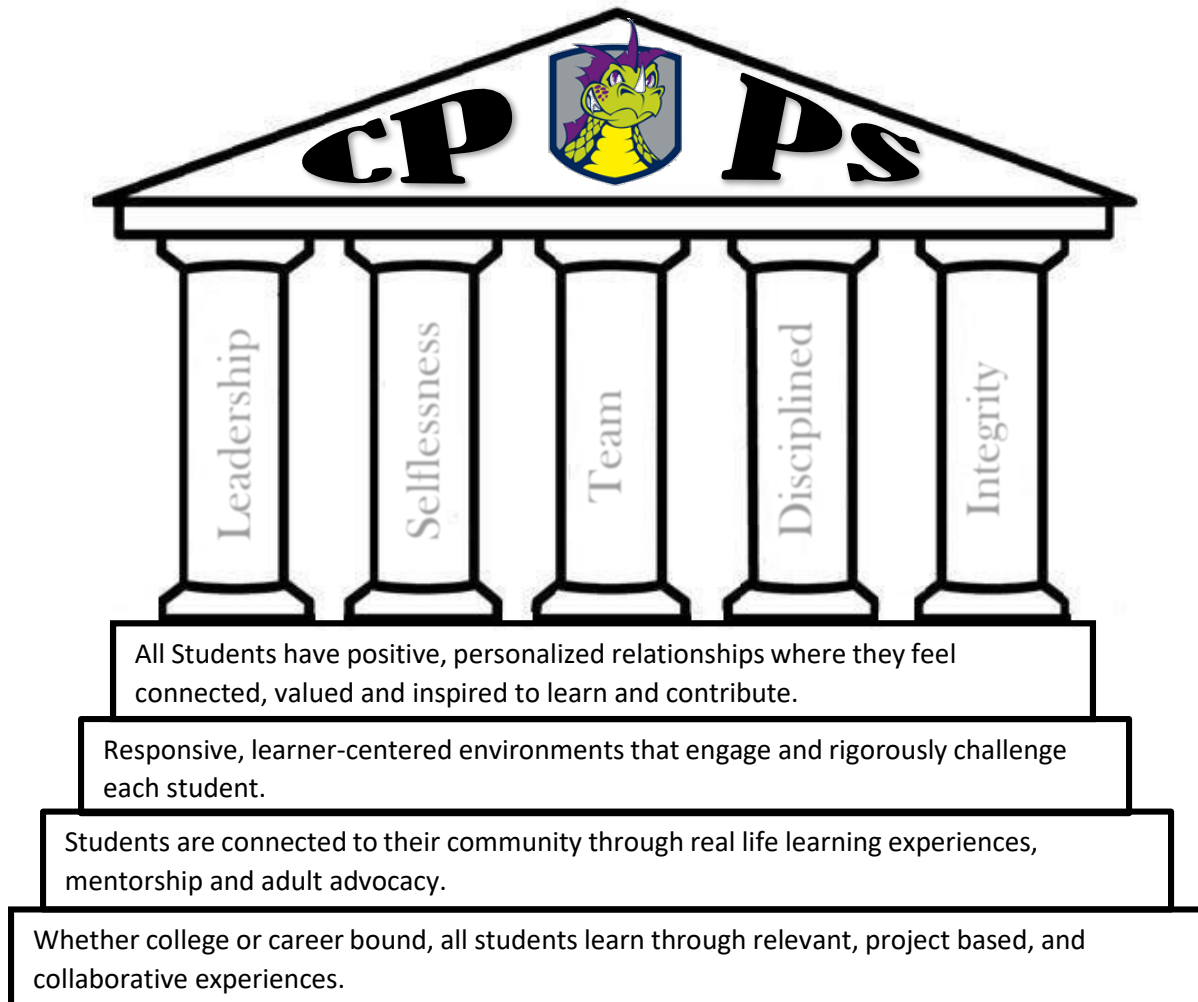


Davis Elementary



DAVIS
Dragons

Student Handbook
2022 - 2023



Davis Vision Our vision is to champion rigor* and joy* for every student, in every classroom, every day.

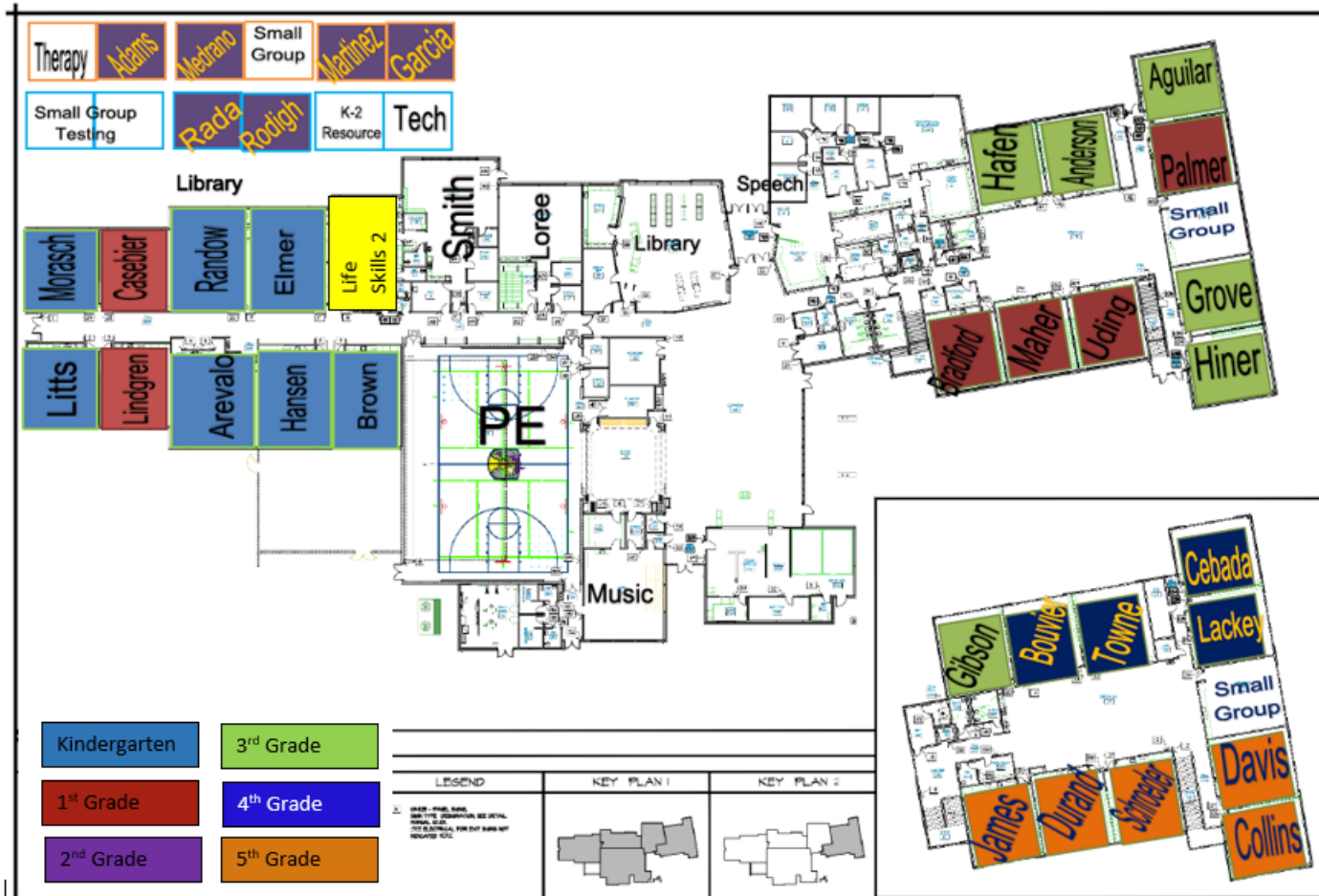
Davis Mission “Our mission is for students to engage in effective academic instruction focused on reading, writing, and mathematics that is relevant, systematic and grounded in a culture of inquiry.”



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Davis Elementary works in conjunction with our Davis PTA to create positive and memorable memories for all of our Davis students. Please take the time to join and volunteer your time to make Davis Elementary memories. Davisdragonspta@gmail.com

A few events that the Davis PTA sponsor or assist in sponsoring. Please consider joining.

- ❖ Movie Nights
- ❖ Fun Run (Where every student receives a Davis shirt)
- ❖ Music
- ❖ Field Trips
- ❖ Student items and so much more.



