Selah High School

STUDENT HANDBOOK

2026-2027

SELAH

VIKINGS

The Viking Way, Creating a Culture of Learning

Culture is composed 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 is future ready by being able to collaborate, innovate, communicate, show empathy and resilience.

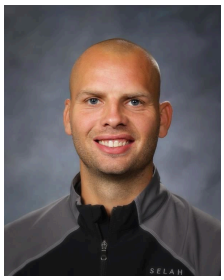
Our Beliefs - What We Value:

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.

This handbook is a student-focused version of the rules and expectations outlined in the Selah School District Handbook.



Welcome Students!

Vikings.

I hope each of you had the chance to rest, recharge, and enjoy the summer months.

At Selah High School, our mission is to build a thriving, supportive, and empowering environment—one where we learn together, lead together, lean on one another, and celebrate the remarkable staff, students, and families that define what it means to be an SHS Viking.

We're committed to helping every student grow the skills they need to thrive—both here at SHS and in life beyond. We do that by living out our shared values:
Purpose & Passion, **The Power of We**, and **Being the Best You**.

Above all, we want every student to feel seen, heard, and valued. SHS is your school—your voice matters. Get involved, take risks, and make your mark.

It's going to be an incredible year.

DOMINATE THE DAY, VIKINGS.

Colton Monti
Principal

SCHOOL WEBSITE

http://www.selahschools.org/SHS

Selah High School

801 N 1st Street
Selah, WA 98942

School Hours: 7:35-2:05

Office Hours: 6:45-3:15

Main Office

(509) 698-8500

(509) 698-8508 (Fax)

ASB

(509) 698-8515

Athletics

(509) 698-8514

(509) 698-8516

Attendance

(509) 698-8510

Counseling

(509) 698-8521

(509) 698-8592 (Fax)

Library

(509) 698-8581

Student Records

(509) 698-8520

Selah Academy

(509) 698-8520

Spanish Hotline

(509) 698-8510

Spanish Email

shsespanol@selahschools.org

Transportation

(509) 698-8330

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ADMINISTRATION, OFFICE, AND COUNSELING STAFF

Administration

Principal	Colton Monti	coltonmonti@selahschools.org
Assistant Principal & Athletics Director	Becky Gause	beckygause@selahschools.org
Assistant Principal	Joel Starr	Joelstarr@selahschools.org
Assistant Principal	Brandon Gillespie	brandongillespie@selahschools.org

Office Staff

Building Secretary	Veronica Santana	veronicasantana@selahschools.org
Attendance Secretary	Cinthia Benitez	cinthiabenitez@selahschools.org
Athletics Secretary	Jamie Hayes	Jamiehayes@selahschools.org
Health Room Assistant	Brandy Cisneros	brandycisneros@selahschools.org
Student Behavior Specialist	TBD	TBD@selahschools.org
Campus Engagement	Eric Steen	ericsteen@selahschools.org
Campus Engagement	Laura Perez	lauraperez@selahschools.org
Campus Engagement	Ryan Steltz	ryansteltz@selahschools.org
Campus Engagement	Austin Ide	Austinide@selahschools.org
Psychologist	Becky Keagle	beckykeagle@selahschools.org
Student & Family Advocate	Elizabeth Pereira	elizabethpereira@selahschools.org

Counseling Staff

Counseling Support	Ruby Santana	rubysantana@selahschools.org
Student Success Specialist	Emily Hayes	emilyhayes@selahschools.org
Registrar	Tracy Ratliff	tracyratliff@selahschools.org
Freshman Counselor:	Victoria Sanchez	victoriasanchez@selahschools.org
Counselor: A-F	Gerardo Montes De Oca	gerardomontesdeoca@selahschools.org
Counselor:G-N	Courtney Schrader	courtneyschrader@selahschools.org
Counselor: 0-Z	Kari Deboer	Karideboer@selahschools.org

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

GENERAL FEES

ASB Card $30.00

Yearbook $60.00

*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

2026-2027 ASB Advisor Valerie Barnett

2026-2027 ASB President Andrea Romero

Class President Chloe Myers

ASB Legislative Meetings

ASB Legislative Meetings are held bi-weekly. Each club and sport is required to send at least one representative. All SHS students are welcome and encouraged to attend.

Academic Eligibility

Students must be academically eligible to participate in athletic contests, activities, and school-sponsored events such as field trips. If a student is not eligible, they are not permitted to participate. Eligibility for school-sponsored events is based on a current grade check. Eligibility is defined as a 2.5 GPA with 1 F or a 2.0 GPA with no F's. Teachers must also ensure that they have received any requisite medical training with the school nurse prior to the day of the field trip. Should this not occur, students with medical needs may be unable to travel with the group.

