



# SELAH MIDDLE SCHOOL

411 N. 1<sup>st</sup> St.  
Selah, WA 98942  
Phone: (509) 698-8400  
Fax: (509) 698-8399  
Office Hours: 6:45-3:15

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## STUDENT & FAMILY

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### HANDBOOK 26-27



*Cultivating a Culture of Life-Long Learning for All!*

# HANDBOOK

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### ABOUT THIS HANDBOOK

The Selah Middle School Student and Family Handbook is an annual publication that provides students and families with important information about school expectations, procedures, programs, and daily operations. The handbook is designed to complement the Selah School District Student and Family Handbook and includes information specific to Selah Middle School. Districtwide policies, procedures, and required legal notices are available in the District handbook and on the Selah School District website at [www.selahschools.org](http://www.selahschools.org).



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*The 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.*

The following employee(s) has been designated to handle questions and complaints of alleged discrimination:  
Chad Quigley, Executive Director of Human Resources; 316 W. Naches Ave.; Selah, WA 98942; 1-509-698-8004; [chadquigley@selahschools.org](mailto:chadquigley@selahschools.org)



# A MESSAGE

— **BRIAN BUEHLER**  
PRINCIPAL

## Welcome Vikings!

*A Message from the Principal*

Welcome to Selah Middle School!

Middle school is an important time of learning, growth, and discovery. At Selah Middle School, we believe every student is capable of learning and achieving at high levels, and our responsibility is to create the conditions that make that possible.

We want every student to feel safe, valued, and capable. That means building strong relationships, providing high-quality learning experiences, maintaining clear and consistent expectations, and making sure students receive the support they need to be successful.

We will expect a lot from you. We expect you to work hard, treat others with respect, take responsibility for your choices, and continue growing even when things are difficult. At the same time, you should expect a lot from us. Our staff is committed to supporting you, challenging you, treating you with respect, and helping you succeed.

Middle school will bring successes, challenges, mistakes, and opportunities to grow. That's part of the journey. What matters is that we continue learning and moving forward together.

I hope you take pride in being a Viking, get involved, challenge yourself, and make the most of your time at Selah Middle School. We are glad you're here, and we look forward to a great year.

Brian Buehler



Visit our district website at [www.selahschools.org](http://www.selahschools.org)  
for district, school and departmental news and updates.



### Selah Middle School

**Principal: Brian Buehler**

brianbuehler@selahschools.org  
509-698-8402

**Assistant Principal: Jeremy Baird**

jeremybaird@selahschools.org  
509-698-8403

**Assistant Principal: Tami Turner**

tamiturner@selahschools.org  
509-698-8410

**Athletic Director: Kip Harris**

kipharris@selahschools.org  
509-698-8338

**Office Manager/ASB**

**Anja Thompson**

anjathompson@selahschools.org  
509-698-8401

**Administrative Assistant/Attendance**

**Spanish Interpreter**

**Danielle Bejar**

daniellebejar@selahschools.org  
509-698-8413

**Administrative Assistant**

**Athletics/Registrar**

**Chris Mackey**

chrismackey@selahschools.org  
509-698-8424

**Health Room Assistant**

**Julie Pitzer**

juliepitzer@selahschools.org  
509-698-8412

**Campus Engagement Specialist**

**Janna Withrow**

jannawithrow@selahschools.org  
509-698-8415

**School Psychologist**

**Kim Cruz**

kimcruz@selahschools.org  
509-698-8380

**Counselors:**

**Last Names A-G:**

**Krista Doll 509-698-8406**

kristadoll@selahschools.org

**Last Names: H-O**

**Heidi Moultray 509-698-8411**

heidimoultray@selahschools.org

**Last Names: P-Z**

**Chris Yergen 509-698-8405**

chrisyergen@selahschools.org

**Student Assistant Professional**

**Mandisa West 509-698-8375**

mandisawest@selahschool.org



## A MESSAGE

— KEVIN MCKAY  
SUPERINTENDENT

### Welcome Families!

#### *A Message from the Superintendent*

**A**s we begin preparing for another school year, our focus is on our students and families and creating an environment where learners can positively grow.

Whether you are new families and students in the Selah School District, or whether you have been a long-time member of our community, I want to thank you for being a part of our Viking team! We believe that a strong partnership with our families is important for growth and student success. As we work together, our commitment to students is to create a culture of life-long learning for all, where they gain the skills to be contributing and productive citizens in an ever-changing World.

As each school year progresses, we grow together, *The Viking Way*. In upholding our strong Selah traditions and beliefs, we will continue to provide equitable and quality educational opportunities for students in safe and inclusive environments. We will provide our students with valuable learning experiences set with academic rigor, where our learners will work hard to embrace opportunity, rise above challenges, meet requirements and celebrate success.

As you review this student and family handbook, you will find that it is a valuable resource in outlining district expectations, policies, and procedures. If you have any questions, concerns or general comments about the Selah School District, please contact me at your convenience. We look forward to working with our families to create the best school experience, so students can be happy and successful.



#### Lince Early Learning Center Preschool & Kindergarten

**Principal/ECEAP Director:**  
**Irina Stocia**

208 S 3rd Street  
Selah, WA 98942  
(509) 698-7900

School Hours: 9:25 – 3:55  
Office Hours: 8:00 – 4:30

#### **John Campbell Primary** **Principal: Amanda Scribner**

408 N 1st Street  
Selah, WA 98942  
(509) 698-8100

School Hours: 8:30 – 3:00  
Office Hours: 7:30 – 4:00

#### **Selah Intermediate** **Principal: Sarah Hansen**

1401 W Fremont  
Selah, WA 98942  
(509) 698-8300

School Hours: 8:45 – 3:15  
Office Hours: 7:30 – 4:30

#### **Selah Middle School** **Principal: Brian Buehler**

411 N 1st Street  
Selah, WA 98942  
(509) 698-8400

School Hours: 7:35 – 2:05  
Office Hours: 6:45 – 3:15

#### **Selah High School** **Principal: Colton Monti**

801 N 1st Street  
Selah, WA 98942  
(509) 698-8500

School Hours: 7:35 – 2:05  
Office Hours: 7:00 – 3:30



News

Visit our district website at [www.selahschools.org](http://www.selahschools.org)  
for district, school and departmental news and updates.

## DISTRICT SERVICES

### Administrative Offices

316 W Naches Ave  
Selah, WA 98942  
Phone: (509) 698-8000  
Fax: (509) 698-8099  
Office Hours: 7:30-4:00

### Superintendent's Office

(509) 698-8001

### Business Office

(509) 698-8005

### Facilities

(509) 698-8050

### Human Resources

(509) 698-8014

### Inclement Weather

(509) 698-8080

### Information Technology

(509) 698-8040

### Nutrition Services

(509) 698-8070

### Public Relations

(509) 698-8007

### Special Education

(509) 698-8018

### Student Health Services

(509) 698-8182

### Teaching & Learning

(509) 698-8006

### Transportation

(509) 698-8331

# SELAH SCHOOL DISTRICT

## BOARD OF DIRECTORS



**Dan Peters**  
President



**Joe Catron**  
Vice-President



**Derek Iverson**  
Board Member



**Sarah Michael**  
Board Member



**Larry Patching**  
Board Member

The Selah School District Board of Directors consists of 5 directors, elected by residents, to govern the school district. They are responsible for reviewing and adopting all district policies according to the laws of federal and state government, the State Board of Education, and the State Superintendent of Public Instruction. School director duties include setting the vision and mission of education in the District and ensuring the successful implementation of this vision.

The Board of Directors conducts a variety of meetings. Each of these meetings, with the exception of an executive session, are open to the public, but are not meetings of the public. The purpose of the meetings is to conduct School District business and to provide the members of the Board an opportunity to discuss issues with each other and with staff. Public input is welcome at public meetings. The Board always wants to hear informal suggestions and comments from patrons. The agenda item at regular meetings and study sessions titled "Suggestions/Comments from the Audience" is for any comments related to topics that are not on the agenda. Any informal suggestions or comments that are critical of individual school district staff or students will be heard in an executive session. The audience can also provide informal comments on agenda items after being recognized by the board president.

Board meetings are typically held the **second** and **fourth Thursday** of each month. Please check the Selah School District website for specific meeting times and dates.

## SELAH MIDDLE SCHOOL SERVICES

### SELAH Middle School Office

411 N. 1<sup>st</sup> St.

Selah, WA 98942

Phone: (509) 698-8400

Fax: (509) 698-8399

Office Hours: 6:45-3:15

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brianbuehler@selahschools.org

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jeremybaird@selahschools.org

509-698-8403

**Assistant Principal Tami Turner**

tamiturner@selahschools.org

509-698-8410

**Athletic Director Kip Harris**

kipharris@selahschools.org

509-698-8338

**Office Manager/ASB**

**Anja Thompson**

anjathompson@selahschools.org

509-698-8401

**Office Assistant/Attendance**

**Danielle Bejar**

daniellebejar@selahschools.org

509-698-8413

**Office Assistant/Athletics**

**Chris Mackey**

chrismackey@selahschools.org

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juliepitzer@selahschools.org

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**Heidi Moultray 509-698-8411**

heidimoultray@selahschools.org

**Last Names: P-Z**

**Chris Yergen 509-698-8405**

chrisyergen@selahschools.org

# SELAH MIDDLE SCHOOL



**S**elah Middle School serves students in grades 6, 7, and 8 and is committed to providing a safe, supportive, and engaging learning environment for all students. School administration and staff are responsible for implementing Selah School District policies and procedures while establishing building expectations, systems, and practices that support student learning, behavior, attendance, and well-being. Selah Middle School works in partnership with students, families, staff, and the community to help students grow academically, socially, and personally during the middle school years. Families are encouraged to stay connected with the school, communicate with staff, and participate in opportunities that support their student's success. Building-specific expectations and procedures are outlined throughout this handbook and are designed to support a school community that is Safe, Respectful, and Responsible.

