Updated 4.22.26

Davis Elementary



Dragons

Student Handbook

2026 - 2027

We Are Davis

WE ARE CPPS
WE ARE DAVIS



District Vision: Focusing on Kids and their learning.

District Mission: 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.

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.





We Are Davis

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DAVIS Dragons

We Are Davis

Welcome to Davis Elementary School!

Dear Students and Families,

Welcome to a new school year! It is with great excitement and heartfelt joy that I welcome each of you to our school community. Whether you are returning or joining us for the first time, we are so glad you are here.

Our school is a place where every student is valued, supported, and encouraged to grow. We believe that learning is not only about academics, but also about building friendships, discovering interests, and developing confidence. Each day, we strive to create a safe, caring, and inclusive environment where all students can thrive.

Our dedicated staff is committed to helping every child succeed. We work together to provide meaningful learning experiences that inspire curiosity, creativity, and a love of learning. We also value the important partnership between school and home, and we encourage families to stay connected and involved throughout the year.

This handbook is designed to help guide you through our school's expectations, routines, and opportunities. We hope it serves as a helpful resource as we work together to make this a successful and memorable year.

Thank you for being part of our school family. We look forward to an amazing year filled with learning, growth, and joy!

Warmly,

Jodi Grove
Principal

Commitment to Excellence

Being a student at Davis Elementary means striving for excellence in all you do. Work hard on school work, follow the rules, and represent our school with pride. Your behavior reflects on our school and community. Let's have a great year of growth, teamwork, and success, Dragons!

The CP Way

At Davis Elementary, you're part of a school that values hard work, teamwork, and doing your best. Here's what it means to be a student:

Own It

- Recognize Your Energy: Your attitude affects everyone. Stay positive and keep improving.
- Act Purposefully: Think about your goals and act to achieve them.
- Celebrate Differences: Appreciate what makes your classmates unique.

Team It

- Listen Well: Pay attention to your teachers and classmates.
- Value Everyone's Journey: Respect and support each other.
- Care and Connect: Build strong relationships with your peers.

Grow It

- Cultivate Your Voice: Share your ideas and support your classmates.
- Value Hard Work: Success comes from effort. Always do your best.
- Seek Opportunities: Look for ways to improve and take on new challenges.

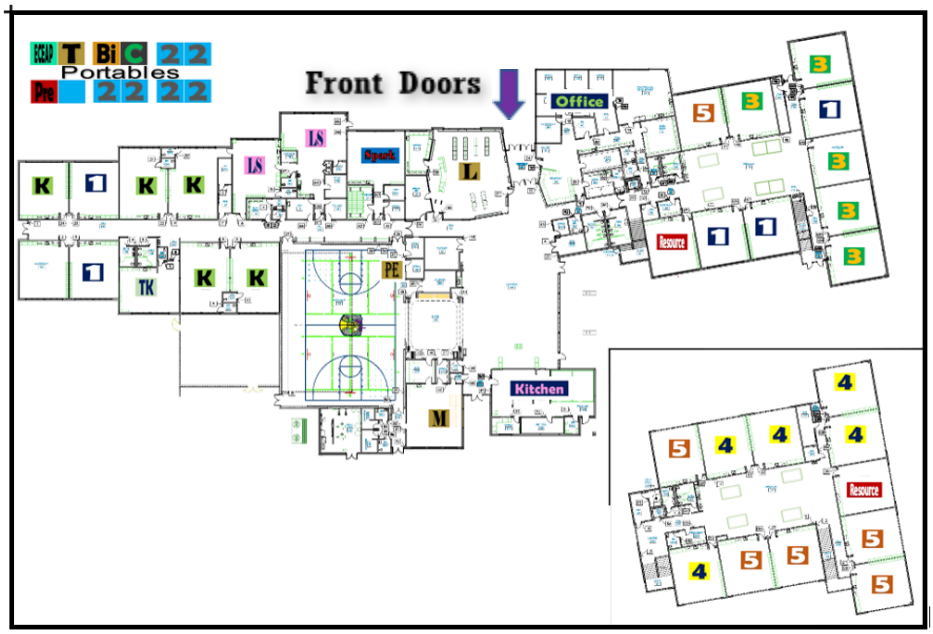
PTA

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.

Davis School Map



Communicating with Davis Elementary

Davis Elementary	**509-525-5110**
Principal	Jodi Grove
Assistant Principal	Sarah Spiess
Lead Secretary	Fabiola Gutierrez
Assistant Secretary	Erin Mason
Assistant Secretary	Jimena Olmos Joaquin
School Psychologist	Erika Mitchell
Counselor	Blake Limburg
Counselor	Courtney Amick
District Social Worker	Stacey Babcock
District Nurse	Crystal Smith
Health Room Assistant	Grace Axford
Kitchen Manager	Patty Morales
Transportation	**509-525-4827**
Transportation Supervisor	Jacqueline Hair
District Office	**509-525-4827**
Superintendent	Jim Fry
Assistant to the Superintendent	Irene Ureno
Executive Director of Education and School Operations / Title IX Officer	Marissa Waddell
Special Education Director / MTSS	Chuck Fleming
Maintenance Supervisor	Mike Nygaard

District Website https://www.cpps.org/

Davis Website https://www.cpps.org/o/elementary

Welcome to Davis Elementary "Home of the Dragons"

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



We Are Davis

Website and Email

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

***Please do not drop off students prior to 7:40. We do not have supervision outside during this time.**

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 the 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 2pm for safety reasons**
2:40 pm	Dismissal bell for the end of the school day.

Friday Schedule (Late Start)

***Please do not drop off students prior to 8:35. We do not have supervision outside during this time.**

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 the 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

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 8:55 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 arrangements 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.
****Students 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 or stay 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.

School Visitors

College Place Public Schools welcomes and encourages parents, guardians, and community members to visit our schools. To ensure a safe and productive learning environment, the following procedures and expectations are in place for visitors:

Check-in Procedure:

- All Visitors, Volunteers, Guest Speakers, and Classroom Observers must check in at the school office upon arrival.
- Visitors must present valid photo identification and sign in.
- A visitor's badge must be worn at all times while on school grounds.
- School Administration may deny any Volunteers, Guest Speakers, or Classroom Observers

**Note: The above provisions may not apply for classroom or schoolwide events and activities where parents are invited to attend.*

General Visitor Guidelines

Anyone who wishes to enter the school campus for a one-time, short-term activity must follow the Check-in Procedures above.

Classroom Volunteers, Observations

1. **Approval:** All volunteers, Guest Speakers, and classroom observations must be approved by the principal prior to the activity(ies).

   A. Classroom Volunteers: The district welcomes volunteers who wish to contribute their time on an hourly, weekly, or occasional basis.

   - Volunteer opportunities exist in classrooms, offices, health rooms, chaperoning field trips, and special projects.
   - Interested volunteers should contact school administrators to initiate the process.
   - Prior to volunteering, all volunteering must be approved by school administration.
   - All volunteers must provide personal information for a background check before they can assist in schools.
   - Volunteers must follow the Check-In Procedure listed above.
   - Volunteers are expected to follow all district policies regarding student safety and conduct.
   - Schools reserve the right to deny volunteer access if the individual does not comply with district requirements or if their presence would disrupt the educational process.

B. Guest Speakers: The district appreciates the expertise and experiences of others. When it aligns with the instructional standards, as requested by a school staff member, Guest Speakers may be used.

- **o** Prior to speaking, all Guest Speakers must be approved by school administration.
- o Once approved by the school administration, Guest Speakers will follow the check-in procedure outlined above
- o The Guest Speaker must remain under the general supervision of the staff member who is hosting them.

C. Approval for Classroom Visits for Observation :

- o Classroom visits must be prearranged with the principal or designee.
- o Visits should be scheduled in advance to minimize disruption to instructional time
- o The principal will work with visitor to determine a visit date, time, and duration of visit in a collaborative manner.
- o The principal will confer with the teacher to determine if the requested date, time, and duration of visit can be accommodated.
- o A final schedule of the visit will be set.

Observation Expectations:

- Visitors are not permitted to engage with students during instructional time.
- Visitors observing learning and teaching activities may be asked to meet with the teacher before or after the visit to discuss the observation.
- Visitors are expected to respect the confidentiality of students and teachers
- Visitors may not disrupt classroom procedures or interfere with learning activities.
- The principal or designee may deny or reschedule a visit if it is deemed that the visit is or will interfere with testing, special activities, or other planned instruction.
- If a visitor becomes disruptive, they may be asked to leave, and failure to comply may result in removal by law enforcement.

2. **Appeal:** If a request for volunteering, guest speaking, or classroom observations is denied by the building administration, the denial may be appealed to the Superintendent.

Entrance to Davis Elementary School

Safety at Davis Elementary School is crucial for the well-being of our students, staff, and community members, and for promoting a learning environment that supports academic success. To enter our building, there is a button located to the left of the doors. After pressing

the button, a staff member will greet you and ask for the purpose of your visit. Once you are authorized to enter the lobby, a staff member will meet you in person and may ask you to present a photo ID. We appreciate your patience and understanding as we work together to create a safe and welcoming environment.

Students Speaking Home Language(s) in College Place Public Schools

In CPPS, we welcome students' use of their home language(s) and value multilingualism in classroom and non-classroom settings as it contributes to student learning and a positive school environment. As culturally responsive schools, we know that a richness of diversity can lessen prejudice and promote equity and inclusion. Our expectation is that all students will use their home language(s) in congruence with learning, engagement, and behavioral objectives.

Dragon Fire

All Dragons Breathe Fire! We will be encouraging all Davis Dragons to "Breathe Fire", that is- **F**riendliness, **I**ntegrity, **R**esponsibility and **E**ngagement. 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. Friendship, integrity, responsibility, 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)

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 standards and are specifically designed to be age and ability-appropriate.

Student Focus Team (SFT)

The student focus team includes the school psychologist, intervention specialists and Davis staff. The SFT 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.