ASB Card

You will need to pay for an ASB card before you may participate in SHS athletics or activities (clubs). They can be purchased during the year at the ASB/Athletics window with Mrs. Gordy or in the fall at Registration. ASB Cards are $30.

Creating a New Club

The ASB Advisor is in charge of keeping track of our active clubs. Students who wish to form a new club should first visit with the ASB Advisor to receive an application. Completed applications are entered into the back of a queue and, should a club lose their active status, the proposed club at the front of the queue will be made active, provided their membership and staff advisor remain interested and operate for at least one school year, and only after subsequent approval from the Student Senate. They will be added in the Spring during the budget process for the following year.

2026-2027 ASB Clubs

Meet with an advisor to get involved!

- ASB Mrs. Barnett
- Art Club Mrs. Eckert
- ASL Mr. Gallegos
- Band & Choir Mr. Madson
- Cheer Ms. Delgado
- Club Med Mrs. Gamache
- DECA Mr. Benjamin and DelClaire
- Drama Club Mrs. Turcott
- Dance & Drill Team Mrs. Treat
- FFA Ms. Parks, & Mr. Burger
- FCCLA Mrs. Brink & Ms. Uceny
- Prevention Club- Mrs. Ramos
- Stage tech Club- Mr. Harris
- Link Crew Mrs. Gamache
- MECHA Mr. Gudino Ms. Mendoza
- National Honor Society
- Senior Council Mrs. Brink
- SkillsUSA Mr. Rockenbach
- Sound Tech Mr. Harris
- TSA Mr. Anderson & Mr. Alvarez
- Variety Gaming Club Mrs. Brink
- WeACT Mr. Gallegos
- Yearbook Mr. Alvarez

ACADEMIC INFORMATION

Trimester Schedule for 2026-2027

	Trimester 1	Trimester 2	Trimester 3
Start Date	8/31/26	11/30/26	3/15/27
End Date	11/24/26	3/12/27	6/15/27

Graduation Requirements

Class of 2026 and Beyond: 27 Credits

Subject	Credits
Career & Technical Education	2.0
SHS Launch Series	1.5
Fine/Performing Arts	2.0
Health	0.5
Language Arts	4.0
Mathematics	3.0
Science	3.0 (2.0 Lab)
Social Studies	3.0
Physical Education	1.5
World Language (or Personalized Pathway Requirement)	2.0
Electives	4.5

Total	**27 Credits**

Viking Academy

Selah High School offers credit retrieval for students in need of additional credits in order to graduate. Please visit your school counselor to discuss these options.

Graduation Requirements

Graduation from high school in Washington State means that a student meets the following criteria:

1. Successful completion of credits.
    a. See the above table for specific information about specific criteria.
2. Successful completion of the Washington State History requirement.
3. Successful completion of the High School & Beyond requirement (Senior Presentation).
    a. HS&B Plan includes 15 hours of Community Service
4. Successful completion of one of the required state graduation pathways.

Please note that commencement and graduation are different. Commencement ceremonies are a district event, and therefore students are not required to participate. The criteria listed above will be completed and documented prior to graduation rehearsal in order for a student to be eligible for commencement exercises.

College & Career Readiness

SHS is proud to offer college and career preparation services for our students. When it comes time to apply for your post-secondary education, be it college, the military, the trades, or an internship, your first stop should be with your counselor. They can also help students/families learn about scholarship opportunities and financial aid.

Sound Grading and Reporting Practices

The purpose of sound assessment and reporting practices is to reflect a student's academic achievement of the K-12 standards. These practices will:

- ★ Communicate student achievement and progress to students, parents, administrators, staff, and the community.
- ★ Promote student involvement in their own learning to create assessment capable learners.
- ★ Be used to guide instruction.
- ★ Provide directions for differentiation to foster success for all students.
- ★ Align grading and reporting practices within and across all grade levels and courses.
- ★ Link grading and reporting practices with instructional and assessment philosophies and practices.

District Required Practices

1. Skills and behaviors that support learning, such as effort, attendance, participation, behavior, improvement, ability to meet deadlines, and attitude, will be reported separately from the achievement grade.
2. Students will have multiple opportunities to achieve standards. This includes retaking portions of assessments. Each school will develop consistent procedures that require additional learning opportunities for students prior to the retake.
3. Students will not be academically penalized for turning in work late.
4. Homework/Classwork (Formative Work) is an essential component of our teaching and learning process. Students are expected to complete assigned work and receive timely feedback from teachers. All formative work is considered practice of content and skills and is not calculated in a student's achievement grade.
5. Course grades will be earned from individually completed summative assessments. Group assignments/projects/assessments will not be included in the grade unless there is an individual component.
6. Extra credit will not be included in course grades.