### Español en SMS

#### Buzón de voz

509-698-8413

#### Correo electrónico

daniellebejar@selahschools.org

### Miscellaneous Phone Numbers

#### Library

509-698-8393

#### Main Office & Voice Mail System

509-698-8400

#### Office Fax

509-698-8399

#### Transportation

509-698-8330



# STUDENT CALENDAR

## 2026-2027

### August 2026

| SUN | MON | TUE | WED | THU | FRI | SAT |
|-----|-----|-----|-----|-----|-----|-----|
|     |     |     |     |     |     | 1   |
| 2   | 3   | 4   | 5   | 6   | 7   | 8   |
| 9   | 10  | 11  | 12  | 13  | 14  | 15  |
| 16  | 17  | 18  | 19  | 20  | 21  | 22  |
| 23  | 24  | 25  | 26  | 27  | 28  | 29  |
| 30  | 31  |     |     |     |     |     |

### August

- 25, 26, 27** Staff PD Days—No School  
**31** **Classes Begin**

### September

- 4** Non-School Day  
**7** Labor Day — No School

### September 2026

| SUN | MON | TUE | WED | THU | FRI | SAT |
|-----|-----|-----|-----|-----|-----|-----|
|     |     | 1   | 2   | 3   | 4   | 5   |
| 6   | 7   | 8   | 9   | 10  | 11  | 12  |
| 13  | 14  | 15  | 16  | 17  | 18  | 19  |
| 20  | 21  | 22  | 23  | 24  | 25  | 26  |
| 27  | 28  | 29  | 30  |     |     |     |

### October

- 9** Teacher In-service Day — No School  
**26-30** Parent Conferences

### November

- 11** Veterans' Day — No School  
**25** Thanksgiving Break — No School  
**26** Thanksgiving Break — No School  
**27** Thanksgiving Break — No School

### October 2026

| SUN | MON | TUE | WED | THU | FRI | SAT |
|-----|-----|-----|-----|-----|-----|-----|
|     |     |     |     | 1   | 2   | 3   |
| 4   | 5   | 6   | 7   | 8   | 9   | 10  |
| 11  | 12  | 13  | 14  | 15  | 16  | 17  |
| 18  | 19  | 20  | 21  | 22  | 23  | 24  |
| 25  | 26  | 27  | 28  | 29  | 30  | 31  |

### November 2026

| SUN | MON | TUE | WED | THU | FRI | SAT |
|-----|-----|-----|-----|-----|-----|-----|
| 1   | 2   | 3   | 4   | 5   | 6   | 7   |
| 8   | 9   | 10  | 11  | 12  | 13  | 14  |
| 15  | 16  | 17  | 18  | 19  | 20  | 21  |
| 22  | 23  | 24  | 25  | 26  | 27  | 28  |
| 29  | 30  |     |     |     |     |     |

### December 2026

| SUN | MON | TUE | WED | THU | FRI | SAT |
|-----|-----|-----|-----|-----|-----|-----|
|     |     | 1   | 2   | 3   | 4   | 5   |
| 6   | 7   | 8   | 9   | 10  | 11  | 12  |
| 13  | 14  | 15  | 16  | 17  | 18  | 19  |
| 20  | 21  | 22  | 23  | 24  | 25  | 26  |
| 27  | 28  | 29  | 30  | 31  |     |     |

### January 2027

| SUN | MON | TUE | WED | THU | FRI | SAT |
|-----|-----|-----|-----|-----|-----|-----|
|     |     |     |     |     | 1   | 2   |
| 3   | 4   | 5   | 6   | 7   | 8   | 9   |
| 10  | 11  | 12  | 13  | 14  | 15  | 16  |
| 17  | 18  | 19  | 20  | 21  | 22  | 23  |
| 24  | 25  | 26  | 27  | 28  | 29  | 30  |
| 31  |     |     |     |     |     |     |

### January

- 1** New Year's Day — No School  
**4** **Classes Resume**  
**18** Martin Luther King Day — No School

### February

- 12** No School/Snow Make-up Day  
**15** Presidents' Day — No School

### March

- 29-31** Parent Conferences

### April

- 1-2** Parent Conferences  
**5** Spring Break — No School (5 days)

### May

- 28** No School  
**31** Memorial Day — No School

### June

- 15** **Last Day of Classes**  
 Half-Day of School (dismissal 3 hours after school begins)

**Note:** Additional Snow Make up day(s) will be scheduled at the end of the calendar for school closures due to inclement weather, if required.

### February 2027

| SUN | MON | TUE | WED | THU | FRI | SAT |
|-----|-----|-----|-----|-----|-----|-----|
|     | 1   | 2   | 3   | 4   | 5   | 6   |
| 7   | 8   | 9   | 10  | 11  | 12  | 13  |
| 14  | 15  | 16  | 17  | 18  | 19  | 20  |
| 21  | 22  | 23  | 24  | 25  | 26  | 27  |
| 28  |     |     |     |     |     |     |

### March 2027

| SUN | MON | TUE | WED | THU | FRI | SAT |
|-----|-----|-----|-----|-----|-----|-----|
|     | 1   | 2   | 3   | 4   | 5   | 6   |
| 7   | 8   | 9   | 10  | 11  | 12  | 13  |
| 14  | 15  | 16  | 17  | 18  | 19  | 20  |
| 21  | 22  | 23  | 24  | 25  | 26  | 27  |
| 28  | 29  | 30  | 31  |     |     |     |

### April 2027

| SUN | MON | TUE | WED | THU | FRI | SAT |
|-----|-----|-----|-----|-----|-----|-----|
|     |     |     |     | 1   | 2   | 3   |
| 4   | 5   | 6   | 7   | 8   | 9   | 10  |
| 11  | 12  | 13  | 14  | 15  | 16  | 17  |
| 18  | 19  | 20  | 21  | 22  | 23  | 24  |
| 25  | 26  | 27  | 28  | 29  | 30  |     |

### May 2027

| SUN | MON | TUE | WED | THU | FRI | SAT |
|-----|-----|-----|-----|-----|-----|-----|
|     |     |     |     |     |     | 1   |
| 2   | 3   | 4   | 5   | 6   | 7   | 8   |
| 9   | 10  | 11  | 12  | 13  | 14  | 15  |
| 16  | 17  | 18  | 19  | 20  | 21  | 22  |
| 23  | 24  | 25  | 26  | 27  | 28  | 29  |
| 30  | 31  |     |     |     |     |     |

### June 2027

| SUN | MON | TUE | WED | THU | FRI | SAT |
|-----|-----|-----|-----|-----|-----|-----|
|     |     | 1   | 2   | 3   | 4   | 5   |
| 6   | 7   | 8   | 9   | 10  | 11  | 12  |
| 13  | 14  | 15  | 16  | 17  | 18  | 19  |
| 20  | 21  | 22  | 23  | 24  | 25  | 26  |
| 27  | 28  | 29  | 30  |     |     |     |

### July 2027

| SUN | MON | TUE | WED | THU | FRI | SAT |
|-----|-----|-----|-----|-----|-----|-----|
|     |     |     |     | 1   | 2   | 3   |
| 4   | 5   | 6   | 7   | 8   | 9   | 10  |
| 11  | 12  | 13  | 14  | 15  | 16  | 17  |
| 18  | 19  | 20  | 21  | 22  | 23  | 24  |
| 25  | 26  | 27  | 28  | 29  | 30  | 31  |



# THE VIKING WAY

## 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:***

The Selah School District, 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.





# SCHOOL AND FAMILY

## PARTNERSHIP AGREEMENTS

### 2026-2027

#### \* THE STUDENT'S COMMITMENTS



I understand that education is important to me. I am the one responsible for my own success.

**AS A STUDENT, I WILL BE RESPONSIBLE FOR BEING MY BEST SELF AND DOING MY BEST WORK BY:**

- Coming to school on time and being prepared
- Cooperating with everyone in the school
- Respecting others and myself
- Demonstrating and showing Viking PRIDE
- Returning completed homework on time
- Spending time at home reading, studying and preparing for assessments

#### \* THE TEACHER'S COMMITMENTS



I understand the importance of a quality education for every student as my role as an educator and positive role model. **AS A TEACHER, I WILL BE MY BEST SELF AND DO MY BEST WORK BY:**

- Creating a safe, positive, and healthy learning environment
- Providing a challenging, instructional program that addresses the individual needs of all students
- Communicating with parents/guardians on a regular basis
- Assigning appropriate homework with clear alignment to classroom assessments
- Encouraging students to read daily at school and at home
- Participating in professional growth activities to maximize my effectiveness as an educator.
- Ensure I am consistently available before and after school to provide more time and targeted instruction for students who need extra support

#### \* THE PARENT/GUARDIAN'S COMMITMENTS



I understand that by participation in my child's education this will help his/her achievement and attitude.