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.
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
Counselor: Courtney Amick camick@cpps.org
Social Worker: Stacy Babcock sbabcock@cpps.org

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 a student is absent, goes home due to an illness or has an unexcused absence 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 Expectations & Truancy Prevention

Regular school attendance is essential for academic success and lifelong responsibility. Attending school consistently from kindergarten through high school builds habits that contribute to success in education, the workplace, and beyond. As students grow more independent, families play a key role in ensuring they attend school daily and understand the importance of being present and engaged.

Missing school disrupts learning and may lead to interventions required by Washington State Law (RCW 28A.225). Davis Elementary is committed to supporting students and families in maintaining regular attendance and will follow state-mandated procedures if absences become a concern. Unexcused absences result in natural consequences, including intervention steps designed to improve attendance and ensure students remain on track academically.

Compulsory Attendance & Parent Responsibilities

Washington State law (RCW 28A.225.010) requires all children ages 8 to 18 to attend school regularly unless they are enrolled in an approved alternative educational program.
Parents/guardians are legally responsible for ensuring their student attends school every day and on time.

Excused Absences
A student's absence will be considered excused for the following reasons:

- Illness or medical appointment (doctor's note may be required for extended absences).
- Family emergency or bereavement.
- Religious or cultural observances.
- Court or legal obligations.

- Pre-approved educational activities (requires advance approval from school administration).

Documentation Requirements for Excused Absences:

1. If a student accumulates five (5) or more excused absences in a 30-day period, one of the following conditions must be met, or the absences will be considered unexcused:
    - A doctor's note verifies the student's illness for the days absent.
    - The parent/guardian submits a pre-arranged trip form with school approval and required signatures.
2. After five (5) excused absences, a letter will be sent home requesting a conference to identify barriers and establish an attendance contract.
3. After fifteen (15) excused absences, the school will send another letter, and a mandatory conference with the principal or designee will be scheduled. A doctor's note will be required for any additional absences. Failure to provide documentation will result in absences being marked as unexcused.
4. Failure to improve attendance after the above interventions may lead to Community Engagement Board intervention.

Unexcused Absences & Truancy

An absence is unexcused if:

- The student is absent without parent/guardian knowledge or consent.
- Forges parental excuse for an absence.
- The student leaves campus without checking out properly.
- The student misses class without permission or fails to attend a scheduled school event.
- Failure to provide proper documentation for an absence within 10 school days.

State-Defined Truancy Thresholds (RCW 28A.225.020, RCW 28A.225.035):

A student is legally considered truant if they accumulate:

- 7 unexcused absences in a 30-day period, or
- 15 unexcused absences in a school year.

Once a student reaches these limits, the district is legally required to intervene.

Interventions for Excessive Absences

Before legal action is taken, Davis Elementary will implement state-mandated interventions to support attendance. These steps include:

1. Parental Notification: The school will contact parents/guardians after each unexcused absence and escalate communication when absences accumulate.
2. Parent-Student Conference:
    - After five excused absences, a conference may be held to discuss attendance barriers.

    - After multiple unexcused absences, the school will schedule a meeting to create an attendance improvement plan.
3. Research-Based Interventions:
    - Adjustments to a student's academic schedule or support plan.
    - Referral to community engagement resources or school-based support services.
    - Development of an individualized attendance contract.
4. Community Engagement Board (CEB) Referral: If absences continue despite interventions, the student and family may be referred to a Community Engagement Board to develop a more structured attendance plan.
5. Truancy Petition & Court Involvement: If a student reaches 7 unexcused absences in 30 days or 15 in a year, and prior interventions have not been successful, the district is legally required to file a truancy petition with the juvenile court.

Tardiness & Partial Day Attendance
Students are expected to be in class when the bell rings.

- **Tardy:** Monday-Thrusday: Arrival after 8:00. Friday: Arrival after 8:55.
- **Absent:** Monday-Thursday: Arriving after 8:15 without an excused reason. Friday: Arriving after 9:10 without an excused reason.

Anyone checking in after 8:00 will need to come through the main doors and check in at the office before going to class.

Parental Notification & Next Steps
Families will receive written communication and intervention steps as absences accumulate. If a truancy petition is filed, parents will receive additional information on court-ordered attendance interventions.

Davis Elementary is committed to supporting families in ensuring students attend school regularly. If you have concerns about attendance or need support, please contact the school office.

Pre-Arranged Absence
Pre-arranged absences (e.g., trips, medical appointments) should be scheduled on non-school days whenever possible.

If there is a special circumstance requiring an absence during school days, please complete a *Request for Pre-Arranged Absence* form at least one week in advance. Forms are available in the office.

The attendance team will review the request to determine whether the absence may impact learning. Based on this review, the principal or assistant principal will decide whether the absence is excused or unexcused.

Failure to follow this procedure will result in the absence being marked unexcused.

Electronics

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

Drinks and Water Bottles

To help keep our classrooms clean and healthy, **outside drinks are not allowed inside** the building. Please have your child finish any outside beverages (such as hot chocolate, juice, flavored drinks, etc.) before entering school.

Students may bring a water bottle filled with water only to stay hydrated throughout the day. Please do not send soda or other sugary drinks in lunches.

Student and Telecommunication Devices

(Items include but are not limited to: Phones, Tablets, Smart Watches, headphones)
Students in possession of telecommunications devices, including, but not limited to, headphones/airpods, cellular phones and smart watches 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.

All electronic devices must be powered down and stored in backpacks during the school day.
Students in violation of this shall be subject to the following discipline:

1st Offense: The phone will be stored safely in the office until the end of the day.

2nd Offense: The phone will be safely stored in the office until a parent/guardian comes to retrieve the phone.

3rd Offense: The student will be put on a contract that sends them directly to the office to turn their phone in.

Further Offenses will result in escalated disciplinary action including restriction from the phone on campus.

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

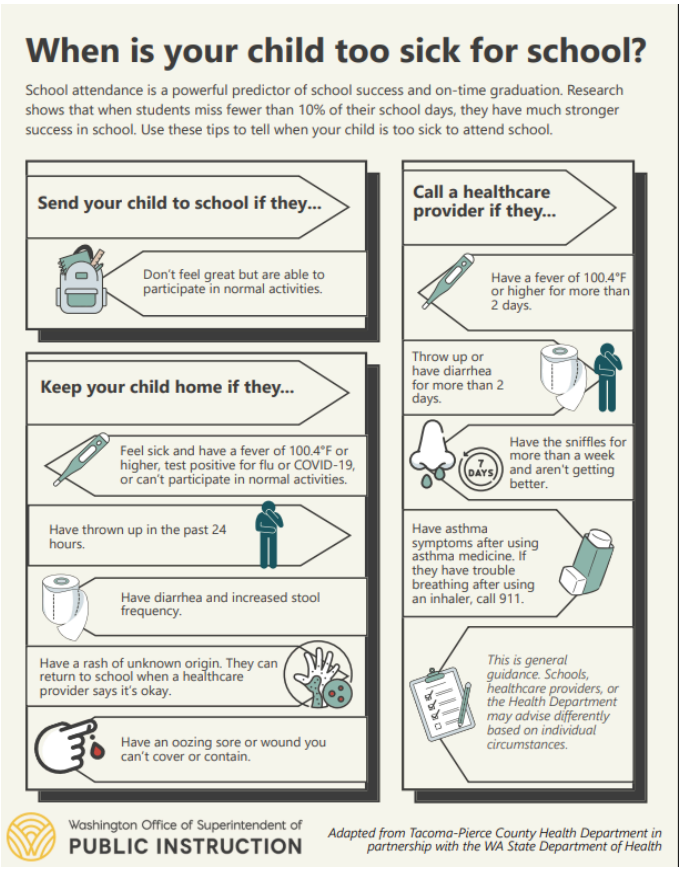
Surveillance Cameras
Surveillance cameras are located throughout all College Place School campuses. Locations include but not limited to: each entry way, hallways, common spaces, parking lots, and athletic fields.

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

Keep me home if…
https://ospi.k12.wa.us/sites/default/files/2025-08/when-your-child-too-sick-school.pdf Can we do this link instead of the picture of the little kids.



If a child feels or has…

- Unusually tired, is pale, has a lack of appetite or confused
- Has red eyes, thick mucus or pus draining from the eyes
- Vomiting one or more times in a 24-hour period
- A sore throat with a fever or swollen glands
- 3 or more watery stools in a 24-hour period
- Uncontrollable itching or a body rash especially with a fever.

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

Injuries and Physical Activity Restrictions

To ensure the safety and proper recovery of our students, the following protocols are in place for any student who has sustained an injury (e.g., sprain, strain, fracture) or requires the use of assistive devices:

- **Activity Restrictions:** If your child is injured and requires a cast, brace, sling, crutches, or a wheelchair, a **provider's note** must be submitted to the school office. This note should clearly state any necessary restrictions regarding Physical Education (PE), recess, and other school-based physical activities.
- **Return to Activity:** Once the recovery period is complete, a **medical clearance note** from the treating physician is required before the student can resume participation in PE, recess, or sports.

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 **<u>Exceeds the Standard</u>** A student is showing mastery in a particular standard / consistently performing the task and with no assistance

3 **<u>Proficient in Standard</u>** 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, bark 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.





Recess Discipline:

Recess is an important time for students to play, build friendships, and practice social-emotional skills in a less structured environment. To ensure all students stay safe and have a positive experience, games that involve unsafe or potentially harmful actions are not allowed. We expect all students to include others, play fairly, and treat one another with kindness and respect. At this age, students are actively learning how to navigate friendships, solve problems, and manage conflicts. We encourage students to first try to resolve minor disagreements on their own using respectful communication and problem-solving strategies before seeking adult assistance. However, if a situation feels unsafe or cannot be resolved, adults are always available to help. We take hurtful or inappropriate language and behavior seriously, and any concerns that are reported are addressed promptly to maintain a safe and supportive environment for all students.

Minor conflicts are addressed with the following steps:

Step 1: Student-Led Resolution

• Encourage students to solve it themselves using:
  - Dragon FIRE tools (e.g., deep breathing, talking it out).
  - Conflict Resolution Map strategies.

