



2020-2021 Ferris High School Student/Parent Handbook

*Joel E. Ferris High School
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Office Hours: 7:00 a.m. – 3:30 p.m.

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Table of Contents

Letter from the Principal 2
 Mission and Vision Statement 3

Academics

- Grading, Progress Reports & Report Cards 3
- Weighted Grade Class Rank Information 4
- Distinguished Scholar Graduates 4
- Graduation Requirements 4
- Additional Requirements 4
- Withdrawal from a Class 5
- Academic Interventions 5
- Credit Deficiency 5
- Testing Information 5

Attendance

- Attendance Hotline 5
- Attendance Policy 5
- BECCA Law 6
- Prearranged Absences 6
- Tardies 6
- Hall Passes 6
- Early Dismissals 6
- Truancies 6
- Forgery 7
- Homework Requests 7

Safety

- Safety Tip Line 7
- Fire Drills and Crisis Drills 7
- Life Threatening Health Conditions 8
- Loss or Damage of Property 8
- Lost and Found 8
- Medication 8

General Information

- After-School Sports 8
- Bookroom 9
- Bell Schedule 10
- Business Office 10
- Fees and Fines 10
- Lockers 10
- Meals 10
- Messages for Students 10
- Parking 11
- P.T.G/Ham on Regal 11
- Visitors 11
- Volunteers 11
- Wheels on Campus 11

Extracurricular Activities

- ASB/GSL Card 11
- Athletic Eligibility 12
- Activities, Clubs, Athletics Offered 23

Student Expectations

- Saxon P.R.I.D.E. 12
- Self-Discipline 12
- Student ID 12
- Dress 13
- Masks and Social Distancing 13
- Closed Campus 13
- Student Spaces at Lunch 13
- On Campus After the School Day 13
- Bus Conduct 13
- Whole Child Focus and System of Supports 13
- Ferris Behavior Interventions/Rules of Conduct ... 14
- Ferris Behavior Intervention Process 14
- Discipline Guidelines 21
- Non-Discrimination/Harassment Guidelines 22

Pesticides and Herbicides: The school district normally sprays pesticides and herbicides twice during the school year at Ferris. In accordance with legislation passed in 1992, our school is required to send out a 48 hour pre-notification each time these spray applications take place. These notifications are usually added to our school's weekly or monthly bulletins or can be placed on our school's reader board. The areas sprayed are clearly marked with yellow posting flags placed at all entry areas near where the spray applications were done. All adults in charge of supervising students in these areas, such as coaches and teachers, are given prior notice in order to modify practice schedules and lesson plans.

Asbestos Notification: Ferris High School DOES NOT contain asbestos building materials. Regulations require Spokane Schools to provide an asbestos management plan to all staff, students, and community members. The plan is in the custodian's office. If you have any questions, please call the Spokane Public Schools Asbestos Management Planner at (509) 354-7171.


Greetings everyone and welcome to Ferris High School and the 2020-21 school year! I hope everyone is well and making their way through these unprecedented times. We will be really learning the meaning of flexibility and patience! I have no doubt in my mind that the students, families, and staff of Ferris will continue to thrive during this time. You are all incredibly special individuals, and this is an opportunity to use and improve your skills of critical thinking, problem solving, persistence, discipline, and creativity to make the most of this year.

- **Critical thinking** - It is not a stretch to say that many of your brains are constantly in high gear - use it to reflect and find alternative ways around hurdles.
- **Problem solving** - This is time to really use those reasoning skills. Times of great turmoil bring out the best in problem solving - How will all this change what we know going forward?
- **Persistence** - You have all been through unsure times - stay the course - keep moving forward and do not give up.
- **Discipline** - Use the schedule created to get a routine. Now is also a time to work on the technical aspects of your craft - practice....
- **Creativity** - The most outstanding works of art are created in times like these. Create!!!

These are challenging times, but I know that you are all up for the challenge. You are some of the most amazing people I have ever met - use this time to learn, reflect, create, practice, appreciate those around you and be grateful for all of the blessings we share.

Many questions, updates and information will be coming - stay tuned, stay healthy, and stay positive. Keep that Ferris tradition of excellence alive!

Sincerely,



Ken Schutz, Principal

Mission and Vision for the 2020-2021 School Year

At Ferris High School our mission has long been Every Student, Every Classroom, Every Day. With this vision as our guide, we are committed to providing a safe, inclusive, and accepting environment for ALL students. As a learning community, we pledge to serve each student and family, and to apply principles of equity in every aspect of the work that we do. Promoting equity is simply a core value at Ferris High School and it is our responsibility to ensure that staff, students, and families feel welcome and connected. As a school, we will provide rich and rigorous academic offerings and activities, but we will also focus on social-emotional learning, wellness, and the holistic needs of all members of our school community.

The mission of Spokane Public Schools is to provide Excellence for Everyone, yet we recognize that there will continually be opportunities to improve in our efforts to meet this goal. At Ferris, we will continue taking steps to ensure anti-racism and anti-discrimination are values that are built into the policies and practices of our school. Our staff will continue our participation in anti-racism and cultural responsiveness training and will apply these values in our interactions with each other, our students, and our community. We embrace a common calling and the need to increase student empowerment, belonging, value, and hope for the future.

Ferris is family, and we look forward to a new and exciting school year!

Academics

Grading, Progress Reports & Report Cards

Grading is scheduled at the end of each quarter, with final grades to be recorded at the semester.

1. Report cards are issued at the end of each quarter.
2. Only semester grades are used to compute a cumulative grade point average.
3. Letter grades are used to designate pupil's progress.

A progress report is issued to each student during mid-quarter, approximately four weeks into the quarter. Ordinarily these reports will give a general approximation of progress and not an exact grade. Letter grades are used to designate a pupil's progress. Parents should contact teachers directly or through e-mail as achievement concerns arise.

The grading scale adopted by the school board can be found below:

Percentage	Letter Grade	Grade Point
93 – 100	A	4.0
90 – 92	A-	3.7
87 – 89	B+	3.3
83 – 86	B	3.0
80 – 82	B-	2.7
77 – 79	C+	2.3
73 – 76	C	2.0
70 – 72	C-	1.7
67 – 69	D+	1.3
60 – 66	D	1.0
Below 60	F	0

Weighted Grade Class Rank Information

Weighted grading will be used to determine class rank only and will not affect a student's official cumulative Grade Point Average (GPA) as outlined by WAC 392-415-540. Class rank is not part of the Washington State official transcript and is a local decision. Many colleges, universities, and scholarship programs, however, ask for class rank on their applications. Spokane Public School employees providing class rank to outside organizations will use the weighted class rank.

Spokane Public Schools will use quality points so that the rank will reflect the rigor of classes taken. AP: 1 quality point, Honors: .5 quality point.

Advanced course options: The Board of Directors recommends that students, families, and counselors work together to make decisions about which advanced course to take. The goal is an appropriately balanced schedule that takes into account individual student interests and strengths.

Distinguished Scholar Graduates

For years, Ferris High School recognized valedictorians – students with a 4.0 GPA. With the implementation of weighted grades, a student has the potential to earn a GPA higher than 4.0. As a result, we have shifted to the Latin Honors System (Summa Cum Laude, etc.). SPS has adopted the following scale: 4.3 GPA for Summa Cum Laude, 4.1 GPA for Magna Cum Laude, and 3.8 GPA for Cum Laude. These designations honor approximately the top 3%, 5% and 12% of our senior class for each category.

Graduation Requirements

To have a College and Career Ready Transcript, Ferris strongly recommends that you exceed the minimum required courses and take classes that will help you to prepare for your post-high school experience. See the chart below for the required courses and our recommended courses.

Requirement	Expected Course Plan	Required Credits Class of 2020, 2019, 2018, 2017	Required Credits Class of 2021 and Beyond
Math	4.0	3.0	3.0
English	4.0	4.0	4.0
Social Studies	3.0	3.0	3.0
Science	4.0	3.0	3.0
Career & Technical	1.0	1.0	1.0
Fitness	1.5	1.5	1.5
Health	0.5	0.5	0.5
Fine Arts (One Credit can be a Personalized Pathway Course)	2.0	1.0	2.0
World Language~ OR Two Personalized Pathway Courses	2.0	0.0	2.0
Electives	2.0	5.0	4.0
TOTAL MINIMUM	24.0	22.0	24.0

Additional Requirements

In addition to the credit requirements, students must complete the following: 1) A High School and Beyond Plan 2) Pass all required State Testing (for further information see the Testing Information below) or satisfy one of the state's Graduation Pathway Options.