Communicating with Davis Elementary

Davis Elementary

Principal
Assistant Principal
Lead Secretary
School Psychologist
Counselor
Social Worker
District Nurse
Health Room Assistant
Kitchen Manager

509-525-5110

Mark Ferraro
Chris Plucker
Fabiola Gutierrez
Erika Mitchell
Blake Limburg
Stacy Babcock
Crystal Smith
Lisa Anderson
Breann del Castillo

Transportation

Transportation Supervisor

509-525-4827

Melito Ramirez

District Office

Superintendent
Executive Assistant
Special Education Director
Director Special Programs
Maintenance Supervisor

509-525-4827

Jim Fry
Kerri Ramirez
Kari Weed
Marissa Waddell
Mike Nygaard

Welcome to Davis Elementary “Home of the Dragons”

Davis Elementary School 31 SE Ash St.
College Place, WA 99324
Phone: (509)525-5110



Welcome to Davis

Website and Email Access

We welcome you to visit our Website at any time: www.cpps.org. All staff members are accessible through email at any time. Please type in the first initial of a staff member's first name, the full last name and add @cpps.org. An example being: Should you wish to reach our Secretary, Fabiola Gutierrez, you would type fgutierrez@cpps.org.

Arrival & Departure Times

Monday through Thursday

- 7:40 am Doors to the building open and breakfast is served. Students not eating breakfast will go to their designated playground until first bell. When students are finished with breakfast, they will go to their designated playground until first bell.
- 7:55 am First Bell rings – students will prepare for entering the building to their classroom.
- 8:00 am School Begins, students are expected to be within their classrooms preparing for the day. Anyone checking in after 8:00 will need to come through the main doors at the office.
- 2:00 pm All changes to student pick up should be completed by 2 pm for safety reasons
- 2:40 pm Dismissal bell for the end of the school day.

Friday Schedule (Late Start)

- 8:35 am Doors to the building open and breakfast is served. Students not eating breakfast will go to their designated playground until first bell. When students are finished with breakfast, they will go to their designated playground until first bell.
- 8:50 am First Bell rings – students will prepare for entering the building to their classroom.
- 8:55 am School Begins, students are expected to be within their classrooms preparing for the day. Anyone checking in after 8:55 will need to come through the main doors at the office.
- 2:00 pm All changes to student pick up should be completed by 2 pm for safety reasons
- 2:40 pm Dismissal bell for the end of the school day.

Half Day Schedule

- 8:35 am Doors to the building open and breakfast is served. Students not eating breakfast will go to their designated playground until first bell. When students are finished with breakfast, they will go to their designated playground until first bell.
- 8:50 am First Bell rings – students will prepare for entering the building to their classroom.
- 8:55 am School Begins, students are expected to be within their classrooms preparing for the day. Anyone checking in after 8:55 will need to come through the main doors at the office.
- 11:45 am Dismissal for end of day –
- Bus riders will be walked to the bus area by a teacher between 2:30 pm & 2:35 pm on regular days.
- 11:35 am to 11:40 am on half days.



Please make arrangement prior to 2:00 pm if you are wanting to get your child off the bus (by 10:30am on half days).

Students waiting to be picked up by parents will wait in the student loading/unloading zone K-3 in front of Davis School 4-5 in the back of the building at the park.

Walkers and bike riders are required to leave campus promptly after dismissal (11:45 am on half days & 2:40 pm on regular days). Campus (playgrounds) are closed as there is no supervision.

Students who wish to utilize the playground after school hours need to go home and check in with parents first.

Students unsure of after-school plans should visit with their classroom teacher prior to lunch in order to make any necessary arrangements or phone calls for clarification.

For safety and transportation schedules, please contact the office prior to 2:00 pm if you do not wish to have your child ride the bus on a certain day. We apologize but phone calls of this nature after 2:00 pm can cause a breakdown in our system causing safety concerns.

DRAGON DRIVE & PARKING LOT

Please remember to work together to keep Dragon Drive and our Parking lots safe for everyone. **Be Early**, **Be Patient** and **Be Attentive**. When entering Dragon Drive and throughout the path, please keep the speed under 5 mph and try not to block any of our crosswalk areas. Please use the crosswalks and model safety, we are always setting examples for our students. When dropping off or picking up students along dragon drive, cars must be pulled over to the curb area. Please do not leave any car unattended on Dragon Drive as this causes a traffic problem and may result in vehicles being towed away. We appreciate everyone's cooperation in making our facilities as safe as possible.

Davis Elementary Environment

Davis Culture

Our culture is the heart of our school system. It makes College Place Public Schools a special place to learn and work, and it gives us a unique advantage. Building and sustaining the College Place culture requires intentional effort from everyone in the district. The CP Way is part of that effort. Culture is what we believe, how we behave and the experience our choice of behavior produces for others. It is the foundation on which our education community is built. Our core beliefs provide the standards for how we behave toward each other, our students and our community. Because culture shapes behaviors we choose, it determines how effectively we execute our mission. Success depends on our ability to collaborate and educate in a constantly changing environment.

Dragon Fire

All Dragons Breathe Fire! We will be encouraging all Davis Dragons to "Breathe Fire", that is- **Friendliness**, **Integrity**, **Respect** and **Engagement**. The concept behind the acronym FIRE is to promote highly desirable behavior and traits that promote academic success, while simultaneously fitting within the context of the school mascot and identity. FIRE is



easy to remember and promote in both the academic and social settings of the school. The ideals friendship, integrity, respect, and engagement are easily remembered by students and easy to promote in all school activities.

At the heart of Dragon Fire is ensuring that each child at Davis has at least one strong, caring relationship with a Davis Staff member. Dragon Fire recognizes the classroom teacher as the primary individual to do this with their students; at the next level are the intervention specialists; and finally, the principal and assistant principal. Using this tiered approach, Dragon Fire works as a systematic approach to connecting each child with at least one adult who they know, trust and respect.

Specials (Library, Music, PE, Technology, (Art when available)

At Davis, we believe in teaching the whole child. Research conclusively demonstrates the link between physical and mental activity, and the importance of the arts for mental and emotional health. Vocal music classes include music appreciation with an emphasis on singing. PE & Technology classes are designed around Washington State Physical Education standards and are specifically designed to be age and ability-appropriate.

Guidance Teams

The student assistance program includes the school psychologist, intervention specialists and Davis staff. The guidance team works together to develop action plans and address the behavior and/or academic needs of students. The team then monitors the progress of these plans, altering or revising the plans as needed.

Professional Care

Sometimes children need a friendly ear, and one-on-one attention. If your child is struggling to make friends, stand up for himself/herself, or is having a problem that needs a little extra help, our school counselor and social worker are ready and able to lend a helping hand.

Counselor: Blake Limburg blimburg@cpps.org

Social Worker: Stacy Babcock sbabcock@cpps.org

Social Emotional Learning

Davis is committed to helping all our Dragons develop their most valuable character traits. Each classroom will focus on student development in the following areas: Courage, Perseverance, Honesty, Respect, Gratitude, Kindness, Responsibility, Cooperation, Creativity, Empathy, and Confidence.



Athletics:

Davis Elementary offers basketball for 5th Grade boys and girls. The boys season begins approximately in November and the girls begins approximately in January. To participate, athletes must have regular and prompt attendance at all practices. If student is absent, goes home due to an illness or has an unexcused absent during the day, they will not be eligible to participate that day unless permission is granted by administration. Behaviors resulting in a referral and or discipline may result in the loss of participation

Attendance:

Attendance is a critical building block for student learning. If students are late or not present, they cannot engage in learning. Attendance is a powerful signal and leading indicator of equity. It can signal when students might need additional support and areas for system and school improvement. Chronic absenteeism impacts all students—no matter their age. Students that miss just two days a month for any reason are more likely to not read at grade level, and more likely to not graduate. In the same way we teach academics we can teach behavior, including attendance. Explicitly teaching students about attendance expectations contributes to greater success in this area.

Please visit the state website <https://www.k12.wa.us/student-success/support-programs/attendance-chronic-absenteeism-and-truancy> to become familiar with chronic absenteeism and truancy.

When a student needs to be absent due to an illness, it is the parent(s) responsibility to contact the school. (509)525-5110

Parents must sign students out at the front desk if they are to leave during school hours. Parents or guardians must furnish up to date information for communication and safety of all.

Visitors

All visitors are required to check in at the front office upon entering Davis Elementary. For the safety of all you may be asked to return to the office to check in and or receive a visitor pass. Volunteers of the school will need prior authorization by administration and have a cleared background check conducted.

Electronics

We encourage students to leave their technology such as tablets, games, i-Pods, etc. at home. Such items can cause a distraction to owner and others. We are not responsible for the lost, stolen or damaged items caused by owner and or others.



Student and Telecommunication Devices

(Items include but are not limited to: Phones, Tablets, Watches,

Students in possession of telecommunications devices, including, but not limited to, pagers, beepers and cellular phones, while on school property or while attending school-sponsored or school-related activities will observe the following conditions:

Davis Elementary prohibits the use of all personal electronic devices (including cell phones) during the school day. If a parent/guardian wishes his/her child to have a cell phone, it must remain in the student's backpack and be turned off during school hours. All communication between parents and students during the school day must go through school personnel.