**AS A PARENT/GUARDIAN, I WILL BE RESPONSIBLE FOR THE FOLLOWING:**

- Promoting high standards and the importance of a good education by providing a quiet, suitable place for completing all studying and homework
- Supporting the school's homework, behavior, and attendance policies
- Making sure that my child gets adequate sleep and maintains a healthy diet
- Being involved in my child's education through awareness of classroom and school activities and by communicating regularly with my child's teachers
- Attending parent/guardian meetings and school programs
- Supporting the classroom by volunteering or assisting with project development at home



# SELAH MIDDLE SCHOOL

## GENERAL INFORMATION

### Welcome

**W**elcome to Selah Middle School  
We believe all students and staff deserve to feel safe, valued, and capable. We are committed to creating an environment where everyone can learn, grow, and achieve.  
Our goal is to build a school where every adult takes responsibility for every student's success through high expectations, strong relationships, consistency, teamwork, accountability, and continuous improvement.

### Our Schoolwide Expectations

Everything we do at Selah Middle School is guided by three schoolwide expectations.

#### Safe

We take care of ourselves, others, and our school.

#### Respectful

We treat others with dignity, kindness, and courtesy.

#### Responsible

We come prepared, make good decisions, and take ownership of our actions.



***These expectations guide our behavior in classrooms, hallways, the cafeteria, on buses, at activities, and everywhere in between***

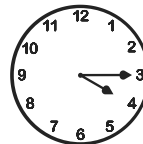


### Selah Middle School Schedule

| M - T - Th - F |       |       |
|----------------|-------|-------|
| Period         | Start | End   |
| Advisory       | 7:35  | 8:05  |
| Period 1       | 8:09  | 9:00  |
| Period 2       | 9:04  | 9:55  |
| Period 3       | 9:59  | 10:50 |
| 1st Lunch      | 10:50 | 11:20 |
| Period 4       | 10:54 | 11:45 |
| Period 4       | 11:24 | 12:15 |
| 2nd Lunch      | 11:45 | 12:15 |
| Period 5       | 12:19 | 13:10 |
| Period 6       | 13:14 | 14:05 |

| Wednesday Late Start |       |       |
|----------------------|-------|-------|
| Period               | Start | End   |
| Period 1             | 8:35  | 9:21  |
| Period 2 (BAB)       | 9:25  | 10:15 |
| Period 3             | 10:19 | 11:05 |
| Lunch                | 11:05 | 11:35 |
| Period 4             | 11:09 | 11:55 |
| Period 4             | 11:39 | 12:25 |
| Lunch                | 11:55 | 12:25 |
| Period 5             | 12:29 | 13:15 |
| Period 6             | 13:19 | 14:05 |

### Student Arrival



The regular school day starts at 7:35, and at 8:35 on Wednesdays.

Students arriving after the start time need to go to the office and check in, as this is considered tardy. Students will be allowed into the VPAC beginning at 7:10 on regular school days, and allowed into the VPAC beginning at 8:10 on Wednesdays.



# SELAH MIDDLE SCHOOL

## GENERAL INFORMATION

### ASB

Selah Middle School offers a variety of opportunities for students to get involved, explore their interests, and contribute to our school community. Activities and clubs may be offered throughout the school year and will vary based on student interest and availability.

Students are also encouraged to bring forward ideas for new clubs and activities. Information about available clubs, activities, and how to get involved will be shared with students throughout the school year.

Students interested in school leadership may also run for ASB office or serve as an ASB representative. Additional information about ASB elections and leadership opportunities will be provided during the school year.

### ASB Card

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

### 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.

### SMS FEES: ACTIVITIES, CLUBS, AND ATHLETICS

| Item       | Fee     |
|------------|---------|
| 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.





# SELAH MIDDLE SCHOOL

## GENERAL INFORMATION

### 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.

#### Selah Middle School Grading

At Selah Middle School, grades communicate what students **know and can do**, along with the work habits that support their success.

#### How Your Grade Is Calculated

| Category                                                                                                        | Weight |
|-----------------------------------------------------------------------------------------------------------------|--------|
| Summative Assessments – Tests, projects, essays, presentations, and other demonstrations of learning            | 70%    |
| Formative Assessments – Quizzes, drafts, skill checks, and other opportunities to practice and receive feedback | 10%    |
| Daily Work – Assignments, classwork, participation, and practice                                                | 10%    |
| Employability – Preparedness, punctuality, responsibility, collaboration, and perseverance                      | 10%    |

**Grades are designed to show students and families where learning is now and where improvement is needed next.**

| Score | Meaning                          |
|-------|----------------------------------|
| 4     | Mastery / Exceeding the Standard |
| 3     | Meeting the Standard             |
| 2     | Approaching the Standard         |
| 1     | Beginning / Limited Evidence     |

#### One Thing to Know

Our 4-point scale is not the same as a traditional percentage scale.

| Letter | Score     | Letter          | Score     |
|--------|-----------|-----------------|-----------|
| A      | 3.70–4.00 | C+              | 2.60–2.79 |
| A-     | 3.50–3.69 | C               | 2.20–2.59 |
| B+     | 3.30–3.49 | C-              | 1.80–2.19 |
| B      | 3.00–3.29 | Not Passing Yet | 0–1.79    |
| B-     | 2.80–2.99 |                 |           |

## ACADEMIC INFORMATION CONTINUED

### 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.

## SMS ATTENDANCE GOAL AND TARDY POLICY

### Our Schoolwide Attendance Goal

Selah Middle School is working toward a schoolwide attendance rate of 90% or higher. For individual students, our goal is for students to miss one day per month or fewer whenever possible. Missing just two days per month can add up quickly and may place a student at risk for chronic absenteeism.

### Attendance Support at SMS

SMS staff monitor attendance, communicate with families when concerns arise, and work with students and families to identify supports. Frequent stomachaches or headaches may sometimes signal anxiety, stress, bullying, academic concerns, or another school barrier. Contact a teacher, counselor, or administrator so the school can problem-solve with you.

### Tardies and Class Attendance

Students are expected to arrive at school and to each assigned class or learning location on time and ready to learn. Students arriving late to school must check in through the Attendance Office before going to class.

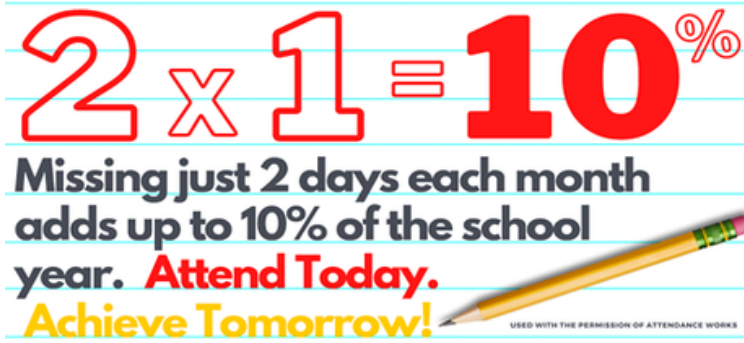
SMS monitors tardies and works with students to identify barriers to arriving on time. When tardies become a pattern, school staff may provide progressive supports such as:

- Reteaching expectations and helping the student develop a plan for arriving on time
- Student check-ins with a teacher, counselor, or administrator
- Parent/guardian communication
- Lunch detention or other appropriate school-based accountability
- An attendance or tardy improvement plan
- Additional interventions or supports based on the student's needs

The goal is to help students build routines and improve attendance and readiness to learn.

Students are expected to remain in assigned learning locations unless given permission to leave. Leaving class without permission, failing to report to an assigned location, or being out of class without a valid pass may be considered skipping and may result in an office referral and additional accountability or support.

## STUDENT ATTENDANCE



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

### Attendance Resources

For a more detailed description of attendance policies and procedures, refer to the Attendance Policy located in: [District Policy 3122](#)

#### English:

[https://attendanceworks.org/wp-content/uploads/2017/08/AW\\_HS-flyer-1-pager.pdf](https://attendanceworks.org/wp-content/uploads/2017/08/AW_HS-flyer-1-pager.pdf)

#### Español:

[https://attendanceworks.org/wp-content/uploads/2017/08/AW\\_HS-flyer\\_Spanish.pdf](https://attendanceworks.org/wp-content/uploads/2017/08/AW_HS-flyer_Spanish.pdf)

#### Attendance Works Resources:

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

- **Fever:** With a fever greater than 100.4° F; child must not have a fever for 24 hours before returning to school.
- **Vomiting:** Child should not return to school for 24 hours following the last episode of vomiting.
- **Lice, scabies:** Children may not return to school until they have been treated. Children with scabies can be admitted after treatment.
- **Diarrhea:** More than one watery stool in a 24-hour period, especially if the child acts or looks ill.
- **Chronic cough and/or runny nose:** Continual coughing and excessive nasal discharge. Conditions may be contagious and may require treatment from your healthcare provider.
- **Sore throat:** Especially with fever or swollen glands in the neck.
- **Rash:** Body rash, especially with fever or itching.
- **Ear infection:** With fever. Without fever, students can attend school, but the child may need medical treatment and follow-up. Untreated ear infections can cause permanent hearing loss.
- **Eye infection:** Eye infection: pink eye (conjunctivitis) or thick mucus or pus draining from eye.
- **Unusual appearance, behavior:** Abnormally tired, pale, lack of appetite, difficult to wake, confused or irritable. This is sufficient reason to exclude a child from school.
- **Sick household member:** If anyone in your household has flu-like symptoms, please keep your child home for 72 hours after that member of your household is symptom-free.

## Absences

It doesn't matter if a student's absence is excused, unexcused, or pre-arranged, it is still considered an absence. Every day students are absent, they miss 6.5 hours of valuable instruction and social interaction. Missing more than 10% of a school year is considered "Chronic Absenteeism". Chronic absenteeism can put students at risk for falling behind academically.

We will send home a monthly attendance letter to students and families that are in the "At Risk" and "Chronic Attendance" categories, to keep students informed of attendance standing. As a district, we really want to support students and their families to remove barriers if attending school regularly is a struggle.