Note: Ferris High School expects all students to enroll in six (6) classes every semester and take four (4) years of high school math and science. For additional information please check with your counselor.

Withdrawal From Class

- A student may DROP and/or ADD a class (if available) during the first two weeks of a semester.
- A student may DROP a class after the end of the second week to the end of the sixth week with a “W” on the transcript (with written permission from parent) provided they will still be enrolled in six (6) classes.
- A student may DROP a class after the end of the sixth week of the semester with an F on the transcript (with parent permission and involvement) provided they will still be enrolled in six (6) classes.
- Extenuating circumstances will be dealt with on an individual basis.

Academic Interventions

As part of a Multi-Tiered System of Supports (MTSS), Ferris High School offers several academic interventions to support students as they progress through high school. The opportunities we provide are designed to meet the needs of all students (Tier 1 experiences) and specific groups of students (Tier 2 and Tier 3 interventions) according to each student’s needs. Please contact your counselor for more information on available academic interventions.

Credit Deficiency

To be on track for graduation, students should have completed the following credits:

- Entering 10th grade should have a minimum of 6.0 credits.
- Entering 11th grade should have a minimum of 12.0 credits.
- Entering 12th grade should have a minimum of 18.0 credits.

Ferris High School and Spokane Public Schools offer a variety of credit retrieval options. Please see your counselor for more information.

Testing Information (State and College Admission)

- SBAC:** Smarter Balanced Assessment Consortium measures each student’s achievement compared to the Common Core State Standards (CCSS).
- PSAT:** All freshman, sophomores and juniors will sit for the Preliminary SAT. Dates TBD.
- SAT I:** Required by many four-year colleges and universities. Ferris recommends that this test be taken in the spring of the junior year. See www.collegeboard.com for information on costs and deadlines.
- SAT II:** Required by many four-year colleges and universities. Ferris recommends that this test be taken in the spring of the junior year. See www.collegeboard.com for information on costs and deadlines.
- ACT:** Required by some four-year colleges and universities for 11th and 12th grade students. See www.act.org for information.
- AP (Advanced Placement):** Ferris High School offers a number of Advanced Placement courses. Students can earn college credit by demonstrating proficiency on AP Exams.
- COMPASS:** Taken by 11th and 12th grade students, required for Running Start admission to Spokane Community and Spokane Falls Community Colleges. Contact SCC/SFCC for information.

Attendance

Attendance Hotline: Last name A-K (509) 354-6060 Last name L-Z (509) 354-6158

When leaving a message, please leave the following information:

1. Please spell the first and last name of the student.
2. State your name and relationship to the student.
3. Leave your daytime phone number for verification.
4. Give a brief reason for the absence.

Attendance Policy

Under the Washington State Compulsory Attendance Law, it is the primary responsibility of parents and guardians to ensure that their students attend school regularly. This applies to virtual learning as well. (RCW 28A.225)

Unless previously excused, the absent student's parent or guardian should call the 24-hour Attendance Hotline listed above. If there is an unexcused absence, the computer phone system will attempt to call the home in the evening to leave a message. Student absences must be cleared by a parent/guardian note or call within two (2) school days after the absence, or the absence will remain unexcused and considered a truancy.

Truancy can result in numerous interventions, including phone calls/emails, parent meetings, home visits, attendance agreements, and progressive discipline.

Becca Bill – Mandatory Attendance Law (Ch 312, Laws of 1995)

"Upon a child's seventh unexcused absence in a month, or upon a tenth unexcused absence in a year, the school district shall file a truancy petition in juvenile court (Sec. 68). If the school district fails to file such a petition, the parent may file the petition (Sec. 68). No court filing fees are required for these petitions.

The act sets forth the contents of the petition (Sec. 69). Among other things, the court may schedule a hearing and require attendance of the child and parents at the hearing (Sec. 69 (4)). The court shall grant the petition and enter an order assuming jurisdiction for the remainder of the school year if the allegations in the petition are established by a preponderance of the evidence (Sec. 69 (6)).

Superior court commissioners, family law commissioners, and juvenile court judges have jurisdiction to hear these truancy petitions (Sec. 71-Effective Sept. 1, 1995). In addition to assessing fines, placing children into detention, and other current options, the act authorizes courts to also order the parent to provide community service at the child's school instead of imposing a fine (Sec. 74). Half of the fines shall go to the school district, and 50% shall be given to the county (Sec. 75)."

Prearranged Absences

Before planning an extended absence (three days or more) of a student, parents should consider the following:

- Students need to attend as many classes as possible to receive the best grade attainable, so it is reasonable to expect that an extended absence could severely affect the student's grade.
- Teachers cannot be required to pre-teach work which would be missed or accept make-up work after a date established before leaving.
- Teachers cannot always be expected to provide multiple assignments in advance. However, if an occasion arises where an extended absence is unavoidable:
 - Please contact your teachers directly to arrange for work prior to a prearranged absence.

Tardies

Being tardy to class not only impacts the student's educational experience but also disrupts the educational process for others. Being on time to class is a Ferris expectation. Students who are tardy to class are still required to go to class.

Hall Passes

Students must have a pass to be in the hall during class. That pass must have been recently issued by a staff member. Unsupervised students are not allowed in the hallways during class and may be subject to progressive discipline.

Early Dismissals

A student who needs to leave school during the school day must obtain an early dismissal slip from the Student Office before leaving the building. A parent must call or send a note in the morning to excuse the student. **STUDENTS MUST CHECK OUT THROUGH THE ATTENDANCE OFFICE. FAILURE TO DO SO WILL BE CONSIDERED A TRUANCY AND WILL NOT BE CLEARED.**

Truancies

Students arriving to class more than ten minutes after the final bell (without a teacher/office pass) will be considered truant. Arriving to class less than ten minutes late will be considered tardy. The Home Calling System will call each night to notify parents of absences. A Behavioral Intervention Letter will be mailed home to notify parents of five unexcused days. The school will notify parents and file a

petition with the BECCA Law Court when a student has met the BECCA criteria for unexcused absences. Students that are truant will face 7 progressive discipline ranging from lunch detention to suspension.

Forgery

Students involved with forging notes or passes, or using the phone system to excuse their own absences will be subject to progressive discipline and will be placed on the “no note” list. Any subsequent absences will need to be verified by the parent.

Homework Requests

Homework requests should be made if a student is absent for a minimum of 3 consecutive days. To make this request, please call or email teachers directly for homework, or call (509)354-6116. Late assignments will be accepted by teachers unless the absence is unexcused or the teacher has previously established a deadline for the assignment or project. No make-up work will be allowed for unexcused absences.

Safety

You are a valuable member of the Ferris community. You deserve a school environment that is safe, inclusive for everyone, and free from discrimination, violence bullying, harassment, and intimidation. We are committed to supporting you.

If you, someone you know, or someone you see is in need, please reach out to us.

Ferris Counseling Office: 354-6049

24-hr Regional Crisis Line (local suicide prevention hotline): 1-877-266-1818

ANY Emergency Room in our area will also welcome young people in crisis.

IN THE CASE OF EMERGENCY- Call 911

Safety Tip Line

Spokane students and community members are now able to make anonymous calls regarding their safety concerns, thanks to Safety Tip Line. The phone number is (509) 354-SAFE (354-7233).

The tip line will improve safety efforts by encouraging students to talk about what they know/have heard about classmates threatening violence or other illegal activities. Students can choose to leave a phone number for a follow-up call. Reports will be followed up by Student Support Services, and, when necessary, by Spokane Public Schools Security.

The tip line is monitored during regular business work hours, Monday through Friday, 8 a.m. to 5 p.m. All calls are confidential. In addition to the Safety Tip Line, there are phones in every classroom as another safety prevention step. This allows students and teachers quicker access to emergency services, as well as making it easier for parents to leave messages for teachers who can return calls on breaks.

Fire Drills and Crisis Drills

These are necessary and required by law.