If a personal electronic device is seen or heard during the school day, the device may be confiscated by school personnel. Students who violate this policy will be subject to progressive disciplinary action up to and including confiscation of the device and/or losing the privilege of bringing the device onto school property. The first step in all cases shall be a verbal reminder by a College Place Public Schools staff member to put the device away and/or cease operating it. A device which has been confiscated shall only be returned to the student's parent/guardian. The device will be available for pick-up at the school office by the parent/guardian as determined by the school.

A student who is isolated and involved in a school investigation will not have access to any telecommunication/electronic device while the investigation is in process.

The school and district are not responsible for the loss or damage of any electronic item brought to school including those devices that have been confiscated. Furthermore, the district will not investigate lost, stolen or damaged devices.

Teachers may grant exceptions in their own classrooms to this policy if use contributes to instructional and/or educational efforts

Surveillance Cameras:

Surveillance cameras are located throughout all College Place School campuses. Locations include but not limited to: each entry way, hallways, common spaces, parking lots, and athletic fields.

Tobacco, Alcohol, Drugs:

College Place Public Schools are considered to be drug free. Students may not use, possess, or sell tobacco, vapes, alcohol, drugs or paraphernalia of any kind on or near school grounds. (See policies 5201 & 4215)

Weapons

It is a violation of district policy and state law for any person to carry a firearm or dangerous weapon on school property, school transportation, or other facilities being used exclusively for school activities. Please see the full board policy 4210 for more detailed information and or exemptions to this policy



Illness

COVID-19 ILLNESS PROTOCOLS:

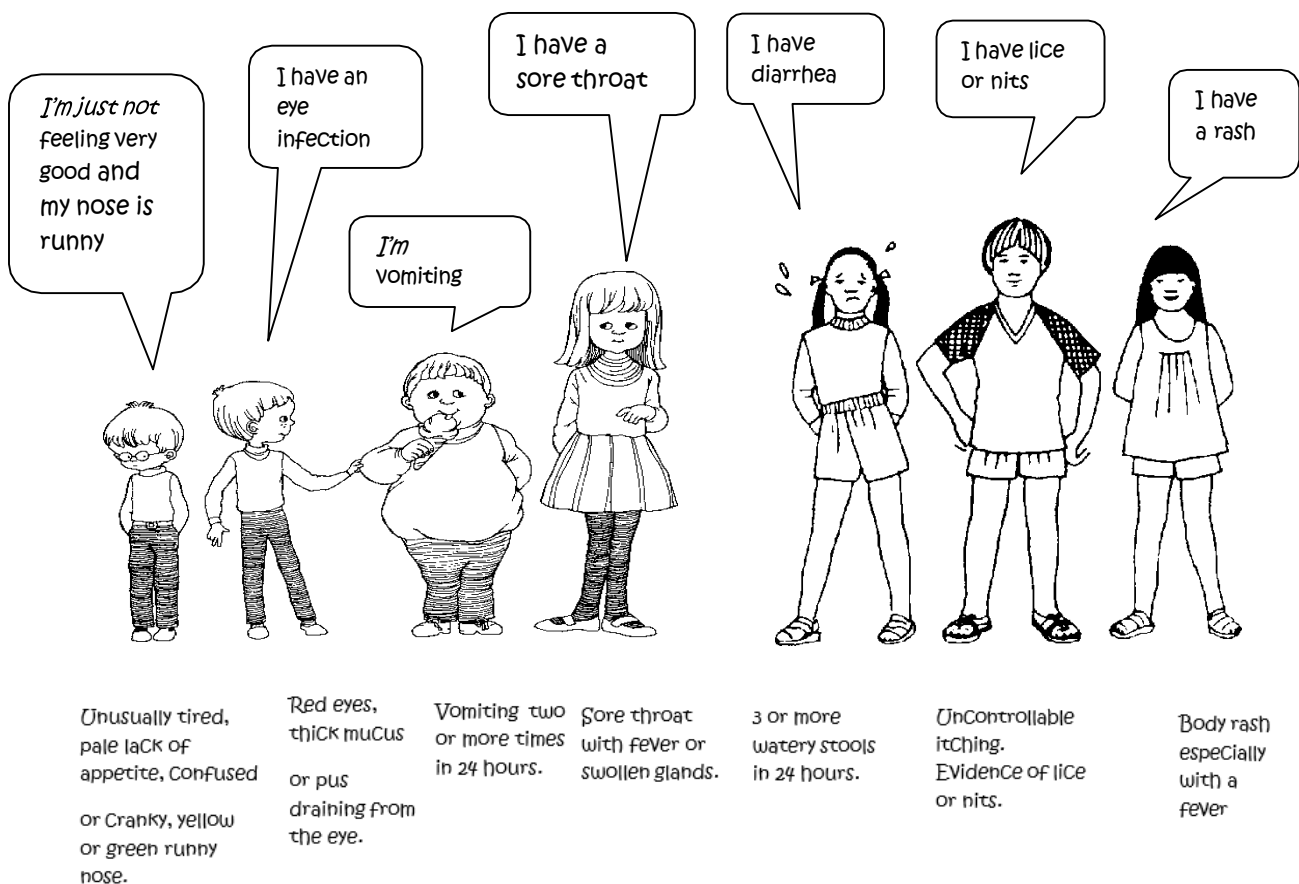
An individual who tests positive for COVID-19 with a viral test (Molecular (PCR/NAAT) or antigen, including self-tests) is required to follow isolation guidelines outlined below. A student who tests positive for COVID-19 is required to isolate at home or where they are currently residing, regardless of vaccination status. The individual may return after 5 full days of isolation if they are asymptomatic or their symptoms have improved and they have had no fever for the past 24 hours without the use of fever-reducing medications. Day 0 is the first day of symptoms. For people without symptoms, day 0 is the day of the positive viral test. See Isolation and Quarantine Calculator. -

<https://doh.wa.gov/emergencies/covid-19/isolation-and-quarantine-covid-19/isolation-and-quarantine-calculator>

COVID-19 Testing is available for students in each of our schools. Contact our Health Services Staff for information.

CPPS will keep families informed of cases and outbreaks through our online dashboard

Additionally, keep your child home if:



When your child is sick: Please keep your child home and report his/her absence to the school. Monitor for 24 hours after the last episode. (509)525-5110

Sleep is an essential part of everyone's routine and an indispensable part of a healthy lifestyle. Studies have shown that kids who regularly get an adequate amount of sleep have improved attention, behavior, learning, memory, and overall mental and physical health. Not getting enough sleep can lead to high blood pressure, obesity and even depression.

The American Academy of Pediatrics recommends:

Children 1-2 years old: 11-14 hours of sleep	Children 6-12 years old: 9-12 hours of sleep
Children 3-5 years old: 10-13 hours of sleep	Teenagers 13-18 years old: 8-10 hours of sleep

Grading

Davis utilizes Standards Based grading to describe a student's ability at a particular time. Every student learns at a different rate and in various ways so we have embraced a 1 – 4 reporting scale.

- 4 **Exceeds the Standard** A student is showing mastery in a particular standard / consistently performing the task and with no assistance
- 3 **Proficient in Standard** A student is showing proficiency in a particular standard / consistently performing the task with minimal assistance
- 2 **Approaching the Standard** A student is approaching proficiency in a particular standard / inconsistently performing the task and requires assistance
- 1 **Attempting the Standard** A student is working or still needs to work on a particular standard / inconsistently performing the task and requires a substantial amount of assistance.
- IE **Insufficient evidence** Student is choosing to not work on a particular standard / Student is choosing to not perform or the performance is so irregular that a true assessment cannot be provided. A student has not been at school long enough to provide an assess

Playground Rules

Playground rules are subject to but not limited to the following basic rules. It is the goal of Davis staff to work with students in order to learn appropriate safe and healthy behaviors.

1. Students will play safely with respect for equipment, others and themselves.
2. Students will walk to the playground areas.
3. Students will sit in the swings and only swing back and forth. Students will not jump out of the swings.
4. Students will not throw or kick any objects such as sticks, snow, snowballs or rocks. Balls are available for use on the field or the blacktop
5. Students will use only appropriate language.
6. Students will take turns on the playground equipment and play appropriately.
7. Students will stay on the playground and inside the school boundaries.

Violation Procedures: Students will first be warned if seen violating any of the above rules and may be placed in a time-out. If the violation continues or is severe, a student will move into the referral system of discipline. On both playgrounds there are Davis Dragon Benches for students to enjoy. The K-1 Dragon Buddy Bench provides students a place to go when they are looking for a friend to play with at recess.