7. Most recent assessment evidence will have a greater impact on the final grade.

Standards Based Grading Philosophy and Practices

The purpose of sound assessment and reporting practices is to reflect a student's academic achievement of the K-12 standards. These practices will:

★ Communicate student achievement and progress to students, parents, administrators, staff, and the community.
★ Promote student involvement in their own learning to create assessment capable learners.
★ Be used to guide instruction.
★ Provide directions for differentiation to foster success for all students.
★ Align grading and reporting practices within and across all grade levels and courses.
★ Link grading and reporting practices with instructional and assessment philosophies and practices.

Philosophy of Standards-Based Grading

★ Our grading system is based around three philosophies:
★ Learning improves when teachers give students meaningful evaluation during the learning process.
★ Grades should only reflect what a student knows and is able to do at any given point in time.
★ Learning is a continuum, and reassessment is an important part of that process.

Proficiency Scale

Teachers use assignment-specific and assessment-specific grading rubrics to determine a student's level, from 0-4, on the proficiency scale. Teachers may use a 1.5, 2.5, 3.5 scoring mark at their discretion.

Proficiency Level	0 No Evidence	1 Minimal	2 Approaching	3 Proficient	4 Mastery
Characteristics	-No attempt -Too little of evidence	-Limited -Major mistakes -Significant gaps in understanding	-Inconsistent -Success in multiple areas -Some gaps in emergent understanding -Partial demonstration of learning	-Success in each major area, minor mistakes in others -Can understand and apply -Communicates meaningful understanding	-Exemplary -Success in each area, very few mistakes -Can analyze and create -Effectively communicates and can flexibly apply
Description	Little or no work submitted to show evidence of learning.	Demonstrates significant gaps in understanding the standard(s).	Emergent understanding of the standard(s) with several gaps.	Meaningful understanding of the assessed standard (s) with minor errors	Complete understanding of the standard (s) with the ability to apply the standard with consistency

Reassessment

Students will have the opportunity to reassess on all learning that is categorized in the assessment category (90 % of the grade). Reassessment opportunities on learning that is categorized in the employability section will be at the teacher's discretion.

Prior to retaking any assessment, students will fill out a reflection form indicating the efforts they've made to improve their understanding of the standards/skills, then they will be allowed to reassess those standards (be it a quiz, test, paper, lab, etc.) and improve their grade. The reassessment does not necessarily need to take the same form as the original assessment and should focus on areas of needed growth.

Students interested in improving their grade should communicate with their teacher to schedule a time to retake an assessment. Deadlines for retaking assessments will be established by the school's grading calendar (mid-tri and end of tri deadline). We encourage all students to take advantage of reassessment in order to improve their learning.

Grade Reporting Practices

- ★ Common summative assessments will be reported in the 90 percent category of a student's grade and employability skills will be reported in the 10 percent category of a student's grade.
- ★ When any assessment is recorded in Skyward, the assessment will be titled in student/family friendly language. Within the assessment description, the standard(s) will be clearly listed.
- ★ When an assessment is missed, the teacher will initially try to schedule for the student to complete the assessment within two school days from the student's return to class.
- ★ Assessments will be tied to priority standard(s).
- ★ Students who have not completed a summative assessment, no matter the circumstance, will receive a "0" so as to immediately reflect their final grade if they don't complete the assessment.

SHS Reporting Commitments

- ★ All summative assessments **that are entered into the gradebook** will be common amongst common courses and tied to a priority standard.
- ★ Gradebooks will be updated weekly.
- ★ Grade checks for academic support and extracurricular activities will be pulled Thursday @ 3:00 p.m.

End of the Term Grading Determination

When determining the final grade in a class at the end of a grading term teachers will consider:

- ★ What does the most recent assessment evidence tell you?
- ★ Does the grade accurately reflect student skill and ability as listed in the common rubric?
- ★ Did students have multiple opportunities to demonstrate their learning?
- ★ Are there any extreme outliers that could be adversely affecting their "Average" grade?

Once these considerations are considered the teacher will assign the appropriate final grade.