1. The fire drill signal requires everyone in the building to move to designated evacuation areas without exception.
2. Students are expected to take fire drills seriously and follow directions at all times.
3. Instructions for exiting are posted in each room.
4. Students should exit and move away from the building.
5. The all clear signal will sound to allow students to return to class.

In the event of a Crisis Drill, an intercom announcement will signal a situation or drill. Please follow the specific instructions given at this time. If no specific instructions are given, students need to go to the nearest room and stay away from doors/windows. The all-clear signal will be given over the intercom.

Life Threatening Health Conditions

Washington state law (RCW 28.10 Section 1), requires that all students with life threatening health conditions have the needed medical orders, medication/equipment and a nursing care plan in place before the child may attend school. Forms are available in the Student Office.

Loss or Damage of Property

A student or his/her parent or guardian shall be responsible for the cost of school property that is lost or damaged. A student's grades, transcripts, and diploma may be withheld until restitution is made. The student or his/her parent or guardian may appeal the imposition of a charge of damages to the principal, superintendent, and Board of Directors in accordance with the due process described in Policy 9375.

The school district continually strives to make our schools a safe place, for both students and their personal belongings. Unfortunately, incidents sometimes occur which can result in damage or loss of personal property owned by or in the possession of students. *Accordingly, parents are reminded that Spokane Public Schools cannot be responsible for loss or damage to personal property brought to school by students. Thus, any personal belongings brought to school are at the student's own risk. If the value of an item is such that you cannot afford its loss, please make certain that your child does not bring the item to school. The school does not assume liability for lost or stolen articles.*

Lost and Found

If you have lost or found an item, contact the Business Office (for valuables such as phones, glasses, keys), (509) 354-6006, or the Bookroom (items such as clothing, school supplies), (509) 354-6056. Lost and found will be cleaned out quarterly.

Medication

According to Washington state law and District Policy, if it is necessary for your child to receive oral medication (prescription or nonprescription) during school hours, a medication request form must be filled out and signed by both the physician and parent. These forms are available in the Student Office or on-line at www.spokaneschools.org/parents (Health Services). All medication must be kept in the original pharmacy container and will be kept in a locked location. To ensure safety, parents are encouraged to have an adult deliver the medication to school. If the parent wishes a student to carry his/her own medication, it is with the recognition that it is the student's and parent's responsibility/liability.

General Information

After-School Sports

Ferris High School Sports and Seasons (2020-2021, tentative)

***Athletes must register for sports on Family ID. A valid/current physical is required. At this time, we are not able to offer low-cost physicals at school because of COVID restrictions.**

Season 1: March 1 – April 24:

Football - Practices begin February 27, 7 games + jamboree, must be in Phase 4 for competition. Head Coach: Tom Yearout

Girls Volleyball – 13 matches + jamboree, must be in Phase 3 for competition. Head Coach: Staci Hazelbaker

Competitive Cheerleading – 7 competitions, must be in Phase 3 for competition. Head Coach: Emily Schutz

Boys & Girls Cross Country – 7 competitions, must be in Phase 3 for competition.
Head Boys Coach: Tom Van Winkle, Head Girls Coach: James Noble

Girls Slow Pitch Softball – 14 games + jamboree, must be in Phase 3 for competition. Head Coach: Linda Bushinski

Girls Soccer – 11 games + jamboree, must be in Phase 3 for competition. Head Coach: Alex Bray

Season 2: April 26- May 10:

Boys and Girls Golf – 8 matches , must be in Phase 3 for competition.

Head Girls Coach: Laurie Smith, Head Boys Coach: Clarence Hough

Boys & Girls Tennis - 11 matches + jamboree, must be in Phase 3 for competition.

Head Boys Coach: Jim Utzinger, Head Girls Coach: Chris Jacobson

Girls Fastpitch Softball - 14 games + jamboree, must be in Phase 3 for competition. Head Fastpitch Coach: Linda Bushinski

Girls & Boys Track and Field – 7 meets + jamboree, must be in Phase 3 for competition.

Head Girls Coach: Katie LeFrieck, Head Boys Coach: Ryan Herrera

Boys Baseball – 14 games + jamboree, must be in Phase 3 for competition. Head Coach: Sam Brown

Boys Soccer – 11 games + jamboree, must be in Phase 3 for competition. Head Coach: Robin Crain

Competitive Dance/Drill – 7 competitions, must be in phase 3 for competition. Head Coach: Casandra Maher

Season 3: May 5 – June 26:

Boys and Girls Basketball – 14 games + jamboree, must be in Phase 3 for competition.

Head Girls Coach: Scott Ward, Head Boys Coach: Sean Mallon

Girls Gymnastics – 7 meets + Jamboree, must be in Phase 3 for competition. Head Coach: Jamie Bradley

Boys & Girls Wrestling – 11 competitions + jamboree, 32 match individual limit, must be in Phase 4 for competition.

Head Coach: Chuck Vaughn

All sports require a current physical exam, accident insurance or a waiver signed by a parent, an activity card, activity contract, and the individual sport contract. School rules apply to all school-sponsored events.

Bookroom

The Bookroom is open to students before and after school, during both lunches, and during passing periods. Students may check out laptops, purchase supplies and check in or check out textbooks/novels.

All **books** have been inspected for damages. Damages found have been noted in the computer system. Please inspect all books upon receipt. If you discover any damages, return it IMMEDIATELY to the Bookroom for a replacement. Books that are checked out to you are YOUR RESPONSIBILITY. Any damages not already noted will be fined to your account upon check in. Damages include, but are not limited to, writing, stains, liquid damage, dog-eared pages and cover damage. Fines will also be assessed for books turned in with post-it notes on pages and books left on the counter (not physically checked in).

District **laptops** checked out to students - Families are responsible for all damages outside school whether intentional or accidental. Responsibility for repair will be determined by the SPS Technology Department.

Fees may be collected to cover damage to a district laptop per district policies. These fees will be determined by the SPS Technology department and will not be refunded. Fees must be paid before a student received their repaired or replaced device. Failure to pay fees promptly results in a student being loaned an older laptop for use only while at school.

Damage occurring at school and/or by another student should be reported immediately and responsibility for damage will be assessed by school administrators and the SPS Technology Department. Fee payment can be paid on the SPS Online Payment System or at the Ferris Business Office. Spokane Public Schools does not support personal devices on our network.

Bell Schedule for Hybrid Learning

Cohort A: Monday, Wednesday, every other Friday

Cohort B: Tuesday, Thursday, every other Friday

Bell Schedule (Hybrid Learning)

Zero Hour.....	7:00 – 7:46
1 st	8:00 – 8:46
Advisory.....	8:51 – 9:11
2 nd	9:16 – 10:02
3 rd	10:07 – 10:53
1 st Lunch.....	10:53 – 11:23
4 th	11:28 – 12:14
Or	
4 th	10:58 – 11:44
2 nd Lunch.....	11:44 – 12:14
5 th	12:19 – 1:05
6 th	1:10 – 1:55
7 th (after school)	2:00 – 2:46

Business Office

The Business Office is open to students before and after school, during lunches, and during passing periods. The Business Office handles all school district funds from such organizations as publications, athletics, clubs, A.S.B., bookroom, library, band, orchestra, choir, etc. Students can also deposit lunch account monies, pay fees and fines, purchase G.S.L./A.S.B. cards, school insurance, yearbooks, t-shirts, sweatshirts, hats and blankets from the Business Office. The Business Office cannot cash checks, nor can they give cash back on checks written for more than the amount due. Adult/family sports passes can also be purchased in the Business Office. The Business Office is closed daily for one hour after second lunch. Ferris Student ID is required for all Business Office transactions.

Spokane Public Schools will assess a fee of \$25.00 on all returned or otherwise dishonored (NSF) checks. Until the check amount and fee are paid, we will no longer accept payment from you by personal check.

Fees and Fines

Absolutely no scholarships, college applications, requests for records will be processed until all fines and fees are cleared. There are no exceptions.

Lockers

Lockers are not being used for the 2020-2021 school year.

Meals

Spokane Schools will provide FREE breakfasts, lunches, and grab-and-go meals to all students for the 2020-2021 school year.

Messages for Students

Delivering messages to students in class interrupts the educational setting. Only messages from parents of students will be delivered to class. Students and parents are asked to cooperate to minimize requests for messages to students during the school day.

