

Davenport
Elementary
Student Handbook
2023-24



Welcome Gorillas!

Dear Davenport Families,

We are thrilled to have each and every one of you as a part of our Gorilla Pride community. As we prepare to embark on a new school year, we want to extend a warm and enthusiastic welcome to both our returning students and those joining us for the first time.

At Davenport Elementary, we believe in the power of unity, strength, and determination—qualities that define the essence of Gorilla Pride. As members of the Gorilla Pride community, we ask that you embrace the Gorilla Creed: to always be Respectful, Responsible, and Ready. By embodying these principles and our themes, we create a positive atmosphere that promotes learning, growth, and collaboration.

This year, our theme is "You Belong Here," a phrase that encapsulates the idea that every individual at Davenport Schools is an integral part of our community. We celebrate each unique student and believe that each person brings a unique perspective that enriches our collective experience.

"All Means All" is another guiding principle we embrace, emphasizing that every student, regardless of background, abilities, or differences, is valued and included. This belief is at the core of our educational approach, ensuring that every student's journey is supported and nurtured.

Here at Davenport, we are committed to fostering an inclusive and nurturing environment where every student can thrive. We encourage you to embrace the themes of "You Belong Here" and "All Means All," explore your passions, and engage in both academic and extracurricular activities. Our dedicated teachers and staff are here to support you every step of the way, ensuring that your time with us is not only educational but also enriching and memorable.

This student handbook has been carefully crafted to provide you with essential information about our school's policies, procedures, and the resources available to you. It's a valuable tool that will guide you throughout the academic year, helping you make the most of your educational journey.

We are excited to witness your accomplishments, both inside and outside the classroom, and we look forward to celebrating your achievements with you. Remember, just as a gorilla thrives within its troop, we thrive as a collective whole. Let's work together to make this school year one filled with success, friendships, and lasting memories.

Once again, welcome to Davenport! May your journey here be marked by determination, learning, and Gorilla Pride.

Sincerely,

Sarita Hopkins Principal, Davenport Elementary

shopkins@[davenportsd.org](mailto:shopkins@davenportsd.org), (509) 725-1261

Pages to Note and Signatures Required:

- ✓ Lunch information p. 5-6
- ✓ Attendance policy sign sheet p. 14
- ✓ Busing/Transportation Information P. 21-23
- ✓ Picture/Video Release Form p. 48 (only sign if DO NOT want pictures/video published of student)
- ✓ Parent and all students in family signature page (I have read the Parent Handbook) p. 49

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 in this handbook result from a concerted effort by 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 Brown, 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
- Lyndsay 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

Sydney Abbott, Student Assistance Specialist

Secretarial Staff

Gillian Ball, Elementary School
Sharon Bergman, Attendance Elementary
Sadra Danekas, Middle School
Autumn Abbott, High School

Custodial Staff

Brian Telford, Director of Plant Operations
JJ Kowlkowski, Assistant Director of Plant Operations
Aaron Kelp, Custodian

Library/Technology Jamie Manchester, Matt Feider: ESD 101

Paraprofessionals

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

Food Services

Sarah Sweetser, Supervisor
Katy Harvey
Sue Toffelson

School Nurse

Cindy Hansen

Truancy Coordinator

Bill Dehler

Transportation

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

School Board & Administration

Board of Directors

Garrett Huskey, Chair
Deanna Fitzpatrick, Vice Chairman
Tami Odenrider, Director
Janie Schreck, Director
Jamie Bennett

Administration

Chad Prewitt, Superintendent
Dana Telecky, Business Manager
Sarita Hopkins, K-5 Principal, MS Asst. Principal

Office Procedure

The elementary school office welcomes you to a new school year! The following are procedures for several typical questions families might have:

1. **Absence/Illness:** 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. (See 23-24 attendance policy for further information.) The elementary phone number is 725-1261.
2. **Bus Passes:** If your student has a **change to their usual bus schedule** (not riding after school/someone picking up) or route (student is dropping off at grandparents/babysitter, etc.), please call or give note clearly describing change **directly to the elementary office**. The note shall be from the student's parent/guardian or a school official and shall be **legibly signed and dated**. Signed and dated notes from parents/guardians shall be presented to elementary office. The note shall be signed by the school official; otherwise the student will not be allowed to ride the bus.

3. **Pick up/Drop Off for your student: (lunch, homework, etc.)** 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 8:00 am and 2:50 pm, our school will be locked. The office staff will either have your child come to the office or take the item to them in their classroom.
4. **Picking up child early:** 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.
5. **Lunch balance questions:** 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 your balance.
6. **All medication** must be turned in 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 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

Meals:

- Breakfast and lunch are available to all students.
- Breakfast for K-8 will be available beginning at 7:40am in the cafeteria
 - Breakfast for TK/PK will be provided in the cafeteria; paraprofessionals will escort all TK/PK breakfast students to the cafeteria from the TK/PK classrooms.
 - Breakfast for HS students will be available at the HS as “grab & go’s”
- Davenport Elementary School **PK-5** have qualified for the Community Eligibility Provision (CEP) which means all students PK-5 will receive **FREE** breakfast and Lunch.
- Davenport Middle/High School will need to qualify for Free and Reduced meals by either direct certification or the Free and Reduced Meal Application.
- **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!**

2023-2024 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 before the student is served.
- Check with the school office for eligibility requirements determining reduced fee specifications. Families must reapply yearly. Assistance is available to complete Free and Reduced meal forms.

IMPORTANT UPDATE:

Community Eligibility Provision (CEP): Davenport Elementary (TK-5) (Free Meals)

Davenport Elementary students will qualify for **free meals** for the upcoming 2023/2024 school year. HB 1238 states that any school with a student population at or above 40% free & reduced qualifications for free meals qualify for this provision (Davenport Elementary is currently at 56.03%). Our 6-12 students will **still need to pay for meals** this year. We will have additional information as we get it.

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. Highly Capable testing will be conducted for **all 2nd and 6th-grade students** without a parent referral during the school year. Please see our updated Highly Capable link on our district website for referrals and information. Please contact Principal Sarita Hopkins at the elementary school office (509) 725-1261 for more information.

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 2:45 - 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. There are limited spaces available.

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 join 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. Enrollment opens in the spring with scheduled date.

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, and academic and social progress is 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. The books must be 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 inform the librarian to set up a plan to replace the book.

Dress & Grooming

On school grounds, students are responsible for dressing and appearing according to propriety, safety, and health standards. The following guidelines will uniformly be applied to dress and grooming:

- 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 are required 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 midriffs must be covered). A shirt's neckline shall not be lower than a line drawn between both armpits. All undergarments must be covered.

Volunteers

Teachers may bring volunteers for field trip support or other similar activities. Volunteers are required to go through a background check and can obtain a form through the office.

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.

