

Davenport
Middle School &
High School
Student Handbook
2023-24

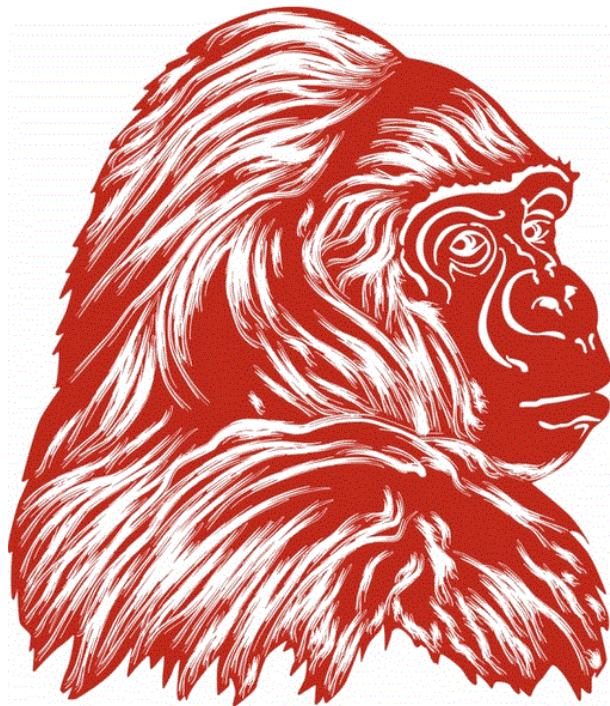


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Mission Statement

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.

We Believe...

- Through a rigorous, caring environment, students will become enthusiastic, lifelong learners.
- All students should have the opportunity to achieve educational success at their highest individual potential.
- Students learn most effectively when they are active in their own learning as individuals and as groups.
- It is the district’s responsibility to provide adequate time, support, and direction for staff collaboration and consistent curriculum development, so students may move from grade to grade without disruptions.
- Clear goals and high expectations increase student achievement.
- Updating technology, curriculum, and teaching methods is critical for preparing our students for the future.
- Our educational curriculum should challenge each student to fully develop his/her intellectual, physical, career and technical, and artistic abilities.

The policies and procedures contained in this handbook are the result of a concerted effort on the part of the faculty, administration, students and parents/guardians and 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 rules, and should not be considered a complete listing.

Non-Discrimination Policy

Davenport School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identify, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups.

Questions/complaints of alleged discrimination should be directed to:
Mr. Chad Prewitt, Superintendent, 509.725.1481, 801 7th Street, Davenport, WA 99122

Board of Directors

Garrett Husky Chair	Deanna Fitzpatrick	Tami Odenrider	Janie Schreck	Jaymie Bennett
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Superintendent
Chad Prewitt

Administrative Staff

Noelle Carstens	MS/HS Principal
Sarita Hopkins	Elementary Principal
Dana Telecky	District Business Manager
Stephanie Linstrum	District Secretary
Jennifer Doyle	District Registrar
Tim Rasmussen	Athletic Director

Davenport MS/HS Staff

801 Seventh Street
Davenport, WA 99122
(509) 725-4021 High School
(509) 725-0766 Middle School

Sydney Abbott	TK-8 Student Support Specialist
Helen Adams	MS/HS Choir, Swing Choir
Sharon Bergman	Nurses Aide
Carmelyn Choate	Pathways Academic Support Aide
Karen Edwards	7th Grade ELA, Humanities
Stacy Graham	7 th Math, HS Spanish
Jeff Gunning	6 th grade
John Gunning	MS/HS Math
Rob Harper	MS/HS Band, Pep Band
Jennifer Hargrave	Pathways & Options Programs Coordinator
Todd Hargrave	HS Ag Science, FFA
Becky Hansen	HS Science/Math, MS STEM Electives
Cindy Hansen	School Nurse
Kim Hansen	MS Science
Alison Hawley	6-12 Counselor
Natalee Hayes	CTE Business, FBLA
Matt Henry	HS History, AP Comparative Government & Politics
Andee Jacobsen	Special Ed. Para-Pro
Elesha Johnston	GEAR UP Coordinator
Tyson Linstrum	Behavior Specialist/HS SPED/SPED Director
Corey Oliver	MS History/AP U.S. History
Amanda O'Connell	MS & HS ELA
Kathleen Posey	MS/HS Art
Tim Rasmussen	MS/HS PE
Krista Rodrigues	MS/HS STEM & Health Sciences
Sam Roepke	HS Science
Sarah Raugust	6 th grade
Farah Slahtasky	MS Math Specialist/Academic Support
Theresa Telford	Special Ed. Para-Pro
Taunya Van Pevenage	Culminating Project, Leadership, AP English, Teaching & Learning Coordinator
Tracy Winzer	HS ELA, US History
Lindsey Wynecoop	MS Special Education
Kasey Ward	MS/HS Math
Nita Woodland	Special Ed. Para-Pro

Office Staff

Autumn Abbott	HS Administrative Assistant
Sadra Danekas	MS Administrative Assistant

Maintenance and Custodial

Brian Telford	Director of Plant Operations
JJ Kowalkowski	Maintenance
Kyle Edwards	MS Custodian
Bryan Miller	HS Custodian

Food Services

Sarah Sweetser
Katie Harvey
Sue Tollefson

Head Cook/Director
Assistant Cook
Assistant Cook

Transportation

Bill Ball
Rod Egbert
Kristy Mielke
Bob Morrison
John Sloan
Kathleen Shumway
Sheree Sweetland
Joan Wintersteen
Steve Woodward
Tim Zeiler

Transportation Director
Driver
Driver
Driver
Driver
Driver
Driver
Driver
Driver
Driver

- *All high school staff can be contacted by calling the high school office at 725-4021.*
- *All middle school staff can be contacted by calling the middle school office at 725-0766.*
- *If you wish to contact a staff member in the Davenport School District by email, regarding school-related matters, use the first letter of the staff member's first name and connect it to their last name.*
 - Example: If you wish to contact Noelle Carstens, her address would be:
ncarstens@davenportsd.org

Student Body Officers

High School

Emma Cormier, ASB President
Jacob Harvey, Vice President
Tessa Cormier, Secretary
Samantha Odenrider, Treasurer
Selah Hupp, Assistant Treasurer
Naomi Rainwater, Public Relations
Thomas Furman, Social Chairman
Sawyer Raugust, School Board Liaison

Credits and Grading

High School Graduation Requirements & Credits

English	4 credits
Mathematics	3 credits
Laboratory Science	1 credit
Science	2 credits
Social Studies	3 credits
Career Technical Education	2 credits
Physical Education	2 credits
Fine Arts	1 credit
Culminating Project	.5 credit
Electives	8.5 credits
Total Credits Required for Standard High School Diploma	27 credits

You must also have met SBA standards or Graduation Pathway requirements, High School & Beyond Plan requirements, and passed the Davenport School District required culminating project in order to receive your diploma.

Alternative School Graduation Requirements

English	4 credits
Mathematics	3 credits
Laboratory Science	1 credit
Science	2 credits
Social Studies	3 credits
Career Technical Education	2 credits
Physical Education	2 credits
Fine Arts	1 credit
Electives	6 credits
Total Credits Required for Alternative Diploma	24 credits

You must also have met SBA standards or Graduation Pathway requirements, High School & Beyond Plan requirements, and passed the Davenport School District required culminating project in order to receive your diploma.

Students who earn the 24 credit alternative diploma do not participate in the graduation ceremony with students who earn the 27 credit diploma.

NOTE: The requirements listed above may be adjusted on a case-by-case basis by the building principal, provided that all state graduation requirements are met.

*Satellite Skill Center Programs could factor into this case, as credits may have to be adjusted for graduation purposes.

Secondary Education-Standardized High School Transcript

WAC 180-57-050

(High School and Alternative Learning Center)

A = 4.0	(95-100%)	C+ = 2.3	(77-79%)
A = 3.7	(90-94%)	C = 2.0	(73-76%)
B+ = 3.3	(87-89%)	C = 1.7	(70-72%)
B = 3.0	(83-86%)	D+ = 1.3	(65-69%)
B = 2.7	(80-82%)	D = 1.0	(60-64%)
		F = 0.0	(59.99% and below)

General Guidelines & Information

Accidents

Every accident in the school building, on the school grounds, at practice sessions or at any co-curricular event sponsored by the school must be reported immediately to the person in charge and to the school office. The appropriate accident report form must be completed and turned into the office. Students must report all accidents to a teacher, coach or supervisor.

Alternative Learning Center (A.L.C)

On September 28, 1999, the Davenport School District adopted an Alternative Learning Program for the district. Acceptance into the Davenport Alternative Learning Program will be considered for students determined by the school administration to be at risk of failing in the regular classroom.

Each student in the program will have an individual learning plan approved by the program supervisor and the school counselor and principal. On each individual program, there will be a clear timeline for completing the course, including beginning and ending dates. It will include clearly stated learning activities for the student enabling him/her to independently progress toward completion of the course. Students outside the district will be accepted on a space available basis.

Students will be expected to complete a weekly log verifying a minimum of twenty-five hours of work toward completing the course or obtain .5 credit per month. The supervisor will review each student's work at least once during the student's first twenty days in the program and every twenty days thereafter, and will keep the students aware of their progress. The results of the reviews will be shared with each student and with their parents or guardians. If the student is not successful in the determined program, the plan may be revised and if the student continues to fail, he/she will be dropped from the program.

If a student is interested in the Alternative Learning Center, they should contact their counselor or principal. Each student requesting access to the Alternative Learning Center must go through an application process prior to being admitted.

Note: *Enrollment may be very limited.*

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)

Definition: Three (3) periods absent = ½ day, four (4) or more periods absent = one (1) day.

