st	8:34 – 9:05 (31)	1 st	8:34 – 9:05 (31)
2 nd	9:09 – 9:40 (31)	2 nd	9:09 – 9:40 (31)	2 nd	9:09 – 9:40 (31)
3 rd	9:44 – 10:15 (31)	3 rd	9:44 – 10:15 (31)	3 rd	9:44 – 10:15 (31)
Lunch	10:19 – 10:49 (30)	4 th	10:19 – 10:50 (31)	4 th	10:19 – 10:50 (31)
4 th	10:53 – 11:24 (31)	Lunch	10:54 – 11:24 (30)	5 th	10:54 – 11:25 (31)
5 th	11:28 – 11:59 (31)	5 th	11:28 – 11:59 (31)	Lunch	11:29 – 11:59 (30)
6 th	12:03 – 12:34 (31)	6 th	12:03 – 12:34 (31)	6 th	12:03 – 12:34 (31)
7 th	12:38 – 1:10 (32)	7 th	12:38 – 1:10 (32)	7 th	12:38 – 1:10 (32)

Wednesday (without advisory)

Students are released early at 1:10 every Wednesday.

	6 th		7 th		8 th
1 st	8:00 – 8:36 (36)	1 st	8:00 – 8:36 (36)	1 st	8:00 – 8:36 (36)
2 nd	8:40 – 9:16 (36)	2 nd	8:40 – 9:16 (36)	2 nd	8:40 – 9:16 (36)
3 rd	9:20 – 9:56 (36)	3 rd	9:20 – 9:56 (36)	3 rd	9:20 – 9:56 (36)
Lunch	10:00 – 10:30 (30)	4 th	10:00 – 10:36 (36)	4 th	10:00 – 10:36 (36)
4 th	10:34 – 11:10 (36)	Lunch	10:40 – 11:10 (30)	5 th	10:40 – 11:16 (36)
5 th	11:14 – 11:50 (36)	5 th	11:14 – 11:50 (36)	Lunch	11:20 – 11:50 (30)
6 th	11:54 – 12:30 (36)	6 th	11:54 – 12:30 (36)	6 th	11:54 – 12:30 (36)
7 th	12:34 – 1:10 (36)	7 th	12:34 – 1:10 (36)	7 th	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.

6th Grade: Geography (1 semester) & Ancient Civilizations (1 semester)

7th Grade: Washington State History (1 semester) & World Geography (1 semester)

8th Grade: US History (all year)

Math – 1 Period Every Day, All Year:

6th Grade

Math 6 – (These students will take Math 7 as seventh graders)

Math 7 – (These students can take Algebra in 7th grade and Geometry in 8th grade)

7th Grade

Math 7 – (Student will take Pre-Algebra in 8th grade)

Pre-Algebra – (These students can take Algebra in 8th grade for HS credit)

Algebra 1 – (Students will receive high school credit and can take Geometry in 8th grade)

8th Grade

Pre-Algebra/Math 8 - (Students will study the first half of the high school Algebra curriculum with the intent of learning the second half during their 9th grade year.)

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

Geometry 1 & 2 (High School Credit – Must have successfully completed Algebra 1 in 7th grade)

Health & Fitness – 1 Period Every Day, All Year: An understanding of good health and fitness concepts and practices is essential for all students. 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.

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.

6th Grade Life Science

7th Grade Earth Science

8th Grade Physical Science

Chinook Elective Courses

Typically, students have one elective period* where they choose either a music or CTE/Exploratory (Career Technical Education) class. In music students choose between band, orchestra, and choir. In CTE/Exploratory, students take four different classes throughout the school year in 6th and 7th grade, and two as an 8th grader.

FOR 6, 7, & 8th 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 6th 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 5th grade remain in the program throughout middle school. If students did not take orchestra in elementary school but would like to join in 6th grade, please contact the teacher, Teri Glasford, before registering 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 6th grade remain in the program throughout middle school.

FOR 6 & 7th Graders

Career Technical Education (CTE) 1 Period Every Day, 9 Weeks: for 6th and 7th Graders

Technology Career Lab – 1 Period Every Day, 9 Weeks: Students engage in a hands-on exploration of multiple STEM-based careers in this class, with subjects as diverse as Forensic Science, Computer Graphics & Gaming, Flight & Drone Technology, Video Production, Health Science, and Emergency & Fire Management.

Computers – 1 Period Every Day, 9 Weeks: for 6th and 7th Graders

Students will learn basics of computer 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.

Introduction to Fine Art – 1 Period Every Day, 9 Weeks: For 6th and 7th Graders

Students will focus on 2-dimensional art projects connected to painting and drawing. Students will also be able to expand their learning to more large-scale projects connected to multimedia design.