## Too Sick for School?



Review the top, right column for the guidelines to help you make the decision about when to keep your child home from school.

## STUDENT ATTENDANCE, CONTINUED

### Tardies



On a daily basis, students are expected to arrive to class and ready to learn prior to the bell. **See the Absence Chart below to determine if you student is at risk for Chronic Absenteeism.**

|                                                                                  | Number of Absences for the School Year<br>Número de Ausencias para el Año Escolar |                                                   |                                                                   |                                                               |
|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------------|
|  | Satisfactory Attendance<br><i>Asistencia Buena</i>                                | At Risk Attendance<br><i>Asistencia En Riesgo</i> | Moderate Chronic Attendance<br><i>Asistencia Crónica Moderada</i> | Severe Chronic Attendance<br><i>Asistencia Crónica Severa</i> |
| Month<br>Mes                                                                     | 96-100%                                                                           | 91-95%                                            | 81-90%                                                            | 0-80%                                                         |
| August/<br>September<br><i>Agosto/<br/>Septiembre</i>                            | 0-1                                                                               | 2                                                 | 3-4                                                               | 5+                                                            |
| October<br><i>Octubre</i>                                                        | 2                                                                                 | 3-4                                               | 5-8                                                               | 9+                                                            |
| November<br><i>Noviembre</i>                                                     | 3                                                                                 | 4-6                                               | 7-12                                                              | 13+                                                           |
| December<br><i>Diciembre</i>                                                     | 3                                                                                 | 4-7                                               | 8-14                                                              | 15+                                                           |
| January<br><i>Enero</i>                                                          | 4                                                                                 | 5-9                                               | 10-18                                                             | 19+                                                           |
| February<br><i>Febrero</i>                                                       | 5                                                                                 | 6-10                                              | 11-22                                                             | 23+                                                           |
| March<br><i>Marzo</i>                                                            | 5                                                                                 | 6-12                                              | 13-26                                                             | 27+                                                           |
| April<br><i>Abril</i>                                                            | 6                                                                                 | 7-14                                              | 15-29                                                             | 30+                                                           |
| May<br><i>Mayo</i>                                                               | 7                                                                                 | 8-16                                              | 17-33                                                             | 35+                                                           |
| June<br><i>Junio</i>                                                             | 7                                                                                 | 8-17                                              | 18-35                                                             | 36+                                                           |

### What We Need From You

We miss your student when they are gone and value their contributions to our school. We would like you to help en-

sure your student attends regularly and unsuccessful in school. If your student is going to be absent, contact the **attendance secretary at your child's school.**

### What You Can Do

- **Set** a regular bedtime and morning routine.
- **Prepare** for school the night before, finish homework and get 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 back-up plans** for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- **Keep track** of your student's attendance.
- **Talk to your student** about the importance of attendance.
- **Talk to your students' teachers** if you notice sudden changes in behavior. These could be tied to something going on at school.
- **Encourage** meaningful after school activities, including sports and clubs.

### Excused Absences

Assignments and/or activities not completed because of an excused absence or tardiness may be made up in the manner provided by the teacher. The following are valid excuses for absences and tardiness.

- **Participation in school approved activity or instructional program:** To be excused this absence must be authorized by a staff member and the affected teacher must be notified prior to the absence unless it is impossible to do so.
- **Absences due to:** illness, health conditions, medical appointments, family emergency, religious purposes, court/judicial proceedings, post-secondary, technical school or apprenticeship program visitations, scholarship interviews, State-recognized search and rescue activities consistent with RCW 28A.225.055, and related to the student's homeless status.

## STUDENT ATTENDANCE, CONTINUED

- ✓ **Absence for parental-approved activities:** This category of absence shall be counted as excused for purposes agreed to by the principal and parent/guardian in advance. An absence may not be approved if it causes a serious adverse effect on the student's educational progress. In participation type classes (e.g., certain music and physical education classes) the student may not be able to achieve the objectives of the unit of instruction as a result of absence from class. In such a case, a parent/guardian-approved absence would have an adverse effect on the student's educational progress which would be reflected in the grade for such a course.
- ✓ **Absence resulting from disciplinary action or short-term suspension.** By law, students who are removed from a class/classes as a disciplinary measure or students placed on short-term suspension, have the right to make up assignments/exams missed during the time they were denied entry to the classroom if the effect of the missed assignments will substantially lower the course grade.
- ✓ **Extended illness or health condition.** If a student is confined to home or hospital for an extended period, the school will arrange for the accomplishment of assignments at the place of confinement when practical. If the student is unable to do his/her school work, or if there are major requirements of a particular course which cannot be accomplished outside of class the student may be required to take an incomplete or withdraw from the class without penalty.
- ✓ **Excused absence for chronic health conditions:** Students with a chronic health condition which interrupts regular attendance may qualify for placement in a limited attendance and participation program. The student and his/her parent/guardian will apply to the principal or counselor, and a limited program will be written following the recommendations of the student's medical advisor. The recommended program will be approved by the principal. Staff will be informed of the student's needs, though confidentiality of medical information will be respected at the parent's request.

The parent/guardian is expected to notify the school office on the morning of the absence by phone, e-mail or written notice and provide an excuse for the absence.

If no excuse is provided with the notification, or no notification is provided, the parent/guardian will need to submit an excuse via phone, e-mail, or written notice upon the student's return to school.

A parent/guardian may request that a student be excused from attending school in observance of a religious holiday. Also, a student, upon the request of a parent/guardian, may be excused for a portion of a school day to participate in religious instruction provided such is not held on school property. A student shall be allowed one makeup day for each day of absence.

### School Policies and State Laws

It is important that our school policies and procedures, as well as Washington State Laws are understood in order to ensure each child is successful. State law for mandatory attendance, called the Becca Bill, requires children from age 8 to 17 to attend a public or private school, or a district-approved home school program.

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

### Unexcused Absences

Unexcused absences happen because either a submitted excuse does not constitute an excused absence as defined above, or an excuse statement was not submitted an excuse statement by the parent/guardian or adult student.



## STUDENT ATTENDANCE, CONTINUED

### • Early Dismissal



Students needing to be dismissed early from school must bring a note from home to the attendance office or have their parents or guardians call the attendance line. Students who fail to bring a note may request permission to leave through the attendance office or with administrator's approval.

Students are required to check out through the attendance office with a parent/guardian or approved emergency contact when leaving campus.

**Parents:** for liability reasons, we appreciate your cooperation in notifying the attendance office any time your child comes and goes during school hours.

**Note:** Students are not allowed to leave school grounds unless accompanied by an adult. No child will be released to a person other than the parent unless the person's name appears on the child's emergency card, which is on file in the school office.

### • Early Dismissal: K-8th Grades

Students will not be removed from school grounds, any school building or school function during school hours except by a person authorized according to district procedures. Before a student is removed or excused, the person seeking to remove the student must present evidence of their proper authority to remove the student.

#### Contacts:

**Office Assistant/Attendance: Danielle Bejar**

daniellebejar@selahschools.org

509-698-8413

**Office Manager/ASB: Anja Thompson**

anjathompson@selahschools.org

509-698-8401

**Office Assistant/Athletics: Chris Mackey**

chrismackey@selahschools.org

509-698-8424

**Health Room Assistant: Julie Pitzer**

juliepitzer@selahschools.org

509-698-8412

### Dismissal for School Related Activities

Students who are not in attendance for any portion of the school day, will not be eligible to participate in extra-curricular activities. Only absences deemed as emergencies or medical will be considered.

### Our Promise To You...

We know there are reasons students are absent from school, from health concerns to transportation challenges. There are staff in our buildings to help you if you or your student face challenges in getting to school regularly or on time, including, **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 identify barriers and supports available to overcome challenges you may face in helping your student attend school.

If your student has two unexcused absences in one month, state law [RCW 28A.225.020](#) requires we schedule a conference with you and your student to identify the barriers and supports available to ensure regular attendance. The district is obligated to develop a plan that may require an assessment to determine how to best meet the needs of your student and reduce absenteeism.

In elementary school after five excused absences in any month, or ten or more excused absences in the school year, the district is required to contact you to schedule a conference at a mutually agreeable, reasonable time with at least one district employee, to identify the barriers and supports available to you and your student. A conference is not required if your student has provided a doctor's note, or pre-arranged the absence in writing, and the parent, student and school have made plans so your child does not fall behind academically. If your student has an Individualized Education Plan (IEP) or a 504 Plan the team that created the plan needs to reconvene.

## HARASSMENT, INTIMIDATION AND BULLYING (HIB)

Selah Middle School 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 3207P](#), all reports of bullying, harassment, and/or intimidation will be taken seriously and investigated.

If a student feels they have been subjected to harassment, intimidation, or bullying, the student should report the incident immediately to staff. 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.

### Selah Middle School Protects Students from Harassment, Intimidation, & Bullying (HIB)

Selah Middle schools is a safe and inclusive, where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the bus, in school sports, and other school activities. This section defines HIB, explains what to do when you see or experience it, and our school's process for response.



**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 district property if the actions of the student materially or substantially effect the education process and/or student attendance at school.

### 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 HIB Report or Complaint?

**T**alk to any school or district staff member (whomever you are comfortable with). You may use the district's reporting form to share the concern you have about HIB. [See here.](#) 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 students involved in the report. No disciplinary action will be taken against

## HIB, CONTINUED

another student based solely on an anonymous or confidential report. If a staff member is notified of, observes, overhears, witnesses HIB, they must take prompt and appropriate action to stop the behavior and to prevent it from happening again. Our district has a HIB Compliance Officer, Chad Quigley, Executive Director for Human Resources and District HIB Compliance Officer that supports prevention and response to HIB.