By every 4th Tardy: Lunch detention (or following classroom teacher's classroom rules & expectations)

Any student who has been assigned detention will not be allowed to participate in extracurricular events until detention is served. After nightly detention is served, the student may resume practice.

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 they return, or may make it up when they return with teacher approval.

Excused Absences

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.**

Any Absence

- Robo system call or phone call home by building secretary

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 will 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 removals 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

10+ Unexcused Absences (cumulative) OR 7 Unexcused Absences (month)

- 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,

Noelle Carstens

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.

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.

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.



Cell Phone/Cameras/Camera Phones/Personal Communicator/Telecommunication Equipment

To provide students with a learning environment and educational experience with as few distractions as possible, restrictions on cell phone use are necessary.

Students are prohibited from use of cell phones and cameras of any type in any restroom, locker room, or other location where students and staff "have a reasonable expectation of privacy." A student caught improperly using any telecommunication device to take or transmit digital photographic images will face immediate discipline, loss of privileges, and may be recommended for expulsion. Texting and digital photography may be a form of harassment and subject to discipline. Policy # 3207, 6590.

Taking or transmitting digital images during a testing period is also prohibited. If a student is caught transmitting digital images during testing, this will result in a discipline referral.

- **All cell phones are to be turned off and put away during scheduled class periods.** Students are not to be released from class so they can use their cell phone to either make or receive calls, send or receive text messages, take or send pictures, or use the phone for any other reason during class time.
- Students may use their cell phone outside the classrooms and library, before and after school, during passing periods, and during lunch.
- Cell phones that are on and ring or are out and cause a distraction, will be collected by the staff member and turned in to the office. The student will be required to pick it up from the office. Students who refuse to turn their phone over to the staff member will receive a referral for refusing to comply with a reasonable request, which will result in school discipline.
- Excessive cell phone use or if it becomes a distraction the parent/guardians will be required to pick it up.

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.

Lunch Procedures

Davenport students grades 6-9 are under the closed campus rules. Students grade 6-9 will not be allowed off

school grounds during lunch, and will be expected to go to the cafeteria during lunch time. 9th graders may also remain in the HS commons.

Students grades 10-12 are under the modified open campus rules. Students grades 10-12 MAY only leave the school grounds during lunch time IF they have written permission on file at the high school office from the parent or guardian. Further, the modified open campus is a privilege to be earned. Students grades 10-12 can earn open campus by being in good standing in regards to academics, and not having any failing grades in order to leave campus even if they have permission on file. Students are expected to be respectful and responsible while out in the community during lunch.

Parents/guardians wishing to provide permission for their 10-12 grade student to leave campus during lunch time may send written permission with their child to turn into the HS office, or email aabbott@davenportsd.org. Students who refuse to follow this procedure will receive a referral for refusing to comply with a reasonable request, which will result in school discipline. Driving, riding or sitting in cars is not permitted during school hours.

Computer Use Policy

Acceptable Use Policy for Technology/Internet/Electronic Resources

Davenport School District strongly believes in the educational value of technology and electronic services and recognizes the potential of such to support our curriculum and student learning. While the use of technology is required in many classes, the use of the internet is a privilege not a right.

Acceptable Use: Individual users of the district computer networks are responsible for their behavior and communications over those networks. Users will comply with the district standards. The use of the internet and electronic resources must be in support of educational research and the educational goals and objectives of the Davenport School District. Network storage areas will be treated like school lockers and as such are not considered private. Network managers and administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. The following guidelines must be followed at all times:

1. Computer use and on-line access at Davenport Public Schools is in support of legitimate educational and curricular pursuits.
2. Users are prohibited from accessing, transmitting, or downloading pornographic, obscene, intimidating, or threatening materials.
3. Users are not allowed to violate copyright laws, transmit materials protected by trade laws, or engage in any commercial for profit activities.
4. Individuals may not use the network or hardware in any way which disrupts the service or its operation for others.
5. Users are not allowed to send, or encourage others to send abusive, vulgar, or harassing messages.
6. Network accounts are to be used only by the authorized owner. **The sharing of passwords is prohibited.** Students who share passwords or use another person's computer password will be subject to disciplinary action including possible loss of computer/network privileges.
7. The teacher in charge must approve, in advance, the use of personal storage devices, i.e. disks, flash drives, etc.

Dress/Apparel

To support our mission of providing a distraction-free and safe learning environment and preparing students for work-place expectations, the Davenport MS/HS outlines the following guidelines for student attire.

A student's dress and appearance may be regulated when, in the judgment of school administrators, there are reasonable expectations that:

1. A health or safety hazard shall be presented by the student's dress or appearance;
2. Damage to school property shall result from student's dress;
3. A material and substantial disruption of the educational process shall result from the student's dress or appearance. For the purpose of this policy, a material and substantial disruption of the educational process may be found to exist when a student's conduct is inconsistent with any part of the educational mission of the school district.

No student on or about school property, or at any school activity, shall wear or display clothing or symbols which are gang related or representative of hate groups, advocating noncompliance with the law, vulgarity, provocative, offensive, violent, profane, sexual, lewdness, immoral conduct, weapons, or the use of tobacco, alcohol, marijuana, or other drugs.

Students have a responsibility to dress and appear on school campuses according to standards of propriety, safety and health. The following guidelines will uniformly be applied to dress and grooming.

1. Footwear with soles must be worn in school facilities and on school grounds.
2. Reference to tobacco, marijuana, weapons, violence, drug and/or alcohol on clothing is not allowed. Colors or clothing with the purpose of gang identification and inappropriate pictures and/or words on clothing of obscene and/or sexual nature are also prohibited.
3. Clothing should adequately cover the body. Shorts are to be longer than the student's fingertips when arms are at sides and fully extended. Skirts and dresses are to be no shorter than four inches (4") above the knee cap. See-through apparel, clothing with holes in the seat or crotch, bare stomachs or midriffs, bareback tops, low cut shirts or dresses (neck lines should not dip below a line drawn armpit to armpit) and strapless shirts/dresses are prohibited. Tops should cover the midriff to the belt-line and the neckline shall not be lower than a line drawn between both armpits. All undergarments should be covered completely and not visible through clothing. Tank tops need to have two inch wide straps.
 - a. For high school students grades 9-12 only: crop tops should not be above the belly button, no tube tops. Shorts should be no shorter than a 4 inch inseam. Shorts, skirts, pants and dresses must cover all of your undergarments and private areas even when sitting.
4. Proper personal hygiene is required of all students and will reduce problems with peers. Wearing clean clothes and regular bathing is essential.
5. Flags and blankets are not to be worn or brought to school (blankets can be used on the bus and stored in lockers).
6. Makeup is acceptable, but full face paint or face/body drawings/art is prohibited (nothing excessive or inappropriate).
7. Sunglasses are not to be worn in school unless prescribed by a physician and cleared through the office.
8. At the discretion of the classroom teacher or staff member, hats, hoods or other head coverings are not allowed in classrooms during school hours. Exceptions may be approved by administration.

Drug/Alcohol Free Schools

The Federal Drug Free Schools and Communities Act requires all school districts to communicate to their employees, students, and parents/guardians the necessity of maintaining a drug free working and learning environment. This requirement places emphasis on conveying to students, employees, and parents/guardians 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, tobacco products, marijuana, 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, tobacco products, marijuana, 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. The district will provide information about any available drug and alcohol counseling and rehabilitation and reentry programs that are available to students.

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.

Equal Opportunities/Americans with Disabilities

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 Street, 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, Superintendent Chad Prewitt, 24 hours in advance of the event to arrange accommodation. Inquiries regarding accommodation, compliance and/or grievance procedures may be directed to Superintendent Chad Prewitt, 801 7th Street, Davenport, WA 99122, (509) 725-1481.

(FERPA) Parental Access to Student Records

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

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

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

Fines or Fees/Unpaid

A grade report, transcript, or diploma shall not be released until a student has made restitution for damages assessed as a result of losing or damaging school materials or equipment. If a student has transferred to another school district that has requested the student's records, but the student has an outstanding fee or fine, only records pertaining to the student's academic performance, special placement, immunization history and discipline actions shall be sent to the enrolling school. The content of those records shall be communicated to the enrolling district within two school days and copies of the records shall be sent as soon as possible. The official transcript will not be released until the outstanding fee or fine is discharged. The enrolling school shall be notified that the official transcript is being withheld due to an unpaid fee or fine.

Parents/guardians or eligible students may ask the district to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

Fire Drills and Lock Down Policy

Emergency drills are held periodically throughout the school year as required by law. 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 lock down procedures are posted in every room.

Guidance/Counseling Program

The purpose of the guidance/counseling program is to help each individual student achieve their highest potential mentally, emotionally, and socially.

Gymnasium/Weight Room Use

Students are not allowed in the gym or weight room unless supervised by a staff member or an approved designee. Street shoes are not allowed on the gym floor.

Prohibition of Harassment, Intimidation, and Bullying

Davenport School Board Policy No. 3207 & 3210

Davenport School District is committed to a safe and civil educational environment for all students, employees, volunteers, and patrons, free from harassment, intimidation, or bullying. "Harassment, intimidation or bullying" means any intentionally written message or image — including those that are electronically transmitted — verbal, or physical act, including but not limited to one shown to be motivated by any characteristics in RCW 9A.36.080; including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act:

- A. Physically harms a student or damages the student's property;
- B. Has the effect of substantially interfering with a student's education;
- C. Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or
- D. Has the effect of substantially disrupting the orderly operation of the school.

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation or bullying.

"Other distinguishing characteristics" can include but are not limited to physical appearance, clothing or other apparel, socioeconomic status and weight.

"Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

Behaviors/Expressions

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

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

Training

This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful and inclusive learning community and will be implemented in conjunction with comprehensive training of staff and volunteers.