Emergency School Closure

The Davenport School District utilizes the School Messenger alert system to notify parents of school closures, late starts or necessary updates via phone and/or email. The instant alert system can call a person's cell and home phones. Parents need to have at least one phone number registered with the school so parental contact can be made in case of emergencies.

Parents who wish to not be notified by the School Messenger alert system need to notify the Middle School or High School Secretary to have your number removed from the system.

Since it is possible for Davenport Schools to start late or remain closed from time to time, it is important to listen to local radio or TV stations for this information as well as information sent directly from the School Messenger alert system. Local TV stations include: Channel 6-KHQ, Channel 2-KREM, and Channel 4-KXLY. Local radio stations include 98.1 FM KISC-FM, 93.7 FM KDRK, 1240 AM, and 920 AM.

Elementary Mandated Testing

K – 5 th grade – iReady Reading and Math, AIMS Web Assessment,	Quarterly
3 – 5th grade----Smarter Balanced Assessment	Spring
K – 5th grade----MAP Testing	Fall, Winter, and Spring
2nd grade----Highly Capable Testing, Dyslexia Screener	Spring

Cell Phones/Electronics:

- We are exploring a school policy this year regarding the use of cell phones, and we are going to take this year to work on a policy that the school board will eventually adopt. We plan to pilot the below DRAFT policy at the start of this year. Our initial priority with this policy is going to be focused on the classroom space and instructional time. We want students and teachers to engage in classroom instruction and limit distractions during teaching and learning time.
- The only change to our current policy that we plan to implement this year is that in addition to putting them away (cell phones should not be seen or heard in the classroom) is that we are going to ask that our students also turn their phones off during instructional times. **Note:** some schools are NOT allowing cell phones, earbuds, smart watches, etc in classrooms at all.
- Parents and guardians, we need your help with this, and if you need to contact your student during the school day please call our school offices and they will relay a message to your student.

****Elementary classrooms ask that students place all electronics (iWatch, earpods, switch, other electronic games) in student backpacks during the school day. District and teachers are not responsible for lost, stolen, or damaged electronics brought to school. We encourage students to leave them at home.**

Trading Card Games:

Trading card games (such as Pokemon, Yu-gi-oh, or sports trading cards) may not be traded at school for any reason.

Bicycle/Roller Sports

Students are required to park and chain their bicycles to the bicycle rack provided. Due to safety concerns, students are not to be on their bikes, skateboards, rollerblades, scooters, Heeleys (tennis shoes with wheels) or other roller sport equipment during school hours inside or outside of the buildings. This policy includes the tennis courts, track, and sidewalks between school buildings.

Pick Up and Drop off of your student before and after school:

- Be cautious for buses and other traffic around school - do not park in bus zones.
- Please use school crossing guards to safely cross streets

- Please keep crosswalks clear
- Please keep handicapped spots available to families that need them
- If you are late to pick up student at end of the day, the student will come to the office to wait for their family. The office will call to find out status.

Attendance Policies

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. Students returning to school following an absence (except school related) must present a written excuse to the office, or parent/guardian must email or call the office.

Washington State Law requires that children between the ages of 8-18 attend school daily. Excused absences include those due to illness and family emergency. Davenport School District reserves the right not to excuse an absence even with parent permission or even if the reason for the absence is articulated in WAC 392-401-020. RCW 28A.225.020(2) establishes district authority to create policies addressing excused absences. (2) For purposes of this chapter, an "unexcused absence" means that a child: (a)(i) Has failed to attend the majority of hours or periods in an average school day or has failed to comply with a more restrictive school district policy; and (ii) Has failed to meet the school district's policy for excused absences. WAC 392-401-020 outlines the reasons student absences must be excused. This rule also clarifies that a school principal or designee has the authority to determine if an absence meets the criteria for an excused absence as outlined in this section of the WAC and their school district policy for excused absences. Therefore, a district is authorized to establish a policy that would stop excusing absences, even if the reason for the absence is articulated in WAC 392-401-020.

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 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

Definition of Tardy

Not being in the classroom when the tardy bell rings. (Unless otherwise stated by teacher) Excessive tardies (more than 5) will begin attendance steps.

Pre-arranged Absences:

When possible, the student should pre-arrange 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 absence must be completed. The student must have the work completed when he/she returns or may make it up when he/she returns with teacher approval.

Please Note: Excused Absences Changes for 23-24 School Year

Any Absence

- Robo system call or phone call home by building secretary

We highly encourage parents/guardians to pre-arrange any and all absences. If no pre-arranged absence is received, the following steps will be followed. To pre-arrange an absence please call, email or send a note to the school office that notes the

date and reason for the absence. Absences that are pre-arranged and meet the excused absence definitions, or follow the absence with a doctor's note will be marked excused.

Parents/guardians have **one month** from the date of a student's absence to either call, email or send a note to the school office to excuse their child's absence. The note must state the date of the absence, and give a specific reason for the absence that meets one of the definitions for excused absences. **Notes or calls received after one month will remain as unexcused absences in Skyward.**

Level 1

5 Excused Absences (cumulative) that are NOT pre-arranged or doctors note received

- Level 1 Letter Mailed Home (Warning)
- Building secretary phone call home, sharing next steps if excused absences that are not pre-arranged or followed with doctors note continue.

Level 2

11 Excused Absences (cumulative) that are NOT pre-arranged or doctors note received OR 6 Excused Absences (month) that are NOT pre-arranged or doctors note received

- Level 2 Letter Mailed Home
 - Letter requests parent meeting
- Phone call home to set up Attendance Success Meeting
- (Optional) Administer WARNS (Washington assessment of the risks and needs of students) (MS/HS ONLY)
 - Must have parent permission to give
- Attendance Success Meeting with student and parent to create attendance support plan. Meeting informs and educates student and parent on attendance policies, interventions available, and consequences for future absences.

Level 3

15+ Excused Absences (cumulative) that are NOT pre-arranged or doctors note received

- Level 3 Letter Mailed Home
 - Letter requests parent meeting
- Phone call home to set up Attendance Success Meeting
- Attendance Success Meeting with student and parent to review attendance support plan and address continued absences.
- Continued absences not following the attendance support plan will result in the stopping of excusing future absences, leading to a truancy referral.

Level 4

- Continued absences not following the attendance support plan will result in the stopping of excusing future absences, leading to a truancy referral.
- Refer to Juvenile Court, court files petition for STAY
 - Court sends letter notifying parents that petition was filed
- Community Engagement Board (CEB) Referral

The following absences are defined as being excused absences:

WAC 392-401-020 Excused absences.