### What Happens After I Make a HIB Report?

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 and 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 done, the HIB Compliance Officer or 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 the decision can be appealed.

## What 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 information about the HIB complaint process, including timelines, see the district's HIB link at the bottom of the district's homepage, [see here](#), or, [Policy 3207](#) and [Procedure 3207P](#).



## DISCRIMINATION

### 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.

## DISCRIMINATION, CONTINUED

A hostile environment is created when conduct is so severe, pervasive, or persistent it limits a student's ability to participate in, or benefit from, the school's services, activities, or opportunities. Review the District's Nondiscrimination **Policy 3210** and **Procedure 3210P**.

## SEXUAL HARASSMENT

### What is Sexual Harassment?

**S**tudents and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school sponsored activity.

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 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. Review the District's Sexual Harassment **Policy 3205** and **Procedure 3205P**.

### 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 making sure that the harassment does not happen again in the future.

## What Can I Do If I'm Concerned About Discrimination or Harassment?



If you or your student are 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](mailto:chadquigley@selahschools.org)

### Concerns About Sex Discrimination, Including Sexual Harassment:

Title IX Coordinator: Chad Quigley  
Executive Director for Human Resources  
[chadquigley@selahschools.org](mailto:chadquigley@selahschools.org)

### Concerns About Discrimination Based on Gender Identity:

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

### Concerns About Disability Discrimination:

Section 504 Coordinator: Betty Lopez  
Executive Director for Special Education  
[bettylopez@selahschools.org](mailto:bettylopez@selahschools.org)



## A Written Complaint

If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint. 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.

## SEXUAL HARASSMENT, CONTINUED

### What Happens After I File a Discrimination Complaint?

**T**he 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 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 criminalization 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.

criminalization 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 Concerns?

#### \*Office of Superintendent of Public Instruction (OSPI)

All reports start locally at the school or district level. 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](https://ospi.k12.wa.us/student-success/health-safety/school-safety-center)
- **Email:** [schoolsafety@k12.wa.us](mailto: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](https://ospi.k12.wa.us/policy-funding/equity-and-civil-rights)
- **Email:** [equity@k12.wa.us](mailto:equity@k12.wa.us)
- **Phone:** 360-725-6162

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

The 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](http://www.oeo.wa.gov)
- **Email:** [oeoinfo@gov.wa.gov](mailto:oeoinfo@gov.wa.gov)
- **Phone:** 1-866-297-2597

### A Safe and Nondiscriminatory Environment

All of Washington State's public schools have a responsibility to provide a safe and nondiscriminatory environment for all students, including transgender and gender-expansive students. Bullying or harassment that

## SEXUAL HARASSMENT, CONTINUED

targets a student based on their gender identity or gender expression is discriminatory harassment. Schools must take steps to protect students from discriminatory harassment and must investigate possible harassment as soon as they know or reasonably should know about it, even if a parent or student does not file a formal complaint.

### GENDER INCLUSIVITY

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 see [3211](#) and Procedure [3211P](#). If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:

**Chad Quigley,**  
**Executive Director for Human Resources**  
[chadquigley@selahschools.org](mailto:chadquigley@selahschools.org)

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

### Gender Expression

Civil rights laws prohibit discrimination and discriminatory harassment on the basis of gender expression and gender identity in Washington public schools. All students have the right to be treated consistent with their gender identity at school.

### Names, Pronouns and Gender Designation

In Washington public schools, students have the right to be addressed by their requested name, pronoun (e.g., he/him, she/her, they/them, etc.), and gender designation. [Board Policy 3211](#) and [Procedure 3211P](#).

#### Public School Records

Public school records should use the student's requested name, pronoun, and gender designation unless there is a legal reason not to do so.

- Non-official Records should refer to a student by their requested name and gender. For example, school identification cards, athletic rosters, playbills, attendance lists, etc. should display the student's requested name, pronoun, and gender designation.
- Official Records: Certain education records, like a transcript, may still require a school to use a student's legal name. Schools should change the student's name on a transcript if the student provides documentation of a legal name change. Schools should change a student's gender designation if a parent or student requests the change (i.e., no proof of legal change required).

### Name & Gender Designation Changes

A legal name or gender designation change is not required in order for public schools to use the student's requested name, pronoun, and gender designation during class, on seating charts, during roll call, on tests and assignments, and on other public school records. Of course, if the student has undergone a legal name or gender designation change, the public school should use the new legal name and gender designation from that point forward (i.e., the change is not retroactive).

## GENDER INCLUSIVITY, CONTINUED

### Dress Codes and Gender Expression



Clothing and hairstyle are two ways in which students often express their gender. Students have the right to express their gender at school, within the constraints of the school's dress code, without discrimination or harassment. School dress codes should be gender-neutral and should not restrict a students' clothing choices on the basis of gender.

## SEX-SEGREGATED FACILITIES AND ACTIVITIES

### Restrooms:

Public schools must allow students to use the restroom that corresponds to their gender identity. Any student—transgender or not—who requests greater privacy for any reason should be given access to an alternative restroom, such as a staff restroom or health office restroom, if available. Staff cannot require a student to use an alternative restroom because of their transgender/gender diverse status.

### Locker Rooms

Public schools should provide access to the locker room that corresponds to a student's gender identity. Public schools may provide a separate changing schedule or use of a private area, such as a nearby restroom stall with a door or an area separated by a curtain, to any student—transgender or not—who voluntarily seek additional privacy.

### Sports & Physical Education Classes



Public schools must allow all students to participate in physical education and athletics that correspond to their gender identity. Eligibility for interscholastic athletics is determined by the [Washington Interscholastic Activities Association](#) (WIAA).

### Confidential Educational & Health Information

Public school staff can only share confidential educational and health information if they are permitted by law. School staff should not share a student's transgender or gender-diverse status, legal name, or sex assigned at birth with others, who could include students, school staff, and non-school staff.

### Questions, Concerns, Complaints

In accordance with [District Policy 3211](#) and [Procedure 3211](#), all reports of discrimination and/or harassment on the basis of sex, gender identity, or gender expression will be taken seriously and investigated.

If a student feels they have been subjected to discrimination and/or harassment on the basis of their actual or perceived gender identity or expression, they should report the incident immediately to staff.

A student or their parent/guardian may submit an informal or formal complaint regarding discrimination. A discussion with the principal, or District [civil rights coordinator](#) is often the first step to address concerns about discrimination in order for resolution. If you cannot resolve the concern, this way, you can [file a complaint](#).

### 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.

### Non-discrimination 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.

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 Sara Crowston, 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:

**Section 504/ADA Coordinator**  
**Special Education: Director Betty Lopez**  
(509) 698-8016  
[BettyLopez@selahschools.org](mailto:BettyLopez@selahschools.org)

**Civil Rights, Title IX HIB and Gender Inclusive Schools**  
**Executive Director of Human Resources: Chad Quigley**  
(509) 698-8004  
[ChadQuigley@selahschools.org](mailto:ChadQuigley@selahschools.org)

## HEALTH SERVICES

The Selah School District provides school health services designed to:

- Promote health and safety
- Intervene with actual and potential problems
- Provide education and case management services
- Actively collaborate with district staff, students, families, and the community.



If your child has suffered any type of injury talk with the school nurse and your child's doctor before returning them to school. Your child's safety and well-being is a priority and we want to make sure they are well enough to be in school. Please complete Medical Clearances to resume school.

## IMMUNIZATIONS, MEDICATION AND WASHINGTON LAW

Immunizations Washington State law (RCW 29A.31.118) specifies that children enrolled in public education must either be immunized against specific pathogens, or the parents/guardians must sign a waiver indicating why the child has not been immunized. If a parent/guardian chooses to not have their child immunized it may be necessary, in the case of an outbreak, for the student to be isolated away from school until it becomes safe for the student to return to school. For more information regarding immunizations, please contact the school at 698-8300.

## Medication at School



Prescription medications and over-the-counter oral medications may only be used by students or given to students at school, when a written authorization - from the licensed health professional prescribing the medication - is on file in your child's school.

In order for students to take or carry medication of any kind at school, a parent/guardian must provide the appropriate form(s), completed by the Health Care Provider who sees the student. This must be done every year for each medication.

Prescription medications and over-the-counter oral medications may only be used by students or given to students at school, when a written authorization - from the licensed health professional prescribing the medication - is on file in your child's school.

In order for students to take or carry medication of any kind at school, a parent/guardian must provide the appropriate form(s), completed by the Health Care Provider who sees the student. This must be done every year for each medication.

Medication cannot be given without the completed form. This requirement is a law in Washington State. Each medication must be delivered to the school in its original container with a label including:

- **Student name**
- **Date issued**
- **Name of medication**
- **Name of health care provider**
- **Exact dosage**

Providing the required paperwork, authorizations and medications will help make school a safe and healthy place for your child. Please feel free to contact the [District Nurse](#) if you have any questions or concerns.

### Forms that May be Required :

In providing the required paperwork for student medication to be distributed at school, required forms may include:

- [Permission for Administration of Medication at School](#)
- [Authorization for Administration of Epinephrine \(epipen\)](#)
- [Medical Authorization for Asthma Management at School](#)

## HEALTH SERVICES, CONTINUED

### Life-Threatening Health Conditions

A life-threatening health condition puts the child in danger of death during the school day without medication or treatment and a nursing plan in place (see Washington state law [RCW 28A.210.320](#)).