Prevention

The district will provide students with strategies aimed at preventing harassment, intimidation and bullying. In its efforts to train students, the district will seek partnerships with families, law enforcement and other community agencies.

Interventions

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the perpetrator, and to restore a positive school climate. The district will consider the frequency of incidents, developmental age of the student, and the severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

Students with Individual Education Plans or Section 504 Plans

If allegations are made that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the target of harassment, intimidation or bullying, the school will convene the student's IEP or Section 504 team to determine whether the incident had an impact on the student's ability to receive a free, appropriate public

education (FAPE). The meeting will occur regardless of whether the harassment, intimidation or bullying incident was based on the student's disability.

During the meeting, the team will evaluate issues such as the student's academic performance, behavioral issues, attendance, and participation in extracurricular activities. If a determination is made that the student is not receiving a FAPE as a result of the harassment, intimidation or bullying incident, the district will provide all necessary additional services and supports, such as counseling, monitoring and/or reevaluation or revision of the student's IEP or Section 504 plan, to ensure the student receives a FAPE.

Retaliation/False Allegations

Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation, or bullying. It is also a violation of district policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Compliance Officer

The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district. The superintendent is authorized to direct the implementation of procedures addressing the elements of this policy.

Legal Reference:

RCW 28A.300.285, Harassment, intimidation and bullying prevention policies

WAC 392-190-059, Harassment, intimidation and bullying prevention policy and procedure School Districts

Reporting Process: Visit www.davenportsd.org Safety & Security Tab.

The complaint process is the same as the Sexual Harassment Policy.

Health Room

Students who feel they are unable to continue in class will be asked to call parents/guardians. The healthroom will be used by students waiting for transportation home. When parents/guardians are notified by school personnel, the ill student must be picked up as soon as possible. Health information and emergency medical forms are required of each student.

Head Lice Policy

The effective control of spreading the "nuisance disease" lice (Pediculosis) in the schools is a district concern. Repeated cases of lice can adversely affect the learning environment for the infested student as well as non-infested students. Repeated infestations by a student increase the risk of additional students becoming infested. To control the spread of infestation, the following shall apply to students infested with lice:

1. When detected, a student with infestation shall be kept out of school until the student is nit free.
2. "Out of school" excludes the student from use of school facilities or grounds, whether for school activities or not, and attendance at school activities.
3. Removal from school due to head lice infestation shall be counted as an excused absence.

Lockers

Combination locks can be obtained from the office free of charge for students to use on their hall or P.E. lockers. **We strongly encourage students to keep all lockers locked.** Students who do not return the locks at the end of the year will be charged \$7.50.

Non-Educational Possessions

Davenport School District is not responsible for items lost or stolen at school or on/at school activities. It is the student's responsibility to ensure that items of value, including musical instruments, are secured properly. Money and items in the locker room are to be secured in locked physical education lockers. Lockers are property of the Davenport School District and are subject to random searches.

Students are advised not to bring large amounts of money or other valuables to school. Students are also advised to secure their belongings in their lockers. If it is necessary to bring more money than needed to pay for lunch, leave it at the office for safekeeping. Do not leave it in your locker. If valuables are taken from a secured locker, contact the office to make a written report. The school is not obligated to investigate theft when students leave belongings unsecured.

Lost and Found

Lost and found articles should be brought to and claimed in the office. There will also be a lost and found in the P.E. offices. All items left unclaimed at the end of each quarter will be donated to a local charity.

Lunchroom/Commons Area Procedures

The appearance and cleanliness of the lunch area depends upon the cooperation of each person to exercise appropriate lunchroom conduct. Students are responsible for removing their own trays, dishes, and **trash** from the tables.

Students are to walk to the lunchroom in an orderly fashion staying on the sidewalk and not walking in the streets. Students are asked to respect neighbor's property by staying off the lawns and throwing their trash away at either school. Please do not litter.

Medication

Under normal circumstances prescribed prescription medication and over-the-counter medication should be dispensed before and/or after school hours under the supervision of the parent or guardian.

If the student must receive prescription or non-prescription medication from an authorized staff member, the parent/guardian must submit written authorization accompanied by a written request from a licensed healthcare provider. Any parent/guardian who needs medication administered to his/her child must contact the office for the appropriate form. Policy # 3416

Online Learning

The Davenport School District board of directors believes that a variety of learning options, including online courses and programs, are critical for 21st Century learners. The board recognizes that the online learning environment provides students with unique opportunities to become self-disciplined learners with life-long learning skills.

Further, the board believes that online learning provides tremendous opportunities for students to access curriculum and specialized courses in a flexible learning environment that might not otherwise be available. Therefore, the board supports a range of online learning opportunities that are equally accessible to all students in the school district. Please see the High School Counselor for availability of courses. Policy # 2024

Parking

Specific parking sites have been designated on the district's campuses. During the school year, visitor parking sites are reserved weekdays and weeknights for visitor parking.

Staff parking has been designated on the east and north sides of the high school. These sites are reserved for staff during school hours.

Students who fail to comply with these guidelines will receive one warning. Further failure to comply will result in disciplinary action.

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.

Running Start

This is a program for juniors and seniors who wish to earn college and high school credit simultaneously. See the Davenport High School Counselor for more detailed information.

School Clubs/Organizations

Guidelines for admission into clubs/organizations may be obtained from the appropriate club/organization advisor or informational pamphlets available at the high school office.

School clubs/organizations are governed by the athletic/activities code.

School Equipment and Materials

School equipment and materials are made available to students. School equipment is to be kept clean and handled carefully. Before a student withdraws or leaves school at the end of the school year, all school equipment and materials must be returned. The administration and staff retain the right to charge students a reasonable fee for

restitution of lost, damaged, or abused school property, including textbooks, library books, media materials, calculators, Chromebooks, band equipment, uniforms and cost to repair or replace property. Students shall be notified in writing of any charges being assessed to them and that failure to pay those charges will result in withholding grade cards and official transcripts until restitution is made.

Consumable school supplies (i.e. paper, pencils, etc.) are the responsibility of each student. These items may be purchased at the student store.

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.

Signs and Posters

All signs and posters require principal/designee approval prior to posting. The individual or group posting is responsible for removal.

Social Activities and Dance Policies

The following policies have been established as guidelines for the social activities of Davenport Schools. They are designed to promote wholesome and acceptable social experiences.

1. All social events shall be approved by the student council and the principal.
2. The representative of the sponsoring group shall obtain an "Activities Request Form" from the office. This plan will be submitted to the advisor for approval and then will be passed on for A.S.B. approval. All paperwork must be approved two weeks in advance of the event.
3. All events will end by 11:30 p.m. for grades 9-12, unless prior arrangements have been made. Middle School dances will run from 6:00 to 8:00pm, unless prior arrangements have been made.
4. Students must be in grades 9-12, or one year out of high school with a guest pass, in order to attend a Davenport High School sponsored dance.
5. Middle School dances are for Davenport Middle School students only. No guest passes allowed.
6. Chaperones:
 - a. The **advisor/teacher(s)** must be in attendance.
 - b. Activities will require staff and/or parent chaperones.
7. Admittance to high school activities after 10:00 p.m. will not be allowed.
8. Admittance to middle school activities after 7:00 p.m. will not be allowed.
9. Students who leave the building during the dance will not be readmitted.
10. Activity guest passes may be obtained in the office. The principal or his designee must sign all passes.
11. Only students of Davenport Schools will be admitted by student body card or personal recognition. All others will be admitted by invitation only; no guest aged 20 or over shall be admitted.
12. Students whose behavior is not socially acceptable will be asked to leave the activity immediately. Acceptable behavior will be determined by the group advisor, other authorized personnel, or the principal.
13. Anyone who is suspected to be under the influence or in the possession of alcohol, tobacco, marijuana, or illegal drug substance or paraphernalia will not be admitted. Parents/guardians and police will be notified immediately. If students are found with alcohol, tobacco, marijuana, and/or illegal drug substance or paraphernalia parents/guardians and police shall be notified.

Special Education/504/Highly Capable

If your child has a mental, physical, or developmental impairment or disability that has an impact on learning, s/he must qualify for special education services and/or specialized educational accommodations through diagnostic

testing. The eligible age range is from birth through 21 years. For more information, contact Tyson Linstrum, 801 7th Street, Davenport, WA 99122, (509) 725-4021.

If your child learns at an accelerated pace or is gifted, he/she may qualify for our Highly Capable Program. All 6th graders will complete a universal screener to find students who may qualify for potential highly capable program placement. Additionally, for students in any grade, if you are interested in learning more about Highly Capable programming, and if your child may qualify for potential highly capable program placement please contact Sarita Hopkins at (509) 725-1261.

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 varies 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

509-725-1352 and by cell @ 509-723-6785

Hours of Bus Garage - 5:30 am – 11:00 am / 12:15 pm – 2:45 pm – Mon – Fri.

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 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 which 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 schedule time.

Student Conduct on Buses

To ensure the safety of all our passengers, the following rules of conduct for students riding buses were developed. Misconduct by a student or other passenger which, in the opinion of the bus driver or the transportation director, is detrimental to the safe operation of the bus shall be sufficient cause for the director to suspend the

transportation privilege. Many of the Davenport School District buses are fitted with audio and video recording equipment, and more are installed every year.

