

Selah Middle School
2025-2026
STUDENT HANDBOOK



Our goal is to build collaborators, critical thinkers, problem solvers, and students with empathy!

#TheVikingWay #DominateTheDay

Name: _____

Advisory Teacher: _____

The Viking Way, Creating a Culture of Learning

Culture is comprised of the shared assumptions, beliefs, values, traditions and norms that define a group of people. Culture can be thought of as the "personality" of the organization. The Selah School District is focusing on strengthening our culture by having an intentional focus on The Viking Way.

The Viking Way represents the behaviors and actions that are aligned with the Selah School District foundations listed below.

Our Core Purpose - Why We Exist:

To ensure high levels of learning for all students.

Our Mission - What We Do:

SSD, in partnership with students, parents, and community cultivates a culture of lifelong learning for all.

Our Vision - What We Want:

Portrait of a Graduate - Every student, future ready by being able to collaborate, innovate, communicate, show empathy and resilience.

Our Beliefs - What We Value:

*Strong **character** is at the heart of preparing our students for lifelong success.*

*Every student is worthy and **capable** of making meaningful contributions to his or her communities (classroom, team, home, etc.).*

*In a culture of excellence, every student graduates on time, prepared for **college and career** opportunities.*

Our Pledge - What We Will Accomplish:

*The goal of The Viking Promise is to meet the needs of the whole child by creating an **equity** centered, **engaging** and **personalized** learning experience in an emotionally and physically **safe** environment for each child in Selah.*

Principal's Message

Hello Vikings and welcome to Selah Middle School. As principal of Selah Middle School, my core belief is simple: every student matters, and every student can grow. I believe in holding students to high expectations: academically, behaviorally, and personally. I know you're capable of achieving great things when given the right support and guidance. Middle school is a time of tremendous growth, and our job as a school is to make sure students feel safe, challenged, and connected. That means building strong relationships, creating clear structures, and making sure every student has what they need to succeed. I want you to feel proud of who you are, confident in what you're learning, and ready to take on new challenges every day.

Brian Buehler, Principal
Selah Middle School

Administration

Principal	Brian Buehler	brianbuehler@selahschools.org	698-8402
Assistant Principal	Paul Hudson	paulhudson@selahschools.org	698-8403
Assistant Principal	Tami Turner	tamiturner@selahschools.org	698-8410
Athletic Director	Kip Harris	kipharris@selahschools.org	698-8338

Español en SMS

Spanish Voicemail	509-698-8413
Spanish Email	daniellebejar@selahschools.org

Office Staff

Office Manager/ASB	Anja Thompson	anjathompson@selahschools.org	698-8401
Office Assistant/Registrar	Diana Durand	dianadurand@selahschools.org	698-8404
Office Assistant/Attendance	Danielle Bejar	daniellebejar@selahschools.org	698-8413
Office Assistant /Athletics	TBD	TBD	698-8424
Health Room Assistant	Julie Pitzer	juliepitzer@selahschools.org	698-8412
Campus Engagement Specialist	Janna Withrow	jannawithrow@selahschools.org	698-8415
Spanish Interpreter	Danielle Bejar	daniellebejar@selahschools.org	698-8380
School Psychologist	Kim Cruz	kimcruz@selahschools.org	698-8409
Student Assistant Professional	Mandisa West	mandisawest@selahschool.org	698-8375

Counseling Staff

Counselor: Last Names A-G	Krista Doll	kristadoll@selahschools.org	698-8406
Counselor: Last Names H-O	Heidi Moultray	chrisyergen@selahschools.org	698-8405
Counselor: Last Names P-Z	Chris Yergen	heidimoultray@selahschools.org	698-8411

Miscellaneous

Library	698-8393
Main Office & Voice Mail System	698-8400
Office Fax	698-8399
Transportation	698-8330

General Fees

ASB Card	\$25.00
YEARBOOK	\$20.00
Sports Fee.....	\$5.00

* If you qualify for free or reduced meals and are in need of help paying your course fees, please come to the Counseling Office.