Music Exploratory – 1 period Every Day, 9 Weeks: For 6th Graders

Students will spend one quarter exploring different musical instruments, the history of music, and getting hands on experiences with different instruments. Additionally, students will explore choir. If students enjoy this 9 week class, they can enroll in our year long music program the following school year.

Introduction to Leadership – 1 period Every Day, 9 Weeks: For 7th Graders

Students will learn the foundations of leadership. They will work with their peers to build strong leadership skills that will serve them for the rest of their lives. Students will participate in school-wide projects connected to leadership skills.

Academic Support - 1 Period Everyday Students who need academic support based on previous performance will be referred to this course by the student's teachers. 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. This course will take the spot of PE or Elective classes.

FOR 8th 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, 9 Weeks

Students will learn several applications, like Microsoft Office Suite, for endorsement. 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.

Technology & Career Exploration – 1 Period Every Day, 9 Weeks

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.

Introduction to Fine Art – 1 Period Every Day, 9 Weeks

Students will focus on 2-dimensional art projects connected to painting and drawing. Students will also be able to expand their learning to more large-scale projects connected to multimedia design. Students will build on the 9-week units from sixth grade, spending more time on complex projects.

Lifetime Sports and Activities – 1 Period Every Day, 9 Weeks

This New exploratory class will allow students the opportunity to learn lifetime sports and activities such as bowling, pickleball, frisbee golf, speed walking, etc... Students will also focus on the rules of games and activities and have the opportunity to participate in off campus field trips if schedules permit.

Academic Support - 1 Period Everyday Students who need academic support based on previous performance will be referred to this course by the student's teachers. 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. This course will take the spot of PE or Elective classes.



**CHINOOK
WHERE EVERYBODY
BELONGS!**

8th Graders mentoring 6th Graders

WEB Leaders are 8th graders who have volunteered to serve in a leadership role for our sixth graders. They apply as 7th graders and are chosen based on their academic, behavioral, and overall commitment to participate throughout their 8th 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 6th graders and other new students who are entering our school. After a summer training prior to the start of their 8th 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 6th 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 6th 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 6th graders
- Display a positive and spirited attitude toward our school
- Help 6th graders see what a great place Chinook Middle School is!

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

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 1st period classes. ASB funds support after school sports programs by purchasing uniforms, equipment, and paying for buses. It also supports clubs and social events.

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. 8th grade officers will be President and Secretary. 7th 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 6th or 7th 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. The 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. Treasurers 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
- ✓ Making Good Decisions
- ✓ 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.

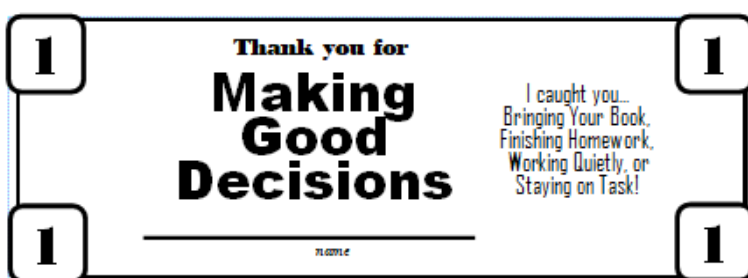
Ideally, students should be given a CHINOOK buck immediately following the behavior and be told exactly why they received the CHINOOK buck. To promote expected behavior, it is important that students know when and why they are being acknowledged.

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 Chinook 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.