Step 2: Staff-Led Intervention for Minor Conflicts

• Remind: Share and state expected behavior.
• Private Conversation: Speak respectfully and quietly away from peers.
• Say: "It looks like you're having a hard time being safe. How can I help you follow the rules?"
• Staff-Led Conflict Resolution Map.
• Think Space - 1st Time: K-2: Up to 2 min, 3-5: Up to 5 min.
• Think Space - 2nd Time: Repeat process.

Repeated Minor Behavior

A minor referral if the same behavior is repeated will be filled out. This data will be monitored and used for early intervention.

Major Issues are handled immediately:

• Major incidents or safety concerns (e.g., physical aggression with intent to hurt, elopement) will result in a major referral.

On both playgrounds there are Davis Dragon Benches for students to enjoy. The Dragon Buddy Bench provides students a place to go when they are looking for a friend to play with at recess.

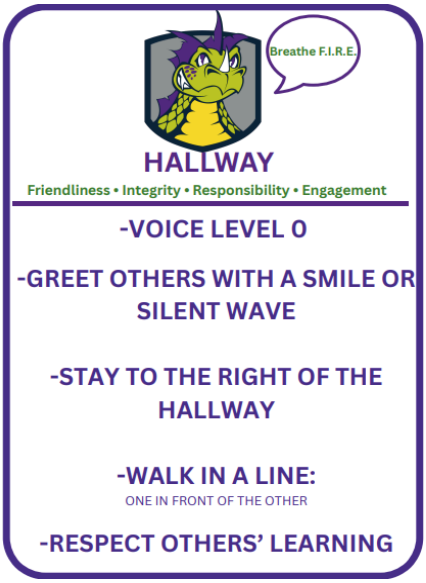
POD & Hallway Expectations

Voice Levels we use within our building to guide students are:

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

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 and a cafeteria monitor will excuse you.
2. After the first 20 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.



Lunch from home:
Students may bring lunches from home, and we encourage families to include a variety of healthy foods that fuel learning and growth. In support of student wellness, soda is not allowed. Water is always the best choice, and other healthy beverage options are welcome.

Bathroom Expectations

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
- Graffiti and damage to our restrooms may result in discipline and or restitution for the damage.





F.I.R.E. Expectations

At Davis Elementary, we say, "All Dragons Breathe Fire." 'Breathing Fire' stands for Friendliness, Integrity, Responsibility, and Engagement—our school-wide expectations known as Dragon FIRE.

Dragon FIRE aligns with College Place Public Schools' mission and playbook, which emphasize communication, leadership, lifelong learning, and service with integrity.

Developed for K–5 students, Dragon FIRE supports these ideals in a developmentally appropriate and engaging way, providing a clear foundation for behavior and readiness to learn.

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':	***The CP Way Connections:***
-Kindness	*-Value Each Person's Opinion & Journey*
-Courtesy	*-Celebrate Differences*
-Respect	*-Listen Well*
-Gratitude	
-Empathy	

Integrity:

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

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

Critical Attributes of 'Integrity':	***The CP Way Connections:***
-Truth/Honesty	*-Value Hard Work*
-Courage	*-Cultivate Your Voice*
-Character	
-Confidence	

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':	***The CP Way Connections:***
-Ownership	*-Recognize Your Energy*
-Safety	*-Act Purposely*

Engagement:

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

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

Critical Attributes of 'Engagement':	***The CP Way Connections:***
-Participation	*-Devote Time to Care and Connect*
-Positivity	*-Seek & Respond to Opportunities*
-Perseverance	
-Cooperation	
-Creativity	
-Attendance (Will be a strong focus)	

Dragon of the Month Assemblies

September ----------Dragon of the Month FIRE Award: **Respect**
Purposeful People Focus: 'Be Kind' - Lessons on Respect
Hispanic-Latino Heritage Month
Constitution & Citizenship Day

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

November ---------Dragon of the Month FIRE Award: **Gratitude**
Purposeful People Focus: 'Be Well' - Show Gratitude
Veterans Day
American Indian Heritage Month

December ---------Dragon of the Month FIRE Award: **Empathy**
Purposeful People Focus: 'Be Kind' - Show Empathy

January ----------Dragon of the Month FIRE Award: **Perseverance**
Purposeful People Focus: 'Be Strong' - Show Perseverance
Martin Luther King, Jr. Day
Temperance & Good Citizenship Day

February ----------Dragon of the Month FIRE Award: **Honesty**
Purposeful People Focus: 'Be Well' - Show Honesty
African American History Month

March ----------Dragon of the Month FIRE Award: **Cooperation**
Purposeful People Focus: 'Be Kind' - Show Cooperation

April ----------Dragon of the Month FIRE Award: **Courage**
Purposeful People Focus: 'Be Strong' - Show Courage
Autism Awareness Month

May ----------Dragon of the Month FIRE Award: **Creativity**
Purposeful People Focus: 'Be Well' - Show Creativity
Asian/Pacific Islander Heritage Month

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.

Discipline

When students make choices that result in discipline actions, assigned consequences, and 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 re-teach 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 expectations 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 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 minor/major referral detailing the behavior. When a student receives a Major 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 if determined to be a major infraction leading to discipline.

Step 5: The administrator will determine appropriate action steps, including student conference, consequences and/or interventions. If a decision is made to assign lunch detention, parent will get a notification

through Skyward and/or text that their child has received lunch detention. If a decision is made to assign in-school-suspension (ISS), or out-of-school suspension (OSS) of Exclusion, parents will be notified and 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.

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

a. Contact the parent
b. Completion of Threat Assessment
c. Contact the local police
d. Contact the Mental Health Crisis Team
e. 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 an optimal learning environment where all students can thrive. A key part of creating and maintaining this environment is ensuring behavior supports learning, not only for oneself, but for others as well. We believe that behavior is often a form of communication, and that all behavior serves to meet a need. Therefore, we have developed a systematic approach to respond to students' diverse needs in ways that support their growth. Our approach emphasizes safe, meaningful relationships while maintaining a safe and orderly learning environment for all students and staff.

Discipline/Intervention

Failure to follow school expectations and rules may result in disciplinary action. All disciplinary measures are aligned with Washington State RCWs and WACs, CPPS Board Policy, the Student Handbook, and classroom or local area discipline plans.

Student Focus Team (SFT) Referral

After a teacher has implemented classroom-based strategies to address behavior that is disruptive, inappropriate, or not aligned with Dragon Fire expectations, a student may be referred for additional support.
The Student Focus Team will collaborate with the student, teacher, and family to develop an intervention plan designed to support the student's success and meet their individual needs.

Minor Referral

Minor referrals are used to document and monitor behaviors in order to identify patterns and provide early intervention and support. A pattern of repeated minor behaviors, such as three minor referrals, may result in a major referral.

Major Referral

A major referral may be issued when a student's behavior presents a safety concern for themselves or others. This includes, but is not limited to: defiance, inappropriate physical contact, fighting, harassment, possession of prohibited items, serious acts or threats of violence, or leaving supervision without permission.

Discipline Accountability

Disciplinary responses include both Actions and Restorations.
Actions may or may not be progressive and are determined based on the severity of the behavior and its impact on the physical and emotional safety of students and staff.
Restorations are intended to help students repair harm, rebuild relationships, and learn from their actions.

Action Items

Davis may use the following actions to support accountability and provide opportunities for behavior correction following a major referral:

A. Student Conferences
*Students meet with staff members (such as the School Social Worker, School Counselor, Assistant Principal, or Principal) to discuss the behavior and its impact. Conferences may also include parents/guardians and other important adults in the student's life. *Parent may or may not be notified*

B. Think Time
*Students assigned Think Time will report to a designated space and reflect for a period appropriate to their age. During this time, students consider why their behavior was unsafe and how they can make things right. Before returning to class, students will process their reflection with an adult. *Parent may or may not be notified*

C. Lunch Detention
*Students will eat in a designated area and may use this time to reflect on their behavior with an adult. They may also complete academic tasks or participate in restorative actions during what would typically be recess time. *Parent will be notified*

D. In School Suspension (ISS)
*Students assigned ISS will work on academic tasks in a separate setting to ensure safety for themselves and others. During this time, students will complete a "Dragon Reflection" with adult support. Failure to complete ISS expectations may result in additional time assigned. *Parent will be notified*

E. **Out of school Suspension (OSS) and Expulsion** – *See District Policy 3241 & District Policy *Parent will be notified*

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 individuals impacted by the student's behavior. A restorative circle or conference provides an opportunity for the student to understand how their actions affected others and to take steps toward making amends and restoring relationships.
C. **Reimbursement for student Damages**
   In cases where school property is damaged, families may be asked to reimburse the school or district for the cost of repairs or replacement. This may include formal communication outlining the damage and associated costs.

Reimbursement for Student Damages

Policy Statement (see CPPS School Board policy 3520 & 3520P)

Students are expected to respect school property and the belongings of others. Any damages caused to school property, whether accidental or intentional, will be the responsibility of the student involved.

Types of Damages

Damages that require reimbursement include, but are not limited to:

- Vandalism or graffiti on school buildings, furniture, buses or equipment.
- Damage to textbooks, library books, or other educational materials.
- Destruction or defacement of technological devices such as computers, tablets, or interactive whiteboards.
- Damage to school facilities, including classrooms, restrooms, and common areas.
- Damage to personal property of other students or school staff.