ASB (Associated Student Body) Activities and Clubs

The students at Selah Middle School enjoy participation in a variety of clubs. Some clubs we have include Drama Club, Art Club, FCCLA, Sports Card Trading Club, Pokemon Club, Open Gym Club, and much more. Students attend clubs every Friday. A variety of clubs are offered and change every 6-7 weeks. That way students are able to explore different interests. Students are also encouraged to form their own clubs. Students need to submit their ideas to the club chair and secure an adult leader.

ASB Card

You will need to pay for an ASB card before you may participate in SMS athletics or activities (clubs). ASB Cards are \$25 and can be purchased during the year in the office, or during Orientation and Registration.






Academic Information

Report Cards

Report cards are provided to parents/guardians at the end of each Trimester. Student report cards are posted to family access in Skyward at the end of the trimester. Conferences are held in the fall and spring but we encourage parents/guardians to communicate with us at any time if the need arises.

Schedule Changes

We make every effort to keep continuity of each student's schedule. If requesting a change the following guidelines will be followed.

-  Schedule changes should occur prior to the beginning of a trimester. After the beginning of a trimester, schedule changes may occur only if special circumstances exist. Classes may be changed only during the first 5 days of the trimester. Requests for changes will be handled on a case-by-case basis and on availability of classes.
-  All schedule changes must be cleared through the counseling office and be approved by a counselor and/or building administrator.
-  Any students requesting to change a yearlong elective, such as Band or Choir, must have parent and teacher approval.
-  Emergency transfers may be initiated with greater urgency based upon issues of law, student safety, or medical reasons.
-  All work missed during the first 5 days of the trimester must be made up. After 5 days the transfer grade will follow the student to a new class.

If requesting a teacher change the following guidelines will be followed:

1. Students must first communicate concerns with a classroom teacher in an attempt to resolve any misunderstandings.
2. If the situation continues, parents need to communicate their concerns with the classroom teacher and attempt to solve the problem.
3. If after these two attempts the situation persists parents must schedule a meeting with building administration. The building administrator will then facilitate a meeting between the student, parent/guardian and the classroom teacher. The purpose of this meeting is to identify concerns and create a plan to help the student be successful. A determination will not be made at this meeting. The building administrator will consider all information discussed during the meeting. A final decision will be communicated to the student and parent/guardian within 24 hours of the meeting.

Grading/Feedback/Reporting

The primary purpose of reporting scores at Selah Middle School is to communicate learning progress to students, educators and parents. A secondary purpose is to provide feedback to students for self-assessment and encouraging students to monitor their own learning. Here are our guiding principles regarding reporting scores:

1. We believe students should be allowed multiple opportunities in various ways to demonstrate their understanding of classroom learning standards. Therefore, redos and retakes will be encouraged and will be allowed after the relearn process for full credit in all content areas.
2. We believe a student's level should reflect what he/she actually knows and can demonstrate on a classroom assignment or assessment tied to specific standard(s).
3. We believe that each student learns at a different pace and we believe the 'when' a kid learns isn't nearly as important as 'if' a kid learns. Therefore, after working and making arrangements with their teacher, students will not be academically penalized for turning in work on an alternate date.

4. We believe each student must acquire certain skills to be a successful citizen, however, we also believe that a level must reflect what a student knows and can demonstrate when it comes to specific academic learning standards. Therefore, non-academic indicators such as; simple classroom participation, behavior, work completion, attendance, effort, and other non-academic indicators, will not be included in a student’s academic (“product”) level. These are known as “process” criteria and will be labeled separately.