(1) Absences due to the following reasons must be excused:

- (a) Illness/Medical Release-Physical health or mental health symptoms, illness, health condition or medical appointment for the student or person for whom the student is legally responsible. Examples of symptoms, illness, health conditions, or medical appointments include, but are not limited to, medical, counseling, mental health wellness, dental, optometry, pregnancy, and behavioral health treatment (which can include inpatient or out-patient treatment for chemical dependency or mental health);
- (b) Emergency/Family Leave/Funeral/Transportation Waiver-Family emergency including, but not limited to, a death or illness in the family;
- (c) Religious Release-Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
- (d) Court, judicial proceeding, court-ordered activity, or jury service;
- (e) Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
- (f) State-recognized search and rescue activities consistent with RCW 28A.225.055;
- (g) Absence directly related to the student's homeless or foster care/dependency status;

- (h) Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;
- (i) ~~Suspension~~– Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;
- (j) Absences due to student safety concerns, including absences related to threats, assaults, or bullying;
- (k) Absences due to a student's migrant status;
- (l) ~~Davenport School Activity~~–Absences due to an approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth; and
- (m) Absences due to the student's lack of necessary instructional tools, including internet access or connectivity.
- (n) ~~Administrative~~-leave that is approved by a school administrator.
- (o) ~~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 completion of assignments must be made with all teachers in advance. See Appeal Process below for absences exceeding the five (5) day limit.

(2) In the event of emergency school facility closure due to COVID-19, other communicable disease outbreak, natural disaster, or other event when districts are required to provide synchronous and asynchronous instruction, absences due to the following reasons must be excused:

- (a) Absences related to the student's illness, health condition, or medical appointments due to COVID-19 or other communicable disease;
- (b) Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19, other communicable disease, or other emergency health condition related to school facility closures;
- (c) Absences related to the student's family obligations during regularly scheduled school hours that are temporarily necessary because of school facility closures, until other arrangements can be made; and
- (d) Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made.

(3) Districts may define additional categories or criteria for excused absences. A school principal or designee has the authority to determine if an absence meets the criteria in subsections (1) and (2) of this section and school district policy for an excused absence.

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

Truancy/Unexcused Absence:

A truancy/unexcused absence is a violation of law and District rules and will result in disciplinary action and possible court actions.

Some examples of truancy are:

1. Skipping class.
2. Being absent without parental and school permission.
3. Failure to attend school assemblies without permission.

An absence is defined as unexcused when it does not completely conform to any of the categories 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.

Any Absence

- Robo system call or phone call home by building secretary

Level 1

3 Unexcused Absences (cumulative)

- Level 1 Letter Mailed Home (Warning)

Level 2

5 Unexcused Absences (cumulative)

- Level 2 Letter Mailed Home
- Building secretary phone call home, sharing next steps if excused absences that are not pre-arranged or followed with doctors note continue.

Level 3

7 Unexcused Absences (cumulative) OR 3 Unexcused Absences (month)

- Level 3 Letter Mailed Home
 - Letter requests parent meeting
- Phone call home to set up Attendance Success Meeting
- Attendance Success Meeting with student and parent to review attendance support plan and address continued absences.
- (Optional) Administer WARNS (Washington assessment of the risks and needs of students) (MS/HS ONLY)
 - Must have parent permission to give

Level 4

- Refer to Juvenile Court, court files petition for STAY
 - Court sends letter notifying parents that petition was filed
 - Student/family goes before judge
- Community Engagement Board (CEB) Referral
- Complete Written Truancy Agreement

NOTE: The building principals have the authority to make changes to this policy in the event of extenuating circumstances.

Dear Parent/Guardian,

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

DID YOU KNOW?

- Starting in kindergarten, too many absences (excused and unexcused) can cause children to fall behind in school.
- Missing 10 percent (or about 18 days) increases the chance that your student will not read or master math at the same level as their peers.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.
- By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
- By being present at school, your child learns valuable social skills and has the opportunity to develop meaningful relationships with other students and school staff.
- Absences can be a sign that a student is losing interest in school, struggling with schoolwork, dealing with a bully or facing some other potentially serious difficulty.\
- By 9th grade, regular and high attendance is a better predictor of graduation rates than 8th grade test scores.

WHAT WE NEED FROM YOU

We miss your student when they are gone and we value their contributions to our school. We would like you to help ensure that your student attends regularly and is successful in school. If your student is going to be absent, please contact the school's secretary.

OUR PROMISE TO YOU

We know that there are a wide variety of reasons that students are absent from school, from health concerns to transportation challenges. There are many people in our building prepared to help you if you or your student face challenges in getting to school regularly or on time. We promise to track attendance daily, to notice when your student is missing from class, communicate with

you to understand why they were absent, and to identify barriers and supports available to overcome challenges you may face in helping your student attend school.

SCHOOL POLICIES AND STATE LAWS

It is important that you understand our school policies and procedures, as well as Washington State Law, to ensure your child is successful in school. State law for mandatory attendance, called the Becca Bill, requires children from age 8 to 17 to attend a public school, private school, or a district-approved home school program. Children that are 6- or 7-years-old are not required to be enrolled in school. However, if parents enroll their 6- or 7-year-old, the student must attend full-time. Youth who are 16 or older may be excused from attending public school if they meet certain requirements.

<http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.225>

We, the school, are required to take daily attendance and notify you when your student has an unexcused absence.

If your student has three unexcused absences in one month, state law (RCW 28A.225.020) requires we schedule a conference with you and your student to identify the barriers and supports available to ensure regular attendance. The district is obligated to develop a plan that requires an assessment to determine how to best meet the needs of your student and reduce absenteeism if they are in middle or high school.

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

We are required by state law to file a petition with the Juvenile court sometime between your child's seventh unexcused absences in any month or fifteen unexcused absences within the school year, alleging a violation of RCW 28A.225.010, the mandatory attendance laws. The petition will be automatically stayed and your student and family will be referred to a Community Engagement Board or other coordinated means of intervention. If our collective efforts are not enough to increase your student's attendance, the stay may be lifted and the court may require a hearing.

At Davenport School District we have established the following rules on attendance that will help you ensure your student is attending regularly.

WHAT YOU CAN DO

- Set a regular bedtime and morning routine.
- Prepare for school the night before, finishing homework and getting a good night's sleep.
- Find out what day school starts and make sure your child has the required immunizations.
- Don't let your student stay home unless they are truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home.
- Avoid appointments and extended trips when school is in session.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Keep track of your student's attendance. Missing more than 9 days could put your student at risk of falling behind.
- Talk to your student about the importance of attendance.
- Talk to your students' teachers if you notice sudden changes in behavior. These could be tied to something going on at school.
- Encourage meaningful afterschool activities, including sports and clubs.

Sincerely,

Sarita Hopkins

Your signature below indicates that you have read and understand the attendance policies and procedures in Davenport School District.

_____ Date _____

RCW 28A.225--The BECCA BILL
What is our responsibility as a school district?

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.

The following chart outlines our responsibilities as a school, as outlined by RCW28A.225:

Occasionally, and in spite of our best efforts, we will encounter students/guardians who still do not meet our state's compulsory attendance requirements. When all actions attempted have failed, we are obligated by law to ask for court intervention.