Examples of life-threatening health conditions include:

- Diabetes
- Severe asthma
- Severe allergies (bees, peanuts, etc.)
- Cardiac/heart conditions
- Epilepsy/seizure disorder

### Reporting the Student Condition or Illness



Parents or guardians of students with life-threatening conditions must inform the child's school and work with the school nurse and the student's health care provider to create a health care plan. Planning ahead helps schools to be equipped and prepared to care for students with life-threatening conditions in emergency health situations.

#### Parents/Guardians Must

In informing the child's school of a serious or life-threatening condition, the parent or guardian must:

- Report the life-threatening condition on the Health Alert form;
- Complete the Permission to Administer Medication at School form if student needs medication at school;
- Complete the health care plan that is specific to the student's illness, if applicable.

All student health forms are available in the district health forms library or at the school office. Required documentation must be completed before the child attends school.

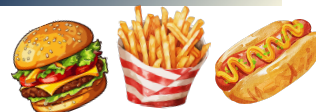
If you have any health questions related to school, contact the nurse at the school your child attends.

### Mild Allergies

Many students have mild allergies, such as springtime reactions to tree and grass pollen that cause itchy, watery eyes and runny noses. These types of allergies do not need to be reported on the Health Alert form.

## NUTRITION SERVICES

### Meal Programs



As part of the Community Eligibility Provision (CEP) system, all Selah students will receive daily breakfast and lunch meals at no cost regardless of household income. No free and reduced applications will be collected to determine eligibility as the CEP Program is inclusive of every student.

Even though all Selah students will eat for free, milk and other selected extra entrees will be available for purchase. Set-up an account for your student at <https://www.myschoolbucks.com/login.asp>.

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.

### Selah Nutrition Unpaid Meal Policy

Students are notified of a low account balance starting at two remaining lunches at the cashier line. An automated phone message is activated at that time on all school days informing families of the low balance amount. Students in grades PK-12 who carry a negative balance will continue to receive a regular meal while parents work to pay the balance in full. Extra entrees and snacks are not allowed for purchase unless the account has money available to cover the cost.

In addition to school reminders and automated phone calls, personal calls will be made from the Nutrition Services office once the negative balance is above \$3.00. A letter will be sent to households who reach a \$20 negative balance along with a free/reduced meal application. Accounts that reach a \$40 negative balance and are not paid in full will be turned over to collections.

### Meal Menus

To learn more about the Selah School District Nutrition Services Department, or to access each school's meal menu, please [see here](#).



## SUICIDE PREVENTION

### What to Know

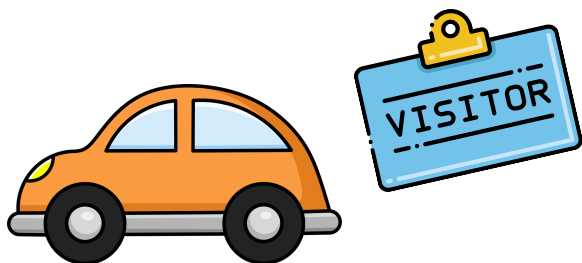
**T**he Selah Board of Directors recognizes that suicide is a leading cause of death among youth and that suicidal indicators such as substance

abuse and violence are complex issues that should be taken seriously. Board Policy [2145](#) and Procedure [2145](#).

District staff who have knowledge of a suicide threat must take the proper steps to support the student and report this information to the building principal or designee who will notify the appropriate school officials, the student's family and appropriate services.

### Warning Signs that require immediate action:

- Talking or writing about suicide or death
- Giving direct verbal cues, such as "I wish I were dead" and "I'm going to end it all"
- Giving less direct verbal cues, such as "You will be better off without me," "What's the point of living?", "Soon you won't have to worry about me," and "Who cares if I'm dead, anyway?"
- Isolating themselves from friends and family
- Expressing the belief that life is meaningless
- Giving away prized possessions
- Exhibiting a sudden and unexplained improvement in mood after being depressed or withdrawn
- Neglecting his or her appearance and hygiene
- Dropping out of school or social, athletic, and/or community activities
- Obtaining means such as a firearm or prescription medications.



## SELAH MIDDLE SCHOOL VISITORS

### STUDENT PICK UP

When picking up a student for an appointment or other reason, please report to the school office. A valid photo ID must be presented before a student will be released or checked out of school. Parents, guardians, and all other authorized adults should be prepared to show identification each time they pick up a student.

Students are not permitted to leave school grounds unless they have been properly checked out through the office. A student will only be released to a parent/guardian or to an authorized adult listed in the student's emergency contact information on file with the school.

Students will not be released without photo identification.

All visitors and volunteers must check in at the school office, show photo identification, and wear an approved identification badge while on campus. First-time non-district visitors will have their driver's license or state ID scanned through the Safe Visitor Management System; returning visitors must still present photo identification. District staff must show district ID. All visitors, volunteers, and staff must sign out when leaving campus.



### DELAYS and CLOSURES



School closures/delays will be announced on District and school websites, it's Facebook site, ParentSquare, and the ParentSquare app. Every effort will be made to announce operating decisions by 5:30 a.m. Some mornings this may not be possible. Usually, the District **WILL NOT** make operating decisions the night before. Please **DO NOT** call the Transportation Department.

## WEATHER DELAYS & CLOSURES, CONT.

As we prepare for Ole' Man Winter, operating decisions often must be made in local school districts. In Selah, student and staff safety is the priority. Many factors are considered in the operating process, where early morning decisions are based on Selah's weather, road conditions and forecast.

As school operating decisions are made, **4** options will be considered:

- **Two-Hour Delay** — This is the most common option used when school is delayed. With a two-hour delay, morning preschool will always be canceled.
- **Wednesday Morning Delay** — The school day will be begin one-hour later than the "normal" late-start Wednesday bell schedule. For example, following Wednesday's regular late-start bell schedule, Selah Middle School students begin at 8:35 a.m. If a weather delay is needed on a Wednesday, Selah Middle School students would begin an additional one-hour later at 9:35 a.m.
- **Alternate Bus Stops** — Routes will use their alternate winter bus stops. If alternate bus routes are used in the morning, they will also be used in the afternoon.
- **School Closure** — Classes are cancelled and the day will be made up later.

If the District alters its operational schedule with a delay or cancelation, look for a post on the following platforms

- 1  **DISTRICT and SCHOOL WEBSITES**  
[www.selahschools.org](http://www.selahschools.org)
- 2  **PARENTSQUARE NOTIFICATION**  
Email or Text – Make Sure Your Account is Active
- 3  **PARENTSQUARE APP**  
Download in the:  
- 4  **DISTRICT FACEBOOK PAGE**  
Find Us @ [selahschoolsdistrict119](https://www.facebook.com/selahschoolsdistrict119)
- 5  **LOCAL NEWS MEDIA**  
Local Television and Radio Stations and Yakima Herald Online

### More to Remember on Winter Mornings

Winter mornings are cold. Dress your student in appropriate winter clothing like coats, boots, hats and gloves. Make sure we can see kids. Consider having your child wear reflective clothing and hold a flashlight when walking or at the bus stop.

#### Where to Tune In...

Tune into these stations for news on school delays or cancellations:

|           |   |              |
|-----------|---|--------------|
| KIMA TV   | — | Channel 29/6 |
| KAPP TV   | — | Channel 35/2 |
| KNDQ TV   | — | Channel 23/4 |
| KDBL      | — | 92.9 FM      |
| KATS      | — | 94.5 FM      |
| KMGW      | — | 99.3 FM      |
| HOT FM    | — | 99.7 FM      |
| Cherry FM | — | 100.9 FM     |
| KXDD      | — | 104.1 FM     |
| The Hawk  | — | 105.7 FM     |
| KFFM      | — | 107.3 FM     |
| K267CV    | — | 101.3 FM     |
| KIT       | — | 1280 AM      |
| KUTI      | — | 1460 AM      |



#### Two-Hour Delay Start Times

|                          |            |
|--------------------------|------------|
| Selah High School .....  | 9:35 a.m.  |
| Selah Middle School..... | 9:35 a.m.  |
| John Campbell Primary .. | 10:30 a.m. |
| Selah Intermediate ..... | 10:45 a.m. |
| Lince Kindergarten ..... | 11:25 a.m. |

*In the event of a two-hour delay, morning preschool will be canceled. Afternoon preschool will attend. (M, T, TH, FRI.)*

#### School Meals

If there is a weather delay, both breakfast and lunch will be served.

## Emergency Closure

When weather conditions or other circumstances make it unsafe to operate schools the superintendent is directed to determine whether schools should be started late, closed for the day or transportation will be provided only on emergency routes. Those decisions will be communicated through the District's communication platforms and media resources.

If a school goes into an EMERGENCY LOCKDOWN, do not call the school. No one will be available to receive phone calls. Information will be relayed as soon as possible through district communication platforms.

[Access here for district safety information.](#)

## TRANSPORTATION SERVICES



The bus driver is fully in charge of the bus and is responsible for the enforcement of rules of conduct for transportation and behavior. Failure to comply may result in disciplinary action, which may include, but is not limited to, loss of riding privileges (e.g. disruptive behavior, damaging buses, etc.). The District's Transportation Department is committed to the safety of all of its students, staff and patrons. Contact us at any time with questions, comments or concerns.

**Transportation Main Line: 509-698-8330**

**Location: 407 N. 1st Street "Main Gate"**

TRANSPORTATION SERVICES, CONT.

Other Means of Transportation



Skateboards, bicycles, roller blades, scooters, electric bikes and electric scooters or similar devices are not to be used on District property. If such devices are brought to school they are to be placed in the student’s locker or designated area upon arrival. Failure to comply will result in confiscation of the device and potential discipline.