Reimbursement Procedures

1. **Assessment of Damages**: When damage is discovered, it will be assessed by school staff to determine the extent and cost of the repairs or replacements needed.
2. **Notification**: The student and their parent/guardian will be notified in writing about the nature of the damage and the estimated cost of repair or replacement.
3. **Payment**:
   - The student or their parent/guardian will be required to reimburse the school for the full cost of the damage within 30 days of notification.
4. **Appeals**: When the damages or fines do not exceed $100, the student or his/her parents will have the right to an informal conference with the principal. As is the case for appealing a short-term suspension, the principal's decision may be appealed to the superintendent and to the board of directors. When damages are in excess of $100, the appeal process for long-term suspension will apply.
5. **Non-Payment Consequences**:

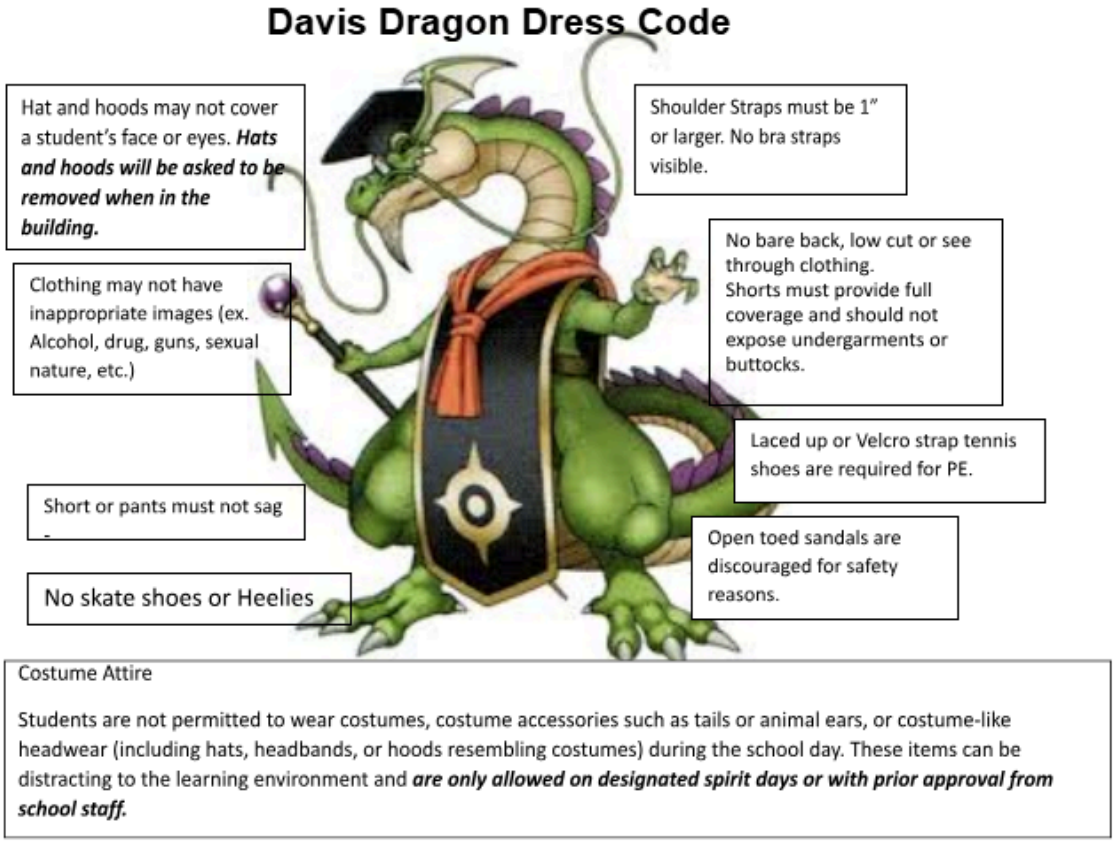
- See board policy 3520 & 3520P

Prevention and Education
The school is committed to fostering a culture of respect and responsibility. Educational programs and activities will be conducted to teach students about the importance of respecting school property and the consequences of damaging it.

By signing the student handbook acknowledgment form, students and parents/guardians agree to adhere to this reimbursement policy and understand their responsibilities regarding school property.

Gum Policy
Students are not permitted to chew gum at school. Exceptions may be made if chewing gum is included as an accommodation in a student's IEP or 504 plan.

Personal Items from Home
To help keep our classrooms safe, focused, and free of distractions, students should not bring toys, stuffed animals (stuffies), trading cards, or similar personal items to school. These items can easily get lost or cause interruptions during the school day. Please keep them at home unless a teacher gives special permission for a specific activity or event (like Show and Tell) or Spirit Day.



***Exceptions may be made by administration when appropriate.**

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.

In an elementary setting, students are still developing important social and emotional skills such as communication, problem-solving, and self-regulation. Because of this, many situations involve helping students learn how to navigate peer conflicts in healthy ways and may not meet the legal definition of bullying. At Davis, we take all concerns seriously and work closely with students to understand what happened, support those involved, and teach skills that promote kindness, accountability, and positive relationships. Our goal is for every student to feel safe, valued, and supported at school.

Students Speaking Home Language(s) in College Place Public Schools

In CPPS, we welcome students' use of their home language(s) and value multilingualism in classroom and non-classroom settings as it contributes to student learning and a positive school environment. As culturally responsive schools, we know that a richness of diversity can lessen prejudice and promote equity and inclusion. Our expectation is that all students will use their home language(s) in congruence with learning, engagement, and behavioral objectives.

CPPS BUS RULES & EXPECTATIONS

Boarding the Bus:

- Students will receive notice if there is to be a change in a route or change in their bus stop. Please have your children at the bus stop five minutes early. Upon being dismissed from school, students are to go directly to their bus and board and in an orderly manner.
- Students, who have to walk some distance along the road to the bus-loading zone, where practicable, must walk on the left-hand side facing the oncoming traffic. This also applies to Students leaving the bus-loading zone in the evenings.
- Students must not stand or play in the roadway while waiting for the bus. Students should leave home early enough to arrive at the bus stop before the bus is due.
- If the bus is not ready for boarding, the students will stand in the appropriate line until it is possible to board. Under no circumstances should any student run, push, wrestle about, or throw objects in the bus-loading zone.
- Students must board the bus in an orderly manner and obey the driver or any school staff.

Riding the Bus:

- The driver is in full charge of the bus and students.
- Students whose behavior does not comply with the expectations of the district will be referred to the School Administrator for discipline up to permanent removal from the bus (see consequences below).
- Students shall ride their regularly assigned bus at all times, unless the school administrator has granted permission. School administrators should verify with the drivers the availability of extra seating space. Guests must obey the driver promptly and willingly as well.
- Students must wear their seatbelt when riding in buses that are equipped with seatbelts.
- Unless by written permission of the School Administrator, no student shall be permitted to leave the bus except at his or her regular stop.
- Each student may be assigned a seat in which he/she will be seated at all times, unless permission to change is given by the driver or School Administrator.
- Outside of ordinary conversation, classroom conduct must be observed.
- Students are to assist in keeping the bus clean by keeping their waste paper off the floor. **There is no eating, drinking, chewing gum, or suckers allowed on the bus.**
- No student shall open a window on the school bus without first getting permission from the school bus driver.
- No student shall at any time extend his/her hands or arms out of the windows, whether the school bus is in motion or standing still.

- Students must not possess anything that may cause injury to another, such as sticks, flammables, breakable containers, and any type of firearms, straps or pins extending from their clothing. Animals of any type are not permitted on the bus, except for approved service animals.
- Each student must see that his books and personal belongings are kept out of the aisle. Special permission must be granted by the school Administrator to transport any large items.
- No student will be allowed to talk to the driver more than is necessary as this is a safety issue.
- No student shall sit in the driver's seat, nor shall any student be to the immediate left or right of the driver.
- Students are to remain seated while the bus is in motion and are not to stand up on the bus until it has come to a full stop.

Exiting the Bus:

- Students must leave the bus in an orderly manner. They must obey the orders of the school safety patrolman on bus duty. They must not cross the road until given consent by the bus driver. When leaving the bus, Students should be in view of the driver at all times.
- Students must cross the road only in front of the school bus and never behind it.
- Students, who have to walk some distance along the road to the bus-loading zone, where practicable, must walk on the left-hand side facing the oncoming traffic.
- In the event of an actual emergency, emergency exit procedures, as established by the emergency exit drills, will be followed.

Consequences:

8. Student's misconduct on a school bus may constitute the following:
    a. School discipline including detention, In School Suspension, Out of School Suspension
    a. Temporary short-term suspension from riding the school bus
    a. Permanent removal from riding the school bus
2. Students (or parent/guardian) who damage the school bus will be responsible for reimbursement of repairs.

Other:

1. At no time is a parent, guardian, or non-bus rider allowed to get on a bus without the permission of the bus driver. Doing so may be treated as trespassing.
2. Requests by parents to meet the bus to pull their child off mid-route or to pick them up at a different stop are NOT allowed due to safety and route schedules.

CPPS Artificial Intelligence

COLLEGE PLACE PUBLIC SCHOOLS
Small school feel, larger than life outcomes

*At CPPS, AI supports learning but never replaces it. We expect students to **use AI to strengthen their thinking, not do the thinking for them.** Your child's ideas, effort, and voice always come first*

AI at School: *A Family Guide*

Growing with AI: K–12 · Building skills from Kindergarten through Graduation

K–5 Elementary	6–8 Middle School	9–12 High School
AI Awareness *Learn About AI* ▪ Learn what AI is ▪ Understand it is not human ▪ Recognize AI in everyday tools	**AI Literacy** *Safely Create & Collaborate* ▪ Make smart choices about AI use ▪ Get feedback on learning ▪ Evaluate AI responses critically	**AI Fluency** *Make a Difference with AI* ▪ Collaborate ethically with AI ▪ Solve real-world problems ▪ Lead with integrity and creativity

Ethical Use & Integrity — Always be transparent about AI use.

All submitted work must include a citation if AI tools were used, explaining how and why. **Submitting AI-generated work as your own without acknowledgment violates the district student code of conduct** and may result in a zero, a required redo, or escalating consequences. Teachers may also ask students to explain their work verbally.

How Our Educators Use AI

Certified Professionals
Teachers are trained to understand and measure student learning. AI supports, and never replaces their judgment.

AI as a Support Tool
Teachers may use AI to help plan lessons, support different learners, or provide initial feedback.

Teachers Guide the Learning
AI can help generate ideas, but teachers ensure instruction stays aligned to standards and student needs.

Teachers Decide Grades. Always.
A computer program does not determine what a student knows. Teachers are responsible for final grades.

Student Work is Verified
Teachers may ask students to explain their thinking to confirm the work is genuinely their own.

Supporting AI Learning at Home

Ask Good Questions
"What could you do that AI can't?" or "How did AI help and what did you still figure out yourself?"

Know the Tools
District-approved tools (Google Gemini, Notebook, etc.) personalize learning. Outside tools need teacher approval.