Rules of conduct for students riding buses:

- A. Students shall follow the instruction of the driver and any aide assigned to the bus by the district. The driver and / or aide are in full charge of the bus. When transporting classes or teams, the teacher or coach shall be primarily responsible for the behavior of the students with the driver having final input.
- B. Students shall ride only on their assigned bus unless written permission by parent / guardian has been signed, dated, and approved by school officials.
- C. Students shall not be permitted to leave the bus once aboard except at their regular stops unless the parent / guardian has sent written permission to do so. Signed and dated.
- D. Students who are assigned seats shall use only that seat unless permission to change is authorized by the driver.
- E. Students shall observe rules of the classroom conduct while riding the buses. Noise shall be kept to a minimum to avoid distracting the driver. Students shall refrain from the use of obscene language or gestures.
- F. Students shall not smoke or ignite lighters or matches on school buses.
- G. Students shall not eat or drink on buses unless authorized to do so by driver. Buses shall be kept clean and driver, coaches, teachers, and authorized personnel will inspect buses after each trip to ensure buses are kept clean.
- H. Students shall not open windows without driver's permission to do so.
- I. Students shall not extend any part of their body or objects of any type out of the bus window at any time.
- J. Students shall not carry or have in their possession items that can cause injury to passengers on school bus. Such items include, but are not limited to, sticks, breakable containers, weapons or firearms, aerosols, flammables or lighters, laser lights. Other items included are straps or pins protruding from clothing, large bulky items which cannot be held or placed between legs, ect. Books and personal belongings shall be kept out of aisles. Nothing shall block emergency exits.
- K. Students shall not carry animal life on buses unless permission is granted.
- L. Students shall not sit in the driver's seat and keep door entry stairs clear.
- M. Students shall refrain from talking to the driver while the bus is in motion except when necessary or when directed to do so.
- N. Students shall go directly to a seat once inside of the bus and remain seated at all times unless the driver instructs otherwise.
- O. Students shall get on / off the bus in an orderly manner and follow the instructions of the driver or school aide on duty. There shall be no pushing and shoving when boarding or leaving the bus. Once off the bus, students shall adhere to rules for pedestrians.
- P. Students shall never cross the roadway behind a bus unless they use pedestrian crosswalks or traffic lights.
- Q. Students shall stand away from the roadway or curb when any bus is approaching or leaving a stop.
- R. Students going to and from their stops where there are no sidewalks shall walk on the left-hand side of the roadway facing oncoming traffic. Students are expected to go directly to their homes after leaving the school bus.

- S. Students shall follow emergency procedures as prescribed by the driver.
- T. Students shall not tamper with emergency doors or equipment.
- U. Parents / Guardians of students identified as causing damage to school buses shall be charged with the cost of the incurred damage. Students causing damage may be suspended from the bus.
- V. Student misconduct shall constitute sufficient reason for suspending transportation privileges.
- W. Students shall be at their bus stop at least five (5) minutes before the scheduled arrival time of the bus.

Bus Disciplinary Procedures

The school principals are responsible for discipline procedures for students whose behavior results in a “School Bus Discipline Citation” or 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.

Students provided with transportation are responsible for complying with the district’s rules of conduct for students riding buses. Failure to adhere to these rules or abusive behavior towards the public, driver, fellow passengers, or the vehicle constitutes justification for initiating corrective action against a student.

Abusive behavior on the part of a student riding the bus may result in a “ School Bus Disciplinary Citation “when, in the opinion of the Driver or transportation Director, there has been an infraction of the rules applicable to student conduct. The citation is the primary means by which a driver communicates a student’s conduct to the school. This citation, in most cases, reflects an infraction of rule(s) which is repeated by the student after his / her having received previous oral warnings from the driver or aide. In order for drivers to effectively maintain control on their buses, it is expected that action will be exercised by principals when receiving such a report.

When a student’s conduct constitutes an infraction of rules, the bus driver shall complete a “School Bus Disciplinary Citation “describing the incident or the damage that occurred. The driver shall submit a citation to the transportation Director, the director will then send it to the school principal. The principal, upon receiving the citation, shall investigate the circumstances surrounding the incident. When investigating the incident, the primary concern must be with the respect to the safe transport of students. Upon completion of the investigation, the school administrator will share his / her findings with the transportation director and corrective action, if applicable, will be as follows:

- A. **Warning**: When a student’s misconduct is of a minor nature which does not jeopardize the safety and welfare of other students or the operation of the bus.

- B. **Suspension:** When a student's misconduct is deemed to jeopardize the safety of bus passengers and operation, or when repeated warning notices fail to correct abusive behavior, or when a student incurs damage to a bus.
- C. **Expulsion:** When a student's misconduct is of such nature that the safety of the bus operation and / or of the occupants was willfully and seriously threatened (i.e., student assaulting the driver).
The action taken by the principal shall be noted on the report and forwarded to the student's parent for signature. The transportation department shall be notified of corrective action.

Bus Passes and Parent Notes

Students must have a note or pass to ride buses other than their regularly assigned bus. The note shall be from the student's parent / guardian or a school official and shall be legibly signed and dated. Signed and dated notes from parents / guardians shall be presented to school officials before allowed on the bus. The note shall be signed by the school official; otherwise the student will not be allowed to ride the bus.

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.

Telephone Use/Messages

Office telephones are for business use and not to be used by students except in emergency situations or with permission of the office staff. Only messages from members of the immediate family will be delivered to students. In order to maintain the efficiency and availability of office personnel, messages will be delivered only on an urgent or emergency basis.

Tobacco Free Policy

State law prohibits the use of tobacco products on school district property including properties leased or used by the Davenport School District. Tobacco-Free Zone RCW 28A.210.310. **This will include any electronic cigarette device, and any nicotine products. This policy includes school district sponsored events (field trips, CISPUS, senior trip, etc...), public attendance at all extracurricular and athletic events.**

Visitors

Student safety is important. Visitors must report and sign in at the office to receive a visitor's pass when entering the building. Due to disruptions in the learning process, students from other schools are not allowed to visit classrooms.

Valedictorian and Salutatorian Criteria

Valedictorian and salutatorian awards are earned by the graduating seniors who have demonstrated the most academic ability and success in their high school courses as measured by cumulative grade point average, the successful completion of rigorous coursework, and successfully completing courses which meet Davenport High School graduation requirements and Washington four-year public university submission requirements as determined by the Higher Education Coordinating Board (see pg. 23). Citizenship, number of full-credit courses successfully completed, and attendance will be considered as secondary criteria. A serious infraction(s) of school rules and/or state or federal law may result in a student being deemed ineligible for valedictorian or salutatorian awards. Final determination rests with the high school principal.

The valedictorian shall be the graduating senior with the highest seven semester cumulative grade point average who has met all ten of the requirements listed below. The salutatorian shall be the graduating senior with the second highest seven semester cumulative grade point average who has met all of the requirements listed below. Secondary criteria will be considered for both awards.

1. At a minimum, the student will attend Davenport High School during his/her sixth, seventh, and eighth semesters of high school.
2. The student has completed or is enrolled in courses that upon high school graduation shall qualify them for admission to a four year public or private college or university. (As per attached HEC Board requirements on the following page.)
3. Successful completion of four full years of English.
4. Successful completion of four full years of math, including pre-calculus..
5. Successful completion of four full years of science, including chemistry.
6. Must successfully complete a minimum of **four out of the six Advanced Placement core** courses that are offered within the regular schedule at Davenport High School. The core course offerings include, AP Eng. 11, AP Eng. 12, AP US History, AP Gov., AP Calculus & AP Chemistry all of which can be accessed within a student's regular schedule. A Davenport High School student would be required to successfully complete **four out of the six core** courses to be in consideration for Valedictorian and Salutatorian of their class.
 - a. Will will evaluate the Val- Sal requirements this year as we add AP Chemistry to the junior schedule.
7. To be eligible, a student can only serve as a TA for one period, for a year, during their high school career. The student must be enrolled in a full schedule of courses (taking a class all seven periods) each school year.
8. If the student is participating in Running Start, they must be enrolled in sufficient high school and/or college courses during the seventh and eighth semesters to be a full time student as defined in the Running Start law.
9. A student must meet standards on State Exams or other approved alternative tests.
10. In determining valedictorian and salutatorian, grade point calculations shall be carried out and rounded to four decimal places (ten thousandth place). More than one individual may be designated valedictorian and/or salutatorian if the seven-semester cumulative grade point average is tied after rounding to the fourth decimal place.

Distinguished Scholar Award

(Honored in the graduation program)

Davenport High School will bestow a “Distinguished Scholar Award” to recognize and reward students who pursue a path of rigorous academic courses during their high school years. Awards will be given to all students who meet one or more of the following the criteria:

- Successful completion of at least one full year of AP courses while maintaining a 3.0 cumulative GPA
- A passing score (3 or higher) on at least one AP test while maintaining a 3.0 cumulative GPA
- Successful completion of at least one core college-level course (English, math, history, science or foreign language) while maintaining a 3.0 GPA.

Minimum College Admission Standards

An Overview for Students and Parents

Students should consult with their local high school to obtain complete information about minimum college admission standards, and to be aware of which courses at their high school meet CADR guidelines, as determined by the local school district.