Parking

Student Parking – Student parking is available in the East lot (at the 37th and Ray entrance). Red zones are marked in the Student Lot. These are for emergency vehicles only. Avoid being towed by not parking along these curbs.

Staff Parking – The Northwest lot (at the corner of 37th and Regal) is reserved for staff parking only.

Visitor Parking – Visitor parking is available in the Northeast lot (at the 37th and Ray entrance) and also in the North lot (off of 37th). These spots are clearly marked.

Student Drop-off & Pick-up – The designated drop-off and pick-up area is within the Student Parking Lot, accessed via the entrance at 37th & Ray. There is also a pull-out area on 37th Ave near the North Parking Lot. Additionally, students may be dropped off in the Staff Parking Lot at the corner of 37th and Regal. These are all NO PARKING ZONES. Drivers must remain in vehicles while waiting for students. The North Parking Lot Loop along 37th is reserved for Special Needs buses only.

Bus Drop off & Pick-Up – Buses load and unload in the bus loop near the tennis courts on the west side of the campus.

PTG/Ham on Regal

For as long as Joel E. Ferris has had students walking the halls, our PTG has been raising money to support Ferris students and their teachers. For 57 of those years, the fundraising arm of PTG, called Ham on Regal, has produced an original stage production. Nearly 300 Ferris parents have come together to write, choreograph, and perform an incredible musical comedy. Funds are raised and life-long friends are made. At the end of each Ham season the money is allocated to nearly every program at the school, with over \$2 million dollars to date. Unfortunately, our 58th year will not see a stage show due to COVID. However, we still intend to support our Ham on Regal Community, while raising money for the students, and ensuring the continuation of Ham on Regal into 2022. If you are interested in participating in this year's Ham on Regal, please contact the 2021 Ham Event Chairs at showchairs@hamonregal.org. Like in past years, we will be raising money for the kids and are hosting a virtual Ham season event for the members of the Ham on Regal community. We hope to see you there.

Visitors

The school accepts only those adult visitors who have legitimate business at school. Visitors are expected to come to the Public Office to obtain a visitor's badge upon entering the campus. When business is completed, the visitor should return the badge to the Public Office and promptly leave campus. Guests or visitors of students, including brothers and sisters, are not allowed at school.

Volunteers

Ferris High School is always in need of parent volunteers who wish to give of their time on an hourly, weekly, or occasional basis. Help is needed in the classrooms, the bookroom, the offices, the health room, as dance chaperones and for special projects. If you would like to be involved at any level, please fill out a Volunteer Program Application, available in the Ferris Public Office.

Wheels on Campus

Wheels are not allowed on the Ferris campus. Skateboards and roller blades (skates) that are used for transportation to Ferris will need to be stored in your locker or a classroom during the entire school day. Bikes and scooters will need to be walked while on campus and stored at one of the bike racks throughout campus. Electric "Lime" scooters are not allowed on campus and must be left on the sidewalk.

Extracurricular Activities

ASB/GSL

Students may purchase the combined ASB/GSL card from the Business Office, which allows discounts on school-sponsored events and admittance to varsity athletic events (except for playoffs). The ASB/GSL card is required for all sports and activities approved by the ASB.

Athletic Eligibility

To be eligible to compete in interscholastic athletics, you must meet the following criteria:

1. Age: under 20 years old at the start of a sport's season and having six years of eligibility after entering or being eligible to enter 7th grade.
2. Enrolled and regularly attending Ferris High School full time.
3. Maintain passing grades: must maintain passing grades in 5 out of 6 classes and must have passed at least five classes in the previous semester. To remain eligible, a student must be passing 5 out of 6 classes and be enrolled in at least six classes or an approved equivalent.
4. Residence: must reside with parent/guardian at a residence located within the school district.
5. Previous Semester: must have been in regular attendance the previous semester.
6. Students must have passed a physical exam within the past 24 months and have it on file at the school.
7. Drug Use: cannot use, provide others, or possess a controlled substance or illicit drugs, and cannot have violated the school's policies on alcohol, tobacco or social media.
8. Sign a Co-Curricular Contract.
9. Purchase an ASB/GSL card.
10. Medical waiver signed saying you have medical insurance or purchase school insurance.

Student Expectations

Saxon P.R.I.D.E.

SAXON PRIDE				
Perseverance	Respect	Integrity	Discipline	Excellence
Holding to a course of action despite obstacles • Stay positive • Set goals • Learn from mistakes	To show consideration, appreciation, and acceptance • Respect yourself • Respect others • Demonstrate appropriate language and behavior	Adherence to an agreed upon code of behavior • Be responsible • Do your own work • Be trustworthy and trust others	Managing one's self to achieve goals and meet expectations • Strive for consistency • Attend class daily; be on time • Meet deadlines; do your homework	Being of finest or highest quality • Do your personal best • Exceed minimum expectations • Inspire excellence in others

To promote a positive climate, Ferris is implementing a school-wide management plan to create a school climate that is consistent from classrooms to hallways. P.R.I.D.E. educates students in self-discipline and provides staff support for student expectations.

Self-Discipline

Students are to become familiar with the school's rules, regulations, and policies; every student will make every effort to abide by them. Always be courteous to those who teach you, as well as to each other. It may become necessary at times for a student to be sent to the administration offices because of habitual discipline offenses or because of a major offense. In such cases, the administration will use whatever corrective measures are necessary within the federal and state guidelines and according to Spokane Public Schools Board policy. Individual teacher rules and expectations will be provided at the beginning of each semester.

Student ID

Students are expected to identify themselves to all staff when requested. All students will be issued a school picture ID card. These are to be in the students' possession at all times during school and at all school activities. Student ID cards must be presented to any school authority who requests to see it (i.e., teacher, administrator, security officer, bus driver, etc.).

Dress

Students are expected to present themselves in a manner that is appropriate for school and a workplace setting. Our school welcomes any fashion style that doesn't **disrupt the educational process**. Attire and accessories that advertise, display, or promote drugs, alcohol, or an unsafe, violent, discriminatory, disrespectful, illegal or sexually provocative atmosphere are not acceptable. Bandanas are not permitted. For more information, please see Policy 3240 on the Spokane Public Schools website (spokaneschools.org).

Masks and Social Distancing (Health and Safety, COVID-19 Protocols)

At Ferris, the health and well-being of our school community is our top priority. During the COVID-19 pandemic, Spokane Public Schools requires ALL staff and students to wear masks or multi-layer cloth face coverings while on campus. Gaiters, if multi-layer, are acceptable face coverings. Bandanas, however, are not suitable. Students are also asked to follow social distancing guidelines at all times. Students who do not comply with these health and safety guidelines will meet with an administrator to discuss the protocol and may be sent home for the day if the student refuses to comply. **Repeated non-compliance may result in the student being removed from an in-person learning model and assigned to an online model for the remainder of the school year.**

Closed Campus

Ferris High School is a closed campus. This policy is to ensure student safety and encourages class attendance. Once students arrive on campus in the morning, they are to stay on campus for the entire school day unless they have checked out through the Attendance Office. Students will not be excused to leave campus for lunch unless their parents are picking them up personally or have called in ahead of time to excuse their student. The student parking lot is closed during the school day. If for some reason students need to access their vehicles, they need to go to the student office or see an administrator to get a pass. Failure to comply with the closed campus policy will result in progressive discipline.

Student Spaces at Lunch

During lunches, students are expected to be in one of the supervised spaces provided. These spaces are the lunchroom, the gym, or outside in victory plaza (weather permitting). The main floor, above the commons, all wings, and hallways are closed to students during lunch. Students that have permission to meet with faculty during lunch should have a pass to access the classroom areas.

On Campus After the School Day Ends

By 2:15 p.m. all students must be off campus or under the supervision of an adult staff member.

Bus Conduct

To ensure safe and comfortable transportation, students must act responsibly when riding their bus. All school policies apply to conduct on school buses. Failure to follow them may result in suspension from school and/or denial of bus-riding privileges. Ferris Student ID is required for bus transportation. Only students registered as bus riders are allowed access to their school bus.

Citation 1: Warning - Principal or designee will contact parents.

Citation 2: Loss of riding privileges 3-5 days or restorative option.

Citation 3: Loss of riding privileges for up to 20 days.

