

Davenport
Elementary School
Student Handbook
2022-23



Please review this handbook and sign the sheet at the end of the booklet.



Welcome to Davenport Elementary Young Gorillas!

Dear Davenport Families,

As we enter this school year, I want to express to you my deepest desire to ensure that each of you has a very successful school year. I am honored and feel privileged to be your principal this school year. For all students returning to Davenport Elementary, welcome back! For those new to Davenport Elementary School, I welcome you into a close-knit and welcoming school community where the focus is a culture of excellence and endless possibilities!

Our theme this year is “**Together We Rise**”! Each and every member of the Gorilla Staff, from dedicated teachers to amazing support staff has been working hard to prepare for your children. We hope that they have a successful and joyous school year. **Together** we are focused on your child’s safety, academic and personal growth, and building moments to remember for years to come.

Together includes our important partnership with you-the families. We take seriously your trust in allowing us to work with your children each day. Our guiding vision is to always take into account what is best for kids. Each individual student. We hope that you feel invited into this partnership and know that you can reach out to us at any time.

Together we will all work to be RESPECTFUL, RESPONSIBLE, AND READY! The mission and vision of Davenport Elementary are to foster a love of learning in each of our students and to help guide them to become respectful, responsible, and students who are ready to enter middle school, high school, and then enter a career or college world. This foundation begins at a young age, and we are committed to the mission for ALL students!

I look forward to getting started and having the opportunity to meet all of you. Please reach out at any time if you have a question or concern. **Together** we will have an amazing year!

Sincerely,
Sarita Hopkins
K-5 Principal, MS Assistant Principal
shopkins@davenportsd.org, (509) 725-1261

Davenport School District Mission Statement

“The Davenport School District, in collaboration with parents/guardians and the community, will provide a caring, safe and stimulating environment that empowers students to persevere and become contributing members and problem solvers in our diverse and ever-changing world.”

The policies and procedures contained in this handbook are the results of a concerted effort on the part of the faculty, administration, students, and parents; they are intended to help you adjust to our school and become an integral part of it.

The information in this handbook is only a summary of our district’s expectations, not a complete listing.

Elementary School Faculty

Nicole Rasmussen, Transitional Kindergarten
Kristi Bell, Kindergarten
Debbie Perleberg, Kindergarten
Leslie Schweiger, Kindergarten
Katy Fisk, First Grade
Ashley Gunning, First Grade
Kyra Bodeau, First Grade
Kayla Wagner, Second Grade
Claire Roettger, Second Grade
Lynda Davis, Second Grade
Debbie Soliday, Third Grade
Desirae Wagner, Third Grade
Karen Lyle, Fourth Grade
Morgan Hunt, Fourth Grade
Jolie Sorensen, Fifth Grade
Kylee Ballance, Fifth Grade
Justin Young, Physical Education
Rob Harper, Elementary Music, Fifth Band
Helen Adams, Elementary Music, Fifth Choir
Lyndsey Stern, Special Education
Tyson Linstrum, Special Education
Shelley Whiteley, SLP
Nina Olsen, Occupational Therapy
Heather Wagner, Occupational Therapy Supervisor
Ashley Klein, School Psychologist
Trenton Briney, Behavior Specialist
Heather Jacoby, K-8 Counselor

School Nurse

Cindy Hansen
Sharon Bergman, Nurse Assistant

Library/Technology

Jamie Manchester, Matt Feider: ESD 101

Secretarial Staff

Gillian Ball, Elementary School
Sadra Danekas , Middle School
Autumn Abbott, High School

Custodial Staff

Joe Coppersmith, Director of Plant Operations
Brian Telford, Maintenance
Kyle Edwards, Custodian
Nathan Hansen, Custodian

Paraprofessionals

Annette Gooldy,
Lisa Cormier, Lindsey Van Buren,
Dawn Hollis-Glick, Andee Jacobsen
Darla Throop, Karyn Lee
Denise Wilson, Farah Slahtasky
Rory Wright, Sharon Rathbun

Food Services

Sarah Sweetser, Supervisor
Jennifer Mitzemberg- Assistant

Truancy Coordinator

Bill Dehler

Transportation

Supervisor: Bill Ball
Drivers: Rod Egbert, Sheree Sweetland, Joan Wintersteen,
John Sloan, Bob Morrison, Kathleen Shumway,
Steve Woodward.

School Board & Administration

Board of Directors

Deanna Fitzpatrick, Chair
Garret, Vice Chairman
Tami Odenrider, Director
Janie Schreck, Director

Administration

Chad Prewitt, Superintendent
Dana Telecky, Business Manager
Sarita Hopkins, K-5 Principal, MS Asst. Principal
Noelle Carstens, 6-12 Principal & CTE Director

Office Procedure

The elementary school office is a busy place with students and staff conducting business throughout the day. We like for the office to be run in a business-like manner, so we ask all students and visitors to observe the following rules:

1. When your child is absent for ANY reason, please call the elementary office first thing in the morning to report the reason for the absence. Whenever possible, please pre-arrange a planned absence. The elementary phone number is 725-1261.
2. For the safety of our students and minimal disruption to the classroom, all parents/guardians are asked to come directly to the office if they need to pick up, talk to, or drop something off for their child. Between the hours of 8:00 am and 2:50 pm our school will be locked. Please use the box near the front door if you need to come in or drop something off. The office staff will either have your child come to the office or take the item to them.
3. When you are taking your child out of school early, please come into the office and sign them out using the sign-out form on the counter.
4. With our school breakfast and lunch programs computerized, if you have any questions about your child's lunch/breakfast account, please feel free to call and we can easily check on the balance for you.
5. **All medication** must be turned into and kept in the office. An "Authorization for Administration of Medication at School" form must be filled out, signed by the physician and parent, and is on file before school personnel can administer any medication.

TK-12 School Day for 22-23 School Year:

- In-person 5 days a week!
 - Mondays: Late start for staff Professional Learning Community collaboration.
 - TK-5 9:00am-2:45pm
 - 6-12: 9:00am-2:49pm
 - Tuesdays-Fridays:
 - TK-5 8:00am-2:45pm
 - 6-12: 8:00am-2:49pm
 - Note: Buses will depart at approximately 3:00 pm daily

School Meals:

- Breakfast and lunch are available to all students.
- Breakfast for K-8 will be available beginning at 7:40 am in the cafeteria
 - Breakfast for TK/PK will be delivered to classrooms as “grab & go’s”
 - Breakfast for HS students will be available at the HS as “grab & go’s”
- Breakfast and lunch are no longer free for all students, as the federal waiver for free school meals is no longer in effect. Please see below for school meal pricing.
- **Free & Reduced Meal Applications:** We STRONGLY encourage all families to fill out a Free & Reduced Application as you may be eligible for free school meals. This application also provides fee waivers for college applications admissions, reduced college in the high school fees, reduced advanced placement test fees, after-school program fee reductions, and more!

2022-2023 School Meal Prices

(subject to change)

	<u>Breakfast</u>	<u>Lunch</u>
Adults Per meal	\$3.50	\$5.00
Grades K-3 Per meal	\$1.40	\$2.40
Grades 4-6 Per meal	\$1.60	\$2.60
Grades 7-12 Per meal	\$1.60	\$2.80
K-12 Free/Reduced Per meal	\$0	\$0

- All breakfast and lunch prices include one-half pint of milk per meal.
- NOTE: Parents will be promptly notified regarding unpaid meal charges.
- *Eligibility for reduced or free breakfast/lunch determined by USDA guidelines based upon family application.
- Application information must be updated when changes in financial status occur so that eligibility can be re-calculated.
- State rules do not allow charging, therefore; all meals and milk must be paid for before the student is served.
- Check with the school office for eligibility requirements to determine reduced fee specifications. Families must reapply yearly. Assistance is available to complete Free and Reduced meal forms.
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NOTE: *Eligibility for reduced or free breakfast/lunch determined by USDA guidelines based upon family application. Application information must be updated when changes in financial status occur so that eligibility can be re-calculated.

Every household in the state, with school-aged children, that is eligible as of August 1, 2009 for AFDC, Food Stamp, or FIP benefits will receive a document of certification in mid-August from DSHS. The certificate will contain the names and birth dates of each of the children in the household. The certificate, or a copy of it, can be used in lieu of the family application. The household must notify the school district when it is no longer eligible for the AFDC, Food Stamps, or FIP benefits and will then be required to complete the district’s application to determine eligibility for free or reduced prices.

Associated Student Body Fees

Grades 1– 5*	\$ 25.00
Grades 6	\$ 30.00
Grades 7 – 8	\$ 40.00
Grades 9 – 12	\$ 50.00
Senior Citizen (age 65 & over)	\$ 45.00
Adult	\$ 55.00
Adult	\$ 25.00

(family member of free and reduced student or College Bound Student)

ASB cards entitle the student to free attendance at all non-tournament home athletic games. Students with ASB cards are normally allowed reduced fee entry to non-home athletic games.

Important: All students and children 5th grade and under must be accompanied by an adult to all middle and high school events.

General Guidelines & Program Information

Parents Are Important Partners!

Parent input is always important and welcomed! Call the office any time to talk to the building administrator. Contacts concerning students are always welcome. Parents are key partners in developing the best potential of their students. Cooperation and involvement are essential.

Title I/LAP

Davenport Elementary School is a Schoolwide Title I school. A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. The Learning Assistance Program (LAP) is a program that provides additional support to struggling students in reading, mathematics, and communication. Prioritization is given to students in grades K-3 with LAP funds. The Davenport Elementary Schoolwide Title I Plan and LAP Plan are available for viewing on our school website, or a copy and/or information can be requested from the elementary office. With an academic and social partnership between students, parents, and school staff, we will work together for student success. If you would like to be on the Title I/Lap parent/school advisory group, please contact the elementary office.

Special Education

If your child has a mental, physical, or developmental impairment or disability that has a major impact on learning, talking, seeing, hearing, breathing, speaking, working, and caring for oneself or performing manual tasks, s/he may be eligible for special education, related services and/or specialized educational accommodations. For more information, to refer your child for screening, or to make your youngster a focus of concern, please contact Tyson Lindstrum, Special Education Director at 601 Washington, Davenport, WA 99122, (509) 725-1261. The eligible age range is from birth to 21 years.

Highly Capable Program

If your child learns at an accelerated pace or is gifted, he/she may qualify for our Highly Capable Program. Please contact Principal Sarita Hopkins at the elementary school office (509) 725-1261.

Social Emotional Learning and Support

Students will receive lessons on social/emotional learning in their classrooms. The curriculum used to help students manage their actions, behaviors, and choices is called Second Step. Students will also learn about Kelso's Choices, a problem-solving curriculum. Character Education will be delivered through a curriculum called PurposeFull People.

After School Program

The Davenport After School Enrichment program is offered on the days school is in session from 2:30 - 5:00 pm. Students will play games, create items/crafts, cook, and have time to work on homework. Fee is \$10.00 per day, \$6.00 per day for siblings. If you qualify for free/reduced the fee is \$5.00 per day, \$3.00 per day for siblings. You can pick up an application for this program in the Elementary Office.

Pre-K & Transitional Kindergarten Program

We have an early childhood education program for 3, 4, and 5 year olds that runs in conjunction with the ESD 101 ECEAP Preschool program. Students will be joining us for breakfast, lunch and some recess times, as well as PE, music, and library. If you have questions about this program, please contact the elementary office. Pre-K cost is \$265 per month or \$165 per month for families that qualify for free/reduced lunch. There is no cost for 4 and 5 year old students enrolled in our Transitional Kindergarten program.