Current College Academic Distribution Requirements (CADR)	
Through 2011:	Beginning 2012:
15 Credits (in subject areas below) <i>Note: The term "credit" is used to designate that a student has satisfactorily completed a CADR course during the high school academic year. School districts may use alternative or block scheduling that permit students to earn a credit in less than a full year.</i>	15 Credits (in subject areas below) <i>Note: The term "credit" is used to designate that a student has satisfactorily completed a CADR course during the high school academic year. School districts may use alternative or block scheduling that permit students to earn a credit in less than a full year.</i>
English – 4 credits (including 3 credits of literature and composition)	English – 4 credits (must include 3 credits of college preparatory composition or literature) Passage of 10th-grade WASL-reading is equivalent to earning the first 2 CADR credits of high school English.
Mathematics – 3 credits (including algebra, geometry, an advanced math)	Mathematics – 3 credits (Algebra I, geometry, and Algebra II, or Integrated Math I, II, and III) Passage of 10th-grade WASL-math is equivalent to earning the first 2 CADR credits of high school math (Algebra & Geometry or Integrated Math I and II). <i>Note: Successful completion of math through pre-calculus meets the requirement for 3 credits of math and the senior-year math requirement (below).</i>
Mathematics – senior year None currently required.	Mathematics – senior year , during the senior year of high school, students must earn a credit in a math-based quantitative course, e.g., statistics, applied math, or appropriate career and technical courses. An algebra-based science course taken during the senior year also would satisfy this requirement and part of the science requirement below. <i>Note: The senior-year math requirement does not mean a 4th credit of math is required, nor does it require a higher level of math. The intent of this requirement is for seniors to take meaningful math.</i>
Science – 2 credits (including 1 credit of laboratory science) – Required for admission to four-year colleges & universities beginning in summer 2010.	Science – 2 credits of laboratory science, including one credit of algebra-based biology, chemistry, or physics (required for admission to public baccalaureate institutions beginning summer of 2010). <i>Note: Western Washington University specifies that the algebra-based science course be chemistry or physics.</i>
World Languages – 2 credits of the same world language, Native American language, or American Sign Language.	World Languages – 2 credits of the same World Language, Native American language, or American Sign Language.
Social Science – 3 credits	Social Science – 3 credits (history or other social sciences)
Arts – 1 credit of fine, visual, or performing arts, or electives from any of the other required subjects.	Arts – 1 credit of fine, visual, or performing arts—or 1 additional credit in other CADR subject areas. <i>Note: The University of Washington and Western Washington University specify one-half credit in fine, visual or performing arts; the other half may be in the arts or in an academic elective.</i>

Students should consult with their local high school to obtain complete information about minimum college admission standards, and to be aware of which courses at their high school meet CADR guidelines, as determined by the local school district.

Weapons and Dangerous Instruments

A student may not possess or transmit any object that can be reasonably considered to be a firearm, air gun or dangerous weapon on school property or in vehicles. Violation of this rule with a firearm will result in a minimum one-year expulsion unless modified by the superintendent.

Dangerous Weapons, Violence, Threats of Violence: Any violation of section (1) or (2) (see below) 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 as defined by law is a dangerous weapon, the expulsion will be continued for the maximum length of time.

Section 1

Examples of dangerous weapons are throwing stars, nun-chu-ka sticks, and BB or pellet guns. Other dangerous

weapons are defined in RCW 9.41.250 , 9.41.270 and 9.41.280.

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. Any item that may be construed as a weapon may be removed at any time.

Withdrawal from Class

Schedule changes will be honored up to the first ten (10) school days of each semester. After the schedule change deadline, students cannot change classes unless approved by a committee consisting of the parents/guardians, student, teacher(s), counselor and principal.

Students Rights and Responsibilities

The Davenport School District recognizes that all students are entitled to a free public education. Students cannot act in a way that denies others their right to an education. It is the responsibility of the school, the parents/guardians and the student to make sure that students learn to act in a way that does not interfere with or deny the rights of others.

Right – The most important right students have is the right to a free and public education.

Responsibility – Students have the responsibility to come to school regularly, to be on time and be prepared to learn.

Right – Students have the right to be safe at school.

Responsibility – Students have the responsibility not to act in a way which threatens, scares or injures others and to be respectful of all.

Right – Students have the right to a clean building.

Responsibility - Students have the responsibility not to litter or deface school property.

Right – Students have the right to seek help from a counselor, teacher or administrator.

Responsibility – Students have the responsibility to seek support from school personnel to help them be successful in their education.

Davenport Middle School - High School Discipline Plan

School-Wide Rules/Expectations

Typical Settings/ Contexts	School-Wide Rules/Expectations						
	<i>Classroom (Learning Envi)</i>	<i>Cafeteria</i>	<i>Bus</i>	<i>Hallway</i>	<i>Playground</i>	<i>Bathroom/ Locker Room</i>	<i>Assemblies Activities</i>
Respectful	Use Kind Words and Actions Raise your hand to Speak Hands and Feet to Self Voice Level: 0/1/2	Say Please And Thank You Hands and Feet to Self Voice Level: 1/2	Hands and Feet to Self Use Kind Words and Actions Voice Level: 0/1	Hands and Feet to Self Stay to the Right Value Property Voice Level: 1	Hands and Feet to Self Share and Take Turns Use Kind Words and Actions Share and Take Turns? Voice Level: 2/3	Value privacy Value property Hands and Feet to Self Voice Level: 0/1	Hands and Feet to Self Use Kind Words and Actions Voice Level - 0/1/2
Responsible	Arrive On Time Come Prepared to Class Do Your Best Work Always Complete all classwork and homework on time Organize Your Belongings	Eat only your own food Pick Up After Yourself Problem Solve	Arrive on Time Stay Seated Keep Knees Facing Forward Backpack on lap	Place Belongings in Locker Pick Up After Yourself	Play safely? Stay in designated area Return Equipment Problem Solve	Flush and check Wash your hands Leave the Classroom at Appropriate Times	Sit in Designated Area Participate with Activities
Ready	Eyes on Speaker Follow Directions the First Time Sit in Designated Seat Place Backpacks in designated area Place cell phone, food, drink away in backpacks	Raise Hand to Speak Stand Still in Line Walk Sit in Designated Seat	Listen to driver in charge Follow Directions the First Time Stay seated Sit in Designated Seat	Arrive On Time Walk with a Purpose	Follow Directions the First Time Quick and quiet lines	Return To Class Promptly Follow Classroom Procedures	Eyes on speaker Focus Attention

Voice Levels: 0- None/Silent 1- Whisper 2- Normal 3- Outside

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 registered as a sex offender in violation of 9A.44.132), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;
 - 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 12 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 an 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[li]	Levels A-C	No	No	No	No	No	
Other – I[lii]	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.

[xxix] “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 ● Other 	<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
<p style="text-align: center;">Possible Consequence(s)</p>	<p style="text-align: center;">Possible Consequence(s)</p>	<p style="text-align: center;">Possible Consequence(s)</p>
<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.

Daily Schedule

	Regular	HIGH SCHOOL/MIDDLE SCHOOL	Late Start
Warning Bell	7:55	Warning Bell	8:55
Period 1	8:00 – 8:50	Period 1	9:00 – 9:40
Period 2	8:54 – 9:44	Period 2	9:43 – 10:23
Period 3	9:48 – 10:38	Period 3	10:26 – 11:06
RTI	10:42 – 11:02	Period 4	11:09 – 11:56
Period 4	11:06 – 11:56	Lunch	11:56 – 12:26
Lunch	11:56 – 12:26	Period 5	12:26 – 1:11
Period 5	12:26 – 1:11	Period 6	1:15 – 2:00
Period 6	1:15 – 2:00	Period 7	2:04 – 2:49
Period 7	2:04 – 2:49		

2023-2024 Fee Schedules

Associated Student Body Fees

ASB CARDS: (subject to change)

Grades 1-5	\$25.00
6 th Grade	\$30.00
Grades 7-8	\$40.00
Grades 9-12	\$50.00
Senior Citizen (65 & over) Activities Pass	\$45.00
Adult Activities Pass	\$55.00
High School Yearbook	\$35.00
Middle School Yearbook	\$5.00 (price may change based upon cost of production)

Every student participating in school co curricular activities must possess a current ASB card.

ASB cards entitle the possessor to free admittance to all non tournament home athletic games. Students with ASB cards are normally allowed reduced fee entry to non home athletic games.

IMPORTANT: All students 5th grade and under must be accompanied by an adult during all school events.

2023-2024 School Meal Prices

(subject to change)

		Breakfast	Lunch
Adults	Per meal	\$3.50	\$5.00
Grades TK-5	Per meal	FREE	FREE
Grade 6	Per meal	\$1.60	\$2.60
Grades 7-12	Per meal	\$1.60	\$2.80

Reduced Prices	Per meal	\$0.00	\$0.00
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All breakfast and lunch prices include one half pint of milk per meal.

Grab and Go Breakfasts are available at the high school.

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.

Meal Charging Policy

2023-24 School Year

Note: This policy strives to be consistent with the USDA (United States Department of Agriculture) New Regulations Regarding Unpaid Meal Charges

- ✓ Students will **not** be denied a meal, regardless of the amount of unpaid charges.
- ✓ Negative balances of \$10 or more will be communicated to parents/guardians via the following methods:
 - Phone calls home (from school personnel) and automated calls from Skyward
 - Letters mailed home (notes or letters will **not** be sent home with students)
- ✓ One a student's meal account has a negative balance; the following steps will be taken:
 - Step #1 An automated phone call from Skyward will inform the parent/guardian of a negative balance
 - Step #2: The Head Cook will call the parent/guardian
 - Step #3: The Head Cook will mail a letter home to the parent/guardianIf the above steps are not productive and the unpaid meal charge balance continues to grow, the following steps will occur
 - Step #4: The Head Cook will meet with the Food Service Director and the Director will call the parent/guardian
 - Step #5: The Head Cook will mail home a certified letter to the parent/guardian
 - Step #6: The Head Cook, Food Service Director, and Superintendent will meet to discuss options and to decide on next steps. Building principals may be contacted to determine if there are extenuating circumstances. Parents/guardians will be contacted and options for payment will be discussed, including a payment plan if needed.
- ✓ Negative balances of more than \$100 not paid prior to the end of the current school year shall be turned over to the superintendent for collection. Options may include collection agencies, small claims court or any other collection method permitted by law and consistent with the Fair Debt Collection Practices Act. When allowed, a transcript and/or diploma may be withheld until the balance is paid in full.

Note: This policy will be reviewed before the end of November, 2023 and changes may be made. Parent/guardians will be notified of any changes.

