



**SOUTHRIDGE
HIGH SCHOOL
STUDENT/PARENT
HANDBOOK
2024-25**

Welcome! My name is Halle Hatke, I am the ASB President for the 2024-2025 school year. This is my third year doing leadership and I couldn't be more excited to have this chance to help create an amazing school year for every student at Southridge. Our ASB team is full of very talented and spirited individuals this year. Each of us are eager to build up our Southridge community by working hard, uniting together, having fun, and creating a safe and including environment. We are proud to be representing and serving the students of Southridge. Go Suns!

Sincerely,

Halle Hatke

John Griffith	Principal	509-222-7206	john.griffith@ksd.org	12th grade
Mike Christman	Assistant Principal	509-222-7205	mike.christman@ksd.org	11th Grade
Ryan Ferguson	Assistant Principal	509-222-7204	ryan.ferguson@ksd.org	10th Grade
Liz Stiles	Assistant Principal	509-222-7223	elizabeth.stiles@ksd.org	9th Grade
Rick Wells	Assistant Principal	509-222-7207	richard.wells@ksd.org	

Athletics and Activities Director

Once you have reviewed all the information in the SHS Student Handbook please use the link below to access the required verification form, fill it out, and submit. Thank you!

Student: <https://forms.gle/XFcyOkpn9YuHvfuW7>

Parent/Guardian: <https://forms.gle/K4Sn5T8SiwBFvTyV9>

SOUTHRIDGE BELL SCHEDULES 2024–2025

24-25 Bell Schedule



Regular Schedule

0 Hour:	6:45-7:40
1st:	7:45-8:40
2nd:	8:48-9:45
3rd:	9:50-10:45
Lunch:	10:45-11:20
4th:	11:25-12:20
5th:	12:25-1:20
6th:	1:25-2:20
7th:	2:25-3:20

Pep Assembly

0 Hour	6:45-7:40
1st:	7:45-8:30
2nd:	8:38-10:20 <small>Includes Assembly 8:45-9:25</small>
3rd:	10:25-11:10
Lunch:	11:10-11:50
4th:	11:55-12:40
5th:	12:45-1:30
6th:	1:35-2:20
7th:	2:25-3:20

10:30 Early Release

0 Hour:	6:45-7:40
1st:	7:45-8:08
2nd:	8:15-8:38
3rd:	8:43-9:06
4th:	9:11-9:34
5th:	9:39-10:02
6th:	10:07-10:30
Lunch:	10:30-10:50

No 7th Hour

2 Hour Late Start

<small>No Zero Hour</small>	
2nd Chance Breakfast:	9:35-9:45
1st:	9:45-10:21
2nd:	10:26-11:02
Lunch:	11:02-11:36
3rd:	11:41-12:17
4th:	12:22-12:58
5th:	1:03-1:39
6th:	1:44-2:20
7th:	2:25-3:20

3 Hour Late Start

<small>No breakfast or Zero Hour</small>	
1st:	10:45-11:11
Lunch:	11:11-11:45
2nd:	11:50-12:16
3rd:	12:21-12:47
4th:	12:52-1:18
5th:	1:23-1:49
6th:	1:54-2:20
7th:	2:25-3:20

Southridge High School RISE Expectations

Area	Respect	Integrity	Safety	Engagement
Classrooms	<p>Be nice or be neutral.</p> <p>Use voice level 0-2.</p> <p>Use PG language.</p> <p>Be in class from bell to bell.</p> <p>Follow staff directions.</p>	<p>Complete your own assignments.</p> <p>Minimize time outside of class.</p> <p>Clean up after yourself.</p>	<p>Use supplies and materials as intended..</p> <p>Put bags in designated areas.</p> <p>Keep hands, feet, and objects to yourself.</p> <p>Ask for permission to leave class.</p>	<p>Be prepared with materials needed: Pen, pencil, paper, Chromebook, and charger.</p> <p>Actively work on assigned tasks.</p> <p>Follow tech stop-light.</p>
Wings and Hallways	<p>Be nice or be neutral.</p> <p>Use voice level 0-2.</p> <p>Use PG language.</p> <p>Follow staff directions.</p>	<p>Have a hall pass.</p> <p>Clean up after yourself.</p>	<p>Walk on the right side.</p> <p>Watch where you're going.</p> <p>Keep hands, feet, and objects to yourself.</p>	<p>Allow others to pass as needed.</p> <p>Keep moving.</p>
Cafeteria and Lunch Areas	<p>Be nice or be neutral.</p> <p>Use voice level 0-2.</p> <p>Use PG language.</p> <p>Acknowledge those students already in line.</p> <p>Follow staff directions</p>	<p>Wait your turn.</p> <p>Clean up after yourself.</p> <p>Keep food and drink in designated areas.</p> <p>Show the cashier your items.</p>	<p>Keep hands, feet, and objects to yourself.</p> <p>Place personal items in appropriate areas.</p>	<p>Stay in designated areas.</p> <p>Keep moving.</p>
Bathrooms	<p>Be nice or be neutral.</p> <p>Use voice level 0-1.</p> <p>Use PG language.</p> <p>Give privacy to others.</p>	<p>Use for intended purpose.</p> <p>Use just what you need.</p> <p>Clean up after yourself.</p>	<p>One person per stall.</p> <p>Keep hands, feet, and objects to yourself.</p> <p>See something. Say something.</p>	<p>Go. Flush. Wash.</p> <p>Return to class.</p>

		<p>Use the closest bathroom.</p> <p>Have a hall pass.</p>		
Parking Lot	<p>Be nice or be neutral.</p> <p>Use voice level 0-4.</p> <p>Park in the student parking lot, within lines.</p> <p>Follow staff directions.</p>	<p>Clean up after yourself; use a trash can.</p> <p>Register you car and display parking pass.</p> <p>Have a hall pass.</p> <p>Enter the building promptly.</p>	<p>Follow traffic laws.</p> <p>Drive 5 miles per hour.</p> <p>Yield to pedestrians.</p> <p>See something. Say something.</p> <p>Use crosswalks.</p>	<p>Use only before school, during lunch, after school, or with a pass.</p> <p>Keep hands, feet, and objects to yourself.</p>
Outdoors	<p>Be nice or be neutral.</p> <p>Use voice level 0-4.</p> <p>Follow staff directions.</p>	<p>Clean up after yourself; use a trash can.</p>	<p>Keep walking and play areas clear.</p> <p>See something. Say something.</p> <p>Use crosswalks.</p>	<p>Keep hands, feet, and objects to yourself.</p>
Assemblies (Gym)	<p>Be nice or be neutral.</p> <p>Use voice level 0-4.</p> <p>Use PG language.</p> <p>Stay in designated area.</p> <p>Follow staff directions.</p>	<p>Clean up after yourself.</p>	<p>Keep hands, feet, and objects to yourself.</p> <p>Leave belongings, food & drink in the classroom before assembly.</p>	<p>Attend assembly.</p> <p>Follow tech stoplight.</p>
Auditorium	<p>Be nice or be neutral.</p> <p>Use voice level 0-1.</p> <p>Use PG language.</p> <p>Follow staff directions.</p>	<p>Clean up after yourself.</p> <p>Leave belongings, food & drink in classroom before assembly. Use walkways.</p>	<p>Keep hands, feet, and objects to yourself.</p> <p>Leave belongings, food & drink in classroom before assembly. Use walkways.</p>	<p>Be seated. Stay seated.</p> <p>Attend assembly.</p> <p>Follow tech stoplight.</p>



SOUTHRIDGE HIGH SCHOOL

COMMON EXPECTATIONS, SYSTEMS OF SUPPORT AND INTERVENTIONS

Students are expected to conduct themselves in accordance with the RISE common expectations to ensure a physically and psychologically safe school environment. A major responsibility in educating children is to develop, teach, apply and uphold consistent expectations and standards. Interventions must be fair and consistent, and may include appropriate consequences for some behaviors. The following pages contain lists of potential support, interventions, consequences for school infractions, and clear expectations for behavior using the RISE format. All interventions with students will be administered in a caring atmosphere where the student's dignity and self-worth are protected while behaviors are addressed.

It is a Southridge High School expectation that ALL students be respectful in matters concerning: interactions with staff; treatment of fellow students; guests in the building; school property and the personal property of others. Any behavior determined by administration or staff to be disrespectful or insubordinate will result in appropriate intervention.

School expectations and standards are determined by school and district policies and state law.

Any behavior which constitutes a criminal offense may be forwarded to the prosecuting attorney.

Students, staff members, and parents are informed about Southridge High School's behavior expectations and policy through the Southridge Student/Parent Handbook.

Classroom Management/Behavior Model:

- a) Teacher introduces agreed upon schoolwide expectations for all students (RISE).
- b) Teacher teaches school and classroom expectations to students.
- c) Teacher informs parents about building expectations through distribution to students of classroom expectations/discipline policy document(s). Parental/student acknowledgment needs to be signed and returned for student to be eligible for sports, clubs or extra-curricular activities.
- d) Student will be informed specifically of what behavior is of concern.
- e) Teacher helps student develop specific plan for improved behavior.
- f) Teacher uses appropriate classroom intervention strategies to address problem student behavior(s) and documents classroom level intervention attempts.
- g) Teacher contacts parents to inform and seek assistance with interventions to address student behavior and keeps a record of each contact.
- h) Teacher refers to the counselors, assistant principals, or principal students whose classroom behavior continues to be inappropriate. Consequences are determined by school or district policy, state law, and the judgment of the person administering discipline.

MINOR behavior concerns will initially be addressed by the teacher at the classroom level. Continuous behavior concerns may lead to a MAJOR behavior referral that will be addressed by staff beyond the classroom.

MAJOR student behavior of an extremely disruptive nature (for example: continuous minor behaviors, fighting, swearing at a teacher, or endangering other students) or insubordination will result in immediate removal from the classroom and the student will be sent or brought to the office. Interventions are determined by school or district policy, state law, and the judgment of a school administrator or designee. The office will contact the parents. Readmission to that immediate class period is subject to teacher approval and may require a parent conference.

The following procedures will be used when a teacher submits a MAJOR behavior referral for a student:

- a) Intervention staff will contact the student
- b) The student will be informed specifically of the behavior concern
- c) The student will be provided the opportunity to present an explanation.
- d) The intervention for the behavior will be determined by school and district policy, state law, and the judgment of the person administering the intervention. Please note: “Judgment” may include referrals to other appropriate school programs or resources such as a counselor, student assistance programs, and other social services.
- e) Parents/guardians of the student will be contacted by email, mail and/or phone and the intervention will be explained for them.

ADMINISTRATIVE BEHAVIOR MODIFICATION INTERVENTIONS AND RESTORATIVE ACTIONS FOR MAJORS

1 Conversation with Student

Listen to student point of view
 Review behavior expectations
 Commitment to modify behavior by student
 Support as needed from designated behavior intervention staff

2 Counseling Referral/Conference

Success Coordinator (3)
 School Counselor (4)
 Migrant Specialist (2)
 Intervention Specialist
 Bilingual Specialist
 Community in Schools Student Support Coordinator
 Mental Health Provider
 School Nurse
 School Psychologist

3 Lunch Interventions

Time with teacher in classroom (with teacher approval and/or request)—completing classwork or addressing behavior modifications
 Time in Behavior Intervention Room (BIR) w/ support to address behavior modification
 BIR Supervisor
 Intervention Specialist
 GEAR UP Staff
 Time in cafeteria with support to address time for time related to attendance/tardy behavior concerns
 Administration or Security or Designee

4 After School Interventions

Detention (DET or ASD)/Campus Cleanup (CC)

Student and parent notified 24 hrs in advance to arrange for plan to get home.
 Runs from 2:25 to 3:00pm
 BIR Supervisor for DET or ASD
 Security for Campus Cleanup

5 BIR (Behavior Intervention Room)

Can be for a single class period, partial day, full-day or several days--this is assigned by an administrator depending on the situation. The student is permitted to come to school but is kept in a room apart from other students with limited passing time and a different lunch when applicable. Parents/guardians are contacted. Students will receive credit for schoolwork completed during the time in BIR. Students without class work will be expected to complete BIR curriculum; repeat the time in BIR until work is complete. In some circumstances BIR can take the place of OSS with clear behavior expectations agreed to by student and parent.

Failure to meet BIR expectations may result in Short-Term OSS

6 Contracts

Behavior—addresses behaviors necessary to continue to be enrolled at Southridge High School
 Attendance—addresses strategies and plans for improved attendance
 Gang—addresses behavior and dress related to gang affiliation

A behavior contract may be required for any student returning from an out-of-school suspension (OSS)
 Any contract is only good for the current school year. After a review of behaviors, a contract may need to be required the following year if it is determined that additional intervention is necessary.

6 Withdrawal from class with a failing grade; placed in BIR with support

Student will be expected to use time productively on schoolwork, behavior interventions or restorative practices

6 Loss of Privilege/Restriction

Privileges beyond a student's right to a free and safe education may be limited or restricted

7 Monetary Restitution

Students may be asked to pay for cost of cleanup, damages, or loss of property

8 Confiscation

Items inappropriate for schools (for example, nuisance items that disrupt such as: electronic music devices, fireworks, matches, cap pistols, cigarettes, lighters, knives, noise makers, smokeless tobacco, drug paraphernalia, etc.) will be taken away. Confiscated items may not be returned and illegal items may be given to a law enforcement officer. Inappropriate clothing may also be confiscated and returned to a parent or picked up by a student at a designated time.

9 Short-Term Suspension (Out of School--OSS)

Short-term out-of-school suspension will be one to ten days. Parents/guardians are contacted, and a letter is sent home. Students/parents/guardians are strongly encouraged to contact teachers via email to stay current with classwork and students will be provided appropriate time to make up work that could not be completed at home during time of suspension. Generally, the reasonable number of days to make up work after a suspension would be equal to the number of days suspended (Example: 3 days of suspension = 3 days to make up work. Work requests will be distributed (for suspensions beyond 2 days) to teachers and can be picked up one school day after the suspension. A parent conference will be required for the student to return to school and the parents/guardians, and the student must agree to a behavior contract that will be established prior to the student's return to school.

10 Long-Term Suspension (Out of School--OSS)

Long-term suspension will be eleven or more days. Parents are contacted and a letter is sent home. Grievance procedures are provided for discipline situations and long-term suspensions. If the student is to return to school within the current semester, students must make up work during suspension and credit for the work will be given. Work requests will be distributed to teachers and can be picked up one school day after the suspension. If the suspension is for an extended period, opportunities for continued education services will be provided and a reengagement plan will be completed. A parent conference will be required for the student to return to school and the parents/guardians, and the student must agree to a behavior contract that will be established prior to the student's return to school.

11 Alternative School/Educational Program Recommendation

Recommendation of KSD Educational Programs

Legacy High School (traditional and online programs)

Endeavor High School (online only)

Phoenix High School (project based educational programming)

Alternative Educational Programs not associated with KSD

TC Futures

Individualized GED preparation programs

Free GED tests

Occupational assistance

Fast track to pre-apprenticeships and paid internships

12 Emergency Removal

A student may be emergency removed for up to ten (10) days. This action is used to ensure the safety of the student(s) and everyone in the school. Parents/guardians are contacted, and a letter is sent home. Grievance procedures are provided for discipline situations that become long-term suspensions/expulsions. Work requests will be distributed to teachers and can be picked up one school day after the emergency removal.

12 Withdrawal From School

Student and family may choose to withdraw from school.

Students are not required to attend high school once they turn 18 years of age.

If under the age of 18, student would not be withdrawn without proof of continuing with another educational program.

13 Expulsion

A student is removed from the Kennewick School District for a specified period. This requires a recommendation to the superintendent. Opportunities for continued education services will be provided and a reengagement plan will be completed.



STUDENTS

Student Discipline

District Continuum of Discipline Responses

Classroom Level Continuum of Responses

<i>Examples of Classroom Interventions Prior to Exclusion</i>	
• <i>Specific Praise</i>	• <i>Reinforcement plans</i>
• <i>Ongoing teaching/re-teaching of behavioral expectations</i>	• <i>Social-emotional curriculum taught consistently</i>
• <i>Specialized schedule</i>	• <i>Visual break schedule</i>
• <i>Visual expectations</i>	• <i>Sensory space in the classroom</i>
• <i>Prompt entire class about expectations</i>	• <i>Give verbal and/or visual warning about expectations</i>
• <i>Provide choices</i>	• <i>Re-teaching behavior expectations</i>
• <i>Behavior support plan</i>	• <i>Trauma-informed practices</i>
• <i>Check-in/Check-out</i>	• <i>Move seat</i>
• <i>Discipline by proximity</i>	• <i>Positive reinforcement/praise</i>
• <i>Behavior and classroom management techniques for healthy relationships</i>	• <i>De-escalation strategies</i>
• <i>Mentor advocates for students</i>	• <i>Brain/physical break/calming walk</i>

Type One Behavioral Violations

Level A – *Type One* behavioral violation initially occurs

Teacher or school personnel:

- Reteaches behavioral expectations
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation
- Selects and implements best practices and strategies as appropriate
- Documents interventions and monitors effectiveness

Level B – *Type One* behavioral violation involving unsuccessful Level A responses or repeated *Type One* behavioral violations within the same school day

Teacher or school personnel:

- Reteaches behavioral expectations
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation
- Notifies the student’s parent
- Modifies and implements best practices and strategies as appropriate
- Documents interventions and monitors effectiveness

Level C – *Type One* behavioral violation involving unsuccessful Level B and Level A responses or repeated *Type One* behavioral violations within the same school day

Teacher or school personnel:

- Decides whether to request classroom support from school support staff
- Notifies and attempts to involve the parent in the resolution
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation
- Modifies and implements best practices and strategies as appropriate
- Confers with other school personnel as appropriate
- Documents interventions and monitors effectiveness

Administrative (Office Managed) Level Continuum of Responses

<i>Examples of Building Level Interventions Prior to Exclusion</i>	
• <i>School-wide behavior expectations that are taught and retaught</i>	• <i>Building-wide lessons taught to the expectations</i>
• <i>Video modeling</i>	• <i>Visual expectations</i>
• <i>Re-teaching expectations</i>	• <i>Positive behavior intervention strategies</i>
• <i>Community circles</i>	• <i>Give verbal and/or visual warning about expectations</i>
• <i>Meet with prevention/intervention specialist</i>	• <i>Work with a counselor</i>
• <i>Check in/check out process</i>	• <i>Behavior plan</i>
• <i>Anger management skills instruction</i>	• <i>Alter passing time to limit time in hallways with other students</i>
• <i>Restorative practices</i>	• <i>Brain breaks – de-escalation strategies</i>
• <i>Whole group incentives</i>	• <i>Work with MTSS coach/team</i>
• <i>Peer mediation</i>	• <i>Alternative recess activities</i>

Type Two Behavioral Violations

Level D – Classroom and administrative continuum of responses

- Teacher or school personnel implements Level C continuum of responses as appropriate
- Administrator or school support staff provide classroom support
- Teacher or school personnel refers student and notifies administrator of behavioral violation
- Administrator notifies and attempts to involve the parent in the resolution
- Administrator confers with teacher or other school personnel and investigates evidence
- Administrator invites the student to share their perspective and explanation regarding the behavioral violation
 - Use school referrals and protocols as appropriate
 - Attempt restorative justice practices and other forms of discipline

- Consider in-school suspension as appropriate

Document all referrals, other forms of discipline attempted, and actions

Type Three Behavioral Violations

Level E

- Attempt lower level continuum of responses as appropriate
- Student referral and investigate evidence of behavioral violation
- Administrator notifies and attempts to involve the parent in the resolution
- Administrator confers with teacher or other school personnel
- Administrator invites student to share their perspective and explanation regarding the behavioral violation
 - Follow mandatory school referrals and protocols
 - Attempt restorative justice practices and other forms of discipline
 - Consider behavior agreement
 - Consider suspension as appropriate
- Document all referrals, other forms of discipline attempted, and actions

Type Four Behavioral Violations

Level F

- Attempt lower level continuum of responses as appropriate
- Student referral and investigate evidence of behavioral violation
- Notify and attempt to involve the parent in the resolution
- Confer with teacher or other school personnel
- Invite student to share their perspective and explanation regarding the behavioral violation
 - Follow mandatory school referrals and protocols
 - Attempt or consider restorative justice practices and other forms of discipline
 - Consider behavior agreement
 - Consider suspension or expulsion (if allowable) as appropriate
- Document all referrals, other forms of discipline attempted or considered, and actions

Type Five Behavioral Violations

Level G

- Attempt lower-level continuum of responses as appropriate.
- Follow mandatory school referrals and protocols.
- Notify and attempt to involve the parent in the resolution.
- Investigate evidence of behavioral violation and confer with other school personnel.
- Invite student to share their perspective and explanation regarding the behavioral violation.
 - Consider restorative justice practices and other forms of discipline.
 - Consider behavior agreement.
 - Consider suspension or expulsion (if allowable) as appropriate.
- Document all referrals, other forms of discipline attempted or considered, and actions.

Kennewick School District

Behavior Definitions of Minor and Major Problematic Behaviors

Minor (M) Problematic Behaviors – Staff/Classroom Managed Intervention		
Problem Behavior (Behavior Code)	Definition	Examples
Defiance/Insubordination/ Noncompliance (M-Defiance)	Student engages in brief or low-intensity failure to follow directions.	<ul style="list-style-type: none"> • Ignoring staff requests or directions • Refusal to complete assignments • Student saying no to an adult request
Disruption (M-Disruption)	Student engages in low intensity, but inappropriate behaviors that cause class disruption.	<ul style="list-style-type: none"> • Repeated Making noises • Talking or blurting at inappropriate times • Out of seat in a manner that is disruptive • Misuse of classroom materials (no threat to safety)
Dress Code Violation (M-Dress)	Student wears clothing that does not fit within the school dress code guidelines, but dress is not hateful or extreme in nature and can be easily remedied.	<ul style="list-style-type: none"> • Wearing clothing with any alcohol or drug related logos • Wearing any gang related clothing • Refer to district guidelines
Electronic/Technology Misuse (M-Tech.)	Student engages in non-serious, but inappropriate use of cell phone, pager, music/video players, camera, Chromebook, laptop, iPad or another electronic device.	<ul style="list-style-type: none"> • Streaming media without permission • Use of technology without permission. • Inappropriate communication on technology with peers or staff
Inappropriate Language (M-Inapp. Lan.)	Student engages in low intensity instance of inappropriate language.	<ul style="list-style-type: none"> • Swearing not directed at a person • Put-downs or taunts that are rude but not major violations – “stupid”
Tardies (Secondary) (M-Tardy)	<p>Student is out of the classroom without teacher permission when the bell rings.</p> <p>Student engages in non-serious, but inappropriate physical contact.</p>	<ul style="list-style-type: none"> • Rough housing in a hallway, classroom, cafeteria, recess • Slapping Game/2 way interaction: While passing in the hallway, students slap one another not with the intent to hurt • Unwanted touching others without their permission

Physical Contact/Physical Aggression (M-Contact)	Horseplay = physical contact intended as playful and not harmful including play-fighting.	
Property Misuse (M-Prpty Misuse)	Student engages in low-intensity misuse of property.	<ul style="list-style-type: none"> • Damage that is easily cleaned or restored – writing on desk, chair, etc.

Major Problematic Behaviors – Office Managed Intervention		
Problem Behavior (Behavior Code)	Definition	Examples
Arson (Arson)	Student plans and/or participates in malicious burning of property.	Lighting something on fire with intent to burn something
Bomb Threat/False Alarm (Bomb)	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.	Call into school phone Phone message at school Writing on a wall, bathroom stall
Defiance/Insubordination/ Noncompliance (Defiance)	Repeated failure to comply with or follow reasonable, lawful directions or requests of teachers or staff. This includes but is not limited to non-compliance, defiance, and failure to identify self.	Blatant and ongoing refusal to follow staff directions Repeated arguing (>3x) Not leaving or returning to an area when requested to do so
Destruction of Property/Vandalism (Prop Dam)	Student participates in an activity that results in damage or disfigurement of school property or the property of others.	Graffiti or vandalism with breakage Damage that is not easily restored such as carving name on desk
Disruptive Conduct (Disruption)	Willful conduct which creates a disturbance on school premises or interferes with the educational process.	Serious interference with class or school activity Yelling, throwing objects Setting off a false alarm

<p>Fighting (Fight)</p>	<p>Fighting is 2-way and mutual: Mutual: participation in an incident involving physical violence.</p> <p>Assault is 1-way: One-way force or violence upon another person.</p>	<p>Hitting, pushing, slapping, punching, biting, kicking</p>
<p>Forgery/Theft/Plagiarism (Theft)</p>	<p>Student is in possession of, having passed on, or being responsible for removing someone else's property, claimed someone else's work as their own, or has signed a person's name without permission.</p>	<p>Forged notes/misrepresentation from parents, doctors, teachers, etc.</p> <p>Plagiarism</p> <p>Stealing or hiding stolen property</p>
<p>Gang Affiliation Display (Gang Display)</p>	<p>Student uses gestures, dress, and/or speech to display affiliation with a gang.</p>	<p>Throwing signs</p> <p>Claiming colors</p>
<p>Harassment, Intimidation, & Bullying (HIB) (Harass)</p>	<p>HIB = any intentional electronic, written, verbal, or physical act, including but not limited to one shown to be motivated because of his/her perception of the victim's race, color, religion, ancestry, national origin, gender, sexual orientation, or mental, physical, or sensory handicap or other distinguishing characteristics.</p> <p>Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behavior that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.</p> <p><u>OSPI Definition:</u> Physically harms a student or damages the student's property.</p>	<p>Chronic teasing, taunting, name-calling</p> <p>Stalking</p>

	<p>Has the effect of substantially interfering with a student's education.</p> <p>Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment.</p> <p>Has the effect of substantially disrupting the orderly operation of the school.</p>	
<p>Inappropriate Display of Affection (Inapp Affection)</p>	<p>Student engages in consensual yet inappropriate (as defined by school community) verbal and/or physical gestures or contact of a sexual nature toward another student or adult</p>	<p>Refer to secondary staff and district policy</p> <p>EL Example: students kissing</p> <p>Secondary Example: sexual activity on campus, hands under someone else's clothing, repeated makeout sessions in public, heavy petting between two people, could occur at school or a school activity</p>
<p>Inappropriate Language/ Abusive Language/ Profanity (Inapp. Lan.)</p>	<p>Student delivers messages towards an adult or classmate that include swearing, name-calling, or use of words in an inappropriate way, including hand gestures.</p>	<p>Blatant, purposeful swearing directed at a student or staff member</p> <p>Inappropriate hand gestures</p>
<p>Inappropriate Location/ Out of Bounds Area (Inapp Loc)</p>	<p>Student is in an inappropriate location or misses class without permission.</p>	<p>Intentionally out of assigned area, eloping, skipping class, or leaving school without permission</p>
<p>Lying/Cheating (Lying)</p>	<p>Student delivers messages that are untrue with intent to harm.</p> <p>Falsifying assignments and/or deliberately violates rules.</p>	<p>Wrongful accusations</p> <p>Copying or obtaining questions/answers to school assignments/tests</p>

<p>Physical Aggression (Phy Agg)</p>	<p>Student engages in actions involving serious and non consensual physical/sexual contact where injury may occur.</p>	<ul style="list-style-type: none"> • Intentional hitting, punching, kicking, pulling hair, spitting, scratching. • Throwing objects towards other students or staff • Non consensual touch of a sexual nature.
<p>Technology Violation (Tech)</p>	<p>Student engages in inappropriate (as defined by school) use of electronic devices (i.e. cell phone, music/video players, camera, computer, etc.)</p>	<ul style="list-style-type: none"> • Repeated refusal to put away phone or electronic device • Repeated accessing inappropriate websites/online content • Hacking • Repeated inappropriate communication
<p>Threats</p>	<p>Student directs or implies threats of violence towards students or staff.</p>	<p>Direct or implied threats of violence Challenges to fight</p>
<p>Use/Possession of Alcohol (Alcohol)</p>	<p>Student is/was in possession of or using alcohol on school grounds.</p>	<p>Alcohol of any variety or amount</p>
<p>Use/Possession of Drugs (Drugs)</p>	<p>Student is/was in possession of or using illicit drugs on school grounds.</p>	<p>Any illegal drugs or substances</p>
<p>Use/Possession of Tobacco (Tobacco)</p>	<p>Student is/was in possession of or using tobacco on school grounds.</p>	<p>Tobacco, e-cigarettes, vapes, chew</p>
<p>Alcohol/Drugs/Tobacco – Distribution</p>	<p>Selling or distributing alcohol, drugs or tobacco products.</p>	<p>Selling, buying, giving substances to others</p>
<p>Use/Possession of Combustibles (Combust)</p>	<p>While on school grounds, student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage.</p>	<p>Lighters, matches, fireworks, gasoline, lighter fluid</p>

<p style="text-align: center;">Use/Possession of Weapons (Weapons)</p>	<p style="text-align: center;">Student is in possession of any weapon readily capable of causing bodily harm.</p>	<p style="text-align: center;">Knives/blades, guns (real or look alike) or other objects readily capable of causing bodily harm</p>
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Revised 5/6/2022

STUDENT PARKING

Students that choose to drive to school must meet the following criteria:

- Must be of legal age (16+), possess and provide a copy of a Washington State Driver's License
- Must have automobile insurance coverage
- Must register and receive a Southridge High School Student Parking Permit and clearly display in vehicle
- Must complete school vehicle registration for the vehicle(s) to be driven
- Must park only in the designated STUDENT PARKING LOT located off of 36th Avenue behind the school
- Must follow the 5 mph parking lot speed limit
- Must follow all driving laws as applicable while in the student parking lot

After a warning for minor infractions, students that fail to meet the above criteria may receive up to a \$20.00 parking violation that will go on their fine list. Parents will be contacted as an intervention to assist with compliance with driving and parking lot expectations. A MAJOR violation may result in an immediate \$20.00 parking violation and/or other consequences. Continued violations may result in loss of the privilege of driving to school and/or parking on campus. If a car is illegally parked, it may be towed.

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.

STUDENT DRESS CODE–KSD Policy #3224/R 3224

It is the goal of the Kennewick School District to ensure that students are safe, known, and valued, and to establish and maintain a quality learning environment for all students and staff. KSD policy provides guidance to students, parents/guardians, and staff that matters of dress. Determining the student's personal attire (clothing, hairstyle, jewelry, personal items, backpacks, book bags, etc.) remains the primary responsibility of the student in consultation with their parents/guardians. Students that are wearing clothing that is disruptive to the learning environment, hampers the safety of themselves or others, or has the potential to damage school property are subject to his policy. The school is responsible for ensuring that student attire, hairstyle, jewelry, and personal items do not interfere with the health or safety of any student and do not contribute to a hostile or intimidating environment for any student.

Southridge Core Values

In relation to student dress, the school's core values are the following:

- Students should be able to dress and style their hair for school in a manner that expresses their individuality without fear of unnecessary discipline or body shaming;

- Students have the right to be treated equitably. Dress code enforcement will not create disparities, reinforce or increase marginalization of any group, nor will it be more strictly enforced against students because of racial identity, ethnicity, gender identity, sexual orientation, cultural or religious identity, household income, body size/type, or body maturity;
- Students and staff are responsible for managing their personal distractions;
- Students should not face unnecessary barriers to school attendance;
- Natural consequences of clothing choices are the student's responsibility. Students are encouraged to use good judgment in choosing their attire.

Universal Dress Code

Students must wear:

- Top (shirt, blouse, sweater, sweatshirt, tank, etc.)
- Bottom (pants, shorts, skirt, dress, etc.)
- Footwear

Students may not wear clothing, jewelry, or personal items that:

- Disrupt, interfere, or detract from school activities
- Are pornographic, contain threats, or that promote illegal or violent conduct such as the use of drugs, alcohol, tobacco, or drug paraphernalia
- Demonstrate hate group association/affiliation and/or use hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or other protected groups
- Intentionally show private parts (nipples, genitals, buttocks). Clothing must cover private parts in opaque (not see-through) material
- Cover their head and/or face (except clothing/headgear worn for a religious or medical purpose)
- Demonstrates gang association/affiliation through words, numbers, or symbols
- Could be used to cause harm or injury to others or damage school property

Discipline

- Staff will use reasonable efforts to avoid dress-coding students in front of other students. Staff are expected to communicate dress code violations to students in a discrete manner that maintains student privacy and dignity.
- Students shall not be disciplined or removed from class as a consequence for wearing attire in violation of this policy unless the attire creates a substantial disruption to the educational environment, poses a hazard to the health or safety of others, or factors into a student behavior rule violation such as malicious harassment or the prohibition on harassment, intimidation, or bullying. Further, no student shall be referred to as a "distraction" due to their appearance or attire.
- If a student's dress is objectionable under these provisions, staff shall request the student make appropriate corrections. A student may be instructed to leave their classroom briefly to change clothes.
- If the student refuses to make the appropriate corrections, the principal/admin shall notify the parent/guardian and request assistance in making the correction.

- All students shall be accorded due process safeguards before any corrective action may be taken.
- Students can report any concerns to the principal or other admin.

Dress Code Staff Procedures

- Address dress code disruption discretely and privately outside of the classroom:
 - Hallway conversation or
 - Email to the main office receptionist/discipline secretary (Ahtziry Amezcua/Brianne Hoopes)
 - Email should include the student's name and/or ID number
 - Email should give details as to the disruption the dress code violation is causing
 - Enter a MINOR referral in SWIS

Legal References RCW 28A.320.140 Schools with Special standards – Dress codes

WAC 392-400 Student Discipline

Cross References 3220 - Freedom of Expression

ELECTRONICS

Personal electronic devices (cell phones, earbuds, gaming systems, Chromebooks, etc.) are not allowed to be used in classrooms without express permission from staff. If a student uses a device without permission the staff will initially handle the issue in the classroom with a device “basket time out” intervention for the duration of the class period. If the student refuses classroom level intervention, staff may ask for the device and or contact security/admin and the device will be secured in the office for the duration of the school day. It is expected that students comply with requests and surrender electronic devices for the class period or pick up the device in the office at the end of the day. Patterns of noncompliance may result in a parent/guardian having to pick up the device from the school and meet with administration.

Procedure

- Teachers will teach and re-teach the electronic device expectations
 - Tech Stoplight
 - Phone/Device Basket
- The Tech Stoplight will be used as a visual to cue students to know when, and if, devices are allowed in the classroom.
- Students will not be on personal devices unless given explicit permission by teacher/staff to do so.
- Being “done with work” does not automatically mean free device time. It should be extended learning time after students show proficiency in essential standards
- If device expectations are not followed, students will be asked to place their device(s) in the basket for the remainder of the class period.
- If the student refuses, they are given a choice:
 - Place the device(s) in the basket or step out into the hallway and wait for the teacher for brief conference
 - After conference (hear student perspective and reinforce the expectations) student is given another choice. Place the device(s) in the basket or report to the office.

- If the student still refuses then they go to the office and will lose device privilege for the day (notify security/office of situation). Office will fill out SWIS referral.
- If the student uses the basket time out, at the end of class, the student will fill out the reflection explaining what happened and what they will do differently next time.
- Students will leave the reflection in the basket and take their device.
- Teachers will report the student's infraction to the administration with a MINOR SWIS referral.
- If a student becomes a chronic problem, one class or multiple classes, they will receive Tier II support.

Student Chromebook/Network Usage Expectations

Students will have the ability to save and delete their own files from their individual student Chromebook.. Use of the Kennewick School District Network and SHS/KSD equipment is a privilege and may be revoked for misuse. Students must adhere to a strict ethical standard and any use of technology at SHS that is deemed disruptive by the staff is prohibited.

I agree to the following conditions:

- I will not attempt to "hack", enter a command or DOS mode, boot from removable media, bypass district security measures or alter/modify any computer hardware or software without direct staff authorization. Use of "proxies" to bypass restrictions is expressly forbidden. This includes "surfing" the network drives and folders not explicitly assigned to you.
- I will not allow another student to use my account. I will keep my password secure. I realize that I can be held responsible for any misuse of my account. I will immediately report to security if I think someone knows my password.
- I will avoid using technologies such as streaming audio or video from the Internet unless I have permission from a staff member. Music/audio can be played if headphones are used and with teacher permission.
- I will not store music or video files on the network server unless they are for a school project.
- I will not use my Chromebook for sending electronic messages, IM or "chats" on the school network without direct staff authorization.
- I will not use email during regular school hours unless it is for a school related purpose. Misuse of school district provided email accounts may result in loss of Chromebook and email access and additional discipline.
- I will not download or install programs, from the Internet or from other media, to the network server or local machines without proper authorization. I will not store files in files in any location other than my assigned network space(s) or as directed by a staff member.
- I will follow all copyright laws. In particular, students are not to download copyrighted music, video, text or other media without staff permission, express permission of the copyright holder or within the guidelines of the Fair Use Policy.
- I will not engage in games at any time or ANY other activity that is not school-related or teacher directed.
- I will not use Kennewick School District or SHS technology to harass others or to send, create, duplicate, or in any way convey profanity, abusive language, or inappropriate images or audio.
- I understand that the technology provided by the Kennewick School District and SHS is for educational use only and not personal or entertainment purposes.
- I understand the abuse and /or misuse of KSD technology resources at SHS can result in disciplinary consequences.

DISCRIMINATION, HARASSMENT-INTIMIDATION-BULLYING (HIB), SEXUAL HARRASSMENT

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: Tom Brillhart, Civil Rights Coordinator, thomas.brillhart@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

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above.

ATTENDANCE GUIDELINES

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?

- 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 being present at school, your child learns valuable social skills and can 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 at 509-222-7208 or 509-222-5286.

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:

EXCUSED ABSENCES

Regular school attendance is necessary for mastery of the educational program provided to students. It is recognized that, at times, students appropriately may be absent from class. Therefore, the following principles shall govern the development and administration of attendance procedures within the district:

The following are valid excuses for absences from school:

PART ONE:

A. Participation in a district or school approved activity or instructional program

B. Physical health or mental health symptoms, illness, health condition or medical appointment for the student or person for whom the student is legally responsible. Examples of symptoms, illness, health

conditions, or medical appointments include, but are not limited to, medical, counseling, mental health wellness, dental, optometry, pregnancy, and behavioral health treatment (which can include in-patient or out-patient treatment for chemical dependency or mental health)

C. Family emergency including, but not limited to, a death or illness in the family

D. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction

E. Court, judicial proceeding, court-ordered activity, or jury service

F. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview

G. State-recognized search and rescue activities consistent with RCW 28A.225.055

H. Absence directly related to the student's homeless or foster care/dependency status

I. Absences related to deployment activities of a parent or legal guardian who is an active-duty member consistent with RCW 28A.705.010

J. Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;

K. Absences due to student safety concerns, including absences related to threats, assaults, or bullying

L. Absences due to a student's migrant status

M. Absences due to an approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth; and

N. Absences due to the student's lack of necessary instructional tools, including internet access or connectivity.

PART TWO:

In the event of emergency school facility closure due to COVID-19, other communicable disease outbreak, natural disaster, or other event when districts are required to provide synchronous and asynchronous instruction, absences due to the following reasons must be excused:

A. Absences related to the student's illness, health condition, or medical appointments due to COVID-19 or other communicable disease

B. Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19, other communicable disease, or other emergency health condition related to school facility closures

C. Absences related to the student's family obligations during regularly scheduled school hours that are temporarily necessary because of school facility closures, until other arrangements can be made

D. Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made

Districts may define additional categories or criteria for excused absences. A school principal or designee has the authority to determine if an absence meets the criteria in subsections (1) and (2) of this section and school district policy for an excused absence

Any absence not listed above is an unexcused absence.

CLEARING AN EXCUSED ABSENCE

When a student is absent it is the student/parent/guardian's responsibility to clear the absence with the Attendance Office

HOW TO EXCUSE YOUR ABSENCE

Parents may call or send a written justification to excuse their child's absence. Absences that are not excused within three (3) school days following the absence may be considered unexcused.

HOMEWORK ASSIGNMENTS

If an absence is excused, the student shall be permitted to make up any graded assignments and/or equivalent participation points outside of class under reasonable conditions and time limits established by the appropriate teacher(s). A minimum of "the number of days absent plus one" will be provided.

After a student has been absent for two days (EXCUSED absences only) students should email the teacher directly to request assignments. Please allow a minimum of 24 hours from the time of the request to check back with the Attendance Office to see if the homework assignments are ready to be picked up. Homework may be picked up in the Attendance Office between 7:00 am and 3:30 pm.

UNEXCUSED ABSENCES/TRUANCIES

Students will be allowed three (3) school days after returning to school to clear any absence. After three (3) days, all absences which have not been cleared with the Attendance Office will automatically become permanently unexcused or truant. These steps will be followed by the Attendance Office regarding unexcused absences when they have been determined to constitute a truancy.

Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria in #1 A-M above for an excused absence.

As a means of instilling values of responsibility and personal accountability, a student's academic grade or credit in a particular subject or course may be adversely affected by reason of tardiness or unexcused absences only to the extent and upon the basis that:

- a. The student's attendance and participation are related to the instructional objectives or goals of the subject or course, and
- b. The student's attendance and/or participation has been identified by the teacher pursuant to the policy of the school district as a basis for grading, in whole or in part, in the subject or course.

The school shall notify a student's parent or guardian in writing or by telephone whenever the student has incurred one unexcused absence (equivalent of one school day) within any month during the current school year. The notification shall include the potential consequences of additional unexcused absences. A conference with the parent or guardian shall be held after three unexcused absences (equivalent of three school days) within any month during the current school year.

A conference shall be scheduled to determine what corrective measures should be taken to remedy the cause for the student's absences from school. If the parent does not attend the conference, the parent shall be notified of the steps the district has decided to take to reduce the student's absences.

Not later than the student's fifth unexcused absence (equivalent of five school days) in a month the district shall enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a community truancy board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.

If such action is not successful, the district shall file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student, or parent and student no later than the seventh unexcused absence within any month during the current school year or upon the tenth unexcused absence during the current school year.

Students who are court ordered to return to school may be placed in an alternative learning setting until the next appropriate reentry point to the regular school setting.

All suspensions and/or expulsions shall be promptly reported in writing to the superintendent or designee. Policies and procedures shall be made available to parents and students upon request.

In the event of a truancy students may be assigned one or more after school interventions (2:30 – 4:30 PM). A truancy is considered an unexcused absence which cannot be verified by school personnel, a parent, or another outside source. Students who fail to complete detention as assigned will receive the consequences for Failure to Serve Detention.

APPOINTMENTS DURING THE SCHOOL DAY

Please remember that we do not always have runners available, computers may be down, or kids may not be in their class because of a special event. Because of this, we are not always able to locate students in a timely manner. Therefore, when it is necessary for a student to leave school for appointments (medical, dental, court), we recommend that the student bring a note or appointment verification to the Attendance Office on the morning of the appointment to obtain a call slip. Prior to leaving, the student must check out in the office by signing the checkout sheet. It is expected that the student will return to school immediately following the appointment. Upon the student's return to school, they must check in at the Attendance Office to receive an Excused Absence slip. Failure to follow these procedures will result in an Unexcused Absence. If a student is sick, they should come to the attendance office to meet with the nurse, if she is available, or to call home from there and then sign out. Students should NOT call from their own cell phones or class phones.

FAILURE TO CHECK-OUT THROUGH THE ATTENDANCE OFFICE

Definition: Leaving the campus without signing out through the Attendance Office.

Students will be considered unexcused, or truant based on individual circumstances.

EXCESSIVE ABSENCES

School Board Policy 3122 has established absence limits to promote student engagement in school.

Parents will be notified of their student's absences.

SMART PASS

Pass To Be Out of Class:

Our goal is to have students in class from bell to bell to make the best use of learning time. Staff does have the authority to not allow students to leave class. For students to be out of class it is expected that students inform staff of rationale for leaving and complete a SmartPass for tracking purposes. Generally, requests to leave class are honored at appropriate times and if a student is not showing a pattern of abusing the privilege and is following procedures.

Attendance and Truancy Legal Requirements for High School Students

<u>When</u>	<u>Action / Response</u>
Beginning of school year RCW 28A.225.005	Information letter to all students and parents that includes the benefits of regular school attendance; the effects of absenteeism , excused and unexcused, on academic achievement and graduation; the school's expectations regarding attendance; the resources available to assist the child and the parents; the responsibilities of the school; and the consequences of truancy; communicated in a language in which the parents are fluent ⁱ .
After 1 unexcused absence RCW 28A.225.020	Inform the student's parent/guardian by a notice in writing or by telephone , in a language the parent is fluent, whenever the student has failed to attend school after one unexcused absence.
After 3 unexcused absences within any monthⁱⁱ RCW 28A.225.020	Schedule conference with parent/guardian and student for the purpose of identifying barriers to the student's regular attendance and the supports and resources that may be made available to the family and the steps to be taken to support the student to attend.

<p>Between 2 and 7th unexcused cumulative absences in a school year</p> <p>RCW 28A.225.020</p>	<p>Must apply WARNS (Washington Assessment of Risks and Needs of Students) or other assessment.</p> <p>Take data-informed steps to eliminate or reduce student’s absences, consistent with the WARNS or other assessment results.</p> <p>Convene the IEP or 504 team. If the student has an individualized education program (IEP) or a 504 Plan, the team must convene to consider the reasons for the absences and adjust the IEP or 504 Plan as necessary. This is required and is in addition to the requirement to have a parent conference after 3 unexcused absences.</p> <p>For students reasonably believed to have a disability who do not have an IEP or 504, the following steps must occur:</p> <ul style="list-style-type: none"> • Student should be referred to the district’s existing Child Find process (WAC 392-172A-02040) • Parents/guardians need to be informed of the right to request an evaluation at no cost to them; if the parents/guardians consent to an evaluation, then time should be allowed for the evaluation to be completed (WAC 392-172A-03005)^{iv}
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When	Action / Response
	<ul style="list-style-type: none"> • If the student is found to be eligible for services/accommodations, a plan must be developed to address the identified needs
<p>Not later than 7 unexcused absences in a month</p> <p>RCW 28A.225.030</p>	<p>District shall do one of the following:</p> <ul style="list-style-type: none"> • Enter into an agreement with the student and parent establishing attendance requirements, OR • Refer student to a Community Engagement Board (CEB), OR • File petition under subsection (1) of RCW 28A.225.030

When	Action / Response
	<ul style="list-style-type: none"> • If the student is found to be eligible for services/accommodations, a plan must be developed to address the identified needs
<p>Not later than 7 unexcused absences in a month</p> <p>RCW 28A.225.030</p>	<p>District shall do one of the following:</p> <ul style="list-style-type: none"> • Enter into an agreement with the student and parent establishing attendance requirements, OR • Refer student to a Community Engagement Board (CEB), OR • File petition under subsection (1) of RCW 28A.225.030

<p>After 7 unexcused absences in a month and not later than 15 cumulative unexcused absences in a school year RCW 28A.225.035</p>	<p>File truancy petition with Juvenile Court. Court must stay^v the petition. Refer the parent and child to a community engagement board (CEB) or other coordinated means of intervention if referral did not take place before the petition. The CEB meeting must take place within twenty days of the referral. The community engagement board must meet with the child, a parent, and school district representative and enter into an agreement.</p>
<p>Unexpected or excessive absences (for youth who are dependent pursuant to 13.34 RCW) RCW 28A.225.023</p>	<p>Review unexpected or excessive absences with a youth who is dependent pursuant to chapter 13.34 RCW and adults involved with that youth to determine the cause of the absences, considering the unique circumstance of a youth who is dependent. A district employee must proactively support the youth's schoolwork, such as the required building point of contact for students who are dependent.</p>

ⁱ If the parent or guardian is not fluent in English or is an individual who is deaf or hard of hearing or blind or low vision, the school must provide this information in a language the parent or guardian understands or other mode of communication used by the parent or guardian; including providing language assistance as required under Title VI of the Civil Rights Act of 1964 or Title II of the Americans with Disabilities Act. See the Department of Justice guidance on [effective communication](#).

ⁱⁱ OSPI interprets the phrase “in any month” as within any 30-day period, following with the intent of the law to provide timely response and supports to students that are absent.

ⁱⁱⁱ Beginning the 2021–22 school year, districts have until 7 unexcused absences to take these data informed steps.

^{iv} This language is slightly different than [RCW 28A.225.020](#), and is aligned with Special Education laws, as cited.

^v “Stay” means that the court will temporarily hold the case from moving forward, giving the district, parent, and student time to address the causes of absences through the CEB and subsequent supports & interventions.

Reflects law changes as a result of [ESHB 1113 \(2021\)](#). Document updated May 14, 2021. This summary is not intended to capture the full detail of the law; please refer to the RCWs for the full extent of the requirements.

TARDY POLICY

Prompt arrival is a basic workplace expectation. Accordingly, the demonstration of effective work habits, including punctuality, shall be a part of the learning process in every class at Southridge High School. Prompt arrival to class will be a basic expectation for all students. Teachers may assign consequences for all tardies. Referral to administration may occur if class intervention is not effective.

REGISTRATION INFORMATION

WITHDRAWAL AND INCOMPLETES: Students may withdraw from a class within the first 20 school days of the semester without the consequence of a W/F. Students may add a class within the first ten days of each semester (School Board Policy # 2423). Those students who receive an Incomplete at the end of a semester have 15 days to finish their work; otherwise, the grade becomes an F.

SOUTHRIDGE HIGH SCHOOL FIGHT SONG:

All hail to our Southridge High. Bring on the challenge let's do or die!

Honor, fame, and glory too, guardians of the gold and blue.

We are the finest under the sun. Carry the fight 'til the victory's won.

Greatest school to you and I, that's almighty Southridge High!

Fees--Fines and Expectations

Athletic Participation Fee (per sport)	40.00
Art Fee.....	10.00
ASB Card.....	35.00
Free/Reduced Lunch Athletic Participation Fee (per sport)	0.00
Free/Reduced Lunch ASB Card.....	0.00
Physical Education (PE) Shorts	10.00
Physical Education (PE) T-Shirt.....	6.00
Physical Education (PE) Lock.....	5.00
Physical Education (PE) Shorts & T-Shirt & Lock.....	20.00
Physical Education (PE) Leggings.....	10.00
Secondary Student Breakfast.....	FREE
Secondary Student Lunch.....	FREE
Secondary Student Milk.....	0.60
Reduced Secondary Student Breakfast	FREE
Reduced Secondary Student Lunch.....	FREE
Yearbook.....	60.00
Locker Cleanout Fine (end of year).....	5.00
Parking Ticket/Fine (does not include towing costs when applicable)	up to 20.00

It is expected that ALL students have their picture taken at the beginning of the school year, even if not purchasing picture packets. This is for yearbook, ID cards, and the school data system. Students that register later in the year will also have their pictures taken as part of the enrollment process.

Students are expected to purchase or provide a lock for PE locker room lockers and should keep valuables and property always locked up and secure. School hallway lockers will be provided to those students that choose to use one and should also be kept locked.

It is highly recommended that ALL students purchase an ASB Card to benefit from discounted admission fees and also to be eligible for all extra-curricular school activities. All money from the sale of ASB Cards goes back to the students via the student council and the process for the appropriation of funds that must be spent on student activities and athletics.

Valedictorian – Salutatorian Selection

The selection and identification of the class Valedictorian and Salutatorian shall be based on the following:

- 1.The Valedictorian shall be selected based on the highest GPA including regular, advanced, honors, and AP/IB classes. The student must earn a minimum of five (5) credits in the Advanced, honors, AP/IB categories or identified Running Start classes. Opting for a pass/fail, audit or NC grade in advanced, honors, and/or AP/IB classes will automatically disqualify the student from Valedictorian or Salutatorian consideration. The Salutatorian shall be selected following the same guidelines but is identified as the student with the second highest GPA.
- 2.A student must earn a minimum of 2.5 credits in attendance at Kennewick School District high schools.
- 3.The student must be in attendance during the senior year at the school s/he is being selected as Valedictorian/Salutatorian. A full-time Running Start student is not considered to be in attendance at the home high school for these purposes.
- 4.The student must complete all graduation requirements in compliance with their High School and Beyond Plan and the Kennewick School District Board Policy #2410.
- 5.Determination of the Valedictorian will be made in April of the graduation year.

Once you have reviewed all the information in the SHS Student Handbook please use the link below to access the required verification form, fill it out, and submit. Thank you!

Student: <https://forms.gle/XFcyOkpn9YuHvfuW7>

Parent: <https://forms.gle/K4Sn5T8SiwBFvTyV9>