Lost & Found

Lost and found articles are found in the elementary hallway "Lost & Found" area. There will also be a lost and found in the P.E. offices. Clothing not claimed will be donated to Care & Share at the end of every quarter.

Assignment to Next Year's Teacher

We do not accept teacher requests. The staff works very carefully to divide classes evenly for next year's assignment, academic and social progress are considered as we place students to make classrooms well rounded. If there are extenuating circumstances please make an appointment to meet with the principal.

Library

Students are allowed to check out books from the library to use/read in the classroom and at home. It is important that the books are returned to the library by the due date. If books are not returned on time, students will be given a reminder and a note may be sent home to parents. If a book is lost, stolen or damaged, please let the librarian know to set up a plan to replace the book.

Dress & Groom

On school grounds, students have a responsibility to dress and appear according to standards of propriety, safety, and health. The following guidelines will uniformly be applied to dress and grooming:

- Hats or other head coverings are not to be worn in the classroom hallway, or cafeteria. This rule applies to males and females, students and staff.
- Shorts and skirts are to be no shorter than the student's hand length above the knee.
- Footwear for gym use—must be worn only in the gym.
- Reference to tobacco, drug, gang, and/or alcohol on clothing is not permitted.
- Proper personal hygiene is required of all students and will reduce problems with peers. Wearing of clean clothes and regular bathing is essential (showers are available at the school if need be).
- During the winter months, students are required to have weather-appropriate outer clothing and footwear. Snow coat, snow pants, gloves, and snow boots will be a requirement to play in unplowed areas. We will be outside most days!

- Clothing not allowed are short/crop tops, spaghetti straps, and loose tank tops unless another shirt is worn underneath (Tummies and midribs must be covered). A shirt's neckline shall not be lower than a line drawn between both armpits. All undergarments must be covered.

Volunteers

We encourage parents and community members to be involved in our schools. If you are interested in volunteering please let your child’s teacher or the main office know. Classroom volunteers are required to go through a background check and can obtain a form through the office.

Note: We will follow the most current guidance regarding health and safety, which may alter whether we are able to have volunteers in our building or not.

Parent Conferences

Parents may make appointments for conferences with any staff member by calling the school before or after classroom hours. A set time for conferences will be scheduled in November. See the school calendar for specific dates.

School Closings

When school must be cancelled or opened late due to severe weather conditions, or other emergency situations, an Instant Alert broadcast will be sent to the phone numbers and e-mail addresses you provide to the school.

Elementary Mandated Testing

K – 5 th grade – iReady Reading, AIMS Web Assessment	Quarterly
3 – 5 th grade----Smarter Balanced Assessment	Spring
K – 5 th grade----MAP Testing	Fall, Winter, and Spring

Attendance Policy

Good attendance is essential for the maximum educational benefit and mastery of the programs provided for students. Continuity of instruction and student participation are principles which underlie and give purpose to the requirement of compulsory school attendance. All parts of this policy are building policy except the maximum absence for credit; individual teachers may implement the maximum absence for credit attendance policy as outlined in their course syllabus.

Washington State Law requires that children between the ages of 6-18 attend school daily. Excused absences include those due to illness and family emergencies. Davenport School District reserves the right not to excuse an absence even with parent permission if it is determined that the absence significantly impacts the educational progress of the student (RCW 28A 225.010 item d). It is the student's responsibility to make up assignments/tests missed. Students will be given one day for every excused absence to make up missed work.

Students and their parents/guardians are responsible for complying with district policy and the compulsory attendance laws of Washington State (RCW 28A.225). To that end, students must check out with the office if they are leaving campus prior to the end of the school day. Students, regardless of age, will not be granted permission to leave early without the approval of parent/guardian by phone or verifiable note. Failure to

follow proper checkout procedures will result in disciplinary action associated with truancy/unexcused absences.

Davenport School District information and policy procedures as set forth to parents/guardians and students are as follows:

Tardies

Anytime a student arrives late or leaves early, it will be considered tardy. If tardies become excessive, parents will be contacted to arrange a meeting with the principal and/or truancy board.

Pre-arranged Absences

When possible, the student should prearrange absences by submitting a written note from a parent or guardian describing the nature of the activity. Parents/guardians and students are strongly encouraged to review the school calendar and when at all possible, schedule activities such as family vacations, etc. on days that would not require missing school. When it is not possible to plan a family vacation or similar activity during these times, a one-week advance pre-arranged note is appreciated. The student must have the work completed when he/she returns or may make it up when he/she returns with teacher approval.

EXCUSED ABSENCES

Tier 0

Any Absence

- Phone call home by building secretary

Tier 1

Excused Absence/Tardy 9 Days of School Year

- Tier 1 Letter Mailed Home (Warning)
- Counselor/Admin/Teacher Check-In

Tier 2

Excused Absence/Tardy 10-17 Days of School Year

- Tier 2 Letter Mailed Home
 - Letter requests parent meeting
- Phone call home to set up Attendance Meeting, give reminder call 1 day before meeting
 - Attendance Meeting with Admin, Counselor, Teachers, Parent(s), Student to inform/educate on attendance policies, interventions available, and consequences for future absences
 - Attendance Contract
 - student responsibilities
 - parent responsibilities
 - school responsibilities

Elementary:

- After 5 excused absences in a month, or 10 in a year must have a conference

RCW 28A.225.018

Conferences to identify barriers to a child's school attendance.

(1) Except as provided in subsection (2) of this section, in the event that a child in elementary school is required to attend school under RCW 28A.225.010 or 28A.225.015(1) and has five or more excused absences in a single month during the current school year, or ten or more excused absences in the current school year, the school district shall schedule a conference or conferences with the parent and child at a time reasonably convenient for all persons included for the purpose of identifying the barriers to the child's regular attendance, and the supports and resources that may be made available to the family so that the child is able to regularly attend school. If a regularly scheduled parent-teacher conference day is to take place within thirty days of the absences, the school district may schedule this conference on that day. To satisfy the requirements of this section, the conference must include at least one school district employee such as a nurse, counselor, social worker, teacher, or community human services provider, except in those instances regarding the attendance of a child who has an individualized education program or a plan developed under section 504 of the rehabilitation act of 1973, in which case the reconvening of the team that created the program or plan is required.

(2) A conference pursuant to subsection (1) of this section is not required in the event of excused absences for which prior notice has been given to the school or a doctor's note has been provided and an academic plan is put in place so that the child does not fall behind.

Tier 3

Excused Absence/ Tardy 18 Days or More of School Year

- Refer to Juvenile Court, court files petition for STAY
 - Court sends letter notifying parents that petition was filed
- Regular & Certified Tier 3 Letter Mailed Home
 - Letter states required to go before Community Engagement Board
 - Letter states that will require doctor/professional note for all future absences, any future absences without note will be considered unexcused
- Community Engagement Board
 - Admin
 - 1-2 Teachers
 - Juvenile Court
 - Community Representative/School Board Member
 - Counselor
 - Parent(s)
 - Student
- Complete Written Truancy Agreement

The following absences are defined as being excused absences:

- Illness/Medical Release-a valid illness or health condition which includes medical, dental, vision, and mental health or counseling appointments (when verified by a signed note or telephone call from a parent/guardian or the attending physician or counselor).
- Emergency/Family Leave/Funeral/Transportation Waiver-a true emergency that could not reasonably be handled outside of school time, sudden or immediate family emergencies, funerals, and transportation

waivers. (This type of excused absence must be verified by a signed note or telephone call from a parent, guardian, law-enforcement officer, or school official).

- c) Religious or Cultural Release-attendance at a religious or cultural observance or participation in religious or cultural instruction provided it is not conducted on school property (when requested by a signed note or telephone call from a parent/guardian).
- d) Court, judicial proceeding, court-ordered activity, or jury service
- e) Absence directly related to the student's homeless or foster care/dependency status
- f) Absence related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010
- g) Davenport School Activity-school-approved activity transfers in which a student is scheduled to attend a school-sponsored activity during school time and is accompanied and supervised by a school employee.
- h) Administrative-leave that is approved by a school administrator.
- i) Pre-Arranged Parental-a parent/guardian-approved absence that is arranged for in advance of the absence by a signed note or telephone call and that conforms to the parameters that follow: This absence shall be limited to five (5) occurrences of up to one school day during each school year. Note: Seniors will be granted two (2) additional days for college visitations. Arrangements for the completion of assignments must be made with all teachers in advance. See Appeal Process below for absences exceeding the five (5) day limit.
- j) Suspension – A disciplinary action or short-term suspension imposed by the school that results in an absence that is equal to or less than five (5) school days and that is verified by a school official.

Excessive excused absences without a doctor's note will be counted as unexcused until a doctor's note is provided. Absences due to school-sponsored activities are exempt from this policy.

If an absence is excused, the student shall be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher (except that in participation-type classes a student's grade may be adversely affected because of the student's inability to make up the activities conducted during a class period).

UNEXCUSED ABSENCES

An absence is defined as unexcused when it does not completely conform to any of the categories (a through j) of excused absences and the procedures for verifying them as defined in the section above.

Our primary responsibility is to ensure students are here at school every single day. We are responsible for working with families to educate them on the importance of attending school. The court system is here as a last resort for students who are frequently absent. Our first line of defense is constant and timely communication with families. In most cases there are interventions that schools can do that will remedy attendance issues.

Tier 0

Any Absence

- Phone call home by building secretary or automated call

Tier 1

3 Unexcused Absences w/ in 1 month

- Conference with Student/Parents (phone or in person)

Tier 2

7 Unexcused Absences w/in 1 month, or 15 w/in year

- Enter into an agreement with student and parent establishing attendance requirements
- Refer to Juvenile Court, court files petition for STAY
 - Court sends letter notifying parents that petition was filed
- Regular & Certified Tier 3 Letter Mailed Home
 - Letter states required to go before Community Truancy Board (CTB)
 - Letter states that will require doctor/professional note for all future absences, any future absences without note will be considered unexcused
- Community Engagement Board
 - Admin
 - 1-2 Teachers
 - Juvenile Court
 - Community Representative/School Board Member
 - Counselor/School Psychologist
 - Parent(s)
 - Student
- Complete Written Truancy Agreement

Tier 3

Continued unexcused absences

- Student/family goes before judge

EXCUSED ABSENCES (Board Policy #3122) can be verified for the following reasons: A. Personal illness. B. Health appointments that cannot be made outside the regular school day. C. Recognized religious holidays. D. Emergency family situations. E. Planned absences which have been approved in advance and meet the prior arrangement. F. Scheduled court appearances that are previously verified with the administration. G. School related activities that are cleared by advisor in attendance office and placed on bulletin prior to absence. For an absence to be excused a note must be given to the office within 24 hours of the student's return stating one of the reasons listed above. Only the above absences will be excused unless prior arrangements have been made with administration. UNEXCUSED ABSENCES: (RCW 28A.225.020) - Absences for personal reasons with parent permission that do not meet criteria of excused absences will be marked for the following reasons: A. Absences that do not meet the excused absence or pre-arrangement criteria required by school policy. B. Absences other than for medical reasons or illness which are not approved according to expectations of prior arrangement criteria. C. Habitual offenders will be referred to the administration. D. Arriving to class after 15 minutes without a valid excuse

Directory Information

The Federal Family Educational Rights and Privacy Act of 1974 permits the school district to release certain directory information for legitimate educational purposes. The policy of the Davenport School District has

been to release directory information to school and community media for the recognition of student achievement. Every reasonable effort is made to protect the privacy of students. Directory information shall not be released for commercial reasons.