Pesticide Application Notification

Effective July 1, 2002, (RCW 17.21.415), requires public schools and licensed day-care centers to provide annual notification of their pest control policies. A system to notify interested parents or guardians and employees of planned pesticide use and the posting of signs where pesticides have been implemented.

School maintenance personnel and outside contractors administer pesticide control for the district. Hand sprayers or powered sprayers are used for the grounds. Aerosol cans are used to control insects inside and around the buildings. Rodents are controlled by a variety of traps, or by bait, in areas that are not accessible to students or staff. Combinations of pesticides are used to control weeds on the grounds. Specific products will be listed on the notification signs. Notification signs will be posted in the administration offices, and signs will be placed at all primary entrances to the grounds that have had an application. Samples of these signs are shown below.

A registry of interested parents or guardians and employees who wish to be notified at least 48 hours before any pesticide application will be kept. The school is not required to pre-notify persons if an application is made when there are no students occupying the building for 48 hours after the application. Persons desiring to be notified may complete the information sheet at the bottom of this page and return it to the district office.

An annual summary of pesticide use will be posted in the administration offices no later than January 15th. Persons interested in viewing pesticide records or obtaining a copy of the annual summary of pesticide use may contact Brian Telford at (509) 725-1481.

Do Not Fill Out This Form Unless You Wish To Be Notified Personally

Please notify me of pesticide application at least 48 hours prior to application. I understand that the school is not required to notify me if an application is made when there are not students occupying the building for 48 hours after pesticide application. **Emergency applications for stinging insects may occur.** Notification will be sent out as soon as possible after emergency applications are made.

Name: _____ Date _____

Please mark how you wish to be notified and give the required information.

_____ Mail	_____ Mailing Address
_____ Phone	_____ Phone Number
_____ Email	_____ Email Address
_____ Fax	_____ Fax Number

Davenport Middle/High School
Athletic/Activities Code

Regulations and Procedures
2023-2024
Revised May, 2015

This code applies to student participation in athletics/activities offered and sponsored by the Davenport School District for which students receive no academic credit. Such athletics/activities would include:

Interscholastic Athletics
ASB Officers
Cheerleading
Class Officers

Honor Band
Honor Choir
Honor Society
Knowledge Bowl

Drama
FBLA
FFA
Senior Class Trip

Pep Band
Swing Choir
Sound Techs
All other school clubs
Overnight Field Trips/Shows

Mission Statement

We believe it is a pleasure and privilege to coach and work with Davenport students. We believe it is a privilege to participate in Davenport Athletics/Activities: Our main concern is that every individual should be given an opportunity to compete in interscholastic athletics and school activities. In doing this, a participant is faced with choices. If the choices they make interfere, impede, or hinder their performance or affect the performance of the team they may forfeit the privilege to participate in that sport/activity.

The participant is responsible as a citizen to observe the laws of the United States, the State of Washington, and/or its subdivisions. While in the school, the student shall respect the rights of others. Students who involve themselves in criminal acts on school property, at school supervised events, or off school property—and which acts have detrimental effect upon the activities program—are subject to disciplinary or corrective action by the school and prosecution under law.

Philosophy

The acts listed below shall be considered to be materially disruptive to the orderly operation or discipline necessary for successful athletic/activity programs, or shall be considered acts that reflect unfavorably on the student's teammates, team, or school. That material disruption and/or unfavorable reflection occurs regardless of whether the act occurs during the school year or during breaks from school, such as during weekends, holidays, or summer breaks. **These eligibility criteria shall therefore be in effect year round, i.e., 365 days per year.** A student who has chosen to purposefully engage in any act prohibited by this Code has chosen, by that willful act, to put his or her continued participation in athletics/activities in jeopardy. **Any actions that have legal implications during the summer break would fall within this code.**

SECTION I: RULES AND REGULATIONS

Davenport student-athletes/participants are expected to conduct themselves at a high standard keeping in mind that they are public representatives of the school district. The student-athlete/participant is required to agree and follow the rules and policies of the school, classroom, and community.

A. Use Of Tobacco

The use or possession of tobacco by a student-athlete/participant **at all times at any age is prohibited.**

- E-Cigarettes's along with any form of nicotine falls under this category.

What are e-cigarettes?

- a. Battery operated devices that use a heating element to vaporize nicotine and other substances.
- b. E-cigarettes stimulate the visual, sensory, and behavioral aspects of smoking.
- c. Negative chemicals: acetone; cresol; xylene; styrene; b-nicotyrine; ethyl alcohol acetaldehyde, formaldehyde, diethylene glycol, nicotine, propylene glycol.

The Davenport School District prohibits the use of these devices at all times.

B. Alcohol and Controlled Substances

The sale, use, possession or being under the influence of alcohol, controlled substances (RCW 69.50) including anabolic steroids, substances purported to be controlled substances or alcohol on school grounds, at school sponsored activities or at any time while a member of the middle/high school during season, in between seasons, or during the summer is prohibited. This includes being in attendance at an activity where alcohol, controlled substances, or substances purported to be controlled substances, are being consumed illegally.

C. Unlawful Inhalation

No student-athlete/participant shall intentionally smell or inhale the fumes of any type of substance as defined in RCW 9.47A.010 or to induce any other person to do so, for the purpose of causing a condition of, or inducing symptoms of intoxication, elation, euphoria, dizziness, excitement, irrational behavior, exhilaration, paralysis, stupefaction, or dulling of the senses of the nervous system, or for the purpose of, in any manner, changing, distorting, or disturbing the audio, visual, or mental processes. This section does not apply to the inhalation of any anesthesia for medical or dental purposes.

D. Committing Act of Larceny

No student-athlete/participant shall take or appropriate the property of another with intent to keep or make use of wrongfully. No student-athlete/participant shall sell or purchase stolen property.

E. Character

No student-athlete/participant shall be found guilty of a felony. If a student-athlete/participant commits a felony or other criminal offense*, said student-athlete/participant must follow disciplinary actions. (See Section II, **Enforcement, Disciplinary Actions and Procedural Due Process**)

Other Criminal offenses: such crimes include, but are not limited to, Fourth Degree Assault, Fourth Degree Assault with Sexual Motivation, Indecent Exposure, Harassment, Stalking, Third Degree Malicious Mischief, Reckless Burning, First and Second Degree Criminal Trespass and Reckless Driving.

F. Personal Appearance

Each student-athlete's/participant's appearance shall be neat, clean, and well groomed as determined by the in-season head coach/advisor. The in-season head coach/advisor may have a dress policy for game day. In addition, the in-season head coach/advisor may announce a policy of hair length for student-athletes/participants during the season.

G. Attendance

1. Student athletes/participants shall be in attendance at school for at least 4 periods in order to be eligible for practice on that day, unless their absence has been approved.
2. Student athletes/participants shall be in attendance at school for the entire school day on the day of an athletic/activity contest unless their absence has had prior approval, or in the case of an extenuating circumstance.
3. Student athletes/participants shall be responsible for informing the in-season head coach/advisor of inability to make a practice prior to missing the practice.

H. Curfew

Student-athletes/participants will comply with curfew regulations established by the head coach/advisor of that sport/activity in which the student is participating. This curfew may be adjusted for special activities by the coach/advisor of that sport/activity.

I. Sportsmanship

Student-athletes/participants representing teams of Davenport Middle/High School shall exemplify the highest standards of good sportsmanship. Sportsmanship is defined as those qualities of courteousness, fairness, and respectfulness to officials, teammates, opponents, coaches, spectators, and all others associated with the sport or an athletic contest. Therefore, Davenport student athletes/participants shall act in a sportsmanlike manner on and off the field or court. Swearing, obscene language, and inappropriate gestures are unacceptable. First offense: verbal warning. Repeated offense: removal for a minimum of 1 game to a maximum of the rest of the season. Sportsmanship is carried over from one season to the next and one year to the next.

J. Individual Sports Policies

The head coach/advisor of each sport/activity may add additional rules to the foregoing. These rules must be approved by the athletic director/administration and available prior to the season for parents/guardians. These will not, however, eliminate the foregoing uniform rules and regulations.

K. Students From Other School Districts

Student-athletes/participants who transfer from another school district into the Davenport School District and plan to participate in extracurricular activities must comply with the disciplinary consequences set forth by the district they are leaving before being eligible to compete as a student-athlete/participant in the Davenport School District.

SECTION II: ENFORCEMENT, DISCIPLINARY ACTIONS, AND PROCEDURAL DUE PROCESS

Enforcement of Rules and Due Process

1. The investigation of incidents, disciplinary actions, and procedural due process shall be the primary responsibility of the principal and athletic director. All students-athletes/participants charged with a violation of the Davenport Middle School and High School Athletic/Activity Code and his/her parents/guardians shall be notified of the accusation by the athletic director.
2. Those who wish to appeal the decision of the principal and athletic director shall request a meeting, through the athletic director, to appear before the five-member Athletic Eligibility Board, consisting of the Athletic Director, High School Principal, one head coach, one advisor and a community member. The Athletic Eligibility Board has the authority to review cases, case disposition and discipline.
3. Based on policy from the State Board of Education, there is no right to a hearing in athletics/activities for the very reason that participation in athletics/activities is a privilege, not a right. The student-athlete/participant and/or his/her parents/guardians may file a grievance with the Superintendent of Schools within three (3) business days of the Athletic Eligibility Board's decision. Final disposition of violations and enforcement decision rests with the superintendent.

Self-Reporting

Student-athletes/participants are not to be in attendance at an activity where alcohol, controlled substances, or substances purported to be controlled substances, are being consumed illegally. If a student-athlete/participant is

in attendance at a function in which he/she discovers the presence of alcohol, drugs, tobacco, or nicotine (E-cigarettes)

he/she must leave that function ***immediately*** and then must self-report within seventy-two (72) hours to an appropriate school authority (coach, advisor, athletic director, or principal). If the student-athlete/participant involved does not self-report within seventy-two (72) hours, he/she will be considered in violation of the athletic code.