SHS Grading Scale

A 3.7-4.0	**B 3.0-3.29**	**C 2.20-2.59**
A- 3.5-3.69	**B- 2.8-2.99**	**C- 1.8-2.19**
B+ 3.3-3.49	**C+ 2.6-2.79**	**F 0-1.79**

ATHLETICS

Fall	Winter	Spring
Cross Country (Boys, Girls) Football Soccer (Girls) Dance/Drill Swim/Dive (Girls) Volleyball (Girls) Cheer	Basketball (Boys, Girls) Bowling (Girls) Dance/Drill Swim/Dive (Boys) Wrestling (Boys, Girls) Cheer	Baseball (Boys) Golf (Boys, Girls) Softball (Girls) Soccer (Boys) Tennis (Boys, Girls) Track & Field (Boys, Girls)

Athletic Code

Selah Athletics follows **Board Policy 2151P** which details extra-curricular eligibility and includes both RCWs and WIAA Policy. Students and parents are required to agree to this eligibility code as part of their clearance process. For more athletics information, please review our **Athletics/Activities Co-curricular Code**.

CWAC

For schedules and additional information about our league for athletics, visit: **www.cwacathletics.com** and select Selah.

User Fees

Student-athletes are required to purchase an ASB card for $30. The SHS Athletics Department uses this money for many things, including paying for things like officials, transportation, F uniforms, and facilities upgrades. For further information about fees, please contact the ASB office.

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

ATTENDANCE

Attendance Secretary: Cinthia Benitez	(509) 698-8510	cinthiabenitez@selahschools.org
Health Room Assistant: Brandy Cisneros	(509) 698-8507	brandycisneros@selahschools.org
Student & Family Advocate: Elizabeth Pereira	(509) 698-8463	elizabethpereira@selahschools.org
Family Services: Juan Garcia	(509) 698-8409	JuanGarcia@selahschools.org
Migrant Family Services: Edgardo De La Torre	(509) 698-8020	EdgardoDeLaTorre@selahschools.org

We know that students are absent from school for a wide variety of reasons, from health concerns to transportation challenges. There are many people in our buildings prepared to help you if you or your student face challenges in getting to school regularly or on time. These people include **counselors, nurses, intervention specialists, and administration**. 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.

Attendance Categories for the School Year:

- ★ **Satisfactory:** Students with an attendance rate ranging from **96% to 100%** are considered to have satisfactory attendance. This category reflects excellent commitment and regular participation in classes.
- ★ **At Risk:** Students with an attendance rate ranging from **91% to 95%** fall into the "At Risk" category. While their attendance is still fairly consistent, this group may benefit from additional support to maintain consistent attendance.
- ★ **Moderate Chronic:** Students in this category have **81% and 90%** attendance rates. They experience a noticeable pattern of absences or tardiness, which may affect their academic progress. The school will provide appropriate interventions and support to help improve their attendance.
- ★ **Severe Chronic:** Students in this category have attendance rates **below 80%**. They face significant challenges in maintaining consistent attendance, which can greatly impact their academic performance. The school will implement comprehensive measures to address the underlying reasons for their chronic absenteeism and work closely with students and their families to find solutions.

Attendance is a crucial aspect of a student's educational journey. We aim to identify students who may require additional assistance and support in order to improve their attendance and ultimately enhance their educational experience. Our school is committed to working closely with students, parents, and staff to address attendance concerns and promote regular participation in all aspects of their learning journey.

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.
- ★ 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.
- ★ Avoid appointments and extended trips when school is in session.
- ★ Develop backup 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.
- ★ Talk to your student about the importance of attendance.
- ★ Talk to your student's teachers or counselor if you notice sudden changes in behavior. These could be tied to something going on at school.
- ★ Encourage meaningful after school activities, including sports and clubs.

Tardies/Skips

At our school, we value punctuality and understand its impact on academic success and future opportunities. We work to build strong habits by encouraging students to arrive on time and addressing patterns of tardiness.

We monitor both student attendance and tardiness on a period-by-period basis and address tardiness in a comprehensive manner that involves the collaboration of staff, student guardians, and the school community as a whole. By being present and engaged, students can maximize their learning opportunities and develop valuable habits that will serve them beyond their time at our school.

Tardy and Skip Protocol

- 3 tardies in a trimester (resets every trimester) = 1 lunch detention
- 1 Skip = 1 lunch detention

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/

MEAL PROGRAM

The mission of the Selah Food Service is to provide students with nutritionally balanced meals which help to establish healthy choices for a lifetime.

All students will be offered a daily breakfast and lunch meal at no cost. Meals must be eaten on school campuses.