Voice Levels Students are referred to are:

- 0 – Quiet
- 1 - Whisper to soft voice
- 2 – Normal voices
- 3 – Outside voice
- 4 – Loud voice

POD Lunchroom, & Hallway

1. Students moving about the school will walk in a quiet and orderly fashion at a level zero. This is to promote respect for others learning and keep our hallway movement safe.
2. While working within a pod or hallway area, students will remain in their area assigned by the teacher and keep their group collaboration to a level 1

Cafeteria Expectations


1. While in the cafeteria students are to remain seated after getting their lunch. Level 1- 2 voices at the table. Students who need to get up for a restroom break or something else, please raise your hand a cafeteria monitor will excuse you.
2. After the first 15 minutes of lunch, a table cup will be changed from blue to green signaling students have the ability to get up from their seat to return trays if they are done eating. Students will return to their seats, make sure their area is cleaned up and await a dismissal to recess from the cafeteria monitor.
3. Any misbehaving or disruption to lunch room procedures will be signaled by a red cup where the table will be released to recess last and visited by the cafeteria monitor to address appropriate behavior. Any excess of poor behaviors may result in loss of lunchroom and or recess privileges.





Lunchroom Rules

- | | |
|---------------------|---|
| #1 We Walk | When Moving about |
| #2 We Sit | While eating – While waiting to be dismissed |
| #3 We Raise Hands | To use the bathroom – To be dismissed |
| #4 We Keep it Clean | Tables are dismissed when table-top, seats and floor beneath are clean. |
| #5 Voice Levels = 2 | Maximum level 2 at all times |

<div style="text-align: center;">  </div>	
POD Rules	Reglas en el POD
Show Respect (Own it) <ol style="list-style-type: none"> 1. Keep to your own work 2. Pack it in, Pack it out 3. Hands and Body to yourself 4. Maximum Voice Level 2 	Mostrar respeto (poseerlo) <ol style="list-style-type: none"> 1. Manténgase en su propio trabajo 2. Empácalo, empácalo 3. Manos y cuerpo para ti 4. Nivel máximo de voz 2
Solve Problems (Team it) <ol style="list-style-type: none"> 1. Try to work it out yourself first, then ask an adult for help. 2. Report major problems to an adult 3. Raise your hand if you have a question. 	Resolver problemas (hacer equipo) <ol style="list-style-type: none"> 1. Intenta resolverlo tú mismo primero, luego pídele ayuda a un adulto. 2. Reportar problemas mayores a un adulto 3. Levante la mano si tiene alguna pregunta
Make Good Decisions (Grow it) <ol style="list-style-type: none"> 1. Stay on task 2. Stay in one place 3. Be where you can focus 4. Keep area clean and undamaged 	Tomar buenas decisiones (crecerlo) <ol style="list-style-type: none"> 1. Concéntrate 2. Quédate en un solo lugar 3. Estar donde puedas concentrarte 4. Mantenga el área limpia y sin daños

HALLWAYS

WHILE WALKING IN THE HALLWAYS, ENTERING OR EXITING THE BUILDING, DRAGONS WILL...

- 🐾 WALK IN AN ORDERLY (NO BIGGER THAN 2 PEOPLE WIDE) AND CALM MANNER.
- 🐾 WALK SAFELY AND QUIETLY THROUGHOUT THE BUILDING (UP AND DOWN THE STAIRS = SOFT FEET)
- 🐾 KEEP OUR HANDS AND FEET TO OURSELVES
- 🐾 WALK WITH A VOICE LEVEL OF 0

BATHROOMS

WHILE UTILIZING A BATHROOM THROUGHOUT THE BUILDING, DRAGONS WILL...

- 🐾 USE THE FACILITIES APPROPRIATELY
- 🐾 WASH OUR HANDS AND THROW AWAY THE PAPER TOWELS IN THE GARBAGE.
- 🐾 WAIT OUR TURN TO USE THE BATHROOM.
- 🐾 LET AN ADULT KNOW IMMEDIATELY IF THERE HAS BEEN AN ACCIDENT OR DAMAGE TO THE BATHROOM
- 🐾 GRAPHITI AND DAMAGE TO OUR RESTROOMS MAY RESULT IN DISCIPLINE AND OR RESTITUTION FOR THE DAMAGE.

At Davis Elementary, we like to say, “All Dragons Breathe Fire.” What does it mean to ‘Breathe Fire’? Fire in this sense, stands for Friendliness, Integrity, Responsibility and Engagement. **These four qualities make up our school- wide expectations,** which we refer to as Dragon FIRE!

Dragon FIRE fits College Place Public School’s ‘Five Pillars of Character’ and the District wide playbook which serve to guide our work in realizing the District Mission, which reads, “As a College Place graduate, I will distinguish myself by communicating, leading, learning and serving with integrity. I am driven by a lifelong commitment of respect of others, the community and myself.” The ‘Five Pillars of Character’ are: Leadership Development, Selflessness in Service of Others, Team/Togetherness, Disciplined Life, and Integrity. The District Playbook is based on three concepts: Own It, Team It and Grow It. Dragon FIRE was developed to help realize these ideals among our students, K-5, in a developmentally appropriate and exciting way.

Dragon FIRE is broadly defined with the following base-line definitions for school-wide reference, including verbiage that serve as critical attributes, further defining our school-wide expectations for behavior and readiness for learning:

School-Wide Fire Expectations

Friendliness:

"We are **kind**, **courteous** and **respectful** to others with our words and bodies."

PreSchool/Kinder/Short-Form – "We are **kind** with our words."

Critical Attributes of 'Friendliness':

- Kindness
- Courtesy
- Respect
- Gratitude
- Empathy

The CP Way Connections:

- Value Each Person's Opinion & Journey
 - Celebrate Differences
 - Listen Well
-

Integrity:

"We **speak truth** and strive to be people of **character**."

PreSchool/Kinder/Short-Form – "We tell the **truth**."

Critical Attributes of 'Integrity':

- Truth/Honesty
- Courage
- Character
- Confidence

The CP Way Connections:

- Value Hard Work
 - Cultivate Your Voice
-

Responsibility:

"We **own** what we do and say; we look out for the **safety** of ourselves and others."

PreSchool/Kinder/Short-Form – "We are **safe** with our hands and bodies."

Critical Attributes of 'Responsibility':

- Ownership
- Safety

The CP Way Connections:

- Recognize Your Energy
 - Act Purposely
-

Engagement:

"We **participate positively** in our school and community."

PreSchool/Kinder/Short-Form – "We **listen** and **follow directions**"

Critical Attributes of 'Engagement':

- Participation
- Positivity
- Perseverance
- Cooperation
- Creativity

The CP Way Connections:

- Devote Time to Care and Connect
- Seek & Respond to Opportunities



September -----Dragon of the Month FIRE Award: **Respect**
Purposeful People Focus: 'Be Kind' - Lessons on Respect
Hispanic-Latino Heritage Month - Themed FireCast on Sept. 12th
Constitution & Citizenship Day - FireCast Special on Sept. 17th
☞ Community Feature: 'Dragons Love Tacos' Family Taco Night! - Share Photos of Family Enjoying Tacos!

October -----Dragon of the Month FIRE Award: **Responsibility**
Purposeful People Focus: 'Be Strong' - Show Responsibility
Honoring People w/Disabilities Month - Themed FireCast on Oct. 3rd - Emmanuel's Dream
Italian Heritage Month - Themed FireCast on Oct. 10th
☞ Community Feature: We all have a story! 'All the Way to America' - Pizza and Family Heritage Night

November -----Dragon of the Month FIRE Award: **Gratitude**
Purposeful People Focus: 'Be Well' - Show Gratitude
Veterans Day - Themed FireCast on November 7th w/School-Wide Observance Activity
American Indian Heritage Month - Themed FireCast on November 14th
☞ Community Feature: Celebrating Native-American Culture: 'Fry Bread' - School-Wide Baking Project!

December -----Dragon of the Month FIRE Award: **Empathy**
Purposeful People Focus: 'Be Kind' - Show Empathy
Celebrating Festivities and Traditions - Themed FireCast on Dec. 5th
☞ Community Feature: Dragon Sugar Cookies - School-Wide Baking Project!

January -----Dragon of the Month FIRE Award: **Perseverance**
Purposeful People Focus: 'Be Strong' - Show Perseverance
Martin Luther King, Jr. Day - Themed FireCast on Jan. 9th
Temperance & Good Citizenship Day - Themed FireCast on Jan. 13th
☞ Community Feature: Family Stories of Perseverance

February -----Dragon of the Month FIRE Award: **Honesty**
Purposeful People Focus: 'Be Well' - Show Honesty
African American History Month - Themed FireCast on Feb. 6th
☞ Community Feature: Tales of Truth

March -----Dragon of the Month FIRE Award: **Cooperation**
Purposeful People Focus: 'Be Kind' - Show Cooperation
1000 Books in March - Themed FireCast on Feb. 28th
☞ Community Feature: Coffee & Ice: Drinks we Read to; Making Smoothies & Reading Books

April -----Dragon of the Month FIRE Award: **Courage**
Purposeful People Focus: 'Be Strong' - Show Courage
Autism Awareness Month - Themed FireCast on April 19th
☞ Community Feature: Setting Courageous Goals

May -----Dragon of the Month FIRE Award: **Creativity**
Purposeful People Focus: 'Be Well' - Show Creativity
Asian/Pacific Islander Heritage Month - Themed FireCast on May 8th
☞ Community Feature: 'A Different Pond' - Let's Go Fishing!