Appeal Process

(To be used when absences are excessive)

1. The student asks for an appeal form from the office. It is the student's responsibility to show cause for an exemption to a classroom attendance policy.
2. The principal has the option to grant the appeal or to set up a conference with the Student Success Team.
3. Prior to the appeal, all doctor, social services and legal documentation shall be given to the office.
4. Parents/guardians are invited to attend the hearing but are not required to do so.
5. The decision of the Student Success Team can be appealed to the superintendent.
6. The decision of the superintendent may be appealed to the school board.

Willful and chronic violation of Davenport School District policies that result in an out of school suspension as determined by the principal.

Along with disciplinary action that will be imposed as a result of truancy, students will not be allowed to make up any work missed for credit if their absence is unexcused. (Students may complete assignments or any other work to maintain progress in a given class. This work will not be counted toward the quarter or semester grade.)

Coming to class more than 15 minutes late is considered an absence. Less than 15 minutes late is a tardy. Students, who feel the circumstances surrounding their absences should be waived, may request a hearing before the Student Success Team.

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!

Scheduled Emergency Drills (Including Fire Drills and Lockdown Drills)

Emergency drills are held periodically throughout the school year as required by law. They include: shelter in place, earthquake, fire, and lockdown. Remember these basic rules:

1. Check the instructions in each classroom (they are posted by the door) indicating how to leave the building in case of fire.
2. Walk. No talking. Move quickly and quietly to designated areas.

Rules for lockdown procedures are posted in every room.

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. Leslie Oliver, 24 hours in advance of the event to arrange accommodation. Inquiries regarding accommodation, compliance and/or grievance procedures may be directed to Mrs. Leslie Oliver, 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

Davenport Policy # 3126

The board of directors 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. Parents/guardians, guardians or defacto parents/guardians have the two-fold right to receive information contained in the school records concerning their child and to forbid or permit the disclosure of such information to others subject to the authority granted to the residential parent.

The board, 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 this right(s). If this right is questioned by the nonresidential parent, 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.

Playground Rules

The playground rules will be in effect during lunch for the middle school students.

1. Keep your hands and feet to yourself.
2. Swings: Swing only in a forward and back motion in a sitting position. Stop the swing before getting off. Please do not jump out.
3. Big Toy: Only go down the slide-not up. Stay off the top of the bars and walk while using the big toy. (MS/HS students are not allowed on the big toy).
4. No throwing of anything.
5. Balls: Only basketballs and soft rubber balls are allowed in the blacktop area. Do not kick or throw balls at walls with windows, the gym, or the roof. Please do not kick the balls on the blacktop.
6. You may sit in the bleachers but do not run or jump off them.
7. Climbing is allowed only on toys in the gravel area.
8. You must have permission to leave the playground for any reason.
9. Tackle football is not allowed.

Sexual Harassment

Davenport School District Policy 5011, 3205 and 3205P

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, counselor, supervisor, and/or an affirmative action officer. The report may be dealt with formally or informally. Harassment of any form will not be tolerated.

Please reference DSD policy 3205 & procedure 3205P for more detailed policy & procedure.

https://www.davenportsd.org/our_district/school_board/board_policies

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:

1. 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.
2. 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.
3. 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:
 - a. The district does not have adequate evidence to conclude that harassment occurred:
 - b. The district intends to take corrective actions and/or:
 - c. The investigation is incomplete to date and will be continuing.
4. 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.

Davenport Elementary Positive Behavior Intervention System

Students will be recognized for their positive behavior choices in many ways! Individual class 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

See Appendix A for most current policy and information.

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.

****No extra students will be allowed to ride on bus that were not assigned. Due to the large number of students on the buses, we cannot accommodate extra numbers. Please plan accordingly if having a friends/classmates over for a birthday party etc. They will need to make other transportation arrangements. Please contact bus barn for any questions: Bill Ball 725-1352**

Bus Disciplinary Procedures

The school principals are responsible for discipline procedures (see school for students whose behavior violates the rules above. The principals shall receive written and oral reports from the Transportation director and / or School Bus Drivers. Each school administration shall ensure that students are provided with the "Rules of Conduct for Students Riding Buses" and to make sure open lines of communication among school officials, bus drivers, and transportation departments are maintained.

When waiting for a bus, or going to and from a bus stop, students are responsible for conducting themselves according to social and legal behavior standards that apply to the public. That is, they must not abuse or cause damage to private or public property; they

must not use obscene language or gestures; they must not engage in criminal activity; failure to adhere to these standards may result in formal complaints by citizens which may be forwarded to principals for possible corrective actions.

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.

Building Use

School district functions will have priority over community use. Applications for use of school district facilities shall be obtained from the school district office. This application must be completed and submitted by an adult representative of the organization. The application will be verified as to the availability of dates, the appropriateness of use and limitations or problems that might become evident. Applications for use of a facility will be approved on the basis of the priorities established in Board Policy 4260.

Applications must be received at the district office at least ten (10) days prior to the date of intended use. The district requires **48 hours** advance notice of cancellation or the group will be charged accordingly.

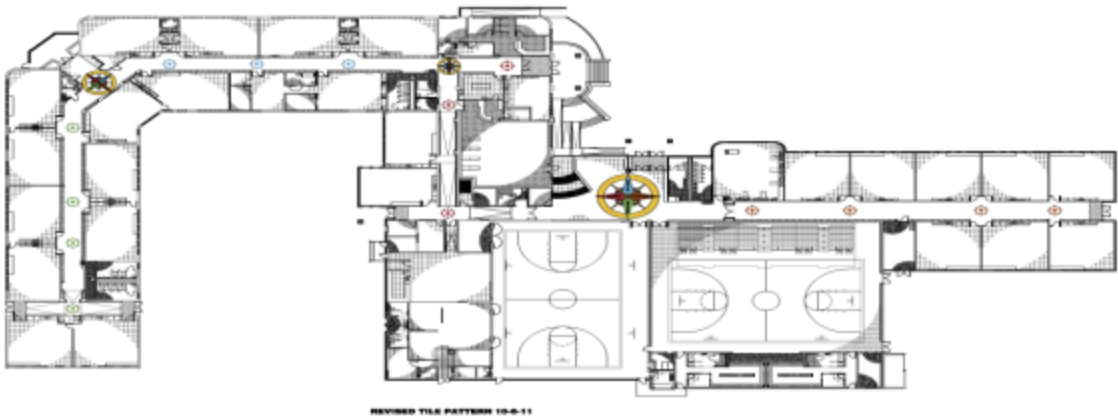
Applications for building use may be obtained from the district office.

Campus Boundaries

High School property consists of all parking spaces and sidewalks surrounding the high school building and tennis courts. This includes parking along the sidewalks.