Model Critical Thinking
AI can be wrong, biased, or outdated. Help students stay in charge of their thinking and verify what AI tells them.

Privacy Matters
Students should never share personal info with AI tools. All district-used AI meets FERPA and COPPA requirements.

Show Your Thinking
Use AI as a starting point, not a final answer. Work must reflect students' own ideas and effort.

The CP Way · Our Values Guide How We Use AI

Own It
AI is a tool you manage, not a shortcut. Your 20 square feet includes how you choose to engage with technology. Act with purpose.

Team It
Bring your genuine voice, don't give it away to AI. Collaborate with peers and teachers, not just tools.

Grow It
Use AI to stretch your thinking, not avoid hard work. Grit and perseverance still matter. Respond to the opportunities AI opens.

Policy reviewed annually. Questions? Contact your principal or visit **cpps.org** | *Adapted from Human Centered AI: Guidance for K–12 Schools.*

We Are Davis

Our Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)

Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our school's process for responding to it.

What is HIB?

- HIB is any intentional electronic, written, verbal, or physical act of a student that:
- Physically harms another student or damages their property;
- Has the effect of greatly interfering with another student's education; or,
- Is so severe, persistent, or significant that it creates an intimidating or threatening education environment for other students.

HIB generally involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.

How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whoever you are most comfortable with!). You may use our district's reporting form to share concerns about HIB link to form but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based **solely** on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer Marissa Waddell, mwaddell@cpps.org. 509.525.4827 that supports prevention and response to HIB.

What happens after I make a report about HIB?

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.

Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

What is the investigation process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you

agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.
When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- Clear information about how you can appeal the decision

What are the next steps if I disagree with the outcome?

For the student designated as the "targeted student" in a complaint:
If you do not agree with the school district's decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.
For the student designated as the "aggressor" in a complaint:
A student found to be an "aggressor" in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.
For more information about the HIB complaint process, including important timelines, please see the district's *HIB Policy 3207and Procedure 3207P*.

Our School Stands Against Discrimination

Discrimination can happen when someone is treated differently or unfairly because they are part of a **protected class**, including their race, color, national origin, sex, gender identity, gender expression, sexual orientation, religion, creed, disability, use of a service animal, or veteran or military status.

What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student's protected class and is serious enough to create a hostile environment. A **hostile environment** is created when conduct is so severe, pervasive, or persistent that it limits a student's ability to participate in, or benefit from, the school's services, activities, or opportunities.
To review the district's Nondiscrimination Policy 3207 and Procedure *3207P, visit CPPS website*

What is sexual harassment?

Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to 3

unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.
Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.
Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.
To review the district's Sexual Harassment Policy 3207and Procedure 3207P, visit CPPS website.

What should my school do about discriminatory and sexual harassment?

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

What can I do if I'm concerned about discrimination or harassment?

Talk to a Coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination:

Civil Rights Coordinator:
James Fry, Superintendent
jfry@cpps.org;
(509) 525-4827
1755 South College Avenue,
College Place, Washington, 99324

Concerns about sex discrimination, including sexual harassment:
Title IX Coordinator:
Marissa Waddell, Director of Human Resources, Teaching & Learning, Title IX Officer,
mwaddell@cpps.org
(509) 525-4827
1755 South College Avenue,
College Place, Washington, 99324

Concerns about disability discrimination:
Section 504 Coordinator:
James Fry, Superintendent
jfry@cpps.org;
(509) 525-4827
1755 South College Avenue,
College Place, Washington, 99324 4

Concerns about discrimination based on gender identity:
James Fry, Superintendent
jfry@cpps.org;
(509) 525-4827
1755 South College Avenue,
College Place, Washington, 99324

Gender-Inclusive Schools Coordinator:
James Fry, Superintendent
jfry@cpps.org;
(509) 525-4827
1755 South College Avenue,
College Place, Washington, 99324

To **submit a written complaint**, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.
When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

- A summary of the results of the investigation
- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision

What are the next steps if I disagree with the outcome?

If you do not agree with the outcome of your complaint, you may appeal the decision to
Mandy Thompson, Board Chair
mthompson@cpps.org
District #5 (at large)
Term Expires November 2027
and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure 3210 and Sexual Harassment Procedure 3205P. 5

I already submitted an HIB complaint – what will my school do?

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure 3210P and the HIB Procedure 3207P to fully resolve your complaint.

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

- Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center
- Email: schoolsafety@k12.wa.us
- Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)

- Website: ospi.k12.wa.us/policy-funding/equity-and-civil-rights
- Email: equity@k12.wa.us
- Phone: 360-725-6162

Washington State Governor's Office of the Education Ombuds (OEO)

The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

- Website: www.oeo.wa.gov
- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

U.S. Department of Education, Office for Civil Rights (OCR)

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

- Website: https://www2.ed.gov/about/offices/list/ocr/index.html
- Email: orc@ed.gov
- Phone: 800-421-3481

Our School is Gender-Inclusive

In Washington, all students have the right to be treated consistent with their gender identity at school. Our school will:

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records

- Allow students to use restrooms and locker rooms that align with their gender identity
- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district's Gender-Inclusive Schools Policy 3211 and Procedure 3211P, visit the CPPS website. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:
James Fry, Superintendent
jfry@cpps.org;
(509) 525-4827
1755 South College Avenue,
College Place, Washington, 99324

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

Acuerdo del Distrito

LAS POLÍTICAS DEL DISTRITO Y LAS REGULACIONES ESTATALES

Las siguientes Políticas de la Mesa Directiva a las que se hace referencia en el manual son resúmenes.

Para conocer las políticas completas de la Mesa Directiva, visite nuestra página web en www.cpps.org

Notification

The Washington State Governor's Office of the Education Ombuds (OEO) is an independent state agency that helps to reduce educational opportunity gaps by supporting families, students, educators, and other stakeholders in communities across WA in understanding the K-12 school system and resolving concerns collaboratively. OEO services are free and confidential. Anyone can contact OEO with a question or concern about school.

OEO listens, shares information and referrals, and works informally with families, communities, and schools to address concerns so that every student can fully participate and thrive in our state's public schools. OEO provides support in multiple languages and has telephone interpretation available. To get help or learn more about what OEO does, please visit our website: https://www.oeo.wa.gov/en; email oeoinfo@gov.wa.gov, or call: 1-866-297-2597 (interpretation available).

Notificación

La Oficina de Educación y Resolución de Quejas(OEO, por sus siglas en inglés) es una agencia estatal independiente que ayuda a reducir las brechas de oportunidades educativas al apoyar a familias, estudiantes, educadores y otras partes interesadas en las comunidades de WA para comprender el sistema escolar K-12 y resolver inquietudes colaborativamente. Los servicios de OEO son gratuitos y confidenciales. Cualquiera puede comunicarse con la OEO si tiene alguna pregunta o inquietud acerca de la escuela.

La OEO escucha, comparte información y referencias, y trabaja de manera informal con las familias, las comunidades y las escuelas para abordar las inquietudes para que todos los estudiantes puedan participar plenamente y prosperar en las escuelas públicas de nuestro estado. OEO brinda apoyo en varios idiomas y tiene interpretación telefónica disponible. Para obtener ayuda u obtener más información sobre lo que hace la OEO, visite nuestro sitio web: https://www.oeo.wa.gov/es; envíe un correo electrónico a oeoinfo@gov.wa.gov, o llame al: 1-866-297-2597 (interpretación disponible)

POLICIES/POLÍTICAS

Policy 3120 Enrollment

Política 3120 Matriculación

Policy 4218 Language Access Plan

Política 4218 Plan de Acceso a Idioma

Policy 3231 Student Records

Política 3231 Archivos de Estudiante

Policy 4040 Public Disclosure to District
Política 4040 Divulgación Pública del Distrito
Policy 3126 Child Custody
Política 3126 Custodia de Niño/a
Policy 3115 Homeless Students: Enrollment Rights and Services
Política 3115 Alumnos sin hogar: Los derechos de inscripción y servicios
Policy 3224 Student Dress
Política 3224 Vestido de Estudiante
Policy 2145P Suicide Prevention
Politica 2145P Prevencion de Suicidio
Policy 3200 Rights and Responsibilities
Política 3200 Derechos y Responsabilidades
Policy 3210 Nondiscrimination
Política 3210 No Discriminación
Policy 3210P Non Discrimination Complaint Procedure
Política 3210P No Discriminación Proceso de Queja
Policy 3205 Sexual Harassment of Students Prohibited
Política 3205 Acoso Sexual de Estudiantes Prohibido
Policy 3205P Sexual Harassment of Students Prohibited Procedure
Política 3205P Acoso Sexual de Estudiantes Prohibido Procedimiento
Policy 3207 Prohibition of Harassment, Intimidation, and Bullying
Política 3207 Prohibición de Acoso, Intimidación y Acoso
Policy 3207P Prohibition of Harassment, Intimidation, and Bullying
Política 3207P Prohibición de Acoso, Intimidación y Acoso
Policy 3207F Prohibition of Harassment, Intimidation, and Bullying
Politica 3207F Prohibición de Acoso, Intimidación y Acoso
Policy 2023 Digital Citizenship and Media Literacy
Política 2023 Ciudadanía Digital y Alfabetización Mediática
Policy 5253 Professional Staff and Student Boundaries
Política 5253 Personal Profesional y los Límites del Estudiante
Policy 3124 Removal of Students During School Hours
Política 3124 Retiro de Alumnos Durante el Horario Escolar
Policy 4200 Safe and Orderly Learning Environment
Política 4200 Ambiente de Aprendizaje Seguro y Ordenado
Policy 5201 Drug Free Schools, Community, and Workplace
Política 5201 Lugar de Trabajo, La Comunidad y Escuelas Libres de Drogas
Policy 4215 Use of Tobacco, Nicotine Products, and Delivery Devices
Política 4215 Consumo de Tabaco, Productos de Nicotina y Dispositivos de Entrega