Payment Policy

When students (or adults) bring cash for their meal, any remaining change will be automatically placed on their account. Cashiers will NOT be able to give change. Hopefully this will speed up the serving lines. Also, checks for meals must be written for that purpose only. Cashiers cannot accept checks written for meals AND student photos, for example. Thank you for your understanding!

Payments for more than the amount needed for a single meal can be taken before school or in the lunch line. Make checks payable to the students' school.

Viking Culture Blueprint

Values	Behavior	Outcome
Power of We *We're better together*	• Acknowledge, encourage, and celebrate everyone's voice. • Invest the time to care, listen, and communicate with an open mind. • Be involved in activities beyond the classroom.	We find fulfillment and joy being part of Selah High School. We can count on each other.
Purpose and Passion *Strive for excellence*	• Make choices aligned to your goals. • Be open to exploring and intentional in pursuing different avenues to identify or reinforce your purpose.	We have a clear "why". We know where we are going.
Be the Best You *Leave things better than you found them*	• Be willing to get outside your comfort zone and take risks. • Embrace self-reflection and feedback from others to be better. • Do the right thing, especially when it is hard.	We can do hard things. We are everyday learners. We have a strong and valued sense of self.

MINGA

Minga is our all-in-one digital platform designed to keep students connected, informed, and engaged. Through Minga's notification stream, students can stay up to date on school events, schedules, and activities happening throughout the week.

Students can also earn Minga Praises for positive behavior based on our core Values; Purpose & Passion, The Power of We, and Being the Best You. Students can be redeemed for prizes and treats at the Minga Store.

Minga is also used for hall passes, helping us maintain a safe and organized learning environment. In addition, students have access to a digital ID through Minga, which can be used for school breakfast and lunch as well as to show digital badges—such as ASB—to access school events and games.

Minga creates a more connected, efficient, and positive school experience for everyone.

STUDENT CONDUCT

Behavioral violation means a student's behavior that violates the district's discipline policies as described in Policy 3240 and Procedure 3240P.

Common Expectations

Student Common Expectations	Staff Common Expectations
These behaviors are the behaviors that are expected from all students: ★ Technology should only be used for educational purposes as directed by the instructor. This includes cell phones and earbuds. ★ Bring your Chromebook charged daily. ★ Be where you are scheduled to be or follow procedures to be elsewhere. ★ Be respectful and ready to learn. ★ Follow reasonable directions from staff at all times. ★ Keep language school appropriate; no offensive or foul language. ★ Allow other students to learn - never disrupt ongoing classes, including your own.	These staff behaviors are essential to ensure consistency across our building: ★ Keep students in class until the bell rings. ★ If students need to leave class, they must have a colored lanyard and sign out via Minga. ★ Keep kids in class for the first 10 minutes of the period and last 10 minutes of the period. ★ Send students that don't belong back to class, even on prep. ★ Get permission from staff before sending students to that staff member's space.

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 and Artificial Intelligence*: The unauthorized use of artificial intelligence tools (such as generative AI, chatbots, automated writing tools, image generators, or code-generation tools) to complete assignments, assessments, discussions, or projects when such use has not been explicitly permitted by the instructor. Students must follow all instructor guidelines regarding the appropriate use, citation, and disclosure of AI-generated

The consequences for these behaviors will be as follows:

- ★ **1st Offense** – Zero on the assignment with alternate assessment assigned. Parent contact and office referral submitted by the teacher.
- ★ **2nd Offense** – Zero on the assignment and no alternate assessment provided. Office referral submitted by teacher. Parent contact by administrator along with additional restorative practices assigned.
- ★ **3rd Offense** – Student goes before a principal designated board to determine next steps and appropriate action.

Fighting

Students will not argue with one or more other students involving physical contact. Students who are found to have promoted, record, or incited a fight will be subject to the same discipline as those who are involved in the fight.

Gang Activity

Students will not engage in gang activity or display symbols of gang affiliation. A "gang" means a group that consists of three or more persons; has identifiable leadership; and on an ongoing basis, regularly conspires and acts in concert mainly for criminal purposes. Gang symbols include the use of hand signals, handwriting, and/or the presence of apparel, jewelry, accessories, graffiti, or manner of grooming which by virtue of its colors, arrangement, trademark, symbol alteration, stacking colors, or any other attribute, denotes membership in a gang.

Closed Campus

All Selah Schools are closed campuses according to **Board Policy 3242.** Students will remain in the school building from time of arrival until close of school unless officially excused. A student who has left school grounds or goes to their car without permission will be considered truant and be assigned disciplinary consequences for this behavior. 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.