Elementary/Middle School property consists of all parking spaces and sidewalks surrounding the building, portables, track, and football field. This includes parking along the sidewalks.



Appendix A: Student Discipline

Elementary-Davenport Middle School - High School Discipline Plan

School-Wide Rules/Expectations

	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 Hats/Hoods at teacher discretion 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 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 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 Hands and Feet to Self Voice Level: 0/1	Hands and Feet to Self Use Kind Words and Actions Voice Level - Varies Depending on Purpose of Assembly Watch for assembly hand signals
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 Toys from home stay at home 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 Electronics powered off and in backpack. Place Personal Items 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							

A safe, orderly school only happens when everyone is involved in discipline.

Davenport School District Policy: Student Discipline (3241)

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 re engagement meeting and collaborate with parents and students to develop a re engagement 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 removal, 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.

Davenport School District Procedures:

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 removal” 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 removal, 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 2 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 removals. 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.

- o **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.
- o **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.
- o **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/learningassistance-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 to the dean of students; to impose long-term suspension to school principals and to the dean students, to impose expulsion to school principals and the dean of students and to impose emergency removal to school principals and to the 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 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 removal 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.

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; 6
- 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:
 - o any violent offense as defined in RCW 9.94A.030, including
 - o any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
 - o manslaughter;
 - o indecent liberties committed by forcible compulsion;
 - o kidnapping;
 - o arson;
 - o assault in the second degree;
 - o assault of a child in the second degree;
 - o robbery;
 - o drive-by shooting; and
 - o 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;

- o any sex offense as defined in RCW 9.94A.030, which includes any felony violation of chapter 9A.44 RCW (other than failure to register 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;
- o inhaling toxic fumes in violation of chapter 9.47A RCW;
- o any controlled substance violation of chapter 69.50 RCW; o any liquor violation of RCW 66.44.270;
- o any weapons violation of chapter 9.41 RCW, including having dangerous weapon at school in violation of RCW 9.41.280;
- o 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;
- o any violation of chapter 9A.40 RCW, including kidnapping, unlawful imprisonment, custodial interference, luring, and human trafficking;
- o any violation of chapter 9A.46 RCW, including harassment, stalking, and criminal gang intimidation; and
- o any violation of chapter 9A.48 RCW, including arson, reckless burning, malicious mischief, and criminal street gang tagging and graffiti.
- o Two or more violations of the following within a three-year period
 - o criminal gang intimidation in violation of RCW 9A.46.120:
 - o 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
 - o 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 re-engagement 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 re-engagement 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 Removals

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 removal solely for investigating student conduct.

For purposes of determining sufficient cause for an emergency removal, 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 removal may not exceed ten consecutive school days. An emergency removal must end or be converted to another form of discipline within ten (10) school days from its start.

After an emergency removal, 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 removal, 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 removal, including the date on which the emergency removal will begin and end;
- The opportunity to receive educational services during the emergency removal;

- 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 removal, including where and to whom the appeal must be requested.

If the district converts an emergency removal 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. 10 All emergency removal, 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 removal.

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 re engagement 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 removal have similarities but the timelines differ. A student or the parent(s) may appeal a suspension, expulsion, or emergency removal 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 removal, 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 11
 - 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 removal appeal For long-term suspension or expulsion and emergency removals, 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 removal 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 removal, 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 removal, 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 removal or convert the emergency removal to a suspension or expulsion. If the district converts the emergency removal 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 removal 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 removals. 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 removal, 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. 13
- 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 removal, 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 removal has not yet ended or been converted, whether the district will end the emergency removal or convert the emergency removal to a suspension or expulsion. If the district converts the emergency removal 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 removal 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 14 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. 15 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 removal 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 coursework 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 removal. For students subject to suspension or emergency removal 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 removal; and
- Access to school personnel who can offer support to keep the student current with assignments and coursework 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 removal and periodically thereafter until the suspension or emergency removal ends to:

- o 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
- o 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 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. 16 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 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.

Definitions and Groupings of Violations

Behavioral Violation[i] & Severity Level[ii]	Range of potential responses based on conditions, limitations, and interventions						
	Best practices[iii]	Classroom exclusion	ISS	OSS short	OSS long	Expulsion	School referrals and protocols[iv]
Type Six Firearm[v]	N/A	N/A	N/A	N/A	N/A	Mandatory	School-based threat assessment referral[vi]
Type Five Assault – II[vii]	Level G	ü	ü	ü	No K-4	No K-4	School-based threat assessment referral
Sexual assault[viii]	Level G	ü	ü	ü	No K-4	No K-4	Title IX Coordinator referral[ix]
Illicit drug distribution[x]	Level G	ü	ü	ü	No K-4	No K-4	Prevention/intervention referral[xi]
Possession of a weapon[xii]	Level G	ü	ü	ü	No K-4	No K-4	School-based threat assessment referral
Robbery[xiii]	Level G	ü	ü	ü	No K-4	No K-4	School-based threat assessment referral
Assault of teacher ^[xiv]	Level G	ü	ü	ü	No K-4	No K-4	Classroom reassignment[xv] School-based threat assessment referral
Safety – II[xvi]	Level G	ü	ü	ü	No K-4	No K-4	School-based threat assessment referral
Type Four Assault – I[xvii]	Level F	ü	ü	ü	No	No	School-based threat assessment referral
Fighting with major injury[xviii]	Level F	ü	ü	ü	No K-4	No K-4	School-based threat assessment referral
Sexual harassment[xix]	Level F	ü	ü	ü	No	No	Title IX Coordinator referral
Discriminatory harassment[xx]	Level F	ü	ü	ü	No	No	Civil Rights Coordinator referral[xxi]
Malicious harassment[xxii]	Level F	ü	ü	ü	No	No	School-based threat assessment referral
Arson[xxiii]	Level F	ü	ü	ü	No K-4	No K-4	School-based threat assessment referral
Marijuana distribution[xxiv]	Level F	ü	ü	ü	No K-4	No K-4	Prevention/intervention referral
Alcohol distribution[xxv]	Level F	ü	ü	ü	No	No	Prevention/intervention referral
Gang intimidation or activity[xxvi]	Level F	ü	ü	ü	No K-4	No K-4	School-based threat assessment referral
Safety – I[xxvii]	Level F	ü	ü	ü	No K-4	No	School-based threat assessment referral
Type Three Bullying[xxviii]	Level E	ü	ü	ü	No	No	HIB Compliance Officer referral[xxix]