Citation 4: Loss of riding privileges for the remainder of the school year.

Whole Child Focus and System of Supports

At Ferris, we utilize a Multi-Tiered System of Supports (MTSS) to help, support, and encourage students to be their best both academically and behaviorally. The MTSS frameworks for behavior and academics incorporate a Positive Behavior Intervention and Support (PBIS) philosophy and Response to Intervention (RTI) model to determine when to use traditional discipline, restorative practices, trauma sensitivity, cultural responsiveness, academic supports, and instructional strategies.

A MTSS model outlines three tiers of experiences for students:

Tier 1 supports that are available to all students,

Tier 2 interventions for some students, and

Tier 3 focused intervention for a select few students that need intensive support.

An Intervention Team uses specific protocols and tools to ensure students are identified and connected to specific interventions outlined in our MTSS frameworks.

Ferris Behavioral Interventions and Rules of Conduct

The goal of Ferris High School is to serve and educate every student, every classroom, every day. There are times when student conduct and behavior can become an obstacle to this goal. When this happens the staff of Ferris High School will take action to teach students proper social behavior as well as uphold school rules and regulations.

Violations of school rules and regulations will result in a wide range of interventions depending on the degree of the infraction. Violations of classroom rules (except for incidents of extreme disrespect and exceptional misconduct) will result in interventions in the classroom prior to school corrective action. These interventions will be documented prior to referring the student to administration.

Restorative practices will be used whenever possible. Restorative practices are actions agreed upon by a student who engages in misconduct, taken to:

- Help a student increase awareness regarding his or her misconduct.
- Address and attempt to rectify or heal the needs of those who were harmed.
- Improve future behavior and/or relationships.

Examples of restorative practices may include, but are not limited to, mediation, apologies, relationship building, affective statements, community building circles, restorative dialogues/making agreements, repairing harm circles, restorative conferences. Restorative practices could take the form of: (a) alternatives to or interventions in lieu of corrective action; and/or (b) supplemental action taken along with corrective actions.

As a general rule, Ferris High School follows progressive discipline concepts. Progressive discipline may include, but is not limited to, verbal or written warnings, mediation, etc. Progressive discipline steps may be skipped or repeated depending on individual factors and the judgment of the school administrator.

Progressive disciplinary action and interventions are designed to guide students' behavior to acceptable standards. The following listing of specific rules is not meant to be all inclusive. Students will be subject to corrective action any time their behavior is disruptive, illegal, or inconsiderate of others. The specific consequences will be assigned by an administrator or administrative designee who will take into consideration the severity of the action and the impact on the educational environment.

Ferris Behavior Intervention Process

Unless such behavior warrants immediate removal from class and a referral to the office, the following is the procedure for issues that merit discipline:

- 1st Level: Teacher will discuss issue with the student and make a plan to improve that includes a classroom consequence.
- 2nd Level: Teacher will discuss with student and contact parents/guardians informing them of the behavior issue and consequence.
- 3rd Level: Counselor or administrator will be contacted regarding the issue. Counselor will facilitate a mediation.
- 4th Level: Administrator will be contacted and intervention will occur. Alternative placement may be considered depending on the severity of the situation.

RULES OF CONDUCT

These rules for student conduct have been adopted by the administration and the School Board to protect the health and safety of all and to safeguard the educational mission of the district, school, and student. The district's rules apply to all campuses of the district at all times, to all district or school sponsored activities whether held on school property or elsewhere. These rules also apply to out-of-district programs, including Running Start, etc.

Full restitution shall be required for actual damages/injury caused by any misconduct, and school administrators have the authority to impose fines and costs associated with the investigation, clean up, etc., as appropriate, in addition to the other sanctions outlined here.

For behaviors that fall within the definition of more than one offense (even if one or more offenses are discretionary and another or others are nondiscretionary), school administrators retain the authority to charge whichever offense or offenses the administrator deems most appropriate.

DISCRETIONARY DISCIPLINE OFFENSES

The rules of conduct in this section are deemed discretionary discipline offenses.

Prior to imposing corrective action when a student engages in such an offense, a school administrator should consider:

- Restorative practices;
- Progressive discipline concepts;
- Alternative actions and settings; and
- Mitigating/aggravating factors.

School administrators may not impose a short-term suspension for a discretionary discipline offense unless another form of corrective action reasonably calculated to modify similar conduct has previously been imposed. This includes the following offenses:

1. **Academic dishonesty/plagiarism** -- Knowingly submitting the work of others represented as the student's own, cheating, or assisting another student in doing so, or using unauthorized sources.
2. **Bullying** -- Unwanted behavior (other than conduct that falls within the definition of a nondiscretionary discipline offense) that (1) involves a real or perceived power imbalance and is repeated, or has the potential to be repeated, over time; or (2) is a violation of Policy/Procedure 3207 (Harassment, Intimidation or Bullying). See RCW 28A.300.285; WAC 392-190-0555 to 059.
3. **Discriminatory Harassment/Discrimination** -- Conduct or communication (other than conduct that falls within the definition of a nondiscretionary discipline offense) that (1) is intended to be harmful, humiliating, or physically threatening and shows hostility toward a person or persons based on their real or perceived sex, race, creed, religion, color, national origin, sexual orientation, gender identity, gender expression, veteran or military status, disability, or use of a trained dog guide or service animal; or (2) is a violation of Policy/Procedure 3210 (Nondiscrimination). See RCW 28A.300.285; RCW 28A.642; WAC 392-190-0555 to 059.

4. **Disruptive Conduct** – Conduct that materially and substantially interferes with the educational process (other than conduct that falls within the definition of a nondiscretionary discipline offense), including:

Profane or obscene conduct or words	Disrespect of authority	Misuse of social media
Possession of distribution of pornography	Copyright violations	Defiance of a reasonable directive
Dress code violations	Insubordination	Violations of driving/parking rules
Hazing	False Alarms	Forgery
Misrepresentation/Lying	Violations of technology, telecommunications and network use rules	

5. **Failure to Cooperate** – Failure to comply with or follow reasonable, lawful directions or requests of administrators, teachers, or staff (other than conduct that falls within the definition of a nondiscretionary discipline offense), including:

Non-compliance Insubordination Misrepresentation/Lying Defiance Disrespect of authority

6. **Illicit Medication:** Use, possession, or distribution of any prescription or over-the-counter medication (e.g., aspirin, cough syrups, caffeine pills, nasal sprays) on school grounds or at school sponsored activities (other than use, possession, or distribution that falls within the definition of a nondiscretionary discipline offense).

A contract may be developed to allow up to fifty percent (50%) of any suspension held in abeyance, if the student successfully complies with the terms and conditions of the contract.

7. **Fighting Without Major Injury** -- Participation in an incident involving physical violence, where there is no major injury (other than those that fall within the definition of a nondiscretionary discipline offense). (Does not include verbal confrontations, tussles, or other minor confrontations).

A major injury is when one or more students, school personnel, or other persons on school grounds *require professional medical attention*. Examples of major injuries include stab or bullet wounds, concussions, fractured or broken bones, or cuts requiring stitches.

8. **Multiple minor accumulated incidents** -- Discipline for a culmination of multiple minor infractions that both occurred throughout the school year and individually would not rise to the severity of meriting a short-term or long-term suspension or expulsion.

9. Other Behavior

- a. **Aiding/Abetting** - Any student who encourages or aids and abets others in violating the rules of conduct
- b. **Gambling** -- Playing cards, dice, or games of chance for money or other items of value.
- c. **Gang Activity** – Engaging in gang activity as a member of a gang while on school grounds (other than activity that falls within the definition of a nondiscretionary discipline offense). "Gang" means a group which: (a) Consists of three or more persons;

(b) has identifiable leadership; and (c) on an ongoing basis, regularly conspires and acts in concert mainly for criminal purposes. See RCW 28A.600.455.

- d. **Trespass** -- Being in an unauthorized location under school jurisdiction (other than trespass that falls within the definition of a nondiscretionary discipline offense).
- e. **Destruction of Property** – Destroying property owned or possessed by another (other than destruction that falls within the definition of a nondiscretionary discipline offense).