Dances

Students wishing to bring a guest to school sponsored dances must complete and submit the form for approval prior to the close of the school day the Wednesday prior to the dance. Guest passes will be allowed only for those dances expressly designated by the ASB as guest dances. All students and guests must be prepared to identify themselves as SHS students or approved "guests" by presenting photo identification or risk being denied entrance. Passes will only be granted to persons under the age of 21 and 9th grade and above. Students may be asked to submit to a breathalyzer test prior to entry and exit. Those unwilling to comply will be denied entry and may be referred to law enforcement. Students are expected to follow all school policies while at dances. Dancing should be appropriate. Students may be asked to leave on the first offense for inappropriate behavior and will not receive a ticket refund.

Dress Code

Selah High School acknowledges the importance of personal appearance. We embrace the values of "Power of We, Purpose and Passion, Be the Best You." We believe that students, in collaboration with their parent(s) or guardian(s), bear primary responsibility for their attire. Our school is dedicated to ensuring that students' clothing choices uphold the well-being and safety of all individuals and foster a positive and inclusive atmosphere. Preserving a beneficial learning environment and prioritizing student safety and well-being are key priorities for the Selah High School. The following guidelines outline our specific expectations for dress during school hours, subject to adjustments based on evolving concerns:

Dress Code Guidelines: Certain body parts must be covered at all times. All clothing worn to school, activities, or sponsored events must meet this basic guideline.
In the event of a violation, the staff will discreetly meet with the student to provide them with an opportunity to make necessary adjustments. If the student fails to make the required adjustments, they will be asked to meet with the dean of students, and their parents will be contacted.

Required Wear	May Wear	Dress Code Violations
Footwear specific courses may have requirements (Science/PE/CTE for example) - Ask staff for specific class guidelines. **Pants/Bottoms/Shorts*** jeans, pants, skirts, leggings,a dress, shorts, sweats **Shirt*** with fabric in the front, back and the sides under the arms. *Reasonableness will be applied by the administration. Student guardians will be called if the student refuses an adjustment.	**Shorts/Skirts are OK** but underwear, private parts and buttocks cannot be exposed. **Ripped Jeans are OK but** underwear private parts and buttocks cannot be exposed. **Religious headwear** **Hats and Sweatshirts w/hood are OK** on face must be visible and staff can ask for this to be removed based on specific scenarios and class requirements (Science/PE/CTE for example) **Strapless Top OK** but must be covered by other clothing such as a sweater, jacket, or flannel. That is worn at all times. If the length of the shirt is closer to an undergarment, the student will either be asked to wear a sweater or jacket over the shirt or be required to change.	*Students that choose to wear any of these items will be required to change or call home immediately.* **No Transparent/See-Through Clothing** **No Sagging/Loose Pants/Bottoms/Shorts that expose underwear, or private parts or buttocks.** **No clothing or accessories that can be construed as producing or depicting any type of physical harm** such as spikes, sharp objects, chains, knives, guns, etc… **No physical flag is worn as an article of clothing, such as a cape.** This is a distraction to the learning environment as well as a safety hazard. **No Hate speech, profanity, or pornography.** **No Clothing with images or language:** drugs, alcohol, illegal substances, sex, or violence, or clothing that creates a hostile or intimidating environment racism or profanity (Confederate flags, swastikas, ect) **No Gang Related** Clothes/Items include (but not limited to): bandanas, gang related numbers, symbols, designs, drawings,letterings, stacked colors (multiple items of the same color).

At Selah High School (SHS), our dress code is designed to achieve multiple goals:

- ★ Maintain a safe and secure learning environment in all classrooms and spaces at SHS.
- ★ Allow students the freedom to wear clothing that reflects their personal choice and comfort.
- ★ Ensure that students can express their religious or gender identity through attire without fear of discrimination.
- ★ Prohibit clothing that compromises the safety and security of individuals within SHS.
- ★ Prevent clothing choices that disrupt the normal functioning of the school, hinder the educational process, or infringe upon the rights of others.
- ★ Promote equal treatment and fairness for all students, irrespective of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

By adhering to this dress code, we strive to create an inclusive and respectful environment that fosters learning and mutual respect among all members of the SHS community.

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.

Hall Passes

For safety reasons, students are expected to sign out of class using the Minga App and they are expected to have a lanyard with them when they are outside of their classroom.

Harassment, Intimidation, and Bullying (HIB)

Selah School District is committed to a safe and civil educational environment for all students, employees, volunteers and patrons, free from harassment, intimidation, or bullying. In accordance with **Board Policy 3207** **and** **Procedure 3207,** all reports of bullying, harassment, and/or intimidation will be taken seriously and investigated.