Student-athletes/participants who self-report and left the scene (activity) right away, and did not use or consume any illegal substances will be issued a verification letter from the school. The letter will confirm that the student self-reported within the seventy-two (72) hour time frame, left the activity right-away, and did not consume any illegal substances. Therefore, first violation athletic-code consequences of a twenty-five (25) day suspension have been avoided. The letter will acknowledge that the student-athlete did the right thing and that they should continue to avoid these types of situations.

(Note: If a student does not leave the illegal activity right away, first violation and a twenty-five (25) day suspension will be imposed).

Student-athletes/participants who self-report but DID NOT leave the scene (activity) right away, and DID consume any illegal substances could be granted some leniency up to a reduction of half of the twenty-five (25) day first violation suspension for coming forward and self-reporting their errors. Student-athletes will still receive a first violation letter in their file but would not be subject to the full twenty-five day suspension for doing the right thing.

(Note: These two options are only for students who self-report within the seventy two (72) hour time frame, and leniency is subject to the administrations investigation and discretion).

We believe that self-reporting is the best policy and want to reward our student athletes for doing the right thing.

Disciplinary Actions for Acts of Substance Abuse

Behavior-

1. The sale, use, possession or being under the influence of alcohol, tobacco, abuse of non-legend drugs, illegal drugs, controlled substances (RCW 69.50), legend drugs including anabolic steroids, possession, sale, and/or use (RCW 69.41.010 – 69.41.050), or substances purported to be controlled substances or alcohol on school grounds, at school sponsored activities, or at anytime while a member of the Davenport Middle School or High School, including summer, shall be considered a violation of the eligibility code and standards, and shall subject the student athlete/participant to disciplinary actions. No student-athlete/participant shall intentionally smell or inhale the fumes of any type of substance as defined in RCW 9.47A.010 or to induce any other person to do so, for the purpose of causing a condition of, or inducing symptoms of intoxication, elation, euphoria, dizziness, excitement, irrational behavior, exhilaration, paralysis, stupefaction, or dulling of the senses of the nervous system, or for the purpose of, in any manner, changing, distorting, or disturbing the audio, visual, or mental processes. This section does not apply to the inhalation of any anesthesia for medical or dental purposes.
2. Being in attendance at an activity where alcohol, controlled substances, or substances purported to be controlled substances, are being consumed illegally, shall subject the student-athlete/participant to disciplinary actions.

Consequences-Legend Drugs and Controlled Substances

Penalties for the possession, use or sale of legend drugs (drugs obtained through prescription, RCW 69.41.020-050) and controlled substances (RCW 69.50) shall be as follows:

1. **First Violation: Suspension**
Immediate ineligibility in the particular sport/activity in season. The ineligibility period shall be 25 participation days. Participation days include events, practices and contests. If the student-athlete/participant is not a varsity member, he or she cannot count any practice or day of contest beyond the regular season as part of their period of suspension. The student-athlete/participant currently on the varsity team who becomes suspended may count any practice day or contest in regular or post season his/her team is involved in until the team's season is over. The period of ineligibility will carry from one participating season to the next. The student-athlete/participant must attend and complete a school approved drug and alcohol intervention class.
2. **Second Violation: Suspension**
Immediate ineligibility from participation in athletics/activities for one (1) calendar year from the date of the second violation.
3. **Third Violation: Suspension**
Immediate and permanent ineligibility at Davenport High School involving interscholastic athletics and activities

Note: If a student-athlete/participant violates the athletic code while serving a suspension, the Athletic Eligibility Board will determine eligibility for the upcoming sport/activity. The Athletic Eligibility Board will recommend appropriate action to be taken. If a violation occurs during the suspension period, the next step in consequence will be immediately enforced.

Consequences-Alcohol, Tobacco

4. **First Violation: Suspension**
Immediate ineligibility in the particular sport/activity in season. The ineligibility period shall be 25 participation days. Participation days include events, practices and contests. If the student-athlete/participant is not a varsity member, he or she cannot count any practice or day of contest beyond the regular season as part of their period of suspension. The student-athlete/participant currently on the varsity team who becomes suspended may count any practice day or contest in regular or post season his/her team is involved in until the team's season is over. The period of ineligibility will carry from one participating season to the next. The student-athlete/participant must attend and complete a school approved drug and alcohol intervention class.
5. **Second Violation: Suspension**
Immediate ineligibility from participation in athletics/activities for one (1) calendar year from the date of the second violation.

OR

Student-athlete/participants will be ineligible for a minimum of 25 participation days. A student-athlete/participant and their parent/guardian who wish to create a plan of accountability may submit their plan to the Athletic Eligibility Board for review. The Athletic Eligibility Board will evaluate the plan presented and determine if a student-athlete/participant will be able to participate immediately

following the 25 participation day penalty or may impose additional days of suspension before being reinstated. A plan of accountability may include, but is not limited to the following:

- Regular urine-analysis test conducted at parent's expense
- Regular drug and alcohol counseling conducted at parent's expense
- A possible mentorship
- Curfews
- Other

A student-athlete/participant who doesn't adhere to their plan of accountability will be suspended for one (1) calendar year.

6. **Third Violation: Suspension**

Immediate and permanent ineligibility at Davenport High School involving interscholastic athletics and activities

Note: If a student-athlete/participant violates the athletic code while serving a suspension, the Athletic Eligibility Board will determine eligibility for the upcoming sport/activity. The Athletic Eligibility Board will recommend appropriate action to be taken. If a violation occurs during the suspension period, the next step in consequence will be immediately enforced.

General Disciplinary Actions For Acts Not Related To Substance Abuse

A student-athlete/participant who does not abide by the rules and regulations shall be placed on probation, suspended for a portion of the season, or declared permanently ineligible.

1. **Probation**

A period of trial behavior in which a student-athlete's/participant's behavior shall be observed to determine if that student-athlete/participant is attempting to correct the unacceptable behavior for which he/she shall have been notified. Probation shall be for first offenders only in which no violation of the substance abuse section has occurred. Violation of probation shall be cause for suspension or permanent ineligibility.

2. **Suspension**

Shall consist of a student-athlete/participant being withheld from athletic/activity contests and/or practice.

- a. For a first time violation, a meeting involving the student-athlete/participant, his/her parent/guardian, the head coach/advisor, and the athletic director will be held to determine if the athlete/participant will have the option to practice and be allowed to travel with the team to and from athletic/activity contests during his/her suspension. The student-athlete/participant, however, will not be allowed to miss any school time in order to travel with the team.
- b. For a second-time violation, the student-athlete/participant shall not be allowed to practice or travel with the team during the suspension.

3. **Permanent Ineligibility**

The third violation of the athletic/activity code, a student-athlete/participant may be declared permanently ineligible from participating in interscholastic athletics/activities for the remainder of his/her junior high or high school career.

Reinstatement upon Entering High School

Infractions acquired by a student during their junior high athletic/activity seasons will be removed upon entering Davenport High School.

SECTION III: ELIGIBILITY

DAVENPORT –MIDDLE SCHOOL-HIGH SCHOOL REQUIREMENTS

A. General Requirements

Student-athletes/Participants at Davenport School District must meet the following requirements:

1. Must have a signed parent/guardian permission form, a signed medical release form, and a signed athletic/activity code form on file with the high school office.
2. All student-athletes must pass a physical examination and have it on file in the high school office.
3. Must purchase school insurance or have a signed parent/guardian waiver on file with the high school office.
4. Must purchase an ASB card.
5. Must be less than 20 years of age on September 1 for fall sports, December 1 for winter sports, and March 1 for spring sports.
6. May not participate in the same sport in high school for more than four seasons.
7. Must maintain amateur standing.

Academic Eligibility Policy

All students who are members of athletic teams, clubs, and/or school organizations at Davenport High School and Davenport Middle School are expected to maintain passing grades. Academic success must be the first priority for students. It may be necessary to limit participation should a student's work fall below an acceptable level. To maintain eligibility at Davenport Middle School and Davenport High School, students must be passing all of their classes.

The following requirements apply to all students that participate in athletics, clubs, or school organizations at Davenport Middle and High School.

1. Middle School and High School student-athletes must pass all classes with no F's and must have a G.P.A. of at least 2.00 at 1st, 2nd, 3rd, and 4th quarter grading periods. They must have passed all assigned classes the previous semester, attend regularly, and be making progress towards graduation.
2. Middle School and High School students must meet Davenport eligibility requirements.

The first grade check will be September 11th, 2023. After that point in time, grade checks will be conducted every week for the rest of the year. Grade checks will take place the first day (Monday) of each week. Coaches will be required to pick up grade checks every Monday before the start of practice.

Level 1 Academic Warning: First Failed Grade Check

If a student's grade falls below a D+ in any class, the student will be put on Academic Warning until the next scheduled grade check. *The student may continue to practice and participate in contests and activities. It is highly encouraged the student attends after-school studies and check with his/her teachers for the classes of concern during RTI time.*

Level 2 Academic Probation: Second Failed Grade Check

If a student continues to receive a grade below a D+ for any class after the second grade check (on the following Monday), the student will be put on Academic Probation until the next scheduled grade check. *The student will still be eligible to participate in any contests for the entire week. The student will also be eligible to practice with the team for the week. However, the student will be required to attend at least 45 minutes of after-school studies (2:50 – 3:35) before going to practice each day during the probationary period.*

Level 3 Academic Ineligibility: Third Failed Grade Check

In the event a student still has a grade below a D+ for any class after the third grade check (three consecutive weeks), the student will be put on Academic Ineligibility until the grade is brought up to passing. *The student will be ineligible to participate in any contests, games, or activities during that period of time. Students will be required to attend after-school studies from 2:50 – 4:00 pm each day before going to practice. Students will remain on the team and/or a member of a club or activity, and can become eligible at the next grade check.*

***This applies to three consecutive weeks of a grade below a D+ in any class. For example, if a student gets put on Level 2 and then get his/her grades up to passing at the next grade check, that student would then be off Level 2, Academic Probation. If the student receives a grade below a D+ later in the season or school year, they would start back at Level 1, Academic Warning.**

****If the student fails to improve their grade before quarter grade checks, Level 4 Academic Ineligibility will be enacted.**

Level 4 Academic Ineligibility: @ Quarter (HS 5 Week Ineligibility / MS 3 Week Ineligibility)

Any student-athlete, or club/ organization member below a 2.0 GPA and with any F's or lower at the end of the 1st, 2nd, 3rd, and 4th quarter grading periods will be ineligible for the first 5 weeks (High School) of the new quarter or semester, and 3 weeks (Middle School) of the new quarter or semester.