Note: Under RCW 28A.635.060(1), the school district may withhold the grades, diploma, and transcripts of a pupil responsible for intentional damage or loss to the property of the district, a contractor of the district, an employee, or another student until the pupil or the pupil's parent or guardian has paid for the damages. If a student has been suspended or expelled, the student may not be readmitted until the student or parents or legal guardian has made payments in full, or until the superintendent directs otherwise. If the property damaged is a school bus owned and operated by the district, a student suspended for the damage may not be permitted to enter or ride any school bus until the student or parent or legal guardian has made payment in full or until directed otherwise by the superintendent.

When the pupil or guardian are unable to pay for the damages, the school district will provide a program of voluntary work for the pupil in lieu of the payment of monetary damages. Upon completion of the voluntary work the grades, diploma, and transcript of the pupil shall be released. The parent or guardian of the pupil is liable for damages as otherwise provided by Washington State law.

Possession of another person's or district property, regardless of value, without the person's permission with the intent to deprive the owner of such property. As part of the corrective action, restitution will usually be required.

10. Sexual Harassment -- Conduct or communication (other than activity that falls within the definition of a nondiscretionary discipline offense) that is: (1) intended to be sexual in nature, unwelcome by the targeted person(s), and with the potential to deny or limit another student(s) ability to participate in or benefit from a school's education program; or (2) a violation of Policy/Procedure 3205 (Sexual Harassment of Students Prohibited). See RCW 28A.640; WAC 392-190-056-058.

11. Sexually Inappropriate Conduct -- Obscene acts or expressions, whether verbal or non-verbal (other than conduct that falls within the definition of a nondiscretionary discipline offense).

12. Theft or Possession of Stolen Property -- Taking or knowingly being in possession of district property or property of others without permission (other than conduct that falls within the definition of a nondiscretionary discipline offense).

13. Tobacco/Electronic Smoking Devices -- Possession, use, distribution or sale of tobacco products or the violation of school district tobacco policy, including violation regarding electronic smoking devices.

14. Unexcused Absences – Absences that are not excused.

If corrective action for one or more unexcused absences is used, the District must:

- (a) Provide notice to the student's parent/guardian in writing and by any other means necessary in English or the primary language of the parent/guardian. The notice must say that the student has failed to attend school without valid justification;
- (b) Schedule a conference(s) with the parents/guardians and the student. The conference(s) shall analyze the causes of the student's absences and determine whether the student would be appropriately placed in alternative educational options (as available) designed for his/her educational success; and
- (c) Take steps to reduce the student's absences. If deemed appropriate by district staff, those steps may include adjustments to the student's school program or assisting the parent/guardian in obtaining supplementary support.

Additionally, a student's academic grade or credit may only be adversely affected by reason of tardiness or unexcused absences if:

- (a) The student's attendance or participation is a requirement of the subject or course related to the instructional objectives or goals of the particular subject or course; (example: music, lab science, physical education);
- (b) The student's attendance or participation has been identified by the teacher pursuant to district policy as a basis for grading the subject or course; and
- (c) The circumstances pertaining to the student's inability to attend school have been taken into consideration, including whether the absences are directly related to a student's disability.

NONDISCRETIONARY DISCIPLINE OFFENSES/EXCEPTIONAL MISCONDUCT OFFENSES

The rules of conduct in this section are deemed nondiscretionary discipline offenses and exceptional misconduct offenses. HB 1541, Section 105(4) – (7); RCW 28A.600.015; WAC 392-400-245; WAC 392-400-260.

Prior to imposing corrective action when a student engages in such an offense, a school administrator should consider:

- Restorative practices;
- Progressive discipline concepts;
- Alternative actions and settings; and
- Individual Factors

However, because these offenses are more serious nondiscretionary discipline offenses and are deemed exceptional misconduct, school administrators may, in certain circumstances, impose a suspension or expulsion regardless of whether prior corrective action was imposed for a similar offense.

- 1. Alcohol** -- A liquor violation under RCW 66.44.270, including possessing, consuming, acquiring, selling, giving, or otherwise supplying liquor.

A contract may be developed to allow up to fifty percent (50%) of any suspension held in abeyance, if the student successfully complies with the terms and conditions of the contract.

- 2. Bullying** –Behaviors that involve a real or perceived power imbalance and are repeated, or have the potential to be repeated, over time; and that:

(1) Fall within the definition of harassment in RCW 9A.46.020:

“A person is guilty of harassment if:

(a) Without lawful authority, the person knowingly threatens:

- (i) To cause bodily injury immediately or in the future to the person threatened or to any other person;
- (ii) To cause physical damage to the property of a person other than the actor;
- (iii) To subject the person threatened or any other person to physical confinement or restraint; or
- (iv) Maliciously to do any other act which is intended to substantially harm the person threatened or another with respect to his or her physical or mental health or safety;

and

(b) The person by words or conduct places the person threatened in reasonable fear that the threat will be carried out. "Words or conduct" includes, in addition to any other form of communication or conduct, the sending of an electronic communication.)

Or

(2) Fall within the definition of one or more of the offenses listed in RCW 9A.46.

- 3. Destruction of Property/Vandalism** – An offense listed under RCW 9A.46 (harassment), RCW 9A.48 (arson, reckless burning, malicious mischief), or RCW 9A.36 (including malicious harassment) that involves the intentional damage of school property or the property of others.

Note: Under RCW 28A.635.060(1), the school district may withhold the grades, diploma, and transcripts of a pupil responsible for intentional damage or loss to the property of the district, a contractor of the district, an employee, or another student until the pupil or the pupil’s parent or guardian has paid for the damages. If a student has been suspended or expelled, the student may not be readmitted until the student or parents or legal guardian has made payments in full, or until the superintendent directs otherwise. If the property damaged is a school bus owned and operated by the district, a student suspended for the damage may not be permitted to enter or ride any school bus until the student or parent or legal guardian has made payment in full or until directed otherwise by the superintendent.

When the pupil or guardian are unable to pay for the damages, the school district will provide a program of voluntary work for the pupil in lieu of the payment of monetary damages. Upon completion of the voluntary work the grades, diploma, and transcript of the pupil shall be released. The parent or guardian of the pupil is liable for damages as otherwise provided by Washington State law.

Possession of another person’s or district property, regardless of value, without the person’s permission with the intent to deprive the owner of such property. As part of the corrective action, restitution will usually be required.

- 4. Discriminatory Harassment** –Harassment offenses include nondiscretionary bullying offenses except that, for the behavior to be considered discriminatory harassment, the behavior must also be motivated by a person’s protected status as listed in Policy 3210.

Thus, discriminatory harassment includes any such conduct or communication (i.e., motivated by a person's protected status as listed in Policy 3210) that falls within the same definition of bullying, but that is also motivated by a person's protected status as listed in Policy 3210.

5. **Illicit Drugs (Not Marijuana)** – Any violation of controlled substance law under RCW 69.50 not involving marijuana, including unlawful use, cultivation, manufacture, distribution, sale, solicitation, purchase, possession, transportation, or importation of any controlled drug or narcotic substance.

A contract may be developed to allow up to fifty percent (50%) of any suspension held in abeyance if the student successfully complies with the terms and conditions of the contract.

6. **Marijuana** --Any violation of the controlled substances law under chapter 69.50 RCW involving marijuana, including unlawful use, cultivation, distribution, sale, solicitation, purchase, possession, transportation of cannabis or violation of other district drug policy.

A contract may be developed to allow up to fifty percent (50%) of any suspension held in abeyance if the student successfully complies with the terms and conditions of the contract.

7. **Other Behavior**

a. **Any offense in RCW 13.04.155 not otherwise listed.**

- b. **Behavior that causes an adverse impact on the health and safety of other students or staff.** – HB 1541 (Section 105(6) (d)); RCW 28A.600.015. This includes, but is not limited to:

Extortion/Coercion -- Obtaining or attempting to obtain money or property by violence or threat of violence, or forcing or attempting to force a person to do something against his/her will by force or threat of force.

Threat -- Any communication or action which creates a reasonable fear of bodily harm.

Note: It is expected that a student should first retreat from any threat of harm and/or contact an adult staff member for assistance before engaging in any type of physical response to an assault. However, an administrator may decide not to subject a student to corrective action or punishment (or may decide to subject a student to a lesser form or corrective action or punishment) if, following a reasonable investigation, the administrator determines that all of the following are true:

- a) A student who is being assaulted or witnesses another student being assaulted acts in a manner that is defensive and protective of himself/herself or others;
- b) The student is acting in a manner that a building administrator determines is reasonable and/or necessary in light of the circumstances; and
- c) The student did not instigate, provoke, or promote the violence by his or her words or conduct immediately prior to the assault.