Discipline

When students make choices that result in discipline actions, assigned consequences, and mandatory restorative steps, coming back to promoting the ideals of FIRE help frame the student behavior within the scope of the school community and building-wide expectations. Furthermore, restoring relationships becomes more about exhibiting behavior that promotes building an academic community conducive to learning, rather than simply conforming to a set of rules and expectations.

The goal of the supervising adult is to redirect inappropriate behavior and reeducate students prior to writing a referral slip. In order to insure each student, the proper school learning climate, the following discipline plan will be utilized:

- Step 1:** Davis staff will provide instruction of rules and expectation for all student areas (Classroom, POD, cafeteria, hallways, playground, etc.). A discussion of rules and expectations will be posted and or discussed with all the students.
- Step 2:** Students may be provided warnings, redirected in behavior and/or removed from the situation.
- Step 3:** Non-compliance or arguing by student may be considered a defiant behavior and could result in consequences, interventions and or a referral process, especially in the case of a major incident or safety concern.
- Step 4:** The supervising adult may write a discipline slip (School Safety Referral Form) in triplicate detailing the behavior. Both the supervising adult and student may sign the discipline slip. When a student receives Safety Referral Form, he/she may be required to discuss the behavior with an administrator. An attempt to contact the parent will be made by the referring staff member and/or administration.
- Step 5:** The supervising adult will confer with an administrator to determine an appropriate action steps, including consequences and/or interventions. If a decision is made to assign after-school detention, in-school-suspension (ISS), or out-of-school suspension (OSS) a copy will be sent home for a parent signature to be returned to the office. Out-of-school suspensions may require a parent meeting to plan for reengagement. Academic work will be provided by the teacher and completed as part of the reengagement plan. **MORE INFORMATION AT THIS STEP IS DETAILED IN THE NEXT SECTION: 'Discipline Intervention and Referral System at Davis'.**
- Field Trips** Field trips are often an extension of learning within the classroom. Students are expected to project Dragon Fire behaviors as their behaviors reflect themselves, their family and Davis Elementary. Field trips are a privilege and Davis student get to earn this privilege by working hard in academics and showing responsibility. Field trip privileges may be revoked



for students choosing to display inappropriate behaviors at school and or on the bus.

Threats of violence will be taken seriously at Davis. The following steps may be taken when an incident occurs:

- a. Contact the parent
- b. Contact the local police
- c. Contact the Mental Health Crisis Team
- d. Retain the child in isolation while at school until the parent meets with the administrator

Discipline Intervention and Referral System at Davis

What We Believe

At Davis, our vision is to champion rigor and joy for every student, in every classroom, every day. This means providing them with an optimal learning environment in which to thrive as learners. One component of establishing and maintaining such an environment, is to ensure appropriate behavior for learning; not only for one's self, but for others as well. We also believe that behavior may often be a form of communication by children, and that all behavior helps a child meet a need, whatever that need may be. Therefore, we have developed a systemic approach for responding to our students' variety of needs that is intended to help them learn and grow within the context of safe and meaningful relationships, as well as to ensure a safe and orderly learning environment for all students and staff.

Discipline/Intervention

Failure to follow the expectations and rules may result in disciplinary measures. Such disciplinary action shall be compliant within the scope of Washington State RCWs, WACs, CPPS Board Policy, The Student Handbook, and/or Classroom/Local Area disciplinary plans.

Student Focus Team (SFT) Referral

After a teacher has attempted to correct behavior that is *disruptive* to the learning environment, *inappropriate* and/or *contrary to Dragon Fire*, per their disciplinary plans, a student may be referred for further intervention(s) using a **Focus of Concern Form**. A team will then work with the student, teacher and family to establish an intervention plan that may help meet the needs of the child to be successful in class.

School Safety Referral

A '**School Safety Referral Form**' (SSRF) may be issued in the event that a child's behavior *warrants a safety concern for themselves or others* (including, but not limited to: inappropriate physical contact, aggression, fighting, harassment, bullying, self-harm, possession of inappropriate items, serious acts or threats of violence, and leaving the classroom/supervision).



Discipline Accountability

SSRFs include both 'Actions' and 'Restorations'. Actions may or may not be progressive, and are dependent on the severity of the behavior, and/or the degree to which the behavior may have influenced the emotional and physical safety of both students and staff. Restorations seek to assist the student in mending the harm caused by their behavior.

Action Items

Davis may utilize the following 'Actions' to hold students accountable for their behavior and as options for intervening with and correcting inappropriate behaviors following the issuance of a SSRF:

A. Student Conferences

Students discuss safety issue with staff member(s) that may include, but are not limited to: the School Social Worker, the School Counselor, the Assistant Principal, or the Principal. Conferences may also include Parent/Guardians and/or other stakeholders in the child's life.

B. Office Think Time

Students assigned to an 'Office Think Time' will report to the office and set a timer for a duration appropriately fit for their age. The 'Think Time' may be taken immediately or deferred until a specified time. While in Think Time, students will think about why their actions were unsafe and how they might make things right. Prior to returning to class, students shall share and process their thinking with an adult.

C. Lunch Club

Students assigned Lunch Club will eat their lunch in a space designated for Lunch Club use. While in Lunch Club, students may discuss with an adult how their behaviors impacted the safety of the learning environment. They may spend time normally allocated for lunch recess working on grade-level academic tasks or participating in a plan of restoration.

D. In School Suspension (ISS)

*Students assigned to In School Suspension will report to a specified area in the building to work on academic tasks apart from their peers for the purpose of physical or emotional safety. Prior to, or while in, ISS, an adult will assist the student in filling out a **'Deemed Done' form**. This form may address the academic goals/objectives (as determined by classroom teacher) to accomplish, and/or restorative actions to be taken during this time. ISS shall not be deemed done until the objectives/goals/actions specified on the 'Deemed Done' form are completed. Failure to complete a session of ISS may result in the assignment of additional ISS time.*

E. Out of school Suspension (OSS) and Expulsion – See District Policy 3241 & District Policy 3241p



Restoration Items

Davis may utilize the following 'Restorations' to assist students in repairing the harm their behavior may have caused others. Such practices include, but are not limited to:

A. Apologies

Apologies may include written or verbal messages to people impacted by a student's behavior. Apologies may be planned and given with the assistance of an adult.

B. Restorative Circle/Conference

This may include people impacted by the student's behavior. A Restorative Circle/Conference is an opportunity for the student to hear how others were impacted, and a chance to make amends/restore relationships hurt by his/her actions.



Bullying Definition

According to the Revised Code of Washington (RCW) 28A.300.285 for an action to be considered bullying, it needs to meet the following definition:

Harassment, intimidation, or bullying means any **intentional** electronic, written, verbal, or physical act, including but not limited to one shown to be motivated because of his or her perception of the victim's race, color, religion, ancestry, national origin, gender, sexual orientation, or mental, physical, or sensory handicap or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act [has the following results]:

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

Bullying will be taken very seriously, but before there is an accusation made against a student, please check the action against the above criteria.

A safe rule of thumb: Check for the following:

- ✓ An imbalance of power (size, age, number of students, etc.)
- ✓ A loss to learning and feeling of safety
- ✓ Pervasive

If you think a child is being bullied according to the above criteria, please report the incident, with as much detail as possible, to the office immediately.



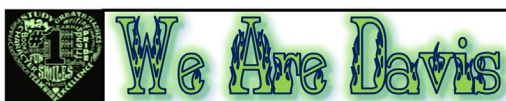
District Addendum

DISTRICT POLICIES AND STATE REGULATIONS

The following Board Policies referenced in the handbook are summaries.