If a student feels that they have been subjected to harassment, intimidation, or bullying, the student should report the incident immediately to a staff member. At any time, a student or their parent/guardian may submit a formal complaint regarding harassment, intimidation, or bullying using **Procedure 3207** (see page 9). Formal complaints are submitted to the building principal.

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

Board Policy 3207 is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation or bullying may still be prohibited by other district policies or building, classroom or program rules.

The District's prohibition of harassment, intimidation, and bullying shall apply:

- On school District property at any time;
- Off school District property at any school activity, function, or event
- Off school District property if the actions of the student materially or substantially effect the education process and/or student attendance at school

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.

Procedures: In the event of a violation, the staff will discreetly meet with the student to provide them with an opportunity to make necessary adjustments. If the student does not comply with the required adjustments or if the violation is so severe, the engagement team and/or administration will be notified to intervene. Additionally, the guardians of the student will be contacted to inform them of the situation and discuss the resulting consequences.

Location Specific Expectations

Minga Pass Procedure

Students must create a Minga pass and receive teacher approval before leaving the classroom for any reason, including the restroom, library, nurse, water fountain, or any other destination. Students are expected to have an active Minga pass while out of class and return promptly to their assigned classroom.

Library

Our library is open before and after school to access technology, check out books, and have an academic space in which to work. 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.

Restrooms

Students using restrooms during class or passing periods are expected to be swift. No loitering or hanging out is allowed in the restrooms at any time.

Hallways

Students are expected to move through hallways during passing periods in order to make it to class on time and avoid being tardy. Blocking walkways, public displays of affection, and unsafe behavior are all prohibited behaviors.

Vehicle Use

Parking on Campus

The school assumes no responsibility for student vehicles. Both student parking lots (upper and lower) as SSD property and are subject to searches by school personnel, same as a student's bag or locker. Students should remember that parking at school is a privilege, and students with continuing and/or escalating discipline issues may lose their ability to park on campus.

Senior Painted Parking Spots

- Any Selah High School student that paints a parking spot without permission or vandalizes a senior parking spot will lose their parking privileges and face disciplinary action and consequences.
- The upkeep of the space is the responsibility of the student. If for some reason the space needs to be repainted, the student must speak with SHS Administration immediately.
- If a student is withdrawn/removed from school due to disciplinary action during the school year, the reserved parking space will be painted over with black water-based latex exterior paint and not resold.
- Prohibited or unapproved designs will be painted over at the discretion of the principal. Disciplinary action may be taken, and the student may forfeit their right to a parking space and/or the right to drive on campus.
- Selah High School will encourage other students to not park in painted spaces; however, SHS will not be responsible for students that park in a reserved parking spot. If a student arrives at school and finds another vehicle parked in their reserved painted space, the student needs to park in another space.

Use of Motor Vehicles on Campus

Students are expected to drive and operate motor vehicles in a safe and responsible manner at all times while on campus. The campus speed limit is 5 MPH. The safety of the driver and all persons in the area is of extreme importance. Students are expected to use good judgment in operating a motor vehicle and to avoid any situation that would endanger themselves or others. Reckless or unsafe motor vehicle operation will result in loss of driving/parking privileges on campus.

Parking Lot/Cars During School Hours

Students are **NOT** to visit cars or be in the parking lot during the school day. Cars are not to be used as lockers for books and equipment storage during the school day. Once parked, cars are not to be re-entered until the student is ready to leave campus. Students must check out of the front office if they are to go to their cars during the school day. Students are not to loiter in the parking lots at any time. Students who have an approved reason to leave campus during the school day should enter their cars and leave the parking lot promptly. Parking violations are to be reported to campus engagement or SPD. The school reserves the right to have vehicles impounded for safety reasons.

Possible Removal of Parking Privileges or Referral to Law Enforcement

- ★ Speeding
- ★ Reckless driving
- ★ Vehicular endangerment
- ★ Excessive violations
- ★ Illegal possession of drugs or weapons

Technology Use

The School Board is currently reviewing and updating the Electronic Devices and Technology Use Policy. The finalized policy will be published and incorporated into this handbook upon Board approval. Any updates adopted during the school year will be communicated to students, families, and staff and will supersede this placeholder language.

Student Recordings

- ★ A student recording an altercation is subject to the same discipline as a person involved in a fight by inciting or promoting a fight.
- ★ A student recording another student for humiliation or without them knowing is also subject to disciplinary consequences.