A reasonable physical response to an assault may include holding the assailant's hands or arms to prevent the assault, or pulling two fighting students apart and holding them until staff can arrive and intervene.

c. **Inhaling toxic fumes under chapter 9.47A RCW;**

d. **Two or more violations of the following within a three-year period:**

Criminal gang intimidation. RCW 9A.46.120.

Possessing dangerous weapons on school facilities. RCW 9.41.280.

Engaging in gang activity as a member of a gang while on school grounds. RCW 28A.600.455. "Gang" means a group which: (a) Consists of three or more persons; (b) has identifiable leadership; and (c) on an ongoing basis, regularly conspires and acts in concert mainly for criminal purposes.

Willfully disobeying school administrative personnel or refusing to leave public property. RCW 28A.635.020.

Defacing or injuring school property. RCW 28A.635.060.

See RCW 28A.600.020; HB 1541, Section 106(5)(a).

8. **Serious Bodily Injury to Special Education Student** -- An incident, specific to students who are eligible for special education services, that results in the serious bodily injury as defined in 18 U.S.C. Section (1365(h)(3) (bodily injury that involves a substantial risk of death,

extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty). See HB 1541, Section 105(6)(b); RCW 13.04.155.

- 9. Sexual Harassment** – Sexual harassment is like discriminatory harassment and bullying except that, for the behavior to be considered sexual harassment, the behavior must also include sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature between two or more individuals. The term ‘sexual’ includes ‘gender-directed’ conduct or communication. Policy 3205; RCW 28A.640.020; WAC 392-190-056

Nondiscretionary sexual harassment offenses are:

Offenses listed under RCW 9A.36 (Assault)

Any sex offense listed under RCW 9.94A.030(47)

A felony that is a violation of chapter 9A.44 RCW (sex offenses, including rape, child molestation, sexual misconduct with a minor, indecent liberties, sexually violating human remains, voyeurism)

Sexual offenses listed in RCW 9A.46 (Harassment).

- 10. Violence with Major Injury** -- Any behavior that includes a major injury (requiring professional medical attention) and is listed or referenced in RCW 13.04.155, including:

- Any violent offense listed in RCW 9.94A.030(55), Assault, drive by shooting, reckless endangerment, promoting suicide attempt, coercion, malicious harassment, failure to summon assistance (RCW 9A.36), Homicide (RCW 9A.32), Malicious Harassment (RCW 9A.46), Kidnapping (RCW 9A.40), Sex Offenses, rape, child molestation (RCW 9A.44), Arson, reckless burning, criminal street gang tagging and graffiti (RCW 9A.48), Robbery (RCW 9A.56)

HB 1541, Section 105(6)(b).

A major injury is when one or more students, school personnel, or other persons on school grounds require professional medical attention. Examples of major injuries include stab or bullet wounds, concussions, fractured or broken bones, or cuts requiring stitches.

- 11. Violence Without Major Injury** – Any behavior that does not include a major injury (requiring professional medical attention) and is listed in RCW 13.04.155, including:

- Any violent offense listed in RCW 9.94A.030(55), Assault, drive by shooting, reckless endangerment, promoting suicide attempt, coercion, malicious harassment, failure to summon assistance (RCW 9A.36), Homicide (RCW 9A.32), Malicious Harassment (RCW 9A.46), Kidnapping (RCW 9A.40), Sex Offenses, rape, child molestation (RCW 9A.44), Arson, reckless burning (RCW 9A.48), Robbery (RCW 9A.56)

HB 1541, Section 105(6)(b).

A major injury is when one or more students, school personnel, or other persons on school grounds require professional medical attention. Examples of major injuries include stab or bullet wounds, concussions, fractured or broken bones, or cuts requiring stitches.

12. Weapons and Firearms

Firearms – Carrying a firearm onto, or having possessed a firearm on, public elementary or secondary school premises, public school-provided transportation, or areas of facilities while being used exclusively by public schools. RCW 28A.600.420; HB 1541, Section 105(6)(a).

Firearm is defined by RCW 9.41.010 and 18 U.S.C. 921, and includes:

Any weapon (including zip guns, starter guns, and flare guns) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive;

- The frame or receiver of any handgun, shotgun, or rifle;
- Any firearm muffler or firearm silencers;
- Any destructive device, which includes:
 - a) any explosive, incendiary, or poison gas (such as: bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one quarter ounce, mine, or similar device.
 - b) any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter.

c) any combination or parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.

'Other weapon' is defined as:

- Anything used as a weapon that is not classified as a handgun, rifle/shotgun, knife/dagger, or other firearm.
- Examples include chains, pipes, razor blades or similar instruments with sharp cutting edges; ice picks, pointed instruments (pencils, pens); nun-cha-ka sticks; brass knuckles; stars; billy clubs; tear gas guns; electrical weapons (stun guns); BB or pellet guns; and explosives or propellants.

See 18 U.S.C. 921 (Gun Free Schools Act).

For firearm violations, expulsion shall be imposed for not less than one year (12 months) under RCW 28A.600.420 and an expulsion shall be imposed for up to one year if the student acts with malice as defined under RCW 9A.04.110 and displays a device that appears to be a firearm. The district superintendent or the superintendent's designee is authorized to modify the expulsion of a student on a case-by-case basis.

Even where a student has been suspended or expelled for a firearm violation, the District may provide educational services to the student in an alternative setting. See RCW 28A.600.420(4).

Weapons -- Any violation of RCW 9.41, including:

Carrying onto, or possessing on, school premises, school-provided transportation, or areas of facilities while being used exclusively by public or private schools:

- (1) Any dangerous weapon as defined in RCW 9.41.250;
- (2) Any device commonly known as "nun-chu-ka sticks", consisting of two or more lengths of wood, metal, plastic, or similar substance connected with wire, rope, or other means;
- (3) Any device, commonly known as "throwing stars", which are multi-pointed, metal objects designed to embed upon impact from any aspect;
- (4) Any air gun, including any air pistol or air rifle, designed to propel a BB, pellet, or other projectile by the discharge of compressed air, carbon dioxide, or other gas;
- (5) Any portable device manufactured to function as a weapon and which is commonly known as a stun gun, including a projectile stun gun which projects wired probes that are attached to the device that emit an electrical charge designed to administer to a person or an animal an electric shock, charge, or impulse; or Any device, object, or instrument which is used or intended to be used as a weapon with the intent to injure a person by an electric shock, charge, or impulse.

See RCW 9.41.280. Any violation of the above by elementary or secondary school students constitutes grounds for expulsion in accordance with RCW 28A.600.010. An appropriate school authority shall promptly notify law enforcement and the student's parent or guardian regarding any allegation or indication of such violation.

Manufacturing, selling, or disposing of or possessing any instrument or weapon of the kind usually known as sling shot, sand club, or metal knuckles, or spring blade knife.

"Spring blade knife" means any knife, including a prototype, model, or other sample, with a blade that is automatically released by a spring mechanism or other mechanical device, or any knife having a blade which opens, or falls, or is ejected into position by the force of gravity, or by an outward, downward, or centrifugal thrust or movement. A knife that contains a spring, detent, or other mechanism designed to create a bias toward closure of the blade and that requires physical exertion applied to the blade by hand, wrist, or arm to overcome the bias toward closure to assist in opening the knife is not a spring blade knife.

Furtively carrying with intent to conceal any dagger, dirk, pistol, or other dangerous weapon;

Using any contrivance or device for suppressing the noise of any firearm unless the suppressor is legally registered and possessed in accordance with federal law;

Except as expressly allowed by RCW 9.41, carrying, exhibiting, displaying, or drawing any firearm, dagger, sword, knife or other cutting or stabbing instrument, club, or any other weapon apparently capable of producing bodily harm, in a manner, under

circumstances, and at a time and place that either manifests an intent to intimidate another or that warrants alarm for the safety of other persons.