Fighting without major injury[xxx]	Level E	ü	ü	ü	No	No	School-based threat assessment referral
Illicit drug possession or use[xxxi]	Level E	ü	ü	ü	No K-4	No K-4	Prevention/intervention referral
Marijuana possession or use[xxxii]	Level E	ü	ü	ü	No K-4	No K-4	Prevention/intervention referral
Alcohol possession or use[xxxiii]	Level E	ü	ü	ü	No	No	Prevention/intervention referral
Tobacco distribution[xxxiv]	Level E	ü	ü	ü	No	No	Prevention/intervention referral
Theft[xxxv]	Level E	ü	ü	ü	No	No	
Other – III[xxxvi]	Level E	ü	ü	ü	No	No	
Type Two							
Destruction of property[xxxvii]	Level D	ü	ü	ü	No K-4	No K-4	
Physical aggression[xxxviii]	Level D	ü	ü	No	No	No	
Tobacco possession or use[xxxix]	Level D	ü	ü	ü	No	No	Prevention/intervention referral
Failure to cooperate[xl]	Level D	ü	No	No	No	No	
Sexually inappropriate conduct[xli]	Level D	ü	ü	ü	No	No	
Disruptive conduct – II[xlii]	Level D	ü	No	No	No	No	
Other – II[xliii]	Level D	ü	No	No	No	No	
Type One							
Disruptive conduct – I[xliv]	Levels A-C	No	No	No	No	No	
Dress code[xlv]	Levels A-C	No	No	No	No	No	
Physical contact[xlvi]	Levels A-C	No	No	No	No	No	
Defiance[xlvii]	Levels A-C	No	No	No	No	No	
Disrespect[xlviii]	Levels A-C	No	No	No	No	No	
Academic dishonesty/plagiarism[xlix]	Levels A-C	No	No	No	No	No	
Property misuse[l]	Levels A-C	No	No	No	No	No	
Inappropriate language[l <i>i</i>]	Levels A-C	No	No	No	No	No	
Other – I[l <i>ii</i>]	Levels A-C	No	No	No	No	No	

[i] "Behavioral violation" refers to a student's behavior that violates *Example District's* discipline policy. In accordance with WAC [392-400-110](#)(1)(a), *Example District's* policies and procedures must clearly state the types of behaviors for which discipline—including other forms of discipline, classroom exclusion, suspension, and expulsion—may be administered. Note: The information and definitions for behavioral violations in this matrix that indicate long-term suspension or expulsion may be an option correspond with provisions under RCW [28A.600.015](#)(6) as well as grade-level conditions and limitations under WAC

[392-400-440](#)(4) and WAC [392-400-445](#)(4) regarding the types of behavioral violations for which a district may consider administering long-term suspension or expulsion. The information and definitions for behavioral violations in this matrix that indicate long-term suspension or expulsion is not an option are consistent with provisions under RCW [28A.600.015](#)(6) as well as conditions and limitations under [chapter 392-400 WAC](#) and also include recommendations for when a district’s discipline policies and procedures may permit or prohibit the use of classroom exclusion, in-school suspension, or short-term suspension. While the information in this matrix is consistent with federal and state laws, districts must ensure the district’s discipline policies and procedures, including clearly defined behavioral violations, are developed with the participation of school personnel, students, parents, families, and the community consistent with WSSDA policy 3241 and WAC [392-400-110](#)(2). State laws establish the *minimum* substantive and procedural due process requirements for student discipline in schools, but districts may adopt policies and procedures setting forth conditions and limitations that provide additional substantive and procedural protections for students.

[ii] Note, while this matrix organizes behavioral violations into severity levels that correlate with categories of potential responses intended to match the severity of behavior types, districts may also decide to organize behavioral violations so as to clearly delineate between minor versus major or classroom-managed versus office-managed behavioral violations. Within this matrix the *Type One* category provides examples of low-level behavioral violations that should be managed at the classroom level without resulting in the use of any exclusionary discipline practices and the *Type Two* category provides examples of some behavioral violations that may be office-managed without resulting in the use of suspension or expulsion. Regardless of how a district categorically labels behavioral violations under the *Type Two* through *Type Five* categories in this matrix, in accordance with WAC [392-400-430](#)(2) the school district must consider the nature and circumstances of the behavioral violation when determining whether suspension or expulsion, and the length of the exclusion, is warranted.

[iii] “Best practices” refers to *best practices and strategies* the district identified that school personnel should administer before or instead of administering classroom exclusion, suspension, or expulsion to support students in meeting behavioral expectations in accordance with WAC [392-400-110](#)(1)(e). Refer to “3241P Attachment B: Example District Continuum of Discipline Responses” for an example of how best practices and strategies may be embedded in discipline procedures across severity levels of behavioral violations at the classroom and administrative levels in a manner that corresponds with this matrix.

[iv] Note, the information under this column represents a limited list of school referrals or protocols that may be required under corresponding district policies and is not to be interpreted as comprehensive. Districts should adapt the information as necessary in accordance with federal and state laws.

[v] “Firearm” refers to behavioral violations that meet the definition of offenses requiring a mandatory one-year expulsion under the [Gun-Free Schools Act](#); WAC [392-400-820](#)(1); RCW [28A.600.420](#)(1).

[vi] “School-based threat assessment referral” refers to policies and procedures under WSSDA policies 3225 and 3225P.

[vii] “Assault – II” refers to behavioral violations that meet the definition of an offense under RCW [9A.36.011](#) or RCW [9A.36.021](#)—which may include behavioral violations under WAC [392-172A-05149](#)(1)(c) involving “serious bodily injury” as defined under Section 1365 (h)(3) of Title 18, U.S.C.

[viii] “Sexual assault” refers to behavioral violations that meet the definition of certain sex offenses under RCW [9.94A.030](#)(47).

[ix] “Title IX Coordinator referral” refers to the school district personnel designated to coordinate the district’s compliance with [Title IX of the Education Amendments of 1972](#), as well as state civil rights requirements regarding sex discrimination and sexual harassment under chapters [28A.640 RCW](#) and [392-190 WAC](#).

[x] “Illicit drug distribution” refers to behavioral violations that meet the definition of delivery of controlled substances, excluding marijuana, under chapter [69.50 RCW](#).

[xi] “Prevention/intervention referral” refers to substance use prevention and intervention personnel or services available to the district, which may also include Student Assistance Program or other behavioral health supports at the district or community level.

[xii] “Possession of a weapon” refers to behavioral violations that meet the definition of an offense under RCW [9.41.280](#).

[xiii] “Robbery” refers to behavioral violations that meet the definition of an offense under RCW [9A.56.190](#) and RCW [9A.56.200](#) or RCW [9A.56.210](#).

[xiv] “Assault of teacher” refers to behavioral violations that meet the definition of an offense directed toward a teacher under WAC [392-400-810](#)(1) and RCW [28A.600.460](#)(2)—which may include behavioral violations under WAC [392-172A-05149](#)(1)(c) involving “serious bodily injury” as defined under Section 1365 (h)(3) of Title 18, U.S.C.

[xv] RCW [28A.600.460](#)(2) provides that a student who commits an offense under that statutory provision “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.”