Attendance

	Number of Absences for the School Year <i>Número de Ausencias para el Año Escolar</i>				
	Satisfactory Attendance <i>Asistencia Buena</i>	At Risk Attendance <i>Asistencia En Riesgo</i>	Moderate Chronic Attendance <i>Asistencia Crónica Moderada</i>	Severe Chronic Attendance <i>Asistencia Crónica Severa</i>	What you can do to support your students’ attendance.
Month <i>Mes</i>	96-100%	91-95%	81-90%	0-80%	
August/September <i>Agosto/Septiembre</i>	0-1	2	3-4	5+	Set a regular bedtime and morning routine.
October <i>Octubre</i>	2	3-4	5-8	9+	Prepare for school the night before, finishing homework and getting a good night’s sleep
November <i>Noviembre</i>	3	4-6	7-12	13+	Don’t let your student stay home unless they are truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home.
December <i>Diciembre</i>	3	4-7	8-14	15+	Avoid appointments and extended trips when school is in session.
January <i>Enero</i>	4	5-9	10-18	19+	Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
February <i>Febrero</i>	5	6-10	11-22	23+	Keep track of your student’s attendance.
March <i>Marzo</i>	5	6-12	13-26	27+	Talk to your student about the importance of attendance.
April <i>Abril</i>	6	7-14	15-29	30+	Talk to your students’ teachers if you notice sudden changes in behavior. These could be tied to something going on at school.
May <i>Mayo</i>	7	8-16	17-33	35+	Encourage meaningful after school activities, including sports and clubs.
June <i>Junio</i>	7	8-17	18-35	36+	

For a more detailed description of attendance policies and procedures, refer to The District Attendance Policy located in the following link:

<https://go.boarddocs.com/wa/selah/Board.nsf/Public#> Board Policy 3122.

Attendance Works Resources to Support Your Student at Home

English: https://attendanceworks.org/wp-content/uploads/2017/08/AW_HS-flyer-1-pager.pdf

Spanish: https://attendanceworks.org/wp-content/uploads/2017/08/AW_HS-flyer_Spanish.pdf

Additional Parent Resources: <https://www.attendanceworks.org/resources/handouts-for-families/>

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. **Counselors are available by calling (509)698-8405 or (509)698-8406 or (509)698-8411.** We will track attendance daily, notice when your student is missing from class, communicate with you to understand why they were absent, and identify barriers and supports available to overcome challenges you may face in helping your student attend school.

Student Conduct

Academic Integrity

Students shall not attempt to earn credit or receive a grade for coursework in a manner other than what has been deemed acceptable by each instructor. Actions constituting a violation of this academic integrity policy include, but are not limited to:

- *Academic Misconduct:* Tampering with grades, obtaining or distributing any part of a test;
- *Cheating:* Use, or attempted use, of unauthorized materials; deceit; misrepresentation of skills, copying;
- *Collusion:* Assisting another student in an act of academic dishonesty; payment; bribes;
- *Distribution of Class Assignments or Test Information:* Written or verbal; sharing the content of an exam;
- *Plagiarism:* The use of another's words ideas, data, or product without permission and/or citation;
- *Unauthorized Collaboration:* Working with others without the specific permission of the instructor;
- *Technology/Malpractice:* Any misuse of private or public technology to acquire an advantage.

1st Offense – Parent contact and office referral submitted by the teacher. Student will be required to complete the assignment and at standard in lunch detention.

2nd Offense – Parent contact and office referral submitted by the teacher. Students will be required to complete the assignment in before or after school detention and serve lunch detention until the assignment is complete and at standard.

3rd Offense – Student goes before a principal designated board to determine next steps and appropriate action.

Surveillance Cameras

Surveillance Cameras are utilized at Selah Middle School and any infractions recorded or observed on these cameras may result in disciplinary actions.

Public Displays of Affection

Selah Middle School does not permit any public displays of affection. This includes but is not limited to, kissing, embracing, caressing, holding hands, other overt acts, including the display of hickeys.