Violating RCW 9.36.045 (drive by shooting)

RCW 28A.600.420; RCW 13.04.155(1)(f); RCW 9.41 (Firearms and Dangerous Weapons) HB 1541, Section 105(6)(a)

Ferris Discipline Guidelines

****Note:** These interventions and ranges are provided only to give the Ferris community an idea of the behavior interventions we use and give an example of a potential range for corrective action. According to SPS Policy 3240 individual factors will be considered along with the facts of the event in question. These ranges are meant only to illustrate a starting point for corrective actions and progressive discipline at Ferris High school.

Progressive discipline (for low level offenses):

Level 1: 1st incident – Warning, school service, mediation, success plan, or restorative action.

Level 2: 2nd incident – Detention, restorative action, or 1 day of In-school Intervention (ISI)*.

Level 3: 3rd incident – 1-3 days of In-school Intervention (ISI)*.

Level 4: 4th incident – 3-5 days of In-School Intervention (ISI)*.

Level 5: 5th incident – Short term suspension (1-10 days)*.

***Note:** ISI, Short-term and Long-term Suspension, and Expulsion apply when students are on campus for instruction.

****Note:** at the discretion of the administration 1 day of ISI or suspension can be exchanged for 4 hours of community service.

Discretionary Offenses:

1 st Offense	2 nd Offense	3 rd Offense	Continued
Warning, school service, mediation, success plan, detention, community service, restorative action, detention, restitution, or 1-3 days of In-school Intervention (ISI).	3-5 days of In-School Intervention.	5-10 days of In-School Intervention.	Short Term Suspension 1-10 days.

Non-Discretionary Offenses:

1 st Offense	2 nd Offense	3 rd Offense	Continued/Severe
3-5 day suspension. <i>Can be reduced with interventions like:</i> -District drug classes -Drug assessment -Anger Management classes -Counseling -Restorative action -etc...	5 day - Long term suspension. <i>Can be reduced with interventions like:</i> -Drug and Alcohol Assessment and engaging in treatment. -Application for readmission and reengagement plan. -Anger Management classes -Counseling -Restorative action -etc...	10-Long Term suspension: <i>Can be reduced with interventions like:</i> -Drug Assessment -Application for readmission and reengagement plan. -Anger Management classes -Counseling -Restorative action -etc...	Long term suspension up to Expulsion.

Non-Discrimination/Harassment Guidelines

Nondiscrimination

Spokane Public Schools complies with all federal and state rules and regulations and does not discriminate on the basis of age, sex, marital status, race, color, creed, national origin, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability, sexual orientation including gender expression or gender identity, or honorably discharged veteran or military status. 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 school district's compliance officers. For issues with Title IX/Staff Civil Rights, ADA, Affirmative Action, and Equal Opportunities, or issues with Harassment, Intimidation, Bullying (HIB)/Student Civil Rights, and 504 Compliance, contact Jodi Harmon, (509) 354-7306, * 200 N. Bernard Street, Spokane, WA 99201-0206.

Sexual Harassment

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on school campus, on the school bus, or off-campus during a school-sponsored activity. Sexual harassment is unwelcome behavior or communication that is sexual in nature when; a student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, or place on a sports team, or any educational or employment decision, or; the conduct substantially interferes with a student's educational performance, or creates an intimidating or hostile educational or employment environment. You can find a copy of the district's policy and procedure 5011 on the district's web site www.spokaneschools.org, at your school, or Human Resources. Individuals who believe there has been a violation of policy are encouraged to report to any school staff member, contact their building administration, or contact the SPS Equal Opportunity Officer, at (509) 354-7344. Further information and instructions on how to file a formal complaint can be found at <https://www.spokaneschools.org/domain/182>.

Harassment, Intimidation or Bullying (HIB)

Bullying is defined as intentionally aggressive behavior, repeated over time, that involves an imbalance of power. Experts agree that bullying entails three key elements: an intent to harm, a power imbalance and related acts of threats of aggressive behavior. Washington State law prohibits harassment, intimidation, or bullying (HIB) in our schools. The law and Policy and Procedure 3207 defines harassment, intimidation or bullying as any intentionally written message or image—including those that are electronically transmitted—verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental, physical or sensory handicap, or other distinguishing characteristics, when an act physically harms a student or damages the student's property; has the effect of substantially interfering with a student's education; is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or has the effect of substantially disrupting the orderly operation of the school. Schools are required to take action if students report they are being bullied, and any district staff member can take the report. Individuals who believe there has been a violation of policy are encouraged to contact their building administration or HIB/Student Civil Rights Officer. Further information and complaint forms may be found on the Spokane Public Schools website, <https://www.spokaneschools.org/domain/182>.

Unlawful Discrimination

Allegations of discrimination should be reported to school personnel immediately! Unlawful discrimination is the unfair or unequal treatment of a person or a group because they are part of a defined group, known as a protected class. Discrimination can occur when a person is treated differently, or denied access to programs, services or activities because they are part of a protected class. Discrimination can also occur when a school or school district fails to accommodate a student or employee's disability. A protected class is a group of people who share common characteristics and are protected from discrimination and harassment by federal and state laws. Protected classes defined by Washington state law include: Sex; Race/Color; Religion/Creed; National origin; Disability or the use of a trained dog guide or service animal; Sexual orientation, gender expression or identity; honorably discharged Veteran or military status.

If you are unable to resolve your concerns about discrimination with your student's teacher or principal, contact the SPS Equal Opportunity Officer, (509) 354-7344.

Activities, Clubs, and Athletics

Clubs/Activities

Archery Club	Linda Bushinski
Art Club.....	Sherri Thies
Astronomy	Patrick Daisley
Bands	Ben Brueggemeier
Bird Watching	Robin Crain
BSU (Black Student Union)	Pastor Shon Davis
Card Club	Ryan Lamb
Cheerleaders	Emily Schutz
Chess Club	Chad Burns
Choirs.....	Barbara Tappa
Creative Writing Club	Ashley Jones
Cyber Patriots	TBA
Dance Team	Casandra Maher
Debate	Dan Sjolund
DECA.....	Cheryl Gould
Drama Club.....	Mary Cooper
Environmental Club	Robin Crain
FCCLA (Family, Career & Community Leaders of America)	Ashley Grow/Katie Jackson
Film Club.....	Donna Herold
Ferris Action Network.....	Cathy Dietrich
French Club.....	Ashley Boysen/Danielle Sherwood
Gay-Straight Alliance	Renee Bogensberger
Hispanic Honor Society.....	Tamara Gower
HOSA (Health Occupation Students of America)	Jaime Smith
Japanese Club	Shiho Ogata
Leadership	Sam Brown
Link Crew	Jennifer Goodin/Megan Harrison
Math Club.....	Tom Rye
National Honors Society	Kelsey Griffith
Orchestras	Chris Ehrlich
ProStart Food Service	Ashley Grow
Recycling Club.....	Tim Carroll
Robotics.....	Willie Johnson
Science Club.....	Darci Hastings
Spanish Club	Tamara Gower
Special Athletes	Tim Carroll
Sports Med	Leah Graham
Stage Crew.....	Mary Cooper
Student Government (ASB)	Sam Brown
Thesperados (Theater)	Mary Cooper
Washington Drug Free Youth (WDFY)	TBA
Writers Club.....	TBA
Yearbook (Exeter)	Tim Cox
Senior Class Advisor.....	Emily Torres/Ashley Jones
Junior Class Advisor	Mara Bischoff
Sophomore Class Advisor	Emily Torres/Ashley Jones
Freshman Class Advisor	Mara Bischoff

Varsity Athletics

Baseball	Sam Brown
Basketball (B).....	Sean Mallon
Basketball (G)	Scott Ward
Cross Country (B).....	Tom Van Winkle
Cross Country (G)	James Noble
Football	Tom Yearout
Golf (B)	Clarence Hough
Golf (G)	Laurie Smith
Gymnastics	Erin Clark/Jamie Bradley
Soccer (B).....	Robin Crain
Soccer (G)	Alex Bray
Softball	Linda Bushinski
Softball (Slow Pitch)	Linda Bushinski
Tennis (B).....	Jim Utzinger
Tennis (G)	Chris Jacobson
Track (B)	Ryan Herrera
Track (G)	Katie Lefriec/Bernard Mallory
Volleyball.....	Staci Hazelbaker
Wrestling	Chuck Vaughn