Policy 4210 Regulations of Dangerous Weapons in School
Política 4210 Reglamento de Armas Peligrosas en la Escuela
Policy 2421 Promotion and Retention and Acceleration of Pupils
Política 2421 Promoción y Retención y la Aceleración de los Alumnos
Policy 2421P Promotion and Retention and Acceleration of Pupils
Política 2421P Promoción y Retención y la Aceleración de los Alumnos
Policy 3122 Excused and Unexcused Absences
Política 3122 Ausencias Injustificadas y Justificadas
Policy 3122P Excused and Unexcused Absences
Política 3122P Ausencias Injustificadas y Justificadas
Policy 3110 Qualification of Attendance Placement
Política 3110 Calificación de la Colocación de Asistencia
Policy 3241 Student Discipline
Política 3241 Disciplina estudiantil
Policy 3413 Student Immunizations and Life-Threatening Health Conditions
Política 3413 Inmunizaciones de Estudiante y Condiciones de Salud Amenaza de Vida
Policy 3416 Medications at School
Política 3416 Medicamentos en la Escuela
Policy 2161 Special Education and Related Policies for Eligible Students
Política 2161 Educación Especial y Las Políticas Conexas para Estudiantes Elegibles
Policy 2110 Transitional Bilingual Instruction
Política 2110 Instrucción Transicional Bilingüe
Policy 2190 Highly Capable Programs
Política 2190 Programas de Alta Capacidad
Policy 2022 Electronic Resources Communication Social Media and Internet Safety
Política 2022 Electrónico en la escuela
Policy 3245 Students and Telecommunication Devices
Politica3245 Estudiantes y dispositivos de telecomunicaciones
Policy 2170 Career and Technical Education
Política 2170 Educación Técnica y Carrera
Policy 2108 Remediation Programs
Política 2108 Programas de Remediación
Policy 4130 Title I Parent Involvement
Política 4130 Título I Participación de Padres
Policy 3242 Closed Campus
Política 3242 Campo Cerrado
Policy 6700 Nutrition, Health, and Physical Fitness
Política 6700 Nutrición, salud y aptitud física

Policy 3520 Student Fines, Fee, and Charges
Política 3520 Cargos, Tasa y Multas de Estudiante
Policy 3211 Inclusive Schools
Política 3211 Escuelas Inclusiva
Policy 3220 Freedom of Expression
Politica 3220 Libertad de Expresión
Policy 3230 Student Privacy and Searches
Politica 3230 Privacidad y búsquedas de los estudiantes
Policy 3232 Parent and Student Rights in Administration of Surveys, Analysis or Evaluation
Politica 3232 Derechos de padres y estudiantes en la administración de encuestas, análisis o evaluación
Policy 3245 Students and Telecommunication Devices
Política 3245 Estudiantes y dispositivos de telecomunicaciones
Policy 4220 Complaints Concerning Staff or Programs
Politica 4220 Quejas relacionadas con el personal o los programas

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.
INFORMACIÓN DEL DISTRITO Y POLÍTICAS

Matriculación (Política 3120)
Un distrito puede requerir a los estudiantes o sus padres entregar una prueba de residencia dentro del distrito, tales como copias de teléfono y facturas de agua o contratos de arrendamiento.

Student Registration
Before the beginning of each new school year, College Place School District requires the completion of On-line Registration for each new and returning student 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.Request for Skyward Enrollment Access 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.
Registración de Estudiante

Antes del comienzo de cada nuevo año escolar, el Distrito Escolar de College Place requiere la finalización de la inscripción en-línea para cada estudiante que va a regresar a las Escuelas Públicas de College Place. Los padres o tutores deben completar el proceso de registro en línea antes de que cada estudiante se considere matriculado para el año actual y se asigna un calendario o maestro. Por favor de observar para la Feria de Inscripción - en agosto de cada

año. La feria está abierta a todos los niveles y ayudará a los padres nuevos registrar a sus alumnos por primera vez y a padres que están regresando para que puedan obtener un salto adelante en sus responsabilidades de regreso a la escuela.

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
Acceso a Idioma (Política 4218)

La Mesa Directiva de Administración se ha comprometido a mejorar significativamente, dos vías de comunicación y promoción del acceso a programas del distrito, servicios y actividades para los estudiantes y los padres con habilidad limitada en inglés (LEP) de forma gratuita. Para ello, la mesa directiva de administración requiere que el distrito implemente y mantenga un plan de acceso de lenguaje adaptado a la población de padres del distrito actual LEP. El distrito buscará identificar a los padres LEP con precisión y cuando ello sea razonablemente posible proporcionarles información en un idioma que puedan entender. El distrito tomará las medidas razonables para proporcionar a los padres LEP competente interpretación oral de materiales o información significativa a la educación de los estudiantes

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.
Archivos del Estudiante (Política 3231)
El distrito mantendrá los registros de los estudiantes como es necesario para la orientación educativa y el bienestar de los estudiantes, para la operación eficiente y ordenada de las escuelas y como exige la ley. Toda la información relacionada con estudiantes individuales será tratada de forma confidencial y profesional. Expedientes de los estudiantes son propiedad del distrito, pero estarán disponibles en forma ordenada y oportuna a estudiantes y padres. "Padre" incluye el Estado Departamento de Servicios Sociales y Salud, cuando un estudiante menor de edad se ha encontrado dependiente y colocado en custodia del estado. Un padre o estudiante adulto puede desafiar cualquier información en un expediente considerado inexacto, engañoso o en violación de la privacidad u otros derechos del estudiante.
Public Disclosure of Public Records (Policy 4040)

To request records contact:
Jose Godinez Director of Business and Finance.
1755 S College Ave
College Place, WA 99324
jgodinez@cpps.or

Divulgación Pública de los Registros Públicos (Política 4040)

Para solicitar registros póngase en contacto con:
Jose Godinez, Directora de Negocios y Finanzas.
1755 S College Ave
College Place, WA 99324
jgodinez@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

SEGURIDAD

Estudiantes sin Hogar (Política 3115) *A una medida práctica y como exige la ley, el distrito trabajará con estudiantes sin hogar y sus familias para proporcionarles igual acceso a la misma libre, apropiada educación pública (incluyendo la educación preescolar pública) a otros estudiantes. Se prestará especial atención a la identificación, inscripción y asistencia de los estudiantes sin hogar actualmente no asistiendo a la escuela, así como mitigar las barreras educativas para su éxito académico. Además, el distrito tomará las medidas razonables para garantizar que alumnos sin hogar no son estigmatizados o segregados en una escuela separada o en un programa separado dentro de una escuela sobre la base de su situación de sin hogar.*

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 violations.
**Subject to the Principal's discretion.

Código de Vestimenta (Política 3224) *

La ropa no debe ser una distracción. Los alumnos deben venir a la escuela bien arreglados y vestidos apropiadamente. Los estudiantes se enviarán a la oficina para temas de código de vestimenta.

*** Sujeto a la discreción del director.*

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)

Prevención del suicidio (Política 2145 y 2145P) El suicidio es una de las principales causas de muerte entre los jóvenes y que los indicadores suicidas como el abuso de sustancias y la violencia son cuestiones complejas que deben tomarse en serio. Si bien el personal del distrito puede reconocer a los jóvenes potencialmente suicidas y el distrito puede hacer una evaluación inicial del riesgo, el distrito no puede proporcionar asesoramiento de salud mental en profundidad. En cambio, la junta ordena al personal del distrito que remita a los estudiantes que exhiben comportamientos suicidas a un servicio apropiado para una evaluación y asesoramiento adicionales.

Recursos- El personal del distrito que tenga conocimiento de una amenaza de suicidio debe tomar las medidas adecuadas para apoyar al estudiante y reportar esta información al director del edificio o a su designado, quien, a su vez, notificará a los funcionarios escolares apropiados, a la familia del estudiante y a los servicios de recursos apropiados.

El distrito utilizará consejeros escolares, la línea telefónica directa de crisis, médicos / proveedores de atención médica, especialistas en salud mental, entrenadores y líderes juveniles, padres y clérigos como recursos para la prevención e intervención. El distrito también desarrollará asociaciones con organizaciones y agencias comunitarias y un memorando de entendimiento con al menos uno de estos programas para la remisión de estudiantes a servicios de apoyo. Los recursos comunitarios incluyen:

Recursos de Prevención:

- *Programa de Prevención del Suicidio Juvenil de Washington, 206-297-5922*
- *Departamento de Salud del Estado de Washington, www.doh.wa.gov/preventsuicide; 360-236-2800; Teen Link- 866-833-6546*
- *ESD 123 Especialista de Prevención/Intervención: Amy Smith; asmith@esd123.org*
- *sistema 211 – Este es un servicio de referencia de información, ayuda a proporcionar recursos en su comunidad.*
- *Respuesta a Recursos de Crisis:*
- *Respuesta a Emergencia: 911*
- *Crisis Local Linea Caliente 509-524-2999 o Texot "Reach Out!" a 741741);*
- *Linea de Vida Nacional: 1-800-273- 8255 (TALK)*

Salud mental integral 509-524-2920 (Centro de salud mental comunitario local)

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 Policy **3241.**
***Derechos y Responsabilidades** (Política 3200)*

*Todos los estudiantes que asisten a las escuelas del distrito cumplirán con las políticas escritas, reglas y reglamentos de las escuelas, proseguirá el curso requerido de estudios y deberán presentar a la autoridad del personal de las escuelas, sujeto a dicha medida correctiva o castigo determinarán los funcionarios de la escuela. Revisar políticas **3241**.*

Nondiscrimination, Sexual Harassment of Students prohibited, 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, sexual harassment, 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, age, 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 and Harassment, Intimidation & Bullying (HIB): 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

No Discriminación, Hostigamiento, Intimidación y Acoso (Políticas 3210, y 3210P)