Safe Walk Routes

The District has developed safe school walk routes to encourage walking and safe pedestrian behaviors. These walk routes show the route for your child to use walking to and from school each day. By reviewing these routes, you will be able to find the best route between your neighborhood and the school. The walk route plan has been developed based on traffic patterns and traffic control such as crosswalks, traffic lights, and safety patrol posts. The route limits the number of street crossings children make and seeks to group children together to increase their visibility and safety. [Access here for the SafeWalk Routes.](#)

TECHNOLOGY USE



Use of Computer, Internet

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. Expectations for student behavior online are no different than face-to-face interactions. Selah School District has chosen to make Internet resources available to students, with the consequence they will have access to more information than is available in their school’s library.



Internet Safety

Students should not reveal personal information about themselves or others, including social security numbers, a home address and phone number, on websites, blogs, and email or as content on any other electronic medium.

All use of the network must be in conformity with state and federal laws, network provider policies and District policies and procedures. Parents/guardians may choose to restrict their children’s use of network resources by signing an opt-out form available at your school.

No Expectations of Privacy

Computer, file storage and email resources are District property and carry no expectation of privacy. District staff audit and maintain these resources to ensure system integrity and confirm resources are used ethically and responsibly. If a Selah School District student chooses to access resources that are objectionable, adult-oriented, or restricted, the consequences will include disciplinary action, suspension or termination of access privileges.

**Security**

Security on any computer system is a priority. If you feel you can identify a network security problem, you must notify a teacher or principal. Do not demonstrate the problem to other users. Users shall not seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the network.

System log-ins or accounts are to be used only by the authorized owner of the account. Users may not share their account or password with another person. Attempts to gain unauthorized access to system programs or computer equipment will result in cancellation of user privileges.

Any user identified as a security risk or having a history or problems with other computer systems may be denied access to district computers. The District reserves the right to review e-mail sent or received on District systems to improve safety and integrity.

Vandalism

Vandalism will result in cancellation of privileges as well as other potential sanctions. Vandalism is defined as any malicious attempt to harm, modify, or destroy computer hardware, software, documents of another user, the Internet, or any networks connected to the Internet backbone. This includes, but is not limited to, the intentional uploading or creation of computer viruses.

TECHNOLOGY USE, CONTINUED

Inappropriate Use

Selah School District teachers and administrators will deem what is inappropriate use, and their decision is subject only to confirmation by the Board of Directors. The administration, faculty, and staff of the District may request the suspension or termination of Internet access and/or computer use of any user who violates these acceptable use practices.

Protective Measures

The District uses Internet filtering software on all computers to protect students from online experiences deemed harmful to minors, especially pornography and obscene visual depictions. Other blocked categories include gambling, illegal drugs, hate sites, chat rooms, “instant messaging,” hacking, and others.

All school use of the Internet is monitored and electronically logged to help enforce the Acceptable Use Policy. A “firewall” protects the internal network from

external hacking and other unauthorized access to personal information. District e-mail access is limited to monitored accounts hosted on a District server. Users cannot access external email accounts (such as AOL or Hotmail) due to safety and security issues.

NOTICE TO PARENTS

Media Opt-Out



The District may publish student names and photographs when reporting on student activities, to recognize achievement and for public information purposes. Your child’s work or photograph may be published on the Internet as part of a class project, unless you deny permission in writing. Staff members may electronically publish student work on District web pages or other locations. If you do not want your child’s photo and/or name published, contact your child’s school within two weeks after registering in the District, or by September 15 of each year. There is a non-publish form that must be filled out annually. [Download the form here.](#)



STUDENT CONDUCT  
EXPECTATIONS

The Selah School District believes the purpose of the school is to provide a quality education that promotes the growth of the individual while enabling each person to become a responsible member of society.

BEHAVIOR MANAGEMENT SYSTEM

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom) and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, & recreation) for all youth by making targeted misbehavior less effective, efficient and relevant while making desired

behavior more functional. Why is it so important to focus on teaching positive social behaviors? Teaching behavioral expectations and recognizing students for following them is a more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

Selah Middle School employs a variety of restorative practices to address and make right the harm that was caused. Some examples of restorative practices include identifying the impact of their choices, guided conversations between victims and offenders, community service, and verbal or written apologies.

## STUDENT CONDUCT EXPECTATIONS

The Board acknowledges that student conduct and behavior are closely associated with learning. An effective instructional program requires a wholesome and orderly school environment. The board therefore requires that each student adhere to the rules of conduct established by the District and its various schools and programs and submit to discipline taken as a result of conduct violations.

Students are expected to:

- A. Respect the rights, person and property of others;
- B. Pursue the required course of study;
- C. Preserve the degree of order necessary for a positive climate for learning;
- D. Comply with district rules and regulations; and
- E. Respect the authority of staff and reasonable discipline imposed by school employees and respond accordingly.

Students who involve themselves in acts that have a detrimental effect on the maintenance and operation of the school or the District, criminal acts, and/or violations of District rules and regulations may be subject to District and prosecution under the law.

The superintendent/designee will develop reasonable rules of student conduct [Procedure 3240P](#) for the preservation of the health and safety of students and employees and the preservation of an educational process conducive to learning. Rules will state with reasonable clarity the types of misconduct for which discipline, including suspension and expulsion, may be imposed.

In accordance with state law, the student conduct rules adopted by the District will be interpreted to ensure the optimum learning environment of the classroom is maintained, and the highest consideration is given to the judgment of qualified certificated educators regarding the conditions necessary to maintain an optimum learning environment. Student conduct rules will be enforced by school officials:

1. On school grounds during and immediately before or immediately after school hours;
2. On school grounds at any other time, including when school is being used by a school group(s) or for a school activity;
3. Off school grounds at a school activity, function, or event;
4. Off school grounds if the actions of the student materially or substantially affect or interfere with the educational process; or,
5. Upon school-provided transportation, designated District bus stops, or any other place while under the authority of school personnel.

In addition to the rules established in [Procedure 3240P](#), schools may develop and implement site-specific rules for student conduct (examples include establishing off limits areas, prohibiting food on carpet, etc.). Such rules must be consistent with the District's student conduct rules.

The superintendent or designee will make the District's policies and procedures regarding student conduct rules and student discipline available to students, [Policy No. 3240](#) SELAH SCHOOL DISTRICT Students parents/guardians, employees, and the community. The District will annually provide policies/procedures [3240](#) and [3241](#) to District personnel, students, and parents/guardians, which may require language assistance for students and parents/guardians with limited-English proficiency.

The superintendent or designee will ensure that employees and contractors are knowledgeable about the District's discipline policies and procedures.

The Selah School District will develop and periodically review its discipline policies and procedures with the participation of school personnel, students, parents, families, and the community. During the development and review of discipline policies and procedures, the District will use disaggregated data collected under [RCW 28A.300.042](#) to monitor the impact of the its discipline policies, procedures, and practices and to update such policies and procedures to improve fairness and equity in the administration of discipline.

## 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.



## OFFENSES

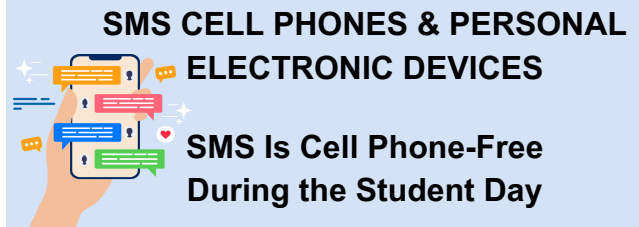


1st Offense – Parent contact and office referral submitted by the teacher. The student will be required to complete the assignment, at standard, and be in standard lunch detention.

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.

## CELL PHONES & ELECTRONIC DEVICES



In accordance with [Selah School District Board Policy 3245](#) and [Procedure 3245P](#), Selah Middle School is a cell phone-free campus during the student day.

Cell phones, smart watches, earbuds, headphones, gaming devices, and all other personal electronic devices must be turned off or set to Do Not Disturb and stored in the student's assigned hallway locker from the first bell until dismissal.

Devices may not be used or carried during class, passing periods, lunch, assemblies, restrooms, locker rooms, or any other part of the school day unless specifically authorized by a school administrator.

Students who need to contact a parent/guardian during the school day may use the main office phone or ask a staff member for assistance. Parents/guardians who need to reach a student should contact the main office.

Exceptions may be made for documented medical needs, accommodations identified in an IEP or Section 504 Plan, emergencies involving imminent physical danger, or when authorized by a school administrator.

### If a Device Is Visible, Audible, or In Use

If a personal electronic device is visible, audible, or being used during the school day, the student will be directed to surrender the device.

The device will be labeled, logged, and secured in the main office for the remainder of the school day. Students may retrieve the device at the end of the day unless repeated violations require parent/guardian pick-up.

## CELL PHONES AND ELECTRONIC DEVICES CONT.

### Progressive Consequences

#### 1st Violation

Device secured in the main office and returned to the student at the end of the school day.

#### 2nd Violation

Device secured in the main office. Parent/guardian notified. Device returned to the student at the end of the school day or as determined by administration.

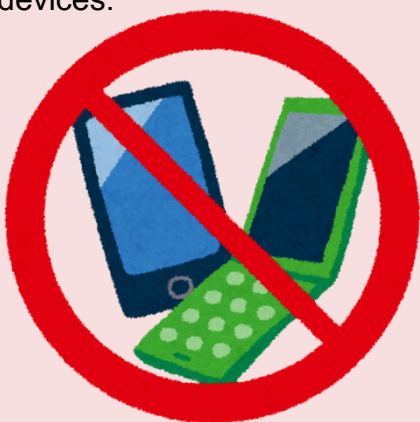
#### 3rd Violation

Device secured in the main office. Parent/guardian pick-up required. A student support plan and/or additional disciplinary consequences may be implemented.