[xvi] “Safety – II” refers to behavioral violations that meet the definition of “Behavior that adversely impacts the health or safety of other students or educational staff” under RCW [28A.600.015](#)(6)(d) and meets the criteria for administering expulsion under WAC [392-400-445](#)(2) but that does not constitute a *Type Five* behavioral violation under any other category.

[xvii] “Assault – I” refers to behavioral violations involving an assault upon another person that do not meet the definition of an offense under RCW [9A.36.011](#) or RCW [9A.36.021](#).

[xviii] “Fighting with major injury” refers to behavioral violations involving mutual participation in physical violence where there is injury that meets the definition of “substantial bodily harm” or “great bodily harm” under RCW [9A.04.110](#)(4)—which may include behavioral violations under WAC [392-172A-05149](#)(1)(c) involving “serious bodily injury” as defined under Section 1365 (h)(3) of Title 18, U.S.C.

[xix] “Sexual harassment” refers to behavioral violations that meet the definition of an offense under RCW [28A.640.020](#)(2)(f) and WAC [392-190-056](#).

[xx] “Discriminatory harassment” refers to behavioral violations constituting conduct or communication that is intended to be harmful, humiliating, or physically threatening, and shows hostility toward a person or persons based on their real or perceived sex, race, creed, religion, color, national origin, sexual orientation, gender identity, gender expression, veteran or military status, disability, or use of a trained dog guide or service animal in violation of district policy.

[xxi] “Civil Rights Coordinator referral” refers to the school district personnel designated to be responsible for monitoring and coordinating the district’s compliance with state nondiscrimination laws under chapters [28A.640](#) and [28A.642](#) RCW, and [chapter 392-190 WAC](#).

[xxii] “Malicious harassment” refers to behavioral violations that meet the definition of an offense under RCW [9A.46.020](#)(1).

[xxiii] “Arson” refers to behavioral violations that meet the definition of an offense under RCW [9A.48.020](#) or RCW [9A.48.030](#).

[xxiv] “Marijuana distribution” refers to behavioral violations that meet the definition of delivery of marijuana-related controlled substances under chapter [69.50](#) RCW.

[xxv] “Alcohol distribution” refers to behavioral violations involving the transportation, delivery or distribution of alcohol in violation of district policy.

[xxvi] “Gang intimidation or activity” refers to behavioral violations that meet the definition of an offense under RCW [9A.46.120](#) or RCW [28A.600.455](#). The district may only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period.

[xxvii] “Safety – I” refers to behavioral violations that meet the definition of “Behavior that adversely impacts the health or safety of other students or educational staff” under RCW [28A.600.015](#)(6)(d) and meets the criteria for administering long-term suspension under subsections (a) and (b)(ii) of WAC [392-400-440](#)(2) but that cannot be categorized under any other *Type Four* behavioral violations.

[xxviii] “Bullying” refers to behavioral violations constituting intentional, unwanted, aggressive behavior that (1) involves a real or perceived power imbalance, and (2) is repeated, or has the potential to be repeated, over time, and (3) meets the criteria under RCW

[28A.600.477\(5\)\(b\)\(i\)](#)—excluding *Type Four* behavioral violations that constitute sexual harassment, discriminatory harassment, and malicious harassment.

[xxxix] “HIB Compliance Officer referral” refers to the school district personnel designated as the primary contact for harassment, intimidation, and bullying (HIB) policies and procedures in accordance with RCW [29A.600.477](#)—which may coincide with other responses such as a school-based threat assessment referral.

[xxx] “Fighting without major injury” refers to behavioral violations involving mutual participation in physical violence where there is no injury that meets the definition of “substantial bodily harm” or “great bodily harm” under RCW [9A.04.110\(4\)](#).

[xxxii] “Illicit drug possession or use” refers to behavioral violations that meet the definition of possession of controlled substances, excluding marijuana, under Chapter [69.50](#) RCW.

[xxxiii] “Marijuana possession or use” refers to behavioral violations that meet the definition of possession of marijuana-related controlled substances under chapter [69.50](#) RCW.

[xxxiiii] “Alcohol possession or use” refers to behavioral violations involving the possession or consumption of alcohol in violation of district policy.

[xxxv] “Tobacco distribution” refers to behavioral violations involving the transportation, distribution, or delivery of tobacco products in violation of district policy, including violations of the district’s policy prohibiting the use of tobacco products on school property adopted in accordance with RCW [28A.210.310](#).

[xxxvi] “Theft” refers to behavioral violations involving the taking or knowingly being in possession of stolen district property or property of others without permission in violation of district policy.

[xxxvii] “Other – III” refers to behavioral violations not amounting to a *Type Four* behavioral violation but that cannot be categorized under any other *Type Three* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of “other” within any severity level.

[xxxviii] “Destruction of property” refers to behavioral violations involving intentional damage of school property or the property of others that meet the definition of violations under RCW [28A.635.060](#). The district may only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period.

[xxxix] “Physical aggression” refers to behavioral violations involving a student engaging in physical contact where a minor injury may occur (e.g. hitting, kicking, slapping, hair pulling, scratching, etc.) in violation of district policy.

[xl] “Tobacco possession or use” refers to behavioral violations involving the possession or consumption of tobacco products in violation of district policy, including violations of the district’s policy prohibiting the use of tobacco products on school property adopted in accordance with RCW [28A.210.310](#).

[xli] “Failure to cooperate” refers to behavioral violations involving repeated failure to comply with or follow reasonable and lawful directions or requests by school personnel in violation of district policy.

[xlii] “Sexually inappropriate conduct” refers to behavioral violations involving obscene acts or expressions, whether verbal or non-verbal, in violation of district policy.

[xliii] “Disruptive conduct – II” refers to behavioral violations involving actions that materially and substantially interfere with the educational process in violation of district policy.

[xliv] “Other – II” refers to behavioral violations not amounting to a *Type Three* behavioral violation but that cannot be categorized under any other *Type Two* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of “other” within any severity level.

[xliv] “Disruptive conduct – I” refers to behavioral violations involving low-intensity actions that may briefly interrupt learning activities in violation of district policy.

[xlv] “Dress code” refers to behavioral violations involving a student wearing clothing that is not within the dress code guidelines defined by the district. Dress code and grooming policies may not discriminate on the basis of a protected class under chapters [28A.640](#) or [28A.642](#) RCW, including sex, race, color, religion, creed, national origin, sexual orientation, gender identity, gender expression, and disability. Dress codes and grooming policies should be based on educationally relevant considerations, apply consistently to all students, include consistent discipline for violations, and make reasonable accommodations when the situation requires an exception. Dress codes should be gender neutral to avoid discrimination on the basis of sex, gender identity, or gender expression. A school district may not discriminate against students who have hairstyles or hair texture that is historically associated or perceived to be associated with race, including “protective hairstyles” such as afros, braids, locks, and twists.