If you do not want this information released and/or have your child appear in a photograph, videotape, film, slide or website promoting school programs, please notify the building principal in writing that the information not be released.

Directory information includes the student's name, address, telephone number, date, and place of birth; major field of study; participation in officially recognized student activities, and sports; height and weight of athletic team participants; dates of attendance, diplomas and awards received; the most recent previous school attended, photograph; and other similar information.

School personnel use this information to prepare athletic, music, commencement and drama programs, eligibility lists, awards, honor rolls, school annuals, newspapers, brochures, and other education publications use the information.

Weapons Policy

Dangerous Weapons, Violence, and Threats of Violence: Any violation of section (1) or (2) by students constitutes grounds for expulsion from the state's public schools in accordance with RCW 28A.600.010. If it is determined that any device or weapon was used in a threatening manner or is defined by law as a dangerous weapon, the expulsion will be continued for the maximum length of time.

Dangerous Weapons

Section 1

It is a violation of school and Washington State Law for any person to carry onto school premises, school provided transportation, or facilities while being used by schools: any firearm, or any dangerous instrument or weapon of any kind such as, but not limited to, a sling shot, a sand club, blackjack, billy club, mental knuckles, any pocket knife, any double sided knife, any spring or mechanically loaded knife such as a switchblade, any knife having a blade which opens by force of gravity or centrifugal thrust, such as a butterfly knife, any knife with a fixed blade of any length, or any saber, sword, dagger or dirk; or 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; or any device commonly known as 'throwing stars' which are multi pointed, metal objects, designed to embed upon impact from any aspect; or 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; or any disabling or incapacitating items such as electronic stunning/shocking devices; or any explosives or incendiary components which by themselves or in conjunction with other items can result in an explosion of fire, such as explosive materials, blasting caps, fireworks, gasoline, other flammable liquids, ammunition, or any combination of these items generally referred to as a bomb; or any object used in a threatening manner and/or used as a weapon which could reasonably be perceived, given the circumstances, as having the ability to cause bodily harm even though not commonly thought of as a deadly or dangerous weapon, such as a starter pistol, flare gun, cayenne pepper, mace, pepper spray, ice pick, elongated scissors, straight razor; or other disabling agents; or any object which looks like a weapon, such as a toy or "dummy" gun, knife or grenade. Refer to Davenport School District Policy 4315.

Section 2

In any incident involving a student bringing a weapon or explosive to school, threatening to bring a weapon or explosive to school, perpetrating violence, threatening violence, or intimidating any administrator, teacher or student, the student will be removed from contact with other students while a preliminary investigation is conducted. Law enforcement shall be called as per the Lincoln County Coordinated Response to Violence in Schools policy. The student's parent or guardian shall be notified in every incident involving a weapon, violence or threats of violence. All items defined above or determined to be weapons will be confiscated.

Medication

The law authorizes public school districts to implement policies and procedures whereby students may receive oral medication at school. Certain, very special conditions must be in place in order to do so. As a parent who wants medication administered to his/her child, you must contact the office for appropriate guidelines and forms.

Social Events

Please check with the classroom teacher prior to bringing treats, pets, or other events to the educational process. Please DO NOT distribute birthday/party invitations at school, as it impacts the learning of those not invited.

Concerts

Teachers will be in classrooms 15 minutes prior to the concert. Please keep your child with you until that time. During the concert, please plan on staying for the entire program so that you do not disrupt the performers that have worked so hard to provide an excellent show for you!

Drug Free Schools

The Federal Drug Free Schools and Communities Act requires all school districts to communicate to their employees, students, and parents the necessity of maintaining a drug free working and learning environment. This requirement places emphasis on conveying to students, employees, and parents the standards of conduct that are applicable to students and employees regarding illicit drugs and alcohol. Compliance with the following standards of conduct is mandatory.

1. The unlawful possession, use, sale or distribution of alcohol or illicit drugs by students and/or employees on school district property or as part of any school district activity is wrong and harmful. It is strictly prohibited, and will not be tolerated under any circumstances.
2. Violation of this policy or any other district policy prohibiting drug or alcohol activity will subject students to disciplinary action (consistent with district discipline policies and local, state, and federal laws). Disciplinary action may include expulsion, completion of an appropriate rehabilitation program or referral for prosecution.
3. Violation of this policy or any other district policy prohibiting drug or alcohol activity by employees will subject employees to disciplinary action (consistent with local, state, and federal laws). Disciplinary action may include termination of employment, completion of an appropriate rehabilitation program or referral for prosecution.
4. The district will provide information about any available drug and alcohol counseling and rehabilitation and reentry programs that are available to students and/or employees.

Tobacco Free Schools and Grounds Policy

The Board of Directors of the Davenport School District recognizes that the use of tobacco may create a health hazard for tobacco users as well as nonusers. In order to protect the health of students, staff, and the public and to provide a healthy working and learning environment, the Davenport School District prohibits the use of tobacco products on school district property or in school district buildings.

Smoking or use of any kind of lighted pipe, cigar, cigarette, or any other lighted smoking equipment, material, or smokeless tobacco products shall be prohibited on all district property, other properties leased or rented to the Davenport Schools for any educationally related purpose. eCigarettes are also prohibited.

This policy includes public attendance at all field trips, extracurricular, and athletic events.

Equal Opportunities/Americans with Disabilities

The Davenport School District shall provide equal employment opportunity and nondiscriminatory treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion, and training. Such equal employment opportunity will be provided without discrimination with respect to all protected groups as set forth in the Washington State laws against discrimination in hiring or employment as now or hereafter enacted, except insofar as such factors are valid occupational qualifications.

The Davenport School District complies with all Title IX/RCW 28A.640 and Section 504 requirements and does not discriminate against any protected class as defined by state and federal regulations. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities. The Affirmative Action Plan is on file with and available for review from building administrators and the Administration Office, 801 7th, Davenport, WA. Copies are available upon request. Individuals with disabilities who require assistance or special arrangements to attend a program or activity sponsored by the Davenport Schools should contact the district's compliance officer, Mrs. Dana Telecky, 24 hours in advance of the event to arrange accommodation. Inquiries regarding accommodation, compliance and/or grievance procedures may be directed to Mrs. Dana Telecky, 801 7th, Davenport, WA 99122, (509) 725 1481.

Family Educational Rights and Privacy Act

The parent or eligible student has a right to:

1. Inspect and review the student's education records;
2. Request amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the Act and the regulations in this part authorize disclosure without consent;
4. File with the U.S. Department of Education a complaint under Section 99.64 concerning alleged failures by the agency to comply with the requirements of the act.

Child Custody

The school presumes that the person who enrolls a student in school is the residential parent of the student. The residential parent is responsible for decisions regarding the day-to-day care and control of the student. The school, unless informed otherwise, assumes that there are no restrictions regarding the nonresidential parent's right to be kept informed of the student's school progress and activities. If restrictions are made relative to the above rights, the residential parent will be requested to submit a certified copy of the court order, which curtails these right(s). If the nonresidential parent questions these rights, the issue will be referred to law enforcement authorities for resolution.

Unless there are court-imposed restrictions, the nonresidential parent, upon request, will be given grade reports, notices of school activities, reports of disciplinary actions, or notices of teacher or principal conferences or summaries. The student is not permitted to visit with or be released to anyone, including the nonresidential parent during school hours without the approval of the residential parent, or an appropriate public authority.

Sexual Harassment

Any district student, parent, employee or volunteer who believes he/she has been subjected to sexual or any other form of harassment should report it to a principal, supervisor, and/or an affirmative action officer. The report may be dealt with formally or informally. Harassment of any form will not be tolerated.

Informal Complaint Process: Informal processing includes an opportunity for the complainant to explain to the alleged harasser that his/her conduct is unwelcome, offensive, or inappropriate, either in writing or face to face; a statement from a supervisor or administrator or alleged harasser that the alleged conduct is not appropriate and could lead to discipline if proven or repeated; or a general public statement from an administrator in a building reviewing the district sexual harassment policy without identifying the complainant. Informal complaints may become formal complaints at the request of the complainant, parent, guardian, or because the district believes the complaint needs to be more thoroughly investigated.

Formal Complaint Process: Any district student, parent, employee, or volunteer may initiate a formal complaint of sexual harassment upon written request to the district's affirmative action officer. If the affirmative action officer is the subject of the complaint, the complaint may be made with the superintendent. Potential complainants who wish to have the district hold their identity confidential shall be informed that the district will almost assuredly face due process requirements that will make available all of the information that the district has to the accused. The District will take appropriate actions to protect involved persons from retaliation. Student complainants and witnesses may request to have a trusted adult with them during any district-initiated investigation. The superintendent or designated compliance officer may conclude that the district needs to conduct an investigation based on information in his/her possession regardless of the complainant's interest in filing a formal complaint. This process shall be followed when a formal complaint has been filed:

- A. The compliance officer will investigate all formal complaints that come to his/her attention within 30 calendar days of the filing of the charges. Formal complaints shall be in writing and signed by the complainant. The formal complaint shall set forth in writing the specific acts, conditions, or circumstances alleged to have occurred and that constitute sexual harassment. Upon request, the compliance officer will assist in drafting the written complaint based on the report of the complainant.
- B. When the investigation is completed, the compliance officer shall compile a full written report of the complaint and the results of the investigation. If the matter has not been resolved to the complainant's satisfaction, the complainant may appeal to the superintendent.
- C. The superintendent shall respond to the appeal in writing within thirty days after the written report is received from the affirmative action officer, concluding that:
 1. The District does not have adequate evidence to conclude that harassment occurred;
 2. The District intends to take corrective actions and/or;
 3. The investigation is incomplete to date and will be continuing.

- D. Corrective measures deemed necessary will be instituted as quickly as reasonable, but in no event more than thirty days after the superintendent's written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order imposing the discipline until the appeal process is concluded.

If a student remains aggrieved by the superintendent's response, he or she may pursue the complaint as one of sexual discrimination. Similarly, staff may pursue complaints further through the appropriate collective bargaining agreement process or anti-discrimination policy.

Prohibition of Harassment, Intimidation, and Bullying

The District is committed to a safe and civil educational environment for all students, employees, volunteers and patrons free from harassment, intimidation or bullying. "Harassment, intimidation or bullying" means any intentional written, verbal or physical act, including but not limited to one shown to be motivated by any characteristics in RCW 9A.36.080 (3), (race, color, religion, ancestry, national origin, gender, sexual orientation, or mental or physical disability), or other distinguishing characteristics, when the intentional written, verbal, or physical act:

- Physically harms a student or damages the student's property; or
- Has the effect of substantially interfering with a student's education; or
- 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.

(For more information see Policy 3207)

Davenport Elementary Positive Behavior Intervention System

Students will be recognized for their positive behavior choices by being recognized with Gorilla Pride Cards. When students earn Gorilla Pride cards, they collect them to be "spent" at the Gorilla Pride Store. There will be monthly drawings, and special privileges for students who work to be Gorilla Pride Leaders!

Student Expectations

See page 22 for the matrix of Gorilla Expectations. This is part of our PBIS (Positive Behavior Intervention System) Implementation. Students will be taught expected behaviors during the first weeks of school with reviews after holidays/breaks, and as needed.

Student Discipline

Please see Appendix A for the newly adopted student discipline policies and procedures.