#### Serious or Repeated Misuse

Refusal to surrender a device, recording or photographing others without permission, use in restrooms or locker rooms, or other disruptive or inappropriate use may result in an office referral and additional disciplinary action consistent with district policy.

Selah Middle School will take reasonable measures to secure confiscated devices; however, students bring personal electronic devices to school at their own risk. The school is not responsible for lost, stolen, or damaged personal electronic devices.



### 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.

### 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.

### 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.

## STUDENT CONDUCT & EXPECTATIONS, CONT.



### DRESS CODE

#### Purpose

Students may dress comfortably and express their individual style while at school. Clothing and appearance must meet reasonable standards for **school appropriateness, health, safety, and identification**. These expectations apply equally to all students and will be enforced respectfully and consistently without discrimination.

#### Basic Clothing Requirements

- **Coverage:** Clothes must cover private areas and undergarments with non-see-through fabric while sitting, standing, or moving.
- **Tops:** Must have shoulder straps and fabric on the front, back, and sides. Tops must cover the chest, and not expose excessive cleavage. Strapless or backless tops are not permitted. When standing normally, shirts or tops must extend to and touch the top of pants, shorts, skirt or other bottom
- **Bottoms:** Must completely cover undergarments and private areas. Ripped jeans are acceptable if undergarments aren't exposed.
- **Footwear:** Safe, solid-soled shoes are required at all times.

#### Indoor Headwear & Identity

- **Hats & Beanies:** Allowed indoors if your face and ears remain visible for identification.
- **Hoods & Masks:** Hoods must stay down indoors. Full-face masks are prohibited (except for approved medical/religious needs).

#### Prohibited Content & Safety Hazards

Clothing may **not** promote or display:

- Drugs, alcohol, tobacco, vaping, or illegal activity.
- Hate speech, profanity, violent imagery, or lewd/sexual messages.
- Safety hazards (e.g., spiked jewelry, heavy hanging chains).

### Backpacks

Backpacks and personal bags must remain in student lockers during the school day.



#### Safety & Emerging Gang Indicators

(Per Selah Board Policy 3224) Gang symbols, indicators, or gestures are strictly prohibited. Because local trends change, administration works directly with Yakima Valley law enforcement to monitor safety indicators.

- **Prohibited:** Bandanas, durags, hairnets, color-blocking, or group-coordinated attire meant to intimidate or signal affiliation.
- **Notice:** Administration reserves the right to restrict new or emerging gang indicators as safety information updates.

#### Reasonable & Discreet Enforcement

- **Respect First:** Dress issues will always be handled privately, never called out in front of peers.
- **Quick Fixes:** Students will be offered easy options to fix the issue (e.g., wearing a jacket, flipping a shirt inside out) without losing class time.
- **Parent Contact:** Parents will be notified if an issue can't be fixed at school or if repeated non-compliance occurs.



## STUDENT PRIVACY AND SEARCHES

### Searches of Students and Their Property

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.

## STUDENT PRIVACY AND SEARCHES, CONT.

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.

### A. Establishing Reasonable Grounds

The following review of the basis for the search should occur before conducting a search:

1. Identify:
  - the student's suspicious conduct, behavior, or activity;
  - the source of the information; and
  - the reliability of the source of such information.
2. If suspicion could be confirmed, would such conduct be a violation of the law or school rules?
3. Is the student likely to possess or have concealed any item, material, or substance which is itself prohibited or which would be evidence of a violation of the law or a school rule?

### B. Conducting the Search

If the principal, or his or her designee, determines that reasonable grounds exist to search a student's clothing, personal effects, desk, locker, assigned storage area, or automobile, the search will be conducted as follows:

1. If evidence of criminal activity is suspected to be present, and prosecution by civil authorities will be recommended if confirmed by the search, consult law enforcement officials regarding the appropriateness of a search by a law enforcement officer.
2. If evidence of violation of a school rule is suspected, it will be handled solely as a student discipline action, proceed to search by asking the student to remove all items from pockets, purses, handbags, backpacks, gym bags, etc.
3. If the student refuses to cooperate in a personal search, he/she should be held until the student's parent/guardian is available to consent to the search. If a parent/guardian cannot be reached in a reasonable time, the principal may conduct the search without the student's consent. [Procedure 3230P](#).

3. If the student refuses to cooperate in a personal search, the student should be held until the student's parent or guardian is available to consent to the search. If a parent or guardian cannot be reached in a reasonable time, the principal may conduct the search without the student's consent. [Procedure 3230P](#).

### Locker Searches



Lockers, desks, and storage areas are the property of the school district. When assigned a locker, desk, or storage area, a student will be responsible for its proper care. A student may be subject to a fine for any willful damage to school property. Students are encouraged to keep their assigned lockers closed and locked. A student's locker, desk or storage area may be searched by district staff if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be uncovered. School staff will report a student's suspicious activity to the principal prior to initiating a search, except in emergency situations when the risk of harm to students or staff demands immediate action.

Building principals should refer to these procedures for conducting searches of students and their property for guidance in establishing whether a search is reasonable under the circumstances.

Principals may search all lockers, desks, or storage areas without prior notice given to students and without reasonable suspicion the search will yield evidence of a particular student's violation of the law or school rules.

Administrative inspections, or health and welfare inspections, may be conducted at any time for the purpose of locating misplaced library books, textbooks, or other school property or to ensure that all lockers, desks, or storage areas are being kept clean and free from potential health or safety hazards. Periodic inspections of lockers will reinforce the district's ownership of lockers and the minimal expectation of privacy students have in the contents of their lockers.

## STUDENT PRIVACY AND SEARCHES, CONT.

During a search of all student lockers, if the school official conducting the search discovers any container within the locker that may conceal contraband, the container may be searched according to district procedures governing searches of students and their property. A “container” for the purpose of this policy may include, but is not limited to: an article of clothing, a handbag, purse, backpack, gym bag or any other item in which contraband may be concealed.

### Procedure 3230P

## STUDENT DISCIPLINE



“Discipline” means any action taken by the District in response to behavioral violations. Discipline is not necessarily punitive, but can take positive and supportive forms. Data shows that a supportive response to behavioral violation is more effective and increases equitable educational opportunities. The purposes of this policy and accompanying procedure include:

- Engaging with families and the community and striving to understand and be responsive to cultural context;
- Supporting students in meeting behavioral expectations, including providing for the early involvement of parents;
- Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible;
- Providing educational services that students need during suspension and expulsion;
- Facilitating collaboration between school personnel, students, and parents, and thereby supporting successful reentry into the classroom following a suspension or expulsion;
- Ensuring fairness, equity, and due process in the administration of discipline;
- Providing every student with the opportunity to achieve personal and academic success;
- Providing a safe environment for all students and for district employees.

## Staff Authority and Exclusionary Discipline

Staff members are responsible for supervising students immediately before and after the school day; during the school day; during school activities (whether on or off campus); on school grounds before or after school hours when a school group or school activity is using school grounds; off school grounds, if the actions of the student materially or substantially affect or interfere with the educational process; and on the school bus.

Staff will seek early involvement of parents in efforts to support students in meeting behavioral expectations. The Superintendent has general authority to administer discipline, including all exclusionary discipline. The Superintendent designates disciplinary authority to impose short-term suspension to school principals and assistant principals, to impose long-term suspension to school principals and assistant principals, to impose expulsion to school principals, assistant principals, and district office administration, and to impose emergency expulsion to school principals, assistant principals, and district office administration.

## Classroom Exclusions

After attempting at least one other form of discipline, as set forth above, teachers have statutory authority to impose classroom exclusion. Classroom exclusion means the exclusion of a student from the classroom or instructional activity area based on a behavioral violation that disrupts the educational process. As stated above, the Superintendent, school principals, and certificated staff will work together to develop definitions and consensus on what constitutes behavior that disrupts the educational process to reduce the effect of implicit or unconscious bias. Additionally, the district authorizes school principals and assistant principals to impose classroom exclusion with the same authority and limits of authority as classroom teachers.

Classroom exclusion may be for all or any portion of the balance of the school day. Classroom exclusion does not encompass removing a student from school, including sending a student home early or telling a parent to keep a student at home, based on a behavioral violation. Removing a student from school constitutes a suspension,

## STUDENT DISCIPLINE, CONTINUED

expulsion, or emergency expulsion and must include the notification and due process as stated in the section below.

Classroom exclusion cannot result in the denial or delay of the student's nutritionally adequate meal or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements. The school will provide the student an opportunity to make up assignments and tests missed during classroom exclusion. The District will not administer any form of discipline, including classroom exclusions, in a way that would result in the denial/delay of a nutritionally adequate meal or prevent a student from accomplishing an academic grade, subject, or graduation requirements.

Following the classroom exclusion of a student, the teacher (or other school personnel as identified) must

report the classroom exclusion, including the behavioral violation that led to the classroom exclusion, to the principal or the principal's designee as soon as reasonably possible. The principal or designee must report all classroom exclusions, including the behavioral violation that led to it to the Superintendent. Reporting of the behavioral violation that led to the classroom exclusion as "other" is insufficient.

The teacher principal, or principal's designee must notify the student's parents regarding the classroom exclusion as soon as reasonably possible. As noted, the District must ensure this notification is in a language and form (i.e. oral or written) the parents understand.

## 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

### 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.