NOTE: Fail any quarter but pass the semester the following will occur, HS participants will be ineligible for 3 weeks and MS participants will be ineligible for 1 week.

- Student-athletes/participants will be ineligible to participate in games/events for a period of **25 (5 Weeks, High School - 3 weeks, Middle School)** school days.
- They will be required to attend practices, after attending after-school studies from 2:50 – 4:00 pm before going to practice.
- They cannot miss school to attend games/events.
- They are encouraged to attend home games after the school day ends and adhere to the head coach's requirements.
- At mid-quarter, grades will be checked. If student-athlete's/participant's continue to not be at a 2.0 GPA and no F's, the student will be ineligible until the next quarterly grading period.
- At mid-quarter, if the student-athlete/participant's grades are at least a 2.0 GPA and no F's, they will be deemed eligible immediately.
- Student-athletes/participants who finish the academic school year ineligible due to grades will be ineligible for 25 school days at the start of the next academic school year.

Academic Eligibility Action Plan/ Communication Plan:

At 2:00pm of the first day of each week, the Middle School and High School office staff will run a grade check for all students participating in an athletic team, club, or school organization at Davenport Middle School and Davenport High School, gathering data on all students who have a D or an F in any class.

An *Academic Grade Check Slip* will be given to all participating students who have a failing grade in any class by the end of the first day of each week. The slip will let them know what level of academic eligibility they are on, and what that level means for them. The slip will also be mailed home to all parents/guardians of those students who have received an Academic Grade Check Slip.

Coaches and Advisors will be responsible for:

- Picking up an *Academic Grade Check Roster* from the High School or Middle School office prior to heading to practice or an activity on the first day of each week.
 - The roster will let them know what students have a failing grade, as well as those students who have a D, and what level of academic eligibility they are on.
- Making sure students are aware of what level of academic eligibility they are on.
- Ensuring students are abiding by the guidelines set forth in their grade check level.
- Contacting parents/guardians for those students who are on Level 2 and Level 3 of the grade check.

Athletic Director/Administration will be responsible for:

- Assisting office staff when needed to complete Academic Grade Checks, Academic Grade Check Slips, and Academic Grade Check Rosters.
- Contacting parents/guardians through phone or letter for those students who are at Level 3 and Level 4 of the grade check.

The after-school studies coordinator will need to pick up an Academic Grade Check Roster from the High School or Middle School office, as they will keep track of attendance of students who are on Level 2, 3, and 4 and should be attending the after-school studies program.

SECTION IV: ATHLETIC/ACTIVITY EQUIPMENT AND UNIFORMS

Davenport Middle/ High School shall provide each student-athlete/participant with the necessary equipment and uniform (excluding socks, shoes, and other personal equipment) for participation in a particular sport. The student-athlete/participant is responsible for the care, including laundering and maintenance, of his/her uniform and equipment during the sports season, and is responsible for returning it to the head coach in the best possible condition at the conclusion of the particular sport's award ceremony. Student-athletes/participants who fail to do so will not be eligible for awards, a letter, or participation in their next sport season. Student-athletes/participants will be financially responsible for the replacement cost of equipment and/or uniforms lost or damaged due to negligence.

SECTION V: ATHLETIC/ACTIVITY TRAVEL

All team members will travel together to and from athletic contests in a school district vehicle. All athletes/participants must ride the team bus to the contest. An athlete/participant may ride home with a parent/guardian with prior approval by the head coach, athletic director, advisor, or administrator on site. Parents/Guardians must sign their child out with the head coach. Exceptions may be made in extenuating circumstances. The in-season coach and principal must approve these exceptions. All behavior on athletic/activity buses is the responsibility of the head coach. However, the bus driver has the final say if behavior is unacceptable.

SECTION VI: ATHLETIC AWARDS

To maintain eligibility to receive a sports letter and/or award, a Student-Athlete must comply with the Athletic Code for the entire athletic season (including regular and postseason events) through the athletic awards function for

that sport. Student-Athletes who become suspended at any time during the season cannot receive a letter or award.

In Girls' and Boys' Basketball, Football, Volleyball, Baseball, Softball, and Wrestling participants must play in 60% of all varsity quarters, matches, or innings in order to receive a letter.

In Track, participants must score 30+ points or place in the top 4 in Bi-County.

In Cross Country, participants must run in at least half of the scheduled races at the varsity level.

Varsity Cheerleaders must participate in 90% of all league games and post-season tournaments during the fall and winter season.

In Tennis, participants must participate in 50% of the varsity matches (#1 singles, #1 doubles, #2 singles, or #2 doubles).

In Golf, participants must participate as a varsity golfer in at least four matches during the season and score in the top 5 on the varsity team twice during the season.

Managers, Student Athletic Trainers, Stats Keepers, and Video Crew must attend 90% of all practices / events over a 2-year period. Such involvement is at the coaches' discretion.

The coach may petition the Activities Director for exceptions to the criteria for participants lettering in their sport. All exceptions will need to be communicated and agreed upon between the Athletic Director and the head coach.

The activities director will need to approve all exceptions.

Participants lettering in high school for the first time will receive a chenille letter. From that award on, athletes will receive an award certificate and a pin each time they earn a letter in each sport.

Activities are separate from athletics and have their own requirements that participants must meet to earn a letter.

**2023/2024 DAVENPORT ATHLETIC/ACTIVITY CODE
SIGNATURE PAGE**

We acknowledge receipt, understanding, and agreement to comply with the Davenport School District #207, Interscholastic Activities Policy No. 2151, as revised August 17, 2015, for covered activities during the 2023-2024 school years.

Student Participant Signature: _____ **Date:** _____

Parent/Guardian Signature: _____ **Date:** _____

Please check the sports/activity that you plan on participating in this school year.

- | | | |
|---|--|--|
| <input type="checkbox"/> Football | <input type="checkbox"/> Volleyball | <input type="checkbox"/> Cross Country |
| <input type="checkbox"/> Boy's Basketball | <input type="checkbox"/> Girl's Basketball | <input type="checkbox"/> Wrestling |
| <input type="checkbox"/> Baseball | <input type="checkbox"/> Golf | <input type="checkbox"/> Softball |
| <input type="checkbox"/> Tennis | <input type="checkbox"/> Track | <input type="checkbox"/> ASB Officer |
| <input type="checkbox"/> Cheerleading | <input type="checkbox"/> Class Officer | <input type="checkbox"/> Girls Soccer |
| <input type="checkbox"/> Drama | <input type="checkbox"/> FBLA | <input type="checkbox"/> FFA |
| <input type="checkbox"/> Honor Band | <input type="checkbox"/> Honor Choir | <input type="checkbox"/> Honor Society |
| <input type="checkbox"/> Knowledge Bowl | <input type="checkbox"/> Pep Band | <input type="checkbox"/> Swing Choir |
| <input type="checkbox"/> Other _____ | <input type="checkbox"/> Senior Trip | |

Student Photographs

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

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

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

Student Name

Parent/Guardian Name

Date

Computer Use And Parent Permission Form

As a user of the Davenport School District computer network, I hereby agree to comply with the stated rules and policies or the internet and electronic mail and all penalties that apply as listed in the acceptable user policy contained in the Davenport Student Handbook.

Student Signature: _____

Student Name _____

(Please PRINT)

Date: _____

Student Grade _____

As a parent or legal guardian of the minor student signing above, I grant permission to access the computer network with services such as electronic mail and the internet. I understand that individuals and families may be held liable for violations. I understand that some materials on the internet may be objectionable, but I accept responsibility for guiding my child and conveying the appropriate standard for selecting, sharing, and/or exploring information and media of the internet.

Parent/Guardian Signature: _____

Parent/Guardian Name _____

(Please PRINT)

Date: _____

****NOTE** THIS PERMISSION FORM MUST BE SIGNED AND RETURNED TO DAVENPORT MIDDLE/HIGH SCHOOL WITHIN ONE WEEK OF THE START OF THE SCHOOL YEAR OR A WEEK AFTER THE REGISTRATION OF A NEW STUDENT. IF NOT RETURNED BY THAT DATE, INTERNET AND E-MAIL ACCESS WILL BE STOPPED FOR THAT STUDENT.**

Handbook Receipt Form

I have received a copy of the Davenport Middle School and Davenport High School Student Handbook. I have also shared and discussed this handbook with my parent/guardian. I understand that this is my personal copy and I am responsible for its contents. I also understand that I will be allowed to participate in co/extracurricular activities once I have returned this signed page to the office.

(Please PRINT Student Name)

(Signature of Student)

(Date)

PARENT/GUARDIAN

As an informed parent/guardian, your signature below indicates that you have read the rules and regulations of the Davenport Middle & High School Student/Parent/Guardian Handbook. This does not imply approval or disapproval. This is for your benefit.

(Signature of Parent/Guardian)

(Date)