Cell Phones

Cell Phones and Personal Electronic Devices

Cell phones and other electronics may only be used inside the building before school and after school and during a student's lunch break. All electronics (including headphones, earbuds, etc.) are to be turned off and stored in hallway lockers during all other times. Cell phones will not be allowed in the locker room and cannot be used in the restroom. Violations of this expectation will result in the following discipline:

1st Offense: Confiscation of device and return to the student at the end of the day.

2nd Offense: Confiscation and parent/guardian can pick up in the office.

3rd Offense: Discipline referral and parent/guardian can pick up in the office.

Possession or Use of Dangerous/Nuisance Items:

Dangerous/Nuisance: anything that has the potential to cause injury, harm or annoyance to the educational process including possession of lighters, matches, toys, laser devices, personal protection devices, and pocket-sized novelties, hats and hoods worn in the building, and other items as deemed by the administration. Students are advised not to bring large amounts of cash or to exchange money at school. The conducting of private business or selling unauthorized items is not allowed at school. Discipline may range from referral to long term suspension depending upon the severity of the item.

Please leave valuable items at home. Students are ultimately responsible for their possessions brought on campus. The school will attempt to protect students' personal property, but cannot be held responsible if items are lost or damaged.

Closed Campus

All Selah Schools are closed campuses according to [Board Policy 3242](#). Students will remain on school grounds from time of arrival until close of school unless officially excused. A student who has left school grounds without permission will be considered "skipping." Students who leave campus and return will be subject to a search and school discipline. To help protect students and school property, and to prevent disruptive activity, school officials must know if any persons who are not members of the school staff or student body are in the school building or on the school grounds.

Computer Use

All students are provided access to computer systems, email, and filtered internet for educational purposes. These resources also provide an opportunity to promote positive digital citizenship for students. Expectations for student behavior online are no different than face-to-face interactions. Information Technology notifies SMS administrators and families if/when a student's online behavior is flagged.

Dress Code

Our purpose at Selah Middle School is to educate and inspire students while preparing them for their successful future. Part of this preparation includes supporting students in presenting themselves in an appropriate and responsible manner.

The following items **cannot** be worn at Selah Middle School:

Clothing not allowed at school	Gang Indicators
<ul style="list-style-type: none"> ● Tank tops with straps less than 2" wide ● Single strap shirts ● Strapless shirts/halter tops ● Backless tops ● Exposed stomach, midriff, or cleavage. Crop tops must have a full-length shirt underneath them. ● Short shorts or skirts ● Transparent clothing ● Exposed undergarments (to include underwear or any shorts worn under pants) ● Pants, shorts, or skirts with uncovered holes above the mid-thigh area unless leggings are underneath. ● Hats and hoods are not to be worn in the building at any time and must be stored in the student's locker. 	<ul style="list-style-type: none"> ● Stacked colors (multiple items of the same color) ● Three or more students blocking or stacking colors in the same manner ● Bandanas or hair nets ● Sagging pants that expose undergarments ● Any web belt of excessive length or "hanging" or any buckle ● Anything with Old English numbers or letters ● Buttoning only the top button of a shirt ● Durags ● Displaying or using the numbers 13, 14, or 21 as tagging on school or personal items ● Any other form of dress or hairstyle deemed to be gang-related
Inappropriate Messages	Dangerous Clothing
<ul style="list-style-type: none"> ● Clothing that promotes alcohol, drugs, sex, violence, racism or profanity (Confederate flags, swastikas, etc) 	<ul style="list-style-type: none"> ● Hanging chains ● Sharp, protruding objects ● Spiked jewelry

Students that choose to wear any of these items will be required to call home and change immediately. The administration reserves the right to change or modify these policies.

Fines and Fees

Fines and fees must be paid-in-full in order to participate in dances or other school activities, order transcripts, and receive your diploma.

HARASSMENT, Intimidation, and Bullying (HIB)

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.