For complete Board Policies visit our Web Page at www.cpps.org

Policy 3120	Enrollment
Policy 4218	Language Access Plan
Policy 3231	Student Records
Policy 4040	Public Disclosure to District
Policy 3126	Child Custody
Policy 3115	Homeless Students: Enrollment Rights and Services
Policy 3224	Student Dress
Policy 2145/P	Suicide Prevention
Policy 3200	Rights and Responsibilities
Policy 3210	Nondiscrimination
Policy 3210P	Nondiscrimination Complaint Procedure
Policy 3205	Sexual Harassment of Students Prohibited
Policy 3205P	Sexual Harassment of Students Prohibited Procedure
Policy 3207	Prohibition of Harassment, Intimidation, and Bullying
Policy 3207P	Prohibition of Harassment, Intimidation, and Bullying
Policy 5253	Professional Staff and Student Boundaries
Policy 3126	Child Custody
Policy 3124	Removal of Students During School Hours
Policy 4200	Safe and Orderly Learning Environment
Policy 5201	Drug Free Schools, Community, and Workplace
Policy 4215	Use of Tobacco, Nicotine Products, and Delivery Devices



Policy 4210	Regulations of Dangerous Weapons in School
Policy 2421	Promotion and Retention and Acceleration of Pupils
Policy 2421P	Promotion and Retention and Acceleration of Pupils
Policy 3122	Excused and Unexcused Absences
Policy 3122P	Excused and Unexcused Absences
Policy 3110	Qualification of Attendance Placement
Policy 3241	Classroom Management, Corrective Actions and Punishment
Policy 3205	Sexual Harassment of Students Prohibited
Policy 3207	Prohibition of Harassment, Intimidation and Bullying
Policy 3413	Student Immunizations and Life-Threatening Health Conditions
Policy 3416	Medications at School
Policy 2161	Special Education and Related Policies for Eligible Students
Policy 2110	Transitional Bilingual Instruction
Policy 2190	Highly Capable Programs
Policy 2170	Career and Technical Education
Policy 2108	Remediation Programs
Policy 4130	Title I Parent Involvement
Policy 3242	Closed Campus
Policy 6700	Nutrition, Health, and Physical Fitness
Policy 3520	Student Fines, Fee, and Charges
Policy 3240	Student Conduct Expectations and Reasonable Sanctions



DISTRICT INFORMATION AND POLICIES

Enrollment ([Policy 3120](#))

A district may require students or their parents to provide proof of residency within the district, such as copies of phone and water bills or lease agreements.

Student Registration

Before the beginning of each new school year, College Place School District requires the completion of On-line Registration for each student returning to College Place Public Schools. Parents or Guardians must complete the on-line registration process before each student is considered enrolled for the current year and is assigned a teacher or schedule. Please watch for the registration fair-in August of each year. The Fair is open to all grade levels and will assist new parents registering their students for the first time and returning parents so they may get a jump start on their back-to-school responsibilities.

Language Access ([Policy 4218](#))

The Board of Directors is committed to improving meaningful, two-way communication and promoting access to District programs, services and activities for students and parents with limited English proficiency (LEP) free of charge. To that end, the Board of Directors requires the District to implement and maintain a language access plan tailored to the District's current LEP parent population. The District will seek to accurately identify LEP parents and where reasonably possible provide them information in a language they can understand. The District will take reasonable steps to provide LEP parents competent oral interpretation of materials or information significant to their student's education

Student Records ([Policy 3231](#))

The district will maintain those student records necessary for the educational guidance and/or welfare of students, for orderly and efficient operation of schools and as required by law. All information related to individual students will be treated in a confidential and professional manner. Student records are the property of the district but will be available in an orderly and timely manner to students and parents. "Parent" includes the state Department of Social and Health Services when a minor student has been found dependent and placed in state custody. A parent or adult student may challenge any information in a student record believed inaccurate, misleading or in violation of the privacy or other rights of the student. 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 will be sent to the enrolling school. The content of those records will be communicated to the enrolling district within two school days and copies of the records will be sent as soon as possible.

Public Disclosure of Public Records ([Policy 4040](#))

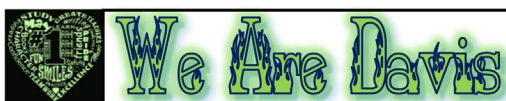
To request records contact:

Julie James, Director of Business and Finance.

1755 S College Ave

College Place, WA 99324

jjames@cpps.org



SAFETY

Homeless Students (Policy 3115) To the extent practical and as required by law, the district will work with homeless students and their families to provide them with equal access to the same free, appropriate public education (including public preschool education) provided to other students. Special attention will be given to the identification, enrollment, and attendance of homeless students not currently attending school, as well as mitigating educational barriers to their academic success. Additionally, the district will take reasonable steps to ensure that homeless students are not stigmatized or segregated in a separate school or in a separate program within a school on the basis of their homeless status

Dress Code (Policy 3224) ** Clothing should not be a distraction. Students should come to school well-groomed and appropriately dressed. Students will be sent to the office for dress code issues.

**Subject to the Principal's discretion.

Suicide Prevention (Policy 2145 and 2145P) Suicide is a leading cause of death among youth and that suicidal indicators such as substance abuse and violence are complex issues that should be taken seriously. While district staff may recognize potentially suicidal youth and the district can make an initial risk assessment, the district cannot provide in-depth mental health counseling. Instead, the board directs district staff to refer students who exhibit suicidal behaviors to an appropriate service for further assessment and counseling.

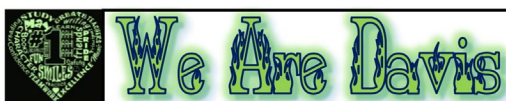
District staff who have knowledge of a suicide threat must take the proper steps to support the student and to report this information to the building principal or designee who will, in turn, notify the appropriate school officials, the student's family and appropriate resource services.

Resources

The district will utilize school counselors, the crisis telephone hotline, physician/health care providers, mental health specialists, coaches and youth leaders, parents and clergy as resources for prevention and intervention. The district will also develop partnerships with community organizations and agencies and a memorandum of understanding with at least one of these programs for referral of students to support services. Community resources include:

Prevention Resources:

- Washington Youth Suicide Prevention Program, 206-297-5922
- Washington State Department of Health, www.doh.wa.gov/preventsuicide; 360-236-2800; Teen Link- 866-833-6546
- ESD 123 Prevention/Intervention Specialist: Amy Smith; asmith@esd123.org
- 211 System – This is an information referral service, it assists with providing resources in your community.
- Crisis Response Resources:
- Emergency Response: 911
- Local Crisis Hotline 509-524-2999 or Text "Reach Out!" to 741741);



- National Life Line: 1-800-273- 8255 (TALK)
- Comprehensive Mental Health 509-524-2920 (Local Community Mental Health Center)

Rights and Responsibilities ([Policy 3200](#))

All students who attend the district's schools will comply with the written policies, expectations and regulations of the schools, will pursue the required course of studies, and shall submit to the authority of staff of the schools, subject to such corrective action or punishment as the school officials shall determine. See Policies [3240 and 3241](#).

Nondiscrimination, Harassment, Intimidation and Bullying ([Policies 3205, 3207, and 3210](#))

The district is committed to providing equal educational opportunity and treatment for all students in all aspects of the academic and activity programs; Free of discrimination, harassment, sexual harassment, intimidation, and bullying. College Place Public Schools does not discriminate in any programs or activities on the basis of race, religion, creed, color, national origin, honorably-discharged veteran or military status, sex, sexual orientation, gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained guide dog or service animal by a person with a disability, and provides equal access to the Boy Scouts and other designated youth groups. Persons needing accommodation in the application process or need this announcement in an alternative format may contact the College Place Public Schools Administration Office. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX: Marissa Waddell, mwaddell@cpps.org. Civil Rights, and Section 504 Coordinator: Jim Fry, (509) 525-4827, jfry@cpps.org, 1755 South College Avenue, College Place, Washington, 99324. You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a complaint (see below). For a copy of your district's nondiscrimination, Harassment, Intimidation and Bullying policies and procedures, contact your school or district office or view it online here: www.cpps.org

Sexual Harassment Policy ([3205, 3205P](#)) Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or

The conduct substantially interferes with a student's educational performance, or creates an intimidating or hostile educational or employment environment.

- Examples of Sexual Harassment:
- Pressuring a person for sexual favors
- Unwelcome touching of a sexual nature
- Writing graffiti of a sexual nature
- Distributing sexually explicit texts, e-mails, or pictures



- Making sexual jokes, rumors, or suggestive remarks
- Physical violence, including rape and sexual assault

You can report sexual harassment to any school staff member or to the district's Title IX Officer, who is listed above. You also have the right to file a complaint (see below). For a copy of your district's sexual harassment policy and procedure, contact your school or district office, or view it online here:

www.cpps.org

Complaint Options: Discrimination and Sexual Harassment

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

Before filing a complaint, you can discuss your concerns with your child's principal or with the school district's Section 504 Coordinator, Title IX Officer, or Civil Rights Coordinator, who is listed above. This is often the fastest way to resolve your concerns.

Complaint Process to the School District

Step 1. Write Out Your Complaint

In most cases, complaints must be filed within one year from the date of the incident or conduct that is the subject of the complaint. A complaint must be in writing. Be sure to describe the conduct or incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and describe what actions you believe the district should take to resolve the problem. Send your written complaint—by mail, fax, email, or hand delivery—to the district superintendent or civil rights compliance coordinator. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX : Marissa Waddell, mwaddell@cpps.org; Civil Rights and Section 504 Coordinator: James Fry, jfry@cpps.org; (509) 525-4827, 1755 South College Avenue, College Place, Washington, 99324

Step 2: School District Investigates Your Complaint

Once the district receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The superintendent or designee will respond to you in writing within 30 calendar days—unless you agree on a different time period. If your complaint involves exceptional circumstances that demand a lengthier investigation, the district will notify you in writing to explain why staff needs a time extension and the new date for their written response.