El distrito está comprometido a proporcionar igualdad de oportunidades educativa y tratamiento para todos los estudiantes en todos los aspectos de la académica y programas de actividades; Libre de discriminación, hostigamiento, acoso sexual, intimidación y acoso. Las Escuela Publicas de College Place no discriminan en ningún programa o actividad en la base de sexo, raza, credo, religión, color, origen nacional, edad, estado de veterano o militar, sexo, orientación sexual, expresión de género o expresión de identidad, la presencia sensorial, discapacidad o discapacidad física, o uso de perro entrenado para ser guía o animal de servicio y proviene acceso igual a los Boy Scouts u otros jóvenes designados como grupos de jóvenes. Las personas que necesiten alojamiento en el proceso de solicitud o necesidad de este anuncio en un formato alternativo pueden comunicarse con la oficina de administración de las escuelas públicas de College Place. El siguiente empleado ha sido designado para manejar preguntas y quejas de presunta discriminación: derechos civiles, Título IX y Acoso, Intimidación e Intimidación (HIB): Marissa Waddell, mwaddell@cpps.org. Derechos civiles, y la Sección 504 Coordinador: Jim Fry, (509) 525-4827, jfry@cpps.org, 1755 South College Avenue, College Place, Washington, 99324. Puedes informar sobre discriminación y acoso discriminatorio a cualquier miembro del personal escolar o al Coordinador de derechos civiles del distrito, enumerados anteriormente. Usted también tiene derecho a presentar una queja. (Ver pasos). Para una copia de no discriminación, políticas y procedimientos de su distrito

Harassment, Intimidation, and Bullying 3207,3207P and **3207F** This policy recognizes that 'harassment,' 'intimidation,' and 'bullying' are separate but related behaviors. Each must be addressed appropriately. In order to ensure respect and prevent harm, it is a violation of district policy for a student to be harassed, intimidated, or bullied by others in the school community, at school sponsored events, or when such actions create a substantial disruption to the educational process. The school community includes all students, school employees, school board members, contractors, unpaid volunteers, families, patrons, and other visitors. Student(s) will not be harassed because of their race, color, religion, ancestry, national origin, gender, sexual orientation, gender expression, gender identity, mental or physical disability, or other distinguishing characteristics. If a student believes that they are a victim of harassment, intimidation or bullying they need to report it immediately or complete Form 3207F.

Prohibición de Acoso, Intimidación y Acoso (Política 3207 y 3207P y 3207F)

El Distrito Escolar de College Place se esfuerza por proporcionar a los estudiantes con condiciones óptimas para el aprendizaje al mantener un ambiente escolar donde todos se traten con respeto y nadie es lastimado física o emocionalmente. Con el fin de garantizar el respeto y evitar el daño, es una violación de la póliza del distrito para que un estudiante acosado, intimidado o acosado por otros en la comunidad de la escuela, en eventos patrocinados por la escuela, o cuando tales acciones crean una interrupción sustancial al proceso educativo. La comunidad de la escuela incluye a todos los estudiantes, empleados de la escuela, miembros del Consejo Escolar, contratistas, voluntarios no remunerados, familias, clientes y otros visitantes. Los estudiantes no serán acosados debido a su raza, color, religión, ascendencia, origen nacional, género, orientación sexual, incluyendo la expresión de género o identidad, mental o discapacidad física u otras características distintivas. Cualquier escuela personal que observa, escucha o de lo contrario es testigo de acoso, intimidación o acoso, o a los que tales acciones han sido reportadas necesitan tomar acción apropiada para detener el acoso y prevenir que continúe re-ocurriendo.

Usted puede reportar acoso, intimidación o Bullying a cualquier miembro del personal escolar o del distrito Título IX oficial, que se han mencionados. Usted también tiene derecho a presentar una denuncia de acoso, intimidación y Bullying en la Forma de Reporté del Incidente. Formas de reporte incidente pueden utilizarse por los estudiantes, familias o personal a los incidentes de acoso, intimidación o informe de acoso escolar. Formas también están disponibles en la oficina del distrito o por Internet en https://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; Harassment, Intimidation and Bullying

If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, sexual harassment, intimidation or bullying 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 and Harassment, Intimidation & Bullying (HIB): 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

Política de Acoso Sexual (3205, 3205P)

Estudiantes y el personal están protegidos contra el acoso sexual de cualquier persona en cualquier programa o actividad, incluyendo en la escuela, en el autobús escolar, o fuera del campo escolar durante una actividad patrocinada por la escuela.

El acoso sexual es comportamiento inoportuno o comunicación que es sexual en naturaleza cuando:

Un estudiante o un empleado es conducido a creer que él o ella debe someter a conducta sexual no bienvenida o comunicaciones con el fin de obtener algo a cambio, como un grado, una promoción, un lugar en un equipo deportivo, o cualquier enseñanza, decisión de empleo o la conducta que sustancialmente interfiere con el desempeño educativo de un estudiante, o crear un ambiente educativo o de trabajo intimidatorio u hostil.

Ejemplos de acoso sexual:

- *Presión ejercida sobre una persona para obtener favores sexuales*
- *Contacto físico indeseado de naturaleza sexual*
- *Escritura de grafitis de índole sexual*
- *Distribución de mensajes de texto, correos electrónicos o fotos de contenido sexual explícito*
- *Bromas o insinuaciones de carácter sexual, o creación de rumores*
- *Violencia física, incluidas la violación y la agresión sexual*

***Usted puede reportar el acoso sexual** a cualquier miembro del personal escolar o del distrito Título IX oficial, que son mencionados. Usted también tiene derecho a presentar una queja (vea abajo). Una copia de su política de hostigamiento sexual y procedimiento, comuníquese con su oficina de la escuela o el distrito, o revisarlo en línea aquí: www.cpps.org*

***Proceso De Demanda: La Discriminación y El Acoso Sexual** Si usted cree que usted o su hijo han experimentado discriminación ilegal, acoso discriminatorio o el acoso sexual en la escuela, usted tiene el derecho a presentar una queja.*

Antes de presentar una queja, usted puede discutir sus preocupaciones con el administrador de la escuela de su hijo/a principales o con el Coordinador del Distrito Escolar Sección 504, Título IX oficial o Coordinador de los derechos civiles, que son mencionados. Esta es a menudo la manera más rápida para resolver sus dudas. Falta de dominio del idioma inglés no será una barrera para la admisión y participación en programas de educación técnica y carrera. Los siguientes empleados han sido designados para manejar preguntas y quejas de supuesta discriminación:

Título IX: Marissa Waddell, mwaddell@cpps.org ; Coordinador de Derechos Civiles y Sección 504: James Fry, jfry@cpps.org ; (509) 525-4827, 1755 South College Avenue, College Place, Washington, 99324

Proceso de la Queja al Distrito Escolar

Paso 1. *Escriba su queja: En la mayoría de los casos, las quejas deben presentarse dentro de un año desde la fecha del incidente o conducta que es objeto de la queja. Una queja debe ser por escrito. Asegúrese de describir la conducta o incidente, explicar por qué crees que la discriminación, el acoso discriminatorio, acoso sexual ha tenido lugar y describir qué acciones crees que el distrito debe tomar para resolver el problema. Envíe su queja por escrito, por correo, fax, correo electrónico o entregado de mano, al Superintendente del distrito o Coordinador de cumplimiento de los derechos civiles.*

Paso 2: El Distrito Escolar investiga su queja: *Una vez que el distrito recibe su queja por escrito, el coordinador le dará una copia del procedimiento de queja y asegúrese de que lleva a cabo una investigación pronto y exhaustiva. El Superintendente o persona designada responderá a usted por escrito dentro de 30 días — a menos que usted esté de acuerdo en un período de tiempo diferente. Si su queja implica circunstancias excepcionales que exigen una investigación más larga, el distrito le notificará por escrito para explicar por qué el personal necesita una extensión de tiempo y la nueva fecha para su respuesta escrita.*

Paso 3: El Distrito Escolar responde a su queja: *En su respuesta por escrito, el distrito contará con un resumen de los resultados de la investigación, la determinación de si o no el distrito no pudo cumplir con las leyes de derechos civiles, notificación que puede apelar esta determinación y cualquier necesidad de medidas para el distrito en cumplimiento de las leyes y derechos civiles. Medidas correctivas se pondrán en vigor dentro de 30 días después de esta respuesta por escrito, a menos que usted esté de acuerdo a un período de tiempo diferente.*

Apelación al Distrito Escolar

Si está en desacuerdo con la decisión del distrito escolar, usted puede apelar a la Mesa Directiva del distrito escolar. Usted debe presentar un aviso de apelación por escrito a la Secretaría de la mesa directiva escolar dentro de 10 días calendarios después de haber recibido respuesta del distrito escolar a su queja. La Mesa Directiva Escolar fijará una audiencia dentro de 20 días calendarios después de recibir su apelación a menos que usted esté de acuerdo en una línea de tiempo diferente. La Mesa Directiva Escolar le enviará una decisión por escrito dentro de 30 días calendarios después de que el Distrito recibió su notificación de apelación. La decisión de la Mesa Directiva escolar incluirá información acerca de cómo presentar una queja con la oficina del Superintendente de Instrucción Pública (OSPI).

Queja a OSPI

Si usted no está de acuerdo con la decisión de apelación del distrito escolar, la ley estatal proporciona la opción de presentar una queja formal con la oficina del Superintendente de instrucción pública (OSPI). Este es un proceso de queja separada que puede ocurrir si se ha producido una de estas dos condiciones: (1) que ha completado un proceso de apelación y queja del distrito, o (2) el distrito no ha seguido el proceso de queja y apelación correctamente.

Tiene 20 días para presentar una queja a OSPI desde el día que recibió la decisión sobre su

apelación. Puede enviar su queja por escrito a la oficina de equidad y derechos civiles en OSPI:

Correo Electrónico: *Equity@k12.wa.us* **|** ***Fax:*** *360-664-2967*

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**.

Escuelas Inclusivas (Política 3211)

La mesa directiva cree en el fomento de un entorno educativo que sea seguro y libre de discriminación para todos los estudiantes. Con ese fin, la mesa directiva reconoce la necesidad de apoyar a los estudiantes como se describe en la Política 3211 y 3211P.