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 ([link to form](#)) 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 Chad Quigley, Executive Director for Human Resources (chadquigley@selahschools.org) 316 W. Naches Ave., Selah, WA 98942 T. 509-698-8004 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 [HIB webpage](#) 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 [Nondiscrimination webpage].

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.

To review the district’s Sexual Harassment Policy [3205] and Procedure [3205P], visit [Sexual Harassment webpage].

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: Chad Quigley, Executive Director for Human Resources (chadquigley@selahschools.org)
316 W. Naches Ave., Selah, WA 98942 T. 509-698-8004

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: Chad Quigley, Executive Director for Human Resources (chadquigley@selahschools.org)
316 W. Naches Ave., Selah, WA 98942 T. 509-698-8004

Concerns about disability discrimination:

Section 504 Coordinator: Betty Lopez, Special Education Director (BettyLopez@selahschools.org)
313 W. Naches Ave., Selah, Wa 98942 T. (509) 698-8016

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: Chad Quigley, Executive Director for Human Resources
(chadquigley@selahschools.org)

316 W. Naches Ave., Selah, WA 98942 T. 509-698-8004

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 superintendent 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 ([3205P](#)).

I already submitted a 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

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 [[Gender-Inclusive Schools website](#)]. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: Chad Quigley, Executive Director for Human Resources (chadquigley@selahschools.org) 316 W. Naches Ave., Selah, WA 98942 T. 509-698-8004

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on starting on page 07.

Language

Students are encouraged to verbally express their personal opinions in such a manner and at such times as the language does not disrupt or interfere with the educational process or with the freedom of others to express themselves. The use of obscenities, lewdness, vulgarity, profanity or personal attacks is prohibited. Racial, ethnic or religious slurs, and/or vulgar or lewd language is not allowed. Vulgarity and/or profanity are prohibited on school campus and at school events or activities off campus.

Library

Our library is open before and after school and during lunches for students to access technology, check out books, and have an academic space in which to work. When classes are present in the library, the space will be closed to student use. All students present in the library during the school day must have teacher permission, arrive with a pass, and must check in at the front desk of the library before beginning their academic work.

Health Room

Mrs. Pitzer is our health room aide and is available to students with a pass from an adult. As a reminder, students are not allowed to have medicine of any kind including OTC medications, on their person at school (outside of inhalers and epi-pens). Students can register their personal medication with Mrs. Pitzer at any time during the school year.

Searches

A student is subject to search by district staff if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be uncovered as stated in [RCW 28A.600.230](#). School staff will report a student's suspicious activity to the principal prior to initiating a search, except in emergency situations. A search is required when there are reasonable grounds to suspect a student has a firearm on school grounds, transportation or at school events. [District Policy 3230](#)

Selah School District [Board Policy 3230](#) establishes an expectation where all students shall be free from unreasonable searches of their persons, clothing and other personal property. However, a student is subject to search by school officials if reasonable grounds exist to suspect that the search will yield evidence of a student's violation of the law or school rules governing student conduct.

The school is public domain and desks, cubbies, backpacks, and student possessions may be searched if reasonable suspicion is evident that the student possesses a dangerous weapon, illegal drugs, drug paraphernalia, possible stolen property or improper materials such as pornography, etc.

Behavior Expectations and Management System

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the social culture needed for all students and staff to achieve social, emotional and academic success. We are focused on creating and sustaining progressive systems of support that improve student behavioral outcomes. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm. Students will be taught expected behaviors and positive behaviors will be rewarded throughout the year. Middle school is a fun and exciting age for students and we fully understand that behavior may not be totally appropriate all of the time. This is why it is important to focus on teaching positive social behaviors. Teaching behavioral expectations and recognizing students for following them is a much more positive approach than just reacting to misbehavior. Students at Selah Middle School will learn how to live life the Viking Way and demonstrate Viking **PRIDE** in all areas of our school and community.