Step 3: School District Responds to Your Complaint

In its written response, the district will include a summary of the results of the investigation, a determination of whether or not the district failed to comply with civil rights laws, notification that you can appeal this determination, and any measures necessary to bring the district into compliance with civil rights laws. Corrective measures will be put into effect within 30 calendar days after this written response—unless you agree to a different time period.



Appeal to the School District

If you disagree with the school district's decision, you may appeal to the school district's board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received the school district's response to your complaint. The school board will schedule a hearing within 20 calendar days after they received your appeal unless you agree on a different timeline. The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board's decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

Complaint to OSPI

If you do not agree with the school district's appeal decision, state law provides the option to file a formal complaint with the Office of Superintendent of Public Instruction (OSPI). This is a separate complaint process that can take place if one of these two conditions has occurred: (1) you have completed the district's complaint and appeal process, or (2) the district has not followed the complaint and appeal process correctly.

You have 20 calendar days to file a complaint to OSPI from the day you received the decision on your appeal. You can send your written complaint to the Equity and Civil Rights Office at OSPI:

Email: Equity@k12.wa.us | Fax: 360-664-2967

Mail or hand deliver: PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200

Inclusive Schools ([Policy 3211](#))

The board believes in fostering an educational environment that is safe and free of discrimination for all students. To that end, the board recognizes the need to support students as outlined in board Policy [3211 & 3211P](#).

Professional Staff and Student Boundaries ([Policy 5253](#))

The board expects all district staff to maintain the highest professional standards when they interact with students. District staff are required to maintain an atmosphere conducive to learning by consistently maintaining professional boundaries. Professional staff/student boundaries are consistent with the legal and ethical duty of care that district employees have for students.

Custody/Protection Orders ([Policy 3126](#))

The school board presumes that the person who enrolls a student in school is the residential parent of the student. Further, the Board presumes that there are no restrictions regarding the nonresidential parent's right to be kept informed of the student's school progress and activities. In cases involving court-ordered custody or restrictions to access to children, it is the responsibility of the parent/guardian to provide the school office with legal paperwork showing the current restrictions.

Removal of Student During School Hours ([Policy 3124](#)) Students must be signed out of school at the front desk and will be called down to the office by the office staff. A student will be released to the residential parent or the nonresidential parent, unless the residential parent provides the school with a certified copy of a court order restricting and/or prohibiting the student's contact with the nonresidential parent. When in doubt as to who has custodial rights, the school district will rely on



enrollment records. Parents (or guardians) have the burden of furnishing schools with accurate, up-to-date information regarding custodial rights.

Safe and Orderly Learning Environment ([Policy 4200](#)) All visitors are required to check into the office upon entering a school building. All entrances must be posted. Staff members are responsible for monitoring hallways and playgrounds. Unfamiliar persons are to be directed to the office. A visitor's badge should be worn conspicuously. Written guidelines pertaining to rights of non-custodial parents should be readily accessible to direct staff about what to do if a non-custodial parent shows up demanding to meet with the teacher of his/her child; visit with his/her child; or remove his/her child from the school premises. If a visitor is under the influence of alcohol or drugs, is committing a disruptive act or invites another person to do so, the staff member shall exercise the right to order the visitor off school premises. If the visitor fails to comply, the staff member shall contact the school office which may, in turn, report the disturbance to a law enforcement officer.

Tobacco, Alcohol, Drugs ([Policies 5201 and 4215](#)) College Place Schools are considered to be Drug Free. Students may not use, possess, or sell tobacco, alcohol, or drugs of any kind on or near the school grounds. This includes coming to or going home from school, as well as while participating in any school activity. In addition, these products may not be found in a student's possession. For substance abuse violations, parents and law enforcement will be notified. If the student's illegal use of addictive substances is confirmed, the school administration may request the assistance of a law enforcement official in investigating the source of the addictive substance. Appropriate school disciplinary action will be taken by a school administrator regardless of law enforcement action.

Weapons on School Premises ([Policy 4210](#)) It is a violation of district policy and state law for any person to carry a firearm or dangerous weapon on school property, school transportation, or other facilities being used exclusively for school activities. Please see the full board policy on the district website for more detailed information and/or exemptions to this policy

Surveillance Cameras Surveillance cameras are located throughout all College Place school campuses. Locations include, but are not limited to: each entry way, hallways, common spaces, parking lots, and athletic fields.

Volunteers

College Place School District is always in need of parent volunteers who wish to give of their time on an hourly, weekly, or occasional basis. Help is needed in the classrooms, the offices, the health room, as chaperones, and for special projects. If you would like to be involved at any level, please contact the school administrators. Volunteers will be required to provide personal information for a background check.

ACADEMICS

Conferences

Parent-Teacher-Student conferences are held twice a year; once in the fall and once in the spring. We urge parents/guardians to come and meet students' teachers.

Graduation Requirements ([Policy 2410 and 2410P](#))

Please see the district website, www.cpps.org, College Place High School page, for more information.



Promotion/Retention ([Policy 2421 and 2421P](#))

College Place School District established a Student Retention and Acceleration Policy and Procedure P. The Policy and Procedure in part, infuses more parent participation and responsibility with school staff in the process to determine student eligibility for retention or acceleration.

ATHLETICS

Please see the web page for the Athletic Handbook. www.cpps.org

ATTENDANCE

Age of Attendance ([Policy 3110](#)) Children entering kindergarten must have reached their fifth birth date before August 31st. If they are entering the first grade for their first year of schooling, they must be six years old before August 31st.

Excused Absences ([Policy 3122](#)) The following absences (with a signed note of explanation) will be considered excused at College Place Public Schools:

- Absences due to illness or a health condition (physical and mental)
- Absences due to school-approved activity
- Absences due to family emergencies
- Absences due to discipline or suspension
- Absences excused by the principal on prior approval
- Prearranged Absences

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

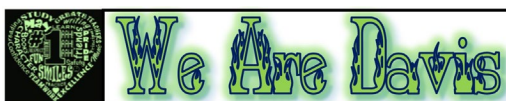
The student should pick up the Pre-Arranged Absence Form from the Attendance Office one to two weeks prior to the absence.

The parent/guardian should fill out the form and sign it. The student should take the form to all of his/her teachers and notify them that assignments are needed. The student and teachers can work out a time when it is convenient for assignments to be picked up. The student needs to hand in the completed form to the Attendance Office before he/she leaves school for the prearranged absence

Tardiness

Students are expected to be in class on time. If a student's tardiness becomes frequent or disruptive, he/she may be referred to the principal or counselor. The following tardy excuses are allowed (with a signed note of explanation) and considered excused:

- Tardy due to health condition
- Tardy due to medical, vision, or dental appointment (must have Doctor note)
- Tardy due to family emergency
- Tardy with prior approval from principal



Truancy

The state truancy law requires school districts to take specific action. It also clearly states that the school district shall file a petition with the juvenile court naming the student and/or the parent not later than after the seventh unexcused absence in a month or the tenth unexcused absence in a year, alleging a violation of 28A.225.010 RCW.

Please refer to Board Policy [3122](#) for more information regarding unexcused absences.

Withdrawals

A parent or guardian wishing to withdraw a student should notify the school by phone or in writing at his/her earliest possible convenience. All books and school materials must be turned in, and the student must clear up any fines or other obligations he/she has incurred before he/she is allowed to check out. Records will not be forwarded until a request is received from the new school in which the student is enrolling.

HEALTH ROOM

The school health room is provided to give preliminary care to students who become ill or injured during the school day. If a student is injured or ill to a degree where medical or home care seems advisable, the parents will be notified. If the parent cannot be contacted, the school will exercise its best judgment in giving the student proper care.

Immunizations ([Policy 3413](#)): Washington State Immunization law (RCW 28A.210.080) requires all students to present, on or before the first day of school attendance:

Proof of full immunization; or Initiation of a schedule of immunization; or Certificate of Exemption.

Illness: Students who are sick should stay home. Parents must call the school to excuse absences. If a student feels ill after coming to school, the office staff will determine if the situation requires a call to the parent for a final decision about the student going home. If a student misses the entire school day, he/she will be unable to participate in any extra-curricular or after-school activities. If a student is hurt while at school, he/she will immediately report the accident to an adult.

COVID-19 Protocols: If a teacher suspects that a student may have COVID-19 symptoms, he/she will contact the office staff and arrange for the student to be assessed. Staff will follow the most current guidelines to determine if the symptoms require the student being sent home. Parents may be contacted to pick up their child and should seek a medical evaluation as necessary. Isolation rooms will be utilized for students presenting with COVID-19 symptoms or running a fever. Students may return to school once they have met the current requirements (subject to change) as outlined by the CDC, DOH, and local public health. Registered Nurses are available to consult with families regarding their individual student's health.