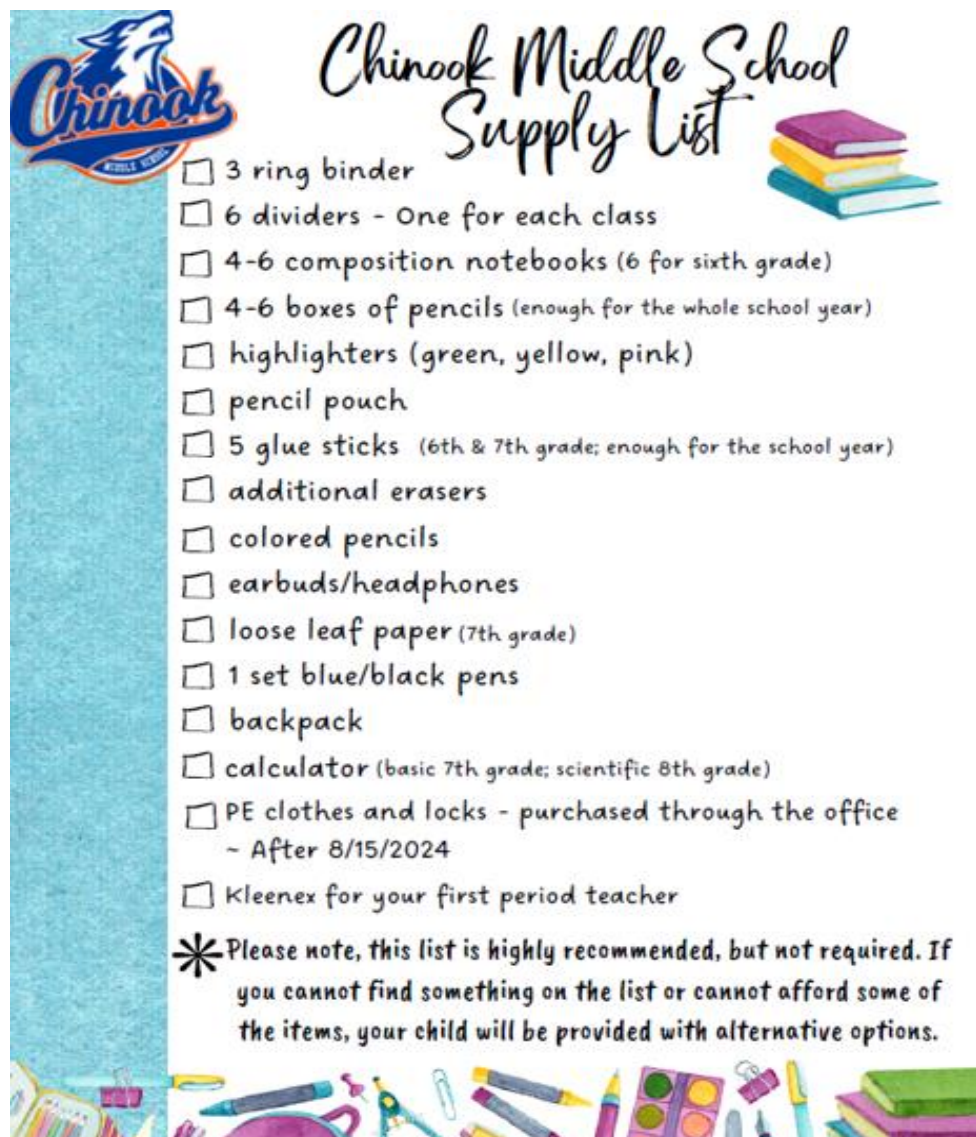


PBIS Consequence System

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

The graphic features a blue background with a Chinook Middle School logo on the left, which includes a stylized eagle and the text 'Chinook Middle School'. To the right, the title 'Chinook Middle School Supply List' is written in a cursive font, accompanied by an illustration of three stacked books. Below the title is a checklist of school supplies, each preceded by a small square checkbox. At the bottom of the graphic, there is a decorative border of various school supplies like pencils, pens, and paper.

3 ring binder

6 dividers - One for each class

4-6 composition notebooks (6 for sixth grade)

4-6 boxes of pencils (enough for the whole school year)

highlighters (green, yellow, pink)

pencil pouch

5 glue sticks (6th & 7th grade; enough for the school year)

additional erasers

colored pencils

earbuds/headphones

loose leaf paper (7th grade)

1 set blue/black pens

backpack

calculator (basic 7th grade; scientific 8th grade)

PE clothes and locks - purchased through the office
~ After 8/15/2024

Kleenex for your first period teacher

***Please note, this list is highly recommended, but not required. If you cannot find something on the list or cannot afford some of the items, your child will be provided with alternative options.**

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

Report Cards & Progress Reports

At the end of each 9-week quarter, report cards will be made available to students and parents. First Quarter report cards will be hand delivered to families at Student Led Conferences in November. For the rest of the school year, report cards will be sent to families via Parent Square.

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.

Grading RATIOS: All content area classes will weigh grades with 60-80% of course weight on assessments and 20-40% on practice or daily work. Assessments must be linked to the course standards. Staff will 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. Teachers will communicate their grading ratios during the first week of school.

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

RETAKEING TESTS: All students may request to retake an assessment if he/she scored below a 70%. However, the teacher gives final approval. Students may be denied retaking 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 safety of these books for the entire year. If a book is lost or stolen, the student who has 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 they are paid.

Bad Weather

Listen to local radio stations, watch local TV stations, or check 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.

[Food & Drink](#)

Food & drink are NOT permitted in hallways or classrooms. It should remain in the cafeteria at breakfast or lunch.

[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 people, 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 encouraged 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 areas 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:

1st misconduct – Three (3) days off bus

2nd misconduct – Five (5) days off bus.

3rd misconduct – Termination of riding privileges for remainder of semester or year.

**Additional school discipline may occur as well*

Attendance

Kennewick School District wants 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.