Student Discipline (Polícy 3241)

The Superintendent has established and made available rules of student conduct, designed to provide students with a safe, healthy and educational environment. Students should be aware of the district's standards of student conduct, including standards of conduct that respect the rights, person, and property of others. "Discipline" means any action taken by the school district in response to violations of conduct. Discipline is not necessarily punishment, but it can take positive and supportive forms. Data show that a supportive response to behavioral violation is more effective and increases equitable educational opportunities. The Board recognizes that behavior is closely related to learning. An effective instructional program requires a healthy and orderly school environment. The school board requires that each student adhere to standards of conduct and undergo corrective actions taken as a result of violations of conduct. The rules of conduct are applicable during the school day, as well as during any school activity conducted on or off the school field. Special rules also apply when riding a school bus. Staff are responsible for supervising student behavior, using effective classroom management methods and complying with student standards of conduct in a fair, consistent, and non-discriminatory manner. Corrective action must be reasonable and necessary in the circumstances and reflect the district's priority to maintain a safe and positive learning environment for all students and staff.

Disciplina Estudiantil (Política 3241)

El Superintendente ha establecido y ha hecho disponibles reglas de conducta del estudiante, diseñado para proporcionar a los estudiantes con una caja fuerte, sana y el entorno educativo.

Los estudiantes deben ser conscientes de las normas del distrito de conducta del estudiante, incluidas las normas de conducta que respeten los derechos, la persona y la propiedad de otros. "Disciplina" significa cualquier medida adoptada por el distrito escolar en respuesta a violaciones de conducta. Disciplina no es necesariamente castigo, pero puede tomar formas positivas y de apoyo. Datos muestran que una respuesta solidaria a violación conductual es más efectiva y aumenta oportunidades educativas equitativas. La Mesa Directiva reconoce que la conducta está estrechamente relacionada con el aprendizaje. Un programa eficaz de instrucción requiere de un ambiente escolar sano y ordenado. La Mesa Directiva requiere que cada estudiante se adhiere a las normas de conducta y se someten a acciones correctivas tomadas como resultado de las violaciones de la conducta. Las reglas de conducta son aplicables durante el día escolar, así como durante cualquier actividad escolar realizada en o fuera del campo escolar. Reglas especiales también son aplicables cuando viajaba en un autobús escolar. El personal es responsable de supervisar el comportamiento de los estudiantes, utilizando métodos de gestión del salón efectivo y cumpliendo con las normas de conducta del estudiante de una manera justa, coherente y no discriminatoria. Las acciones correctivas deben ser razonables y necesarios en las circunstancias y reflejan la prioridad del distrito para mantener un ambiente de aprendizaje seguro y positivo para todos los estudiantes y el personal.

Complaints Concerning Staff or Programs Policy 4220

Constructive criticism can be helpful to the district. At the same time, the board has confidence in its staff and programs and shall act to protect them from unwarranted criticism or disruptive interference. Complaints received by the board or a board member shall be referred to the Superintendent for investigation.

Quejas sobre el personal o los programas (Política 4220) La crítica constructiva puede ser útil para el distrito. Al mismo tiempo, la junta tiene confianza en su personal y programas y actuará para protegerlos de críticas injustificadas o interferencias perjudiciales. Las quejas recibidas por la junta o un miembro de la junta se remitirán al Superintendente para su investigación.

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.

Personal Profesional y los Límites del Estudiante (Política 5253)

La mesa directiva espera que todo el personal del distrito mantenga los más altos estándares profesionales cuando interactúan con los estudiantes. El personal del distrito está obligado a mantener un ambiente propicio para el aprendizaje manteniendo siempre límites profesionales. Límites de personal profesional y estudiantes concuerdan con el deber legal y ético de la atención que los empleados del distrito tengan para los estudiantes.

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.

Órdenes de Custodia/Protección (Política 3126)

La mesa directiva del distrito escolar supone que la persona que inscribe a un estudiante en la escuela es el padre residencial del estudiante. Además, la mesa directiva presume que no hay restricciones en cuanto a derecho de los padres no residenciales para mantenerse informado de actividades y progreso escolar del alumno. En casos de custodia ordenada por el Tribunal o restricciones al acceso a los niños, es la responsabilidad de los padres o tutores en proporcionar a la oficina de la escuela con los documentos legales que muestran las restricciones actuales.

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.

Retiro de Estudiante Durante Horas Escolares (Política 3124)

Los estudiantes deben ser firmados fuera de la escuela en la recepción y se llamarán a la oficina por el personal de la oficina. Un alumno saldrá con el padre residencial o no residencial, a menos que el padre residencial proporcione a la escuela con una copia certificada de una orden judicial de restricción o prohibición de contacto del estudiante con el padre no residencial. En caso de duda en cuanto a que tiene los derechos de custodia, el distrito contará con los registros de inscripción. Los padres (o tutores) tienen la carga de proporcionar a las escuelas con información precisa y actualizada sobre los derechos de custodia.

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.

Ambiente de Aprendizaje Seguro y Ordenado (Política 4200)

Todos los visitantes están obligados a verificar en la oficina al entrar en un edificio de la escuela. Todas las entradas deben ser publicadas. Los miembros del personal son responsables del control de pasillos y patios. Personas desconocidas deben dirigirse a la oficina. Identificación de visitante debe llevarse visible. Directrices escritas relativas a los derechos de los padres sin

custodia deben ser fácilmente accesibles para dirigir personal sobre qué hacer si un padre sin custodia se muestra exigente para reunirse con la maestra/o de su niño; visitar con su hijo/a; o retirar a su niño de las premisas de la escuela. Si un visitante está bajo la influencia de alcohol o drogas, está cometiendo un acto perturbador o invita a otra persona para hacerlo, el funcionario ejercerá el derecho a pedir al visitante frente a instalaciones de la escuela. Si el visitante no cumple, el funcionario deberá comunicarse con la oficina de la escuela que puede, a su vez, informar de la perturbación a un oficial de la ley.

Electronic Resources Communication Social Media and Internet Safety (Policy 2022)

Electronic devices can be a distraction from the learning environment and are easily misplaced or stolen. College Place School District will not accept responsibility for the disappearance of or damage to the device; nor are we responsible for finding the device for you. Students who use the video or audio possibility on their cell phones or any other inappropriate device for recording purposes, including, but not limited to, recording fights, stunts, sexual acts, or any other activities that are considered outside the realm of the educational process, whether during or after school, will be subject to disciplinary action. Remember, internet usage is available for our IT Department to control.

Seguridad de Recursos Electrónicos Comunicación Redes Sociales y Internet (Política 2022):
Los dispositivos electrónicos pueden ser una distracción al ambiente de aprendizaje y fácilmente se extravían o son robados. El Distrito Escolar de College Place no aceptará responsabilidad por la desaparición de o daños en el dispositivo; ni somos responsables para encontrar el dispositivo para usted. Estudiantes que usan el vídeo o audio posibilidad en sus teléfonos celulares o cualquier otro tan capaz dispositivo inadecuado con fines de grabación, incluyendo, pero no limitado a, la grabación de peleas, acrobacias, actos sexuales, o cualesquiera otras actividades que se consideran fuera de del Reino del proceso educativo, ya sea durante o después de la escuela, será sujeto a acción disciplinaria. Recuerde, el uso de internet está disponible para nuestro Departamento de IT a controlar.

Students and Telecommunication Devices *Policy 3245*

Students, while on school property or while attending school-sponsored or school-related activities, will comply with any rules developed by the school concerning the appropriate use of telecommunication or other electronic devices. Students who violate this policy will be subject to disciplinary action.

Estudiantes y dispositivos de telecomunicaciones *Politica 3245*

Los estudiantes, mientras estén en la propiedad de la escuela o mientras asisten a actividades patrocinadas por la escuela o relacionadas con la escuela, cumplirán con las reglas desarrolladas por la escuela con respecto al uso apropiado de las telecomunicaciones u otros dispositivos electrónicos. Los estudiantes que violen esta política estarán sujetos a medidas disciplinarias.

Freedom of Expression **Policy 3220**
The free expression of student opinion is an important part of education in a democratic society. The district encourages students' oral and written expression of opinion on school premises so long as it does not substantially disrupt the operation of the school or otherwise violate this policy. Students are expressly prohibited from the use of vulgar and offensive terms in classroom or assembly settings

Libertad de expresión Politica 3220
La libre expresión de la opinión de los estudiantes es una parte importante de la educación en una sociedad democrática. El distrito fomenta la expresión oral y escrita de la opinión de los estudiantes en las instalaciones escolares, siempre y cuando no perturbe de manera significativa el funcionamiento de la escuela o viole esta política. Se prohíbe expresamente a los estudiantes el uso de términos vulgares y ofensivos en el salón de clases o en las reuniones escolares.

Parent and Student Rights in Administration of Surveys, Analysis or Evaluation Policy 3232

Policy 3232 ensures that instructional materials used in federally funded programs are accessible for parent and guardian review. It prohibits students from being required to participate in surveys or evaluations that reveal sensitive information without prior written consent. The protected information includes political beliefs, mental health, sexual behavior, illegal activities, family relationships, privileged relationships, religious practices, and income (unless required for program eligibility). The district is responsible for safeguarding student privacy during surveys and the use of personal information for marketing purposes.

The Notice will also offer parents and adult or emancipated minor students the opportunity to opt their children or themselves out of participating in the following activities:

1. Any survey that reveals information described in Policy 3232;
2. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or selling to others;
3. Any non-emergency, invasive physical examination or screening required as a condition of attendance, administered by the school, and not necessary to protect the immediate health and safety of a student; or
4. Any unit of instruction that conflicts with the cultural, religious, or moral beliefs of the student or their family, consistent with state law on parental rights.

Families who wish to request an exemption under these provisions may do so in writing to the school principal. Requests will be reviewed on a case-by-case basis in accordance with applicable laws and district policy.

Derechos de los Padres y Estudiantes en la Administración de Encuestas, Análisis o Evaluación. Política 3232

La política 3232 garantiza que los materiales educativos utilizados en programas financiados con fondos federales estén disponibles para la revisión de padres y tutores. Prohíbe que los estudiantes sean obligados a participar en encuestas o evaluaciones que revelen información confidencial sin el consentimiento previo por escrito. La información protegida incluye afiliaciones políticas, problemas de salud mental, comportamiento sexual, actividades ilegales, relaciones familiares críticas, relaciones privilegiadas, prácticas religiosas e ingresos (a menos que sea necesario para la elegibilidad en el programa