Return to School After COVID-19: An individual who tests positive for COVID-19 with a viral test (Molecular (PCR/NAAT) or antigen, including self-tests) is required to follow isolation guidelines outlined below. A student who tests positive for COVID-19 is required to isolate at home or where they are currently residing, regardless of vaccination status. The individual may return after 5 full days of isolation if they are asymptomatic or their symptoms have improved and they have had no fever for the past 24 hours without the use of fever-reducing medications. Day 0 is the first day of symptoms. For people without symptoms, day 0 is the day of the positive viral test. [See Isolation and Quarantine](#)



Calculator. - <https://doh.wa.gov/emergencies/covid-19/isolation-and-quarantine-covid-19/isolation-and-quarantine-calculator>

COVID-19 Testing is available for students in each of our schools. Contact our Health Services Staff for information.

CPPS will keep families informed of cases and outbreaks through our online dashboard

Medication (Policy 3416): Students must bring all medication to the secretary with the proper medication form signed by the parent/guardian and physician. Any medication, prescription or over-the-counter, taken at school must be dispensed at the office. Non-medicated cough drops are allowed. Prescribed or over-the-counter medication must be properly labeled and contained in the original container. No prescribed medication shall be administered by injection by staff except when a student is susceptible to a predetermined, life-endangering situation. The parent/guardian must meet with the nurse and make specific arrangements. Any questions regarding medications, please contact the school nurse.

Potentially Life-Threatening Conditions (Policy 3413): The WA State Legislature requires schools to have emergency care plans in place for any student with a potentially life-threatening condition. Potentially life-threatening conditions include, but are not limited to, severe allergies, severe asthma, diabetes, seizure disorders, etc. To reach the school nurse, please call your child's school.

STATE AND FEDERAL PROGRAMS

Special Education and Related Services (Policy 2161)

The board recognizes that students whose disabilities adversely impact educational performance and who require specially designed instruction can improve their educational performance when they receive special education and related services tailored to fit their needs. The district adopts the state's full educational opportunity goal to provide students in need of special education services with a free appropriate public education.

Transitional Bilingual Instruction (Policy 2110)

The Board has the highest commitment toward ensuring an equal educational opportunity for every student. While English is the basic language of instruction in the District's schools, the District may provide a transitional bilingual program for children whose primary language is not English, and whose English skills are sufficiently deficient or absent to impair learning. The District's transitional bilingual instruction program is designed to enable students to achieve competency in English. Annually, the Board of directors will approve the District's transitional bilingual instruction program.

Highly Capable Programs (Policy 2190) In order to develop the abilities of each Highly Capable Program student, the district will offer a highly capable program which provides kindergarten through twelfth grade students selected for the program access to basic education program that accelerates learning and enhances instruction

Career and Technical Education (Policy 2170) The district will provide a program of Career and Technical Education to assist students in making informed and meaningful educational and career choices and to prepare students for post-secondary options.



Remediation Programs (Policies 2108 and 4130) The District, within its financial capacity, will offer programs that are designed to meet the needs of educationally disadvantaged students.

Please see the District website, www.cpps.org, Programs tab, for more information about available programs.

STUDENT LIFE

Meal Program (Policy 6700)

All parents/guardians are encouraged to complete a free/reduced meal application. If your child/children qualify for free/reduced meals, your family may be eligible to receive reduced fees or waivers for attendance or participation in extra-curricular school sponsored activities, sports and clubs. Completion of this application maximizes the district's ability to gain critical program funding. Parents/Guardians whose student(s) have charges from past years will still be required to pay those charges. Parents will be notified of any outstanding fees. The schools serve breakfast and lunch daily. Seating is provided for students who prefer to bring sack lunches from home.

Fines (Policy 3520) If all fines are not paid, special privileges (such as detention free activities, honor roll trips) will be lost. Students should check library, music, office, and lunchroom charges to make sure they owe no money. Check our website, www.cpps.org, to pay fines online through InTouch.

Student Conduct (Policy 3240) The board acknowledges that conduct and behavior is closely associated with learning. An effective instructional program requires a wholesome and orderly school environment. The board requires that each student adhere to the expectations of conduct and submit to corrective action taken as a result of conduct violations. The expectations of conduct are applicable during the school day as well as during any school activity conducted on or off campus. Special expectations are also applicable while riding on a school bus.

Classroom Management (Policy 3241) Staff are responsible for supervising student behavior, employing effective classroom management methods and enforcing the expectations of student conduct in a fair, consistent and non-discriminatory manner. Corrective action must be reasonable and necessary under the circumstances and reflect the district's priority to maintain a safe and positive learning environment for all students and staff.

Parking

Each school building has parking lots available for staff, visitor, student pickup/drop-off, and at the high school, student parking. These areas should be used by the people they were intended for. Check with the school office if you are not sure what parking area is available to you.

****Student Parking:** See the district website, www.cpps.org, College Place High School's page for detailed information regarding student parking. School Closures/Emergency Preparedness

The District's emergency procedures were created to protect both students and staff in the event of natural disasters or any other unforeseen emergency. Changes in bus schedules, school closures, or early dismissals due to inclement weather will be broadcast to all families in the district using our School Messenger phone and email system. Emergency messages will also be posted to our district website, www.cpps.org. Local radio & TV stations also announce school closures, delays or emergencies.



Student Accident Insurance

For a fee, parents/guardians may obtain insurance, which will not only insure children while they are participating in school activities, but will also "cover" children while they are going directly to and from school. Information will be sent home regarding insurance during the first few weeks of school.

TRANSPORTATION

Students have the privilege of utilizing the transportation services of this school district. Students who do not follow the expectations on the bus may lose the privilege of riding. Our drivers are carefully trained to provide safe transportation.

*Please see the district website, Transportation page, for more information on behavior expectations. A hard copy of the School Bus Conduct Guidelines is available from the bus driver.

ONLINE PAYMENTS

Online Payment is an easy and convenient way for you to pay your student's meals, class fees, sports fees, fines and more.

Online Payments will be available to all parents and students in each building in the district as well as online. We take payments via cash, check, and credit and debit cards. We are currently accepting VISA, MasterCard and the Discover Card.

To access Online Payments simply go to the school website and click on the Menu Tab on the homepage. Once you click on the tab, you will then click on the Pay Fees tab, you will be directed to enter a USERNAME and PASSWORD.

We encourage you to use this system for all of your student needs. Once in Online Payments, you can make one payment for all of your students with one transaction no matter what school they attend! The system also tracks each and every transaction no matter who in your family made it. You can print receipts, reports and view all payment history. We hope that you will find Online Payments a helpful tool to provide you with the most convenient way to make payments. Important: If your password is changed you must wait overnight for the new password to be updated in Online Payments

School Web Addresses

- College Place High School – www.cphawks.org
- John Sager Middle School – www.sagerraiders.org
- Davis Elementary School – www.davisdragons.org

COMMUNICATION

Below is a list of ways that we provide information and access to members. CPPS Website a convenient, accessible source for District information and updates, providing the most comprehensive and up-to-date info. Visit us at <http://www.cpps.org>. Access your school website page by going to the district site and then choosing your school from the drop-down menu.



Skyward Family Access System:

All families have access to online information about their child(ren) via this system. Sign up only once for your family. As any younger students enroll, they are automatically added to your account. Families can see contact information, lunch accounts, attendance records, and immunization records. You can also add money to lunch accounts online. Secondary families have access to all of the above, plus can track assignments and grades.

CPPS Phone and Email System:

All our schools and the District Administrative Office are using email and phone calls to communicate with families about attendance and other issues. Please provide current contact information, including an email address if you have one, to your school. Better communication allows us to provide you with information you need to help your student succeed.

College Place Public Schools does not discriminate in any programs or activities on the basis of race, religion, creed, color, national origin, honorably-discharged veteran or military status, sex, sexual orientation, gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained guide dog or service animal by a person with a disability, and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX : Marissa Waddell, mwaddell@cpps.org; Civil Rights and Section 504 Coordinator: James Fry, jfry@cpps.org; (509) 525-4827, 1755 South College Avenue, College Place, Washington, 99324



Please complete and return this page of the handbook back to Davis Elementary.

STUDENT AND PARENT/GUARDIAN ACKNOWLEDGEMENT

Student Name: _____ Teacher: _____

By signing below, I acknowledge...



I have read the College Place School District Handbook.



I understand my responsibilities as a College Place School District Student or Parent/Guardian of a Student.



I agree to follow the guidelines outlined in the handbook.



If I have any questions, I will ask a staff member for clarification.

Student Signature

Grade: _____ Date: _____

Parent/Guardian Signature

Date: _____