WHAT WE NEED FROM YOU

We miss your students 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. **509-222-7500**

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 students 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 upon 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 or your student's Student Handbook for more information.

Athletics

Athletic participation is limited to 7th and 8th 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 "playtime." 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 parents. 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 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 \$8.00 and PE shorts are \$12 and can be purchased in the office. The PE T-shirt and shorts are used throughout all 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) including cologne, perfume & hair spray.
- Only sealed, unopened beverages may be brought from home.

Technology at Chinook & KSD Policy 3308

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. **They must be stored in the student's locker or left at home.**

Computer Use Agreement for Students

The Kennewick School District provides a wide range of computer resources to its students for the purpose of advancing the educational mission of the District. As a user of District computers, you are expected to review and understand the Acceptable Use Procedures. You are expected to:

- Protect your logon information from others. Do not use other users' passwords.
- Exercise good judgment.
- Respect district property and be responsible in the use of the equipment. Do not destroy, modify or abuse the hardware or software in any way.
- Do not delete or add software to district computers without permission.
- Do not use district computers for illegal, harassing, vandalizing, inappropriate or indecent purposes.
- Do not use the Internet to access or process pornographic or otherwise inappropriate material in connection with the district Internet Safety Policy. Notify an adult whenever coming across information or messages that seem inappropriate.
- Be ethical and courteous. Do not send hate, harassing or obscene mail, discriminatory remarks, or demonstrate other antisocial behaviors.
- District computers may not be used to interfere or disrupt other users, services or equipment, including distribution of unsolicited advertising (Spam), propagation of viruses and distribution of large quantities of information (chain letters, network games or broadcasting messages).
- Do not assume that because something is on the Internet that you can copy it. Respect copyrights.
- Do not give out any personal information over the Internet.

Violation of any of the above conditions of use may be cause for disciplinary action. Violations may constitute cause for revocation of access privileges, suspension of access to District computers, other school disciplinary action, and/or appropriate legal action.

Note: Chinook Middle School has in place Internet filtering software and an Internet Safety Policy in accordance with the Children's Internet Protection Act.

CHINOOK Consequences for Inappropriate Technology Use:

Students who don't follow the electronic device and technology guidelines or the district acceptable use policy are subject to consequences:

First & Second Offense: Device will be confiscated and returned to students 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 students 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 technology consequences will result in the student being given a major referral with some form of exclusionary discipline.

[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.

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 of why the dress should be regulated.

The main office will address the issues with the students 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 Admin and email sent to all the students' teachers.

- Major (most likely ISS) and email sent to all the students' teachers and parents.

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 at 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 students 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.

Sexual Harassment KSD Policy #5013

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

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, volunteers, 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:

Our Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)

Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our school's process for responding to it.

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What is HIB?

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

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

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

How can I make a report or complaint about HIB?

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

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer BJ Wilson, bj.wilson@ksd.org, 509-222-6534 that supports prevention and response to HIB.

What happens after I make a report about HIB?

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

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

What is the investigation process?

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

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

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

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

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

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

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

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

For more information about the HIB complaint process, including important timelines, please see the district’s <https://www.ksd.org/about/policies-procedures> or the district’s *HIB Policy 3207 and Procedure 3207P*.

Our School Stands Against Discrimination

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

What is discriminatory harassment?

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

To review the district’s *Nondiscrimination Policy 3210 and Procedure 3210P*, visit <https://www.ksd.org/about/policies-procedures>.

What is sexual harassment?

Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual

harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

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

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

To review the district's Sexual Harassment Policy [3207](#) and Procedure [3207P](#), visit <https://www.ksd.org/about/policies-procedures>.

What should my school do about discriminatory and sexual harassment?

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

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

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

Concerns about discrimination:

Civil Rights Coordinator: Bronson Brown, Civil Rights Coordinator, bronson.brown@ksd.org, 509-222-5000

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: BJ Wilson, Student Services Director, bj.wilson@ksd.org, 509-222-6534

Concerns about disability discrimination:

Section 504 Coordinator: BJ Wilson, Student Services Director, bj.wilson@ksd.org, 509-222-6534

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: BJ Wilson, Student Services Director, bj.wilson@ksd.org, 509-222-6534

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

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your

complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

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

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

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

If you do not agree with the outcome of your complaint, you may appeal the decision to The School Board and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure ([3210P](#)) and Sexual Harassment Procedure ([3206P](#)).

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

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

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

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

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

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

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

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

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

The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

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

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

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

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

Our School is Gender-Inclusive

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

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

To review the district's Gender-Inclusive Schools Policy [3211](#) and Procedure [3211P](#), visit <https://www.ksd.org/about/policies-procedures>.

If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: BJ Wilson, Student Services Director, bj.wilson@ksd.org, 509-222-6534