[xlvi] “Physical contact” refers to behavioral violations involving innocuous and non-threatening but inappropriate physical conduct in violation of district policy.

[xlvii] “Defiance” refers to behavioral violations involving brief or harmless failure to follow reasonable and lawful directions or requests by school personnel in violation of district policy.

[xlviii] “Disrespect” refers to behavioral violations involving minor dismissive or rude acts or expressions, whether verbal or nonverbal, in violation of district policy.

[xlix] “Academic dishonesty/plagiarism” refers to behavioral violations involving knowingly submitting the work of others as one’s own or assisting another student in doing so or using unauthorized sources in violation of district policy.

[i] “Property misuse” refers to behavioral violations involving brief or low-intensity misuse of district property or property of others in violation of district policy.

[ii] “Inappropriate language” refers to behavioral violations involving non-threatening or unintentional use of inappropriate language in violation of district policy.

[iii] “Other – I” refers to behavioral violations not amounting to a *Type Two* behavioral violation but that cannot be categorized under any other *Type One* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of “other” within any severity level.

Classroom Behaviors	Major Problem Behavior	Safety
<ul style="list-style-type: none"> ● Making inappropriate faces or gestures ● Making inappropriate noises, sighing, calling out ● Screaming/yelling ● Negative talk / Name calling ● Out of seat without permission ● Distracting or disrupting other students from learning ● Interfering with teacher’s ability to teach ● Arguing / inappropriate response to teacher’s request ● Unpreparedness ● Dishonesty ● Cheating ● Food or Drink in classroom without permission ● Dress code violation (send to office if chronic) ● Property misuse ● Profanity 	<ul style="list-style-type: none"> ● Chronic Classroom Behaviors ● Blatant insubordination - failure to comply with teacher consequences ● Profanity towards teacher ● Chronic and severe actions preventing teaching / learning ● Cheating/plagiarism ● Creating danger to others* ● Defacing school property* ● Defiance or noncompliance of school authorities.* ● Display of affection ● Forgery ● Harassment, bullying* ● Obscenity, profanity and vulgarity* ● Skipping school ● Other 	<ul style="list-style-type: none"> ● Fighting or Aggressive ● Physical Contact ● Weapons* ● Threats* ● Alcohol, drugs, tobacco * ● Assault or physical violence* ● Harassment, Bullying ● Truancy/leaving without permission ● Vandalism ● Theft ● Gambling ● Chronic PDA ● Sexual harassment or misconduct ● Unlawful acts ● Other

● Other	Possible Consequence(s)	Possible Consequence(s)	Possible Consequence(s)
<ul style="list-style-type: none"> ● Lunch Detention <ul style="list-style-type: none"> ○ If before 11:00 a.m. ○ Offenses occurring after 11:00 a.m. may be served at lunch the following day. ● After School Detention ● Other ● Parents/guardians are notified and police may be notified. 	<ul style="list-style-type: none"> ● Lunch Detention <ul style="list-style-type: none"> ○ If before 11:00 a.m. ○ Offenses occurring after 11:00 a.m. may be served at lunch the following day. ● After School Detention ● All detentions served before extracurricular activities ● Violations could result in one or more of the following consequences. <ul style="list-style-type: none"> ● 1 detention ● 2 consecutive detentions ● ½ day in-house suspension ● 1 day in-house suspension ● 3 days in-house suspension (Parent conference prior to re-admittance to classes) ● Short-term suspension ● Long-term suspension ● Other ● Parents/guardians are notified and police may be notified. 	<ul style="list-style-type: none"> ● Lunch Detention <ul style="list-style-type: none"> ○ If before 11:00 a.m. ○ Offenses occurring after 11:00 a.m. may be served at lunch the following day. ● After School Detention ● All detentions served before extracurricular activities ● Violations could result in one or more of the following consequences. <ul style="list-style-type: none"> ● 1 detention ● 2 consecutive detentions ● ½ day in-house suspension ● 1 day in-house suspension ● 3 days in-house suspension (Parent conference prior to re-admittance to classes) ● Short-term suspension ● Long-term suspension ● emergency removal ● Expulsion ● Other ● Parents/guardians are notified and police may be notified. 	

Reviewed by:

AdHoc Committee 4/07/11

Administrative Team 5/17/11

School Board (approval) 8/11/19

Computer Use- Violations/Consequences

The following is an abbreviated “step” procedure for disciplining students in the Davenport School District of unacceptable use of technology.

For an infraction such as visiting non-educational Internet sites, game sites, sending/receiving personal email, printing non-educational or personal material, or changing settings, a warning in the classroom is appropriate. If an infraction causes, or has the potential to cause, a major disruption to the academic environment, or in the event of repeated misuse, the student will be referred to the office with documentation for step 1. In addition, appropriate discipline up to and including expulsion may be imposed depending upon the severity of the actions.

“No technology use” means that the student’s password is removed and all teachers and parents/guardians are informed of the dates and days the student cannot access any technology, including but not limited to computers, Chromebooks, printers, projectors, cameras, or other technology related equipment.

Step 1 Consequence

No technology use for 10 full school days.

First referral to the office for the following:

1. Repeated visiting of or downloading from non-educational sites, such as personal e-mail, game site; printing non-educational or personal material; changing settings on the computer.
2. Giving permission to another student to use one’s username and password or using another student’s username and password.

Step 2 Consequence

No technology use for 20 full school days

The second and third referral for step 1 infractions includes, but is not limited to:

1. Visiting, downloading, printing, saving, sharing or sending unacceptable or controversial material*, including but not limited to pornographic, slanderous or perverted pictures, videos, music or language.

2. Vandalizing, including but not limited to changing, altering, “hacking/cracking,” sharing or using unauthorized passwords, breaking, destroying or removing equipment.

Step 3 Consequence

No technology use for 45 school days (equivalent to one quarter).

This is the second referral for Step 2 infractions.

Step 4 Consequence

No technology use for 180 school days (access to computers may be denied into the following school year).

This is the third referral for Step 2 infractions or the second referral for either vandalism or pornographic material.*

*The first offense may be subject to Step 4 for illegal acts.

Due Process (Procedures 3240)

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.

Student Photograph Exclusion



Davenport School District 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, school webpage, social media, etc.).

If you do not want your student to be photographed or in videos during school activities, please list your students currently attending Davenport School District and sign at the bottom. Thank you.

I DO NOT give permission for my student to be photographed or videotaped.

Student (Child's) Name

Student (Child's) Name

Student (Child's) Name

Student (Child's) Name

Student (Child's) Name

Parent/Guardian Signature

Please return this page to school no later than September 8, 2023.

I/We have read and discussed with our child/children the information contained in the 2023-24 Davenport Elementary Handbook.

(Parent Signature)

(Date)

Student Signature(s)

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