Due Process

Any student, parent, or guardian who is aggrieved by any disciplinary action or the imposition of a short-term suspension, long-term suspension, or expulsion, shall have the right to an informal conference with the building principal or his/her designee for the purpose of resolving the grievance.

If the grievance is not resolved through the informal conference, the student, parent, or guardian may present a written grievance to the superintendent or his/her designee. If the grievance is not resolved through the appeal to the superintendent, the student, parent, or guardian may present a written grievance to the Board of Directors, 801 7th Street, Davenport, WA 99122.

The Superintendent shall develop procedures and time limitations for presenting a grievance, written notice for a hearing, or an appeal.

Student Transportation

Student Registration and Busing Schedule

The Davenport School District Transportation Department needs the following information from the parents when they register their children:

- The pick-up and drop-off location and address for their children
- If pick-up and drop-off locations vary or multiple buses are used, please provide a schedule for the children
- Please provide contact phone number(s) parents are available at during busing hours
- If using daycare, provide the phone number and name of provider
- Who will be home when dropping off young children in the afternoon route period?

Fall registration takes place two weeks prior to the start of school. Please provide the information listed above when registering at this time so that bus routes can be set. Parents registering after the open period may be asked to transport their child until routing changes and information to parents can be made.

Please contact the Transportation Department after registering your child/children at the school office.

Bill Ball: (509) 723-6785

Bus Routes and Guidelines

The district may provide transportation to and from school for a student:

- A. Whose residence is beyond the one-mile radius from the school to which the student is assigned
- B. Whose disability prevents him/her from walking or providing for his/her own welfare
- C. Who has another compelling and legally sufficient reason to receive transportation services.
- D. Is between grades K – 5 and resides east of 3rd street, north of HWY 2, west of HWY 28, and south of the railroad tracks in the town of Davenport.
- E. And lies within Davenport School District Boundaries.

The district's transportation program shall comply in all ways with state and federal regulations. Transportation services of the district may include approved bus routes, district-approved field trips, school activities, and extracurricular activities. The transportation director and superintendent are authorized to permit a parent of a student enrolled in school to ride a bus when seating is available.

The transportation director shall be responsible for scheduling bus transportation, including the determination of routes and bus stops as well as overseeing the transportation program. The purpose of bus scheduling and routing is to achieve maximum service with a minimum fleet of buses insofar as this is consistent with rendering safe and reasonably equal services to all students entitled to such services.

In order to operate the transportation system as safely and efficiently as possible, the following factors shall be considered in establishing bus routes and stops:

- A. Location of bus stops may be determined by such factors as student safety, economy, and efficiency. Students may be required to walk up to one mile from their home to their bus stop provided that the walking route is safe.

- B. Bus stops are frequent enough so students do not have to walk more than one mile.
- C. Are located where students can stand a safe distance from the road.
- D. Allow, where possible, the bus to get completely off the road
- E. Provide at least 500 feet on 35 mile-per-hour roadways, and 800 feet on 50 mile-per-hour roadways of unobstructed visibility, both ways.
- F. Require as few students as possible to cross roadways with no student crossings and/or highways.
- G. Are located where no damage is likely to occur to private property and where the number of students waiting does not create unsafe conditions or situations.
- H. Avoid, if possible, crossing railroad tracks.
- I. Provide transportation to students who live within the distance specified for state funding from school or would have to walk on a roadway declared unsafe.
- J. Deliver students to their school no more than thirty (30) minutes before school starts and within five (5) minutes of starting time.
- K. Pick up students at school within five (5) minutes of dismissal, unless a delay is caused by a double run. In that case, students will be picked up within no more than twenty (20) minutes.
- L. Avoid travel on dead-end roads, unless it is necessary within these guidelines and there is an ample, safe area in which a bus can turn around without backing.
- M. Fill each bus to rated capacity, provided that it is economically feasible and within other routing guidelines.
- N. Avoid travel on private roads, drives, or property, and on unimproved roads (not surfaced to county/city standards) or roads that are in such bad condition as to cause damage to a bus.
- O. Buses shall not back up at any other than approved turnarounds, or with permission from the supervisor or designee.

Assignment of Regular Bus Stops

- A. Each student who is authorized for scheduled bus transportation will be assigned bus stops and time frame for pick-up and drop-off by the transportation department.
- B. Each student will utilize only his or her assigned stop unless a variance is requested by the parents in writing and approved in advance by the transportation department.*
- C. Please have children ready **five (5) minutes** before bus stop scheduled time.

*Students must have a note or pass to ride buses other than their regularly assigned bus. The note shall be from the student's parent/guardian or a school official and shall be legibly signed and dated.

Winter Weather Conditions

During stormy weather conditions, please anticipate a broader time span for morning and afternoon bus stop times. If your child/children are the first to get on in the morning please be ready up to ten (10) minutes early. If they are at the end of a bus run with poor roads, the bus may run ten (10) or more minutes late. Unless notified of school delayed start or cancellation, the bus will be there. You can always call the Transportation Department for updates if you are looking for the status of your bus and timelines.

The bus drivers will also make decisions for the safety of all passengers on whether a particular road is safe to go down. They may contact the parent/guardian and try to arrange an alternate pick-up or drop-off location

that he/she feels is safer than continuing on a regular route run. Please make sure that we have current phone contact numbers available during the bus route time frame and that someone is available to make arrangements with. You may also contact the transportation department and give road updates if you feel a particular area is bad and alternatives should be considered.

Student Discipline

"Discipline" means any action taken by the school district in response to behavioral violations. Discipline is not necessarily punitive, but can take positive and supportive forms. Data show 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 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

The Superintendent shall establish and make available rules of student conduct, designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of the district's rules of student conduct, including behavior standards that respect the rights, person, and property of others. Students and staff are expected to work together to develop a positive climate for learning.

Minimizing exclusion, engaging with families, and supporting students

Unless a student's presence poses an immediate and continuing danger to others or an immediate and continuing threat to the educational process, staff members must first attempt one or more forms of other forms of discipline to support students in meeting behavioral expectations before imposing classroom exclusion, short-term suspension, or in-school suspension. Before imposing a long-term suspension or expulsion, the district must first consider other forms of discipline.

These other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035. The "Davenport School District Discipline Procedures" and building discipline plans will identify a list of other forms of discipline for staff use. However, staff members are not restricted to that list and may use any other form of discipline compliant with WAC 392-400-025(9).

School personnel must make every reasonable attempt to involve parents and students to resolve behavioral violations. The district must ensure that associated notices, hearings, conferences, meetings, plans, proceedings, agreements, petitions, and decisions are in a language the student and parents understand; this may require language assistance. Language assistance includes oral and written communication and further includes assistance to understand written communication, even if parents cannot read any language. The district's use of suspension and expulsion will have a real and substantial relationship to the lawful maintenance and operation of the school district, including but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning.

As described in the procedures, the district will offer educational services to students during suspension or expulsion. When the district administers a long-term suspension or expulsion, the district will timely hold a reengagement meeting and collaborate with parents and students to develop a reengagement plan that is tailored to the student's individual circumstances, in order to return the student to school successfully. Additionally, any student who has been suspended or expelled may apply for readmission at any time.

Staff authority

District staff members are responsible for supervising students during the school day, during school activities, whether on or off campus, and on the school bus. Staff members 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 will identify other staff members to whom the Superintendent has designated disciplinary authority. After attempting at least one other form of discipline, teachers have statutory authority to impose classroom exclusion for behaviors that disrupt the educational process. Because perceptions of subjective behaviors vary and include implicit or unconscious bias, the district's discipline procedures will seek to identify the types of behaviors for which the identified district staff may administer discipline.

Ensuring fairness, providing notice, and an opportunity for a hearing

When administering discipline, the district will observe all of the student's constitutional rights. The district will notify parents as soon as reasonably possible about classroom exclusion and before administering any suspension or expulsion. The district will provide opportunities for parent participation during an initial hearing with the student. The district will provide parents with written notice, consistent with WAC 392-400-455, of a suspension or expulsion no later than one school business day following the initial hearing. As stated above, language assistance includes oral and written communication and further includes assistance to understand written communication, even if parents cannot read any language. The district has established procedures for review and appeal of suspensions, expulsions, and emergency expulsions, consistent with WAC 392-400-430 through 392-400-530.

The district has also established procedures to address grievances of parents or students related to other forms of discipline, classroom exclusion, and exclusion from transportation or extra-curricular activity. The grievance procedures include an opportunity for the student to share his or her perspective and explanation regarding the behavioral violation.

Development and review

Accurate and complete reporting of all disciplinary actions, including the behavioral violations that led to them, is essential for effective review of this policy; therefore, the district will ensure such reporting. The district will periodically collect and review data on disciplinary actions taken against students in each school. The data will be disaggregated into subgroups as required by RCW 28A.300.042, including students who qualify for special education or Section 504. The data review will include classroom exclusion, in-school and short-term suspensions, and long-term suspensions and expulsions. The district will invite school personnel, students, parents, families, and the community to participate in the data review. The purpose of the data review is to determine if disproportionality exists; if disproportionality is found the district will take action to ensure that it is not the result of discrimination and may update this policy and procedure to improve fairness and equity regarding discipline.

Distribution of policies and procedures

The school district will make its discipline policies and procedures available to families and the community. The district will annually provide its discipline policies and procedures to all district personnel, students, and parents, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. The school district will ensure district employees and contractors are knowledgeable of the discipline policies and procedures.

Cross References:

- 2121 - Substance Abuse Program
- 2161 - Special Education and Related Services for Eligible Students
- 2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
- 3122 - Excused and Unexcused Absences
- 3200 - Rights and Responsibilities
- 3210 - Nondiscrimination
- 3244 - Prohibition of Corporal Punishment

3520 - Student Fees, Fines, or Charges
4210 - Regulation of Dangerous Weapons on School Premises
4218 - Language Access Plan

Legal References:

42 U.S.C. 2000d et seq. Civil Rights Act of 1964
34 CFR Part 100.3 Regulations implementing Civil Rights Act of 1964
Chapter 392-400, WAC Pupils
WAC 392-190-048 Access to course offerings – Student discipline
Chapter 28A.600 RCW, Students
RCW 28A.400.110 Principal to assure appropriate student discipline – Building discipline standards – Classes to improve classroom management skills
RCW 28A.400.100 Principals and vice principals – Employment of – Qualifications – Duties
Chapter 28A.320, RCW Provisions applicable to all districts
Chapter 28A.225, RCW Compulsory school attendance and admission
RCW 28A.150.240 Certificated teaching and administrative staff as accountable for classroom teaching – Scope – Responsibilities – Penalty
RCW 9.41.280 Possessing dangerous weapons on school facilities – Penalty – Exceptions
RCW 9A.16.100 Use of force on children – Policy – Actions presumed unreasonable

Management Resources:

2019 - April Policy Alert
2010 - June Issue
2014 - August Issue
2014 - December Issue
2016 - July Policy Issue
2018 - August 2018 - August Policy Issue

Adoption Date: 8-21-2019
Classification: **Essential**
Revised Dates:

Procedures – Student Discipline – Davenport School District

Definitions

For purposes of all disciplinary policies and procedures, the following definitions will apply:

- **“Behavioral violation”** means a student’s behavior that violates the district’s discipline policies.
- **“Classroom exclusion”** means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements of WAC 392-400-330 and 392-400-335. Classroom exclusion does not include action that results in missed instruction for a brief duration when:
 - (a) a teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
 - (b) the student remains under the supervision of the teacher or other school personnel during such brief duration.
- **“Culturally responsive”** has the same meaning as “cultural competency” in RCW 28A.410.270, which states “cultural competency” includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students’ experiences and identifying cultural contexts for individual students.
- **“Discipline”** means any action taken by a school district in response to behavioral violations.
- **“Disruption of the educational process”** means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.
- **“Emergency expulsion”** means the removal of a student from school because the student’s statements or behavior pose an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in WAC 392-400-510 through 392-400-530
- **“Expulsion”** means a denial of admission to the student’s current school placement in response to a behavioral violation, subject to the requirements in WAC 392-400-430 through 392-400-480
- **“Length of an academic term”** means the total number of school days in a single trimester or semester, as defined by the board of directors.
- **“Other forms of discipline”** means actions used in response to problem behaviors and behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency expulsion, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.
- **“Parent”** has the same meaning as in WAC 392-172A-01125, and means (a) a biological or adoptive parent of a child; (b) a foster parent; (c) a guardian generally authorized to act as the child’s parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; (d) an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student’s welfare; or a surrogate parent who has been appointed in accordance with WAC 392-172A.05130. If the biological or adoptive parent is attempting to act as the parent and more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the “parent” of a child or to make educational decision on behalf of a child, then that person or persons shall be determined to be the parent for purposes of this policy and procedure.
- **“School board”** means the governing board of directors of the local school district.

- **"School business day"** means any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the office of the Superintendent is open to the public for business. A school business day concludes or terminates upon the closure of the Superintendent's office for the calendar day.
- **"School day"** means any day or partial day that students are in attendance at school for instructional purposes.
- **"Suspension"** means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency expulsions. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.
 - **In-school suspension** means a suspension in which a student is excluded from the student's regular educational setting but remains in the student's current school placement for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
 - **Short-term suspension** means a suspension in which a student is excluded from school for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475. **Long-term suspension** means a suspension in which a student is excluded from school for more than ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.

Engaging with Families & Language Assistance

The district will provide for early involvement of parents in efforts to support students in meeting behavioral expectations. Additionally, the district will make every reasonable attempt to involve the student and parent in the resolution of behavioral violations. Unless an emergency circumstance exists, providing opportunity for this parental engagement is required before administering a suspension or expulsion.

The district will ensure that it provides all discipline related communications [oral and written] required in connection with this policy and procedure in a language the student and parent(s) understand. These discipline related communications include notices, hearings, conferences, meeting, plans, proceedings, agreements, petitions, and decisions. This effort may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. For parents who are unable to read any language, the district will provide written material orally.

Supporting Students with Other Forms of Discipline

Unless a student's on-going behavior poses an immediate and continuing danger to others, or a student's on-going behavior poses an immediate and continuing threat to the educational process, staff members will first attempt one or more forms of other forms of discipline to support students in meeting behavioral expectations before imposing classroom exclusion, short-term suspension, or in-school suspension. Before imposing a long-term suspension or expulsion, the district must first consider other forms of discipline.

The types of behaviors for which the staff members may use other forms of discipline include any violation of the rules of conduct, as developed annually by the Superintendent. In connection with the rules of conduct, school principals and certificated building staff will confer at least annually to develop precise definitions and build consensus on what constitutes manifestation of problem behaviors. (See policy 3200 – Rights and Responsibilities.) The purpose of developing definitions and consensus on manifestation of a problem behavior is to address the differences in perception of subjective behaviors and reduce the effect of implicit or unconscious bias.

These other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior available online at: <https://www.k12.wa.us/student-success/support-programs/learning-assistance-program-lap/menus-best-practices-strategies/behavior-menu-best-practices-strategies>.

Administering other forms of discipline 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.

Students and parents may challenge the administration of other forms of discipline, including the imposition of after-school detention using the grievance process below.

Staff Authority and Exclusionary Discipline

District 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 interferes with the educational process; and on the school bus.

Staff members 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 the principal designee/dean of students; to impose long-term suspension to school principals and the principal designee/dean of students; to impose expulsion to school principals and the principal designee/dean of students and to impose emergency expulsion to school principals and to the principal designee/dean of students.

Classroom exclusions

After attempting at least one form of classroom intervention as identified by the school discipline plan, 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, dean of students, and certificated staff will work together to develop consensus on what constitutes behavior that disrupts the educational process to reduce the effect of implicit or unconscious bias. Additionally, the district authorizes the behavior specialist and principal designee/dean of students and 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, 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 any assignments and tests missed during a classroom exclusion. The district will not administer any form of discipline, including classroom exclusions, in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific 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 the principal's designee must notify the student's parents regarding the classroom exclusion as soon as reasonably possible. As noted above, the district must ensure that this notification is in a language and form (i.e. oral or written) the parents understand.

When the teacher or other authorized school personnel administers a classroom exclusion because the student's statements or behavior pose an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process:

- (a) The teacher or other school personnel must immediately notify the principal or the principal's designee; and
- (b) The principal or the principal's designee must meet with the student as soon as reasonably possible and administer appropriate discipline.

The district will address student and parent grievances regarding classroom exclusion through the grievance procedures.

Grievance process for other forms of discipline and classroom exclusion

Any parent/guardian or student who is aggrieved by the imposition of other forms of discipline and/or classroom exclusion has the right to an informal conference with the principal for resolving the grievance. If the grievance pertains to the action of an employee, the district will notify that employee of the grievance as soon as reasonably possible.

At such conference, the student and parent will have the opportunity to voice issues and concerns related to the grievance and ask questions of staff members involved in the grievance matter. Staff members will have opportunity to respond to the issues and questions related to the grievance matter. Additionally, the principal will have opportunity to address issues and questions raised and to ask questions of the parent, student, and staff members.

If after exhausting this remedy the grievance is not yet resolved, the parent and student will have the right, upon two (2) school business days prior notice, to present a written and/or oral grievance to the Superintendent or designee. The Superintendent or designee will provide the parent and student with a written copy of its response to the grievance within ten (10) school business days. Use of the grievance process will not impede or postpone the disciplinary action, unless the principal or Superintendent elects to postpone the disciplinary action.

Discipline that may be grieved under this section includes other forms of discipline, including after-school detention; classroom exclusion; removal or suspension from athletic activity or participation; and removal or suspension from school-provided transportation.¹

Suspension and expulsion – general conditions and limitations

The district's use of suspension and expulsion will have a real and substantial relationship to the lawful maintenance and operation of the school district, including but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning. The district will not expel, suspend, or discipline in any manner for a student's performance of or failure to perform any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of preserving the educational process. The district will not administer any form of discipline in a manner that would prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

As stated above, the district must have provided the parent(s) opportunity for involvement to support the student and resolve behavioral violations before administering suspension or expulsion. Additionally, the Superintendent or designee must consider the student's individual circumstances and the nature of the violation before administering a short-term or in-school suspension.

The board recognizes that when a student's behavior is subject to disciplinary action, review by a panel of the student's peers may positively influence the student's behavior. The board has discretion to authorize the establishment of one or more student disciplinary boards, which may also include teachers, administrators, parents, or any combination thereof. If so authorized, the district will ensure that the student disciplinary board reflects the demographics of the student body. The student disciplinary board may recommend to the appropriate school authority other forms of discipline that might benefit the student's behavior and may also provide input on whether exclusionary discipline is needed. The school authority has discretion to set aside or modify the student disciplinary board's recommendation.

The principal or designee at each school must report all suspensions and expulsions, including the behavioral violation that led to the suspension or expulsion, to the Superintendent or designee within twenty-four (24)

hours after the administration. Reporting the behavioral violation that led to the suspension or expulsion as "other" is insufficient.

An expulsion or suspension of a student may not be for an indefinite period and must have an end date. After suspending or expelling a student, the district will make reasonable efforts to return the student to the student's regular educational setting as soon as possible. Additionally the district must allow the student to petition for readmission at any time. The district will not administer any form of discipline in a manner that prevents a student from completing subject, grade-level, or graduation requirements.

When administering a suspension or expulsion, the district may deny a student admission to, or entry upon, real and personal property that the district owns, leases, rents, or controls. The district must provide an opportunity for students to receive educational services during a suspension or expulsion (see below). The district will not suspend or expel a student from school for absences or tardiness.

If during a suspension or expulsion the district enrolls a student in another program or course of study, the district may not preclude the student from returning to the student's regular educational setting following the end of the suspension or expulsion, unless one of the following applies: The Superintendent or designee grants a petition to extend a student's expulsion under WAC 392-400-480; the change of setting is to protect victims under WAC 392-400-810; or other law precludes the student from returning to his or her regular educational setting.

In accordance with RCW 28A.600.420, a school district must expel a student for no less than one year if the district has determined that the student has carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. The Superintendent may modify the expulsion on a case-by-case basis.

A school district may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW 9A.04.110) and displays an instrument that appears to be a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. These provisions do not apply to students while engaged in a district authorized military education; a district authorized firearms convention or safety course; or district authorized rifle competition.

In-school suspension and short-term suspension

The Superintendent designates school principals and the principal designee with the authority to impose in-school and short-term suspension. Before administering an in-school or short-term suspension, staff members must have first attempted one or more other forms of discipline to support the student in meeting behavioral expectations and considered the student's individual circumstances. The district will not administer in-school suspension that would result in the denial or delay of the student's nutritionally adequate meal.

Unless otherwise required by law, the district is not required to impose in-school or short-term suspensions and instead, strives to keep students in school, learning in a safe and appropriate environment. However, there are circumstances when the district may determine that in-school or short-term suspension is appropriate. As stated above, the district will work to develop definitions and consensus on what constitutes behavioral violations to reduce the effect of implicit or unconscious bias. In accordance with the other parameters of this policy, these circumstances may include the following types of student behaviors:

- Being intoxicated or under the influence of controlled substance, alcohol or marijuana at school or while present at school activities;
- Use or possession of vaping devices, tobacco or nicotine products
- Bomb scares or false fire alarms that cause a disruption to the school program;
- Commission of any crime on school grounds or during school activities;
- Cheating or disclosure of exams
- Open/willful defiance
- Building dress violations that the student refuses to correct
- Fighting: Fighting and instigating, promoting, or escalating a fight, as well as failure to disperse. Engaging in any form of fighting where physical blows are exchanged, regardless of who initiated the fight. This prohibition includes hitting, slapping, pulling hair, biting, kicking, choking, and scratching or any other acts in which a student intentionally inflicts or attempts to inflict injury on another;
- Gang-related activity;

- Harassment/intimidation/bullying;
- Intentional deprivation of student and staff use of school facilities;
- Intentional endangerment to self, other students, or staff, including endangering on a school bus;
- Intentional injury to another;
- Intentionally defacing or destroying the property of another;
- Intentionally obstructing the entrance or exit of any school building or room in order to deprive others of passing through;
- Possession, use, sale, or delivery of illegal or controlled chemical substances;
- Preventing students from attending class or school activities;
- Refusal to cease prohibited behavior;
- Refusal to leave an area when repeatedly instructed to do so by school personnel;
- Sexual misconduct that could constitute sexual assault or harassment on school grounds, at school activities, or on school provided transportation;
- Substantially and intentionally interfering with any class or activity;
- Threats of violence to other students or staff;
- Use or possession of weapons prohibited by state law and district policy.

Initial hearing

Before administering any in-school or short-term suspension, the district will attempt to notify the student's parent(s) as soon as reasonably possible regarding the behavioral violation. Additionally, the principal or designee must conduct an informal initial hearing with the student to hear the student's perspective. The principal or designee must provide the student an opportunity to contact his or her parent(s) regarding the initial hearing. The district must hold the initial hearing in a language the parent and student understand.

At the initial hearing, the principal or designee will provide the student:

- Notice of the student's violation of this policy;
- An explanation of the evidence regarding the behavioral violation;
- An explanation of the discipline that may be administered; and
- An opportunity for the student to share his or her perspective and provide explanation regarding the behavioral violation.

Notice

Following the initial hearing, the principal or designee must inform the student of the disciplinary decision regarding the behavioral violation, including the date when any suspension or expulsion will begin and end.

No later than one (1) school business day following the initial hearing with the student, the district will provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email in a language and form the student and parents will understand. The written notice must include:

- a. A description of the student's behavior and how the behavior violated this policy;
- b. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
- c. The other forms of discipline that the district considered or attempted, and an explanation of the district's decision to administer the suspension or expulsion;
- d. The opportunity to receive educational services during the suspension or expulsion;
- e. The right of the student and parent(s) to an informal conference with the principal or designee; and
- f. The right of the student and parent(s) to appeal the in-school or short-term suspension;

For students in kindergarten through fourth grade, the district will not administer in-school or short-term suspension for more than ten (10) cumulative school days during any academic term. For students in grades five through twelve, the district will not administer in-school or short-term suspension for more than fifteen (15) cumulative school days during any single semester, or more than ten (10) cumulative school days during any single trimester. Additionally, the district will not administer a short-term or in-school suspension beyond the school year in which the behavioral violation occurred.

The district will not administer in-school or short-term suspensions in a manner that would result in the denial or delay of a nutritionally adequate meal to a student.

When administering an in-school suspension, school personnel must ensure they are physically in the same location as the student to provide direct supervision during the duration of the in-school suspension. Additionally, school personnel must ensure they are accessible to offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes.

Long-term suspensions and expulsions

Before administering a long-term suspension or an expulsion, district personnel must consider other forms of discipline to support the student in meeting behavioral expectations. The district must also consider the other general conditions and limitations listed above.

Unless otherwise required by law, the district is not required to impose long-term suspension or expulsion and may impose long-term suspension or expulsion only for specify misconduct. In general, the district strives to keep students in school, learning in a safe and appropriate environment. However, in accordance with the other parameters of this policy there are circumstances when the district may determine that long-term suspension or expulsion is appropriate for student behaviors listed in RCW 28A.600.015 (6)(a) through (d), which include:

- Having a firearm on school property or school transportation or at any school event in violation of RCW 28A.600.420;

- Any of the following offenses listed in RCW 13.04.155, including:
 - any violent offense as defined in RCW 9.94A.030, including
 - any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
 - manslaughter;
 - indecent liberties committed by forcible compulsion;
 - kidnapping;
 - arson;
 - assault in the second degree;
 - assault of a child in the second degree;
 - robbery;
 - drive-by shooting; and
 - vehicular homicide or vehicular assault caused by driving a vehicle while under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner;
 - any sex offense as defined in RCW 9.94A.030, which includes any felony violation of chapter 9A.44 RCW (other than failure to registered as a sex offender in violation of 9A.44.132), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;
 - inhaling toxic fumes in violation of chapter 9.47A RCW;
 - any controlled substance violation of chapter 69.50 RCW;
 - any liquor violation of RCW 66.44.270;
 - any weapons violation of chapter 9.41 RCW, including having dangerous weapon at school in violation of RCW 9.41.280;
 - any violation of chapter 9A.36 RCW, including assault, malicious harassment, drive-by shooting, reckless endangerment, promoting a suicide attempt, coercion, assault of a child, custodial assault, and failing to summon assistance for an injured victim of a crime in need of assistance;
 - any violation of chapter 9A.40 RCW, including kidnapping, unlawful imprisonment, custodial interference, luring, and human trafficking;
 - any violation of chapter 9A.46 RCW, including harassment, stalking, and criminal gang intimidation; and
 - any violation of chapter 9A.48 RCW, including arson, reckless burning, malicious mischief, and criminal street gang tagging and graffiti.
 - Two or more violations of the following within a three-year period

- criminal gang intimidation in violation of RCW 9A.46.120;
- gang activity on school grounds in violation of RCW 28A.600.455; willfully disobeying school administrative personnel in violation of RCW 28A.635.020; and \defacing or injuring school property in violation of RCW 28A.635.060; and
- Any student behavior that adversely affects the health or safety of other students or educational staff.

In addition to being a behavior specified in RCW 28A.600.015, before imposing long-term suspension or expulsion, district personnel must also determine that if the student returned to school before completing a long-term suspension or expulsion the student would pose an imminent danger to students, school personnel, or pose an imminent threat of material and substantial disruption to the educational process. As stated above, the district will work to develop definitions and consensus on what constitutes such an imminent threat to reduce the effect of implicit or unconscious bias.

Behavior agreements

The district authorizes staff to enter into behavior agreements with students and parents in response to behavioral violations, including agreements to reduce the length of a suspension conditioned on the participation in treatment services, agreements in lieu of suspension or expulsion, or agreements holding a suspension or expulsion in abeyance. Behavior agreements will also describe district actions planned to support behavior changes by the students. The district will provide any behavior agreement in a language and form the student and parents understand.

A behavior agreement does not waive a student's opportunity to participate in a reengagement meeting or to receive educational services. The duration of a behavior agreement must not exceed the length of an academic term. A behavior agreement does not preclude the district from administering discipline for behavioral violations that occur after the district enters into an agreement with the student and parents.

Initial hearing

Before administering any suspension or expulsion, the district will attempt to notify the student's parent(s) as soon as reasonably possible regarding the behavioral violation. Additionally, the principal or designee must conduct an informal initial hearing with the student to hear the student's perspective. The principal or designee must make a reasonable attempt to contact the student's parents and provide an opportunity for the parents to participate in the initial hearing in person or by telephone. The district must hold the initial hearing in a language the parent and student understand. At the initial hearing, the principal or designee will provide the student:

- Notice of the student's violation of this policy;
- An explanation of the evidence regarding the behavioral violation;
- An explanation of the discipline that may be administered; and
- An opportunity for the student to share his or her perspective and provide explanation regarding the behavioral violation.

Following the initial hearing, the principal or designee must inform the student of the disciplinary decision regarding the behavioral violation, including the date when any suspension or expulsion will begin and end.

Notice

No later than one (1) school business day following the initial hearing with the student, the district will provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email. If the parent cannot read any language, the district will provide language assistance. The written notice must include:

- a. A description of the student's behavior and how the behavior violated this policy;
- b. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
- c. The other forms of discipline that the district considered or attempted, and an explanation of the district's decision to administer the suspension or expulsion;
- d. The opportunity to receive educational services during the suspension or expulsion;
- e. The right of the student and parent(s) to an informal conference with the principal or designee;
- f. The right of the student and parent(s) to appeal the suspension or expulsion; and

- g. For any long-term suspension or expulsion, the opportunity for the student and parents to participate in a reengagement meeting.

Other than for the firearm exception under WAC 392-400-820, the district will not impose a long-term suspension or an expulsion for any student in kindergarten through fourth grade.

If a long-term suspension or expulsion may exceed ten (10) days, the district will consider whether the student is currently eligible or might be deemed eligible for special education services. If so, the principal will notify relevant special education staff of the suspension or expulsion so that the district can ensure it follows its special education discipline procedures as well as its general education discipline procedures.

Divergence between long-term suspension and expulsion

A long-term suspension may not exceed the length of an academic term. The district may not administer a long-term suspension beyond the school year in which the behavioral violation occurred.

An expulsion may not exceed the length of an academic term, unless the Superintendent grants a petition to extend the expulsion under WAC 392-400-480. The district is not prohibited from administering an expulsion beyond the school year in which the behavioral violation occurred.

Emergency Expulsions

The district may immediately remove a student from the student's current school placement, subject to the following requirements:

The district must have sufficient cause to believe that the student's statements or observable behaviors pose:

- An immediate and continuing danger to other students or school personnel; or
- An immediate and continuing threat of material and substantial disruption of the educational process.

The district may not impose an emergency expulsion solely for investigating student conduct.

For purposes of determining sufficient cause for an emergency expulsion, the phrase "immediate and continuing threat of material and substantial disruption of the educational process" means:

- The student's behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day; and
- School personnel have exhausted reasonable attempts at administering other forms of discipline to support the student in meeting behavioral expectations.

An emergency expulsion may not exceed ten consecutive school days. An emergency expulsion must end or be converted to another form of discipline within ten (10) school days from its start.

After an emergency expulsion, the district must attempt to notify the student's parents, as soon as reasonably possible, regarding the reason the district believes the student's statements or behaviors pose an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the education process.

Notice

Within twenty-four (24) hours after an emergency expulsion, the district will provide written notice to the student and parents in person, by mail, or by email. The written notice must include:

- The reason the student's statements or behaviors pose an immediate and continuing danger to students or school personnel, or poses an immediate and continuing threat of material and substantial disruption of the educational process;
- The duration and conditions of the emergency expulsion, including the date on which the emergency expulsion will begin and end;
- The opportunity to receive educational services during the emergency expulsion;
- The right of the student and parent(s) to an informal conference with the principal or designee; and
- The right of the student and parent(s) to appeal the emergency expulsion, including where and to whom the appeal must be requested.

If the district converts an emergency expulsion to a suspension or expulsion, the district must:

- (a) Apply any days that the student was emergency expelled before the conversion to the total length of the suspension or expulsion; and
- (b) Provide the student and parents with notice and due process rights under WAC 392-400-455 through 392-400-480 appropriate to the new disciplinary action.

All emergency expulsions, including the reason the student's statements or behaviors pose an immediate and continuing danger to other students or school personnel, must be reported to the Superintendent or designee within twenty-four (24) hours after the start of the emergency expulsion.

Appeal, Reconsideration, and Petition

Optional conference with principal

If a student or the parent(s) disagree with the district's decision to suspend, expel, or emergency expel the student, the student or parent(s) may request an informal conference with the principal or designee to resolve the disagreement. The parent or student may request an informal conference orally or in writing.

The principal or designee must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parent(s).

During the informal conference, the student and parent(s) will have the opportunity to share the student's perspective and explanation regarding the events that led to the behavioral violation. The student and parent will also have the opportunity to confer with the principal or designee and school personnel involved in the incident that led to the suspension or expulsion. Further, the student and parent will have the opportunity to discuss other forms of discipline that the district could administer.

An informal conference will not limit the right of the student or parent(s) to appeal the suspension or expulsion, participate in a reengagement meeting, or petition for readmission.

Appeals

Requesting appeal

The appeal provisions for in-school and short-term suspension differ from those for long-term suspension and expulsion. The appeal provisions for long-term suspension or expulsion and emergency expulsion have similarities but the timelines differ.

A student or the parent(s) may appeal a suspension, expulsion, or emergency expulsion to the Superintendent or designee orally or in writing. For suspension or expulsion, the request to appeal must be within five (5) school business days from when the district provided the student and parent with written notice. For emergency expulsion, the request to appeal must be within three (3) school business days from when the district provided the student and parent with written notice.

When an appeal for long-term suspension or expulsion is pending, the district may continue to administer the long-term suspension or expulsion during the appeal process, subject to the following requirements:

- The suspension or expulsion is for no more than ten (10) consecutive school days from the initial hearing or until the appeal is decided, whichever is earlier;
- The district will apply any days of suspension or expulsion occurring before the appeal is decided to the term of the student's suspension or expulsion and may not extend the term of the student's suspension or expulsion; and
- If the student returns to school before the appeal is decided, the district will provide the student an opportunity to make up assignments and tests missed during the suspension or expulsion upon the student's return.

In-school and short-term suspension appeal

For short-term and in-school suspensions, the Superintendent or designee will provide the student and parents the opportunity to share the student's perspective and explanation regarding the behavioral violation orally or in writing.

The Superintendent or designee must deliver a written appeal decision to the student and parent(s) in person, by mail, or by email within two (2) school business days after receiving the appeal. The written decision must include:

- The decision to affirm, reverse, or modify the suspension;
- The duration and conditions of the suspension, including the beginning and ending dates;
- The educational services the district will offer to the student during the suspension; and
- Notice of the student and parent(s)' right to request review and reconsideration of the appeal decision, including where and to whom to make such a request.

Long-term suspension or expulsion and emergency expulsion appeal

For long-term suspension or expulsion and emergency expulsions, the Superintendent or designee will provide the student and parent(s) written notice in person, by mail, or by email, within one (1) school business day after receiving the appeal request, unless the parties agree to a different timeline. Written notice will include:

- The time, date, and location of the appeal hearing;
- The name(s) of the official(s) presiding over the appeal;
- The right of the student and parent(s) to inspect the student's education records;
- The right of the student and parent(s) to inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the hearing;
- The rights of the student and parent(s) to be represented by legal counsel; question witnesses; share the student's perspective and explanation; and introduce relevant documentary, physical, or testimonial evidence; and
- Whether the district will offer a reengagement meeting before the appeal hearing.

For long-term suspension or expulsion, the student, parent(s) and district may agree to hold a reengagement meeting and develop a reengagement plan before the appeal hearing. The student, parent(s), and district may mutually agree to postpone the appeal hearing while participating in the reengagement process.

Hearings

A hearing to appeal a long-term suspension or expulsion or emergency expulsion is a quasi-judicial process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of student(s) and others involved, the district will hold hearing without public notice and without public access unless the student(s) and/or the parent(s) or their counsel requests an open hearing. Regardless of whether the hearing is open or closed, the district will make reasonable efforts to comply with the Family Educational Rights and Privacy Act (FERPA) concerning confidentiality of student education records.

When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:

- A single hearing will not likely result in confusion; and
- No student will have his/her interest substantially prejudiced by a group hearing.

If the official presiding over the hearing finds that a student's interests will be substantially prejudiced by a group hearing, the presiding official may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

For long-term suspension or expulsion, the district will hold an appeal hearing within three (3) school business days after the Superintendent or designee received the appeal request, unless otherwise agreed to by the student and parent(s).

For emergency expulsion, the district will hold an appeal hearing within two (2) school business days after the Superintendent or designee received the appeal request, unless the student and parent(s) agree to another time.

The school board may designate a discipline appeal council to hear and decide any appeals in this policy and procedure or to review and reconsider a district's appeal decisions. A discipline appeal council must consist of at least three persons appointed by the school board for fixed terms. All members of a discipline appeal council must be knowledgeable about the rules in Chapter 392-400 WAC and this policy and procedure. The school board may also designate the Superintendent or a hearing officer to hear and decide appeals. The presiding official(s) may not have been involved in the student's behavioral violation or the decision to suspend or expel the student.

Upon request, the student and parent(s) or their legal representative may inspect any documentary or physical evidence and list of any witnesses that the district will introduce at the appeal hearing. The district must make the information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing. The district may also request to inspect any documentary or physical evidence and list of any witnesses that the student and parent(s) intend to introduce at the appeal hearing. The student and parent(s) must make this information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

Upon request, the student and parent(s) may review the student's education records. The district will make the records available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

If a witness for the district cannot or does not appear at the appeal hearing, the presiding official(s) may excuse the witness' nonappearance if the district establishes that:

- The district made a reasonable effort to produce the witness; and
- The witness' failure to appear is excused by fear of reprisal or another compelling reason.

The district will record the appeal hearing by manual, electronic, or other type of recording device and upon request of the student or parent(s) provide them a copy of the recording.

For long-term suspension or expulsion, the presiding official(s) must base the decision solely on the evidence presented at the hearing. The presiding official(s) will provide a written decision to the student and parent(s) in person, by mail, or by email within three (3) school business days after the appeal hearing. The written decision must include:

- The findings of fact;
- A determination whether (i) the student's behavior violated this policy; (ii) the behavioral violation reasonably warrants the suspension or expulsion and the length of the suspension or expulsion; and (iii) the suspension or expulsion is affirmed, reversed, or modified;
- The duration and conditions of suspension or expulsion, including the beginning and ending dates;
- Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request; and
- Notice of the opportunity for a reengagement meeting and contact information for the person who will schedule it.

For emergency expulsion, the district will provide a written decision to the student and parent(s) in person, by mail, or by email within one (1) school business day after the appeal hearing. The written decision must include:

- The findings of fact;
- A determination whether the student's statements or behaviors continue to pose (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process;
- Whether the district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the district converts the emergency expulsion to a suspension or expulsion, the district will provide the student and parent(s) notice and due process consistent with the disciplinary action to which the emergency expulsion was converted; and
- Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request.

Reconsideration of appeal

The student or parents may request the school board or discipline appeal council, if established by the school board, review and reconsider the district's appeal decision for long-term suspensions or expulsions and emergency expulsions. This request may be either oral or in writing.

For long-term suspension or expulsion, the student or parent(s) may request a review within ten (10) school business days from when the district provided the student and parent(s) with the written appeal decision.

For emergency expulsion, the student or parent(s) may request a review within five (5) school business days from when the district provided the student and parent(s) with the written appeal decision.

- In reviewing the district's decision, the school board or discipline appeal council, if established, must consider (i) all documentary and physical evidence from the appeal hearing related to the

behavioral violation; (ii) any records from the appeal hearing; (iii) relevant state law; and (iv) this policy adopted.

- The school board (or discipline appeal council) may request to meet with the student and parent(s), the principal, witnesses, and/or school personnel to hear further arguments and gather additional information.
- The decision of the school board (or discipline appeal council) will be made only by board or discipline council members who were not involved in (i) the behavioral violation; (ii) the decision to suspend or expel the student; or (iii) the appeal decision. If the discipline appeal council presided over the appeal hearing, the school board will conduct the review and reconsideration.

For long-term suspension or expulsion, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the school board (or discipline appeal council) affirms, reverses, or modifies the suspension or expulsion;
- The duration and conditions of the suspension or expulsion, including the beginning and ending dates of the suspension or expulsion; and
- For long-term suspensions or expulsions, notice of the opportunity to participate in a reengagement meeting.

For emergency expulsion, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within five (5) school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the school board [or discipline appeal council] affirms or reverses the school district's decision that the student's statements or behaviors posed (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process.
- If the emergency expulsion has not yet ended or been converted, whether the district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the district converts the emergency expulsion to a suspension or expulsion, the district will provide the student and parent(s) notice and due process under WAC 392-400-455 through 392-400-480 consistent with the disciplinary action to which the emergency expulsion was converted.

Petition to extend an expulsion

When risk to public health or safety warrants extending a student's expulsion, the principal or designee may petition the Superintendent or designee for authorization to exceed the academic term limitation on an expulsion. The petition must inform the Superintendent or designee of:

- The behavioral violation that resulted in the expulsion and the public health or safety concerns;
- The student's academic, attendance, and discipline history;
- Any nonacademic supports and behavioral services the student was offered or received during the expulsion;
- The student's academic progress during the expulsion and the educational services available to the student during the expulsion;
- The proposed extended length of the expulsion; and
- The student's reengagement plan.

The principal or designee may petition to extend an expulsion only after the development of a reengagement plan under WAC 392-400-710 and before the end of the expulsion. For violations of WAC 392-400-820 involving a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools, the principal or designee may petition to extend an expulsion at any time.

Notice

The district will provide written notice of a petition to the student and parent(s) in person, by mail, or by email within one (1) school business day from the date the Superintendent or designee received the petition. The written notice must include:

- A copy of the petition;
- The right of the student and parent(s) to an informal conference with the Superintendent or designee to be held within five (5) school business days from the date the district provided written notice to the student and parent(s); and

- The right of the student and parent(s) to respond to the petition orally or in writing to the Superintendent or designee within five (5) school business days from the date the district provided the written notice.

The Superintendent or designee may grant the petition only if there is substantial evidence that, if the student were to return to the student's previous school of placement after the length of an academic term, the student would pose a risk to public health or safety. The Superintendent or designee must deliver a written decision to the principal, the student, and the student's parent(s) in person, by mail, or by email within ten (10) school business days after receiving the petition.

If the Superintendent or designee does not grant the petition, the written decision must identify the date when the expulsion will end.

If the Superintendent or designee grants the petition, the written decision must include:

- The date on which the extended expulsion will end;
- The reason that, if the student were to return before the initial expulsion end date, the student would pose a risk to public health or safety; and
- Notice of the right of the student and parent(s) to request a review and reconsideration. The notice will include where and to whom to make such a request;

Review and Reconsideration of extension of expulsion

The student or parent(s) may request that the school board (or discipline appeal council, if established by the board) review and reconsider the decision to extend the student's expulsion. The student or parents may request the review orally or in writing within ten (10) school business days from the date the Superintendent or designee provides the written decision.

The school board (or discipline appeal council) may request to meet with the student or parent(s) or the principal to hear further arguments and gather additional information.

The decision of the school board (or discipline appeal council) may be made only board or discipline appeal council members who were not involved in the behavioral violation, the decision to expel the student, or the appeal decision.

The school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the school board or discipline appeal council affirms, reverses, or modifies the decision to extend the student's expulsion; and
- The date when the extended expulsion will end.

Any extension of an expulsion may not exceed the length of an academic term.

The district will annually report the number of petitions approved and denied to the Office of Superintendent of Public Instruction.

Educational Services

The district will offer educational services to enable a student who is suspended or expelled to:

- Continue to participate in the general education curriculum;
- Meet the educational standards established within the district; and
- Complete subject, grade-level, and graduation requirements.

When providing a student the opportunity to receive educational services during exclusionary discipline, the school must consider:

- Meaningful input from the student, parents, and the student's teachers;
- Whether the student's regular educational services include English language development services, special education, accommodations and related services under Section 504 of the Rehabilitation Act of 1973, or supplemental services designed to support the student's academic achievement; and
- Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.

After considering the factors and input described above, the district will determine a student's educational services on a case-by-case basis. The types of educational services the district will consider include: alternative schools or classrooms or location, one-on-one tutoring (when available), and online learning. Any educational services in an alternative setting should be comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of exclusionary discipline.

As soon as reasonably possible after administering a suspension or expulsion, the district will provide written notice to the student and parents about the educational services the district will provide. The notice will include a description of the educational services and the name and contact information of the school personnel who can offer support to keep the student current with assignments and course work.

For students subject to suspension or emergency expulsion up to five (5) days, a school must provide at least the following:

- Course work, including any assigned homework, from all of the student's regular subjects or classes;
- Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes; and
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion.

For students subject to suspension or emergency expulsion for six (6) to ten (10) consecutive school days, a school must provide at least the following:

- Course work, including any assigned homework, from all of the student's regular subjects or classes;
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion; and
- Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes. School personnel will make a reasonable attempt to contact the student or parents within three (3) school business days following the start of the suspension or emergency expulsion and periodically thereafter until the suspension or emergency expulsion ends to:
 - Coordinate the delivery and grading of course work between the student and the student's teacher(s) at a frequency that would allow the student to keep current with assignments and course work for all of the student's regular subjects or classes; and
 - Communicate with the student, parents, and the student's teacher(s) about the student's academic progress.

For students subject to expulsion or suspension for more than ten (10) consecutive school days, a school will make provisions for educational services in accordance with the "Course of Study" provisions of WAC 392-121-107.

Readmission

Readmission application process

The readmission process is different from and does not replace the appeal process. Students who have been suspended or expelled may make a written request for readmission to the district at any time. If a student desires to be readmitted at the school from which he/she has been suspended/expelled, the student will submit a written application to the principal, who will recommend admission or non-admission. If a student wishes admission to another school, he/she will submit the written application to the Superintendent. The application will include:

- The reasons the student wants to return and why the request should be considered;
- Any evidence that supports the request; and
- A supporting statement from the parent or others who may have assisted the student.

The Superintendent will advise the student and parent of the decision within seven (7) school days of the receipt of such application.

Reengagement

Reengagement Meeting

The reengagement process is distinct from a written request for readmission. The reengagement meeting is also distinct from the appeal process, including an appeal hearing, and does not replace an appeal hearing. The district must convene a reengagement meeting for students with a long-term suspension or expulsion.

Before convening a reengagement meeting, the district will communicate with the student and parent(s) to schedule the meeting time and location. The purpose of the reengagement meeting is to discuss with the student and his or her parent(s)/guardian(s) a plan to reengage the student.

The reengagement meeting must occur:

- Within twenty (20) calendar days of the start of the student's long-term suspension or expulsion, but no later than five (5) calendar days before the student's return to school; or
- As soon as reasonably possible, if the student or parents request a prompt reengagement meeting.

Reengagement plan

The district will collaborate with the student and parents to develop a culturally-sensitive and culturally-responsive reengagement plan tailored to the student's individual circumstances to support the student in successfully returning to school. In developing a reengagement plan, the district must consider:

- The nature and circumstances of the incident that led to the student's suspension or expulsion;
- As appropriate, students' cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach;
- Shortening the length of time that the student is suspended or expelled;
- Providing academic and nonacademic supports that aid in the student's academic success and keep the student engaged and on track to graduate; and
- Supporting the student parents, or school personnel in taking action to remedy the circumstances that resulted in the suspension or expulsion and preventing similar circumstances from recurring.

The district must document the reengagement plan and provide a copy of the plan to the student and parents. The district must ensure that both the reengagement meeting and the reengagement plan are in a language the student and parents understand.

Exceptions for protecting victims

The district may preclude a student from returning to the student's regular educational setting following the end date of a suspension or expulsion to protect victims of certain offenses as follows:

- A student committing an offense under RCW 28A.600.460(2), when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned;
- A student who commits an offense under RCW 28A.600.460(3), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.



Gorilla Pride Expectations

	<i>Instructional Space</i>	<i>Cafeteria</i>	<i>Bus</i>	<i>Hallway/ Line Up</i>	<i>Playground/ Recess</i>	<i>Bathroom/ Locker Room</i>	<i>Assemblies/ Activities</i>
Be Respectful	Use Kind Words and Actions Raise Your Hand to Speak Keep Hats/Hoods Off Hands and Feet to Self Try Your Best Consume Water & Snacks Discreetly (if permitted) Voice Level: 0/1/2/3	Hands and Feet to Self Say Please And Thank You Keep Hats/Hoods Off Accept and Include others Voice Level: 1/2	Hands and Feet to Self Use Kind Words and Actions Accept and Include Others Say Please and Thank You Voice Level: 0/1	Hands and Feet to Self Stay to the Right Value Property Keep Hats/Hoods Off Voice Level: 0/1	Hands and Feet to Self Accept and Include Others Use Kind Words and Actions Share and Take Turns Problem Solve Voice Level: 2/3/4	Honor Personal Space and Privacy Keep Hats/Hoods Off Hands and Feet to Self Voice Level: 0/1	Hands and Feet to Self Keep Hats/Hoods Off Use Kind Words and Actions Voice Level - Varies Depending on Purpose of Assembly
Be Responsible	Arrive On Time Follow Directions the First Time Have Materials Ready Use Technology Appropriately Complete all Classwork and Homework on Time Organize Your Belongings	Eat Only Your Own Food Pick Up After Yourself Problem Solve Walking Feet	Arrive on Time Keep Knees Facing Forward Backpack Out of Aisle Sit and Stay in Designated Seat	Place Belongings in Locker Pick Up After Yourself Walking Feet	Play Safely Stay in Designated Area Return Equipment Problem Solve Take it Out, Bring it In	Flush and Check Wash Your Hands Pick Up After Yourself See Something, Say Something	Sit in Designated Area Participate with Activities Enter and Exit Quietly and Calmly
Be Ready	Eyes on Speaker Sit in Designated Seat Focus Attention Place Backpacks in Designated Area Place Personal Items (cell phones, etc) Away in Backpacks or Lockers	Raise Hand to Speak Stand Still in Line Sit in Designated Area Come to Lunch Prepared for Recess	Listen to Driver in Charge Follow Directions the First Time Remember Your Belongings	Arrive On Time Walk with a Purpose Stay in Line	Follow Recess Rules and Directions Quick and Quiet Line Up Utilize Recess Pass when Appropriate	Return To Class Promptly Follow Classroom Procedures	Eyes on Speaker Focus Attention Follow Directions the First Time

Voice Levels: 0- None/Silent

1- Whisper

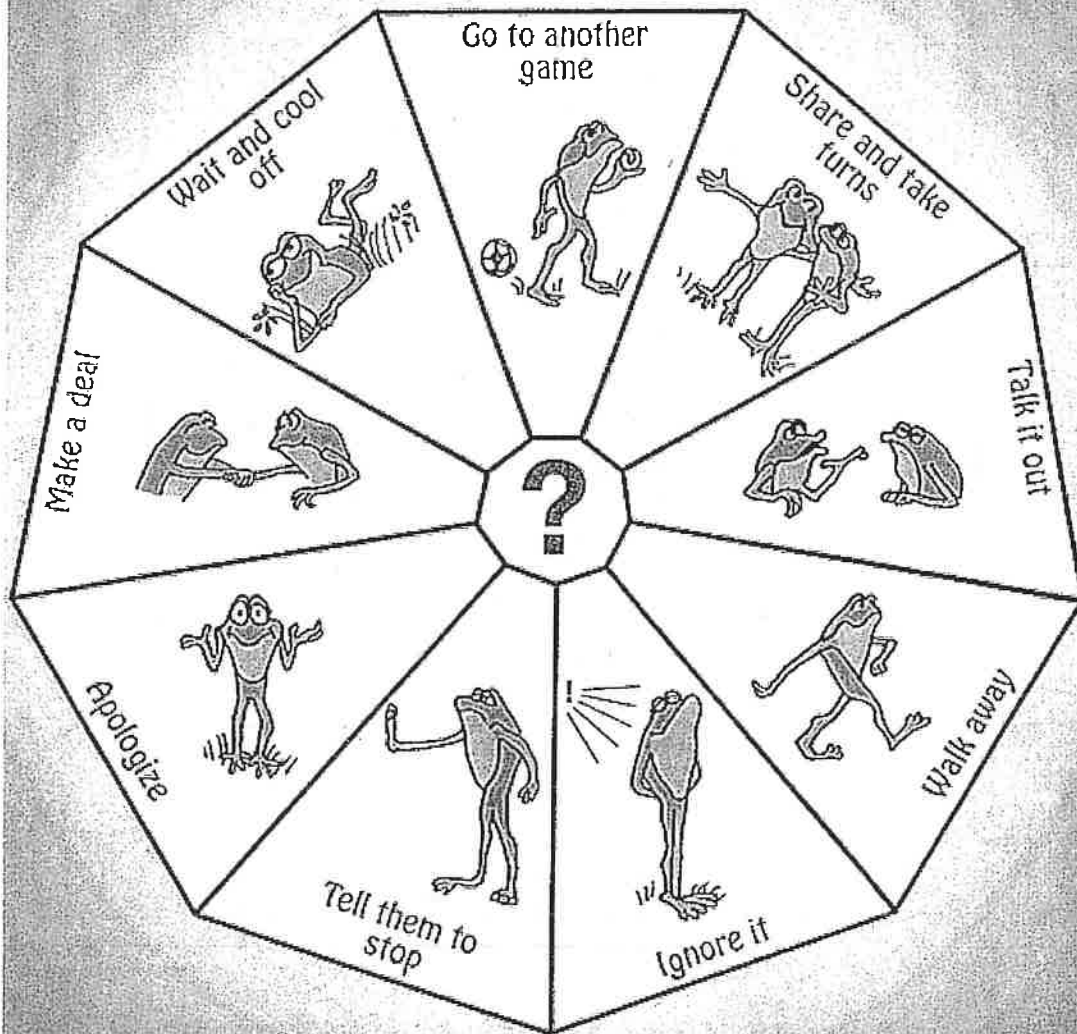
2- Normal

3- Leader Voice

4- Outside Voice

It's Your Choice!

DO YOU HAVE A SMALL PROBLEM?
TRY 2 OF KELSO'S CHOICES:



IF YOU HAVE A BIG PROBLEM,
TELL AN ADULT YOU TRUST.

ATTENTION PARENTS/GUARDIANS

STUDENT PHOTOGRAPHS

Davenport Elementary School students participate in various activities throughout the school year and may be photographed at certain times (eg., sporting events, group activities, school programs, student of the week, awards programs, etc.). These photographs may be chosen for use in promotional literature (eg., brochures, newspaper articles, webpage, social media).

We ask that you complete the form below and return it to the school office **IF YOU DO NOT GIVE PERMISSION** for your child to be photographed.

I **DO NOT** give permission for my child/children to be photographed for use in promotional literature for Davenport Elementary School.

Child Name

Child Name

Child Name

Child Name

Parent/Guardian Name

Date

(FERPA) Parental Access to Student Records

The Federal Family Educational Rights and Privacy Act (FERPA) of 1974 permits the school district to release certain directory information for legitimate educational purposes. The policy of the Davenport School District has been to release directory information to school and community media and military for the recognition of student achievement. Information must also be released, upon request, to the military unless a parent submits a written request to the contrary. Every reasonable effort is made to protect the privacy of students. Directory information shall not be released for commercial reasons.

If you do not want this information released and/or have your child appear in a photograph, videotape, film, slide or website promoting school programs, please notify the building principal in writing that the information not be released.

Directory information includes the student's name, address, telephone number, email, date and place of birth, major field of study, grade level, enrollment status, participation in officially recognized student activities and sports, height and weight of athletic team participants, dates of attendance, diplomas and awards received, the most recent previous school attended, photograph, and other similar information. This information may be used in preparing athletic, music, commencement, drama programs, eligibility lists, awards, honor rolls, school annuals, newspapers, brochures and other education publications.

Sarita Hopkins

Elementary Principal

Davenport School District

509.725.1261

Please return this page to school no later than September 9, 2022

We have read and discussed with our child/children the information contained in the 2022-23 Davenport Elementary Handbook.

(Parent Signature)

(Date)

Student Signature(s)

***Please tear off this page and return the signed form to the classroom teacher.**