Computer Use

All students are provided access to school computer systems, email, school-issued Chromebooks, and filtered internet for educational purposes. School-issued Chromebooks are the only devices permitted for academic use during the school day unless otherwise specified in a student's 504 Plan, IEP, or approved by administration.

Students are expected to demonstrate positive digital citizenship and follow the same behavioral expectations online as they do in person. The district's Information Technology Department monitors school accounts and devices. When online behavior is flagged as inappropriate or unsafe, administrators and families may be notified

Computer Fines and Charges

Students are expected to care for and maintain technology checked out to them, and to bring it every day with them to school. For damages beyond normal wear, fines may be charged by administration or technology specialists. If the chromebook is stolen, the student must report it immediately to administration or technology specialist. Not reporting could lead to partial or full fine of the chromebook.

- ★ Lost or Replaced Chromebook: Up to $200

- ★ Screen Replacement: $25
- ★ Keyboard Replacement $35
- ★ Lost or Replacement Charger: $15
- ★ Chromebook Repair (Broken Screen, keyboard replacement: $50

Cyberbullying, Online Harassment, Intimidation, and Bullying

Students will not participate in, conspire to participate in, or conspire for others to engage in "harassment, intimidation, and bullying/cyberbullying" (HIB) as defined in Policy 3207 and Procedure 3207P . In general, HIB means any intentionally written message or image, including those electronically transmitted (e.g. sexting), or a verbal or physical act that physically harms a student or damages his/her property; has the effect of substantially interfering with a student's education; is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or has the effect of substantially disrupting the orderly operation of the school. HIB includes messages, images, and verbal or physical acts shown to be motivated by any characteristic in RCW 9A.36.080 (race, color, national origin including language, sex, sexual orientation including gender expression or identity, creed, religion, age, veteran or military status, disability, or the use of a trained dog guide or service animal by a person with a disability) or other distinguishing characteristics. Prohibited HIB can include, but is not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats, or other written, oral, or physical actions.

Social Media

Expectations for Students:

- ★ **Respectful Communication:** Students are expected to engage respectfully and responsibly on all social media platforms, both during and outside of school hours.
- ★ **No Harassment or Bullying:** Cyberbullying, harassment, or threatening behavior toward students, staff, or community members will not be tolerated and may result in disciplinary action, even if conducted off campus.
- ★ **School-Related Content:** Posting or sharing photos, videos, or information related to school events must respect the privacy of others and comply with district policies.
- ★ **Digital Footprint Awareness**: Students should be mindful that what they post online contributes to their digital footprint and may impact future opportunities.

Role of Parents and Guardians:

We encourage and expect parents to actively monitor and guide their student's social media use. This includes:

- ★ Reviewing privacy settings and app usage regularly.
- ★ Talking with students about appropriate online behavior and boundaries.
- ★ Encouraging open communication about their digital interactions and experiences.

Together, with staff, students, and families, we can foster a safe and positive online culture that reflects the values of Selah High School. If you have questions or concerns, please contact the school administration.

SAFETY

Scope of District's Authority

Students, who involve themselves in acts that have a detrimental effect on 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 SHS 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.

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.

District Policy on Harassment, Intimidation, and Bullying

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 https://go.boarddocs.com/wa/selah/Board.nsf/files/CULU5K7A61BB/$file/3207%20F1%20Incident%20Repo rting%20Form.pdf 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 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.selahschools.org/about-us/legal-notices/harassment-intimidation-or-bullying 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: www.selahschools.org/about-us/legal-notices/nondiscrimination-for-students-title-ix.

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 3205 and Procedure 3205P, visit www.selahschools.org.

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
Concerns about sex discrimination, including sexual harassment:
Title IX Coordinator: Chad Quigley, Executive Director for Human Resources, chadquigley@selahschools.org
Concerns about disability discrimination:
Section 504 Coordinator: Betty Lopez, Executive Director for Special Education, bettylopez@selahschools.org
Concerns about discrimination based on gender identity:
Gender-Inclusive Schools Coordinator: : Chad Quigley, Executive Director for Human Resources, chadquigley@selahschools.org

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 3205P.

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 www.selahschools.org/about-us/legal-notices/gender-inclusive-schools. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:

- ★ Chad Quigley, Executive Director for Human Resources, chadquigley@selahschools.org

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on page 3.

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

Chad Quigley Civil Rights Coordinator, Title IX HIB & Gender Inclusive Schools

chadquigley@selahschools.org 316 W. Naches Ave.Selah, WA 98942 (509) 698 - 8004