P = Positive R = Respectful I = In Control D = Dependable E = Engaged

What might occur if a student doesn't meet the behavioral expectations? Some examples include:

- Communication home from the classroom teacher.
- Student meeting with school administration
- Parent/student meeting with support team (teachers, counselor, PBIS Rep, Principal)
- Booster session (behavioral expectations are re-taught)
- Conflict resolution session
- Lunch Detention
- Community Service (might occur before, during, or after school)- Parent Conference
- 1-3 Before/After School Detention
- After School Community Service
- Alternative Learning
- Friday School Detention
- In-School suspension
- Short-term suspension
- Long-term suspension

Scope of District's Authority

Students, who involve themselves in acts that have a detrimental effect of the maintenance and operation of the school or the school district, to include criminal acts, and/or violations of school rules and regulation may be subject to disciplinary action by the school and prosecution under the law. The rules will be enforced by school officials:

- On school grounds, which includes SMS bus stops, during, and immediately before or immediately after school hours;
- On school grounds at any other time when school is being used by a school-affiliated group(s), or for a school activity;
- Off school grounds at a school activity, function, or event;
- Off school grounds if the actions of the student materially or substantially affects or interferes with the educational process; or,
- In school-provided transportation, or any other place while under the authority of school personnel.

In addition to individual rights established by law and district policies, students have the substantive constitutional rights listed in WAC 392-400-215, subject to reasonable limitations upon time, place, and manner of exercising such rights consistent with the maintenance of an orderly and efficient educational process within limitations set by law. See [Board Policy](#) and [Procedure 3240](#) for additional details.

Nondiscrimination Statements:

Selah School District complies with all federal and state rules and regulations and does not discriminate on the basis of any protected class as defined by law. This holds true for all district employment and opportunities. The Selah School District specifically does not discriminate on the basis of sex, race, creed, religion, color, national origin, age (40 or older), marital status, honorably discharged veteran or military status, gender expression or identity, genetic information, non-job related sensory, mental or physical disability, the use of a trained dog guide or service animal by a person with a disability, or any other legally protected status, condition or characteristic, except where a bona fide qualification disqualifies an individual. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities, and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding compliance and/or grievance procedures may be directed to the district's Title IX Compliance Officer and Section 504/ADA Coordinator.

Section 504/ADA Coordinator: Betty Lopez, Special Education Director (509) 698-8016 BettyLopez@selahschools.org
Civil Rights, Title IX HIB and Gender Inclusive Schools: Chad Quigley, Executive Director of Human Resources (509) 698-8004
ChadQuigley@selahschools.org

The Selah School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its program or activities and provides equal access to the Boy Scouts and other designated youth groups. The School District offers classes in many career and technical education program areas (engineering, computer science, bio med) under its open admissions policy. For more information about CTE course offerings and admissions criteria, contact **Jeff Cochran**, 801 N. First St., 509.698.8511. Lack of English language proficiency will not be a barrier to admission and participation in career and technical education programs. The following people have been designated to handle inquiries regarding the nondiscrimination policies: **Chad Quigley**, 316 W. Naches Ave 509.698.8000 ChadQuigley@selahschools.org

Reference Documentation

For more detailed information on the law for Excused Absences please reference RCW [28A.225.010](#) or [28A.225.015](#).

For more detailed information about the conference please reference RCW [28A.225.018](#).

For more detailed information about a required doctors note please reference [School Board Policy #3122 page 1](#).

For more detailed information on the law for Unexcused Absences please review RCW [28A.225.020](#).

***For further information please reference our [district handbook](#).**

SMS STUDENT CONTRACT

Name: _____ *Graduation Year:* _____

I have reviewed the student handbook, attended a class meeting, and/or heard the handbook review from my advisory teacher. By signing this student contract, I am agreeing with the behavioral expectations outlined by my school and agreeing to abide by all district policies that are listed in the district parent-student handbook.

Signature: _____ *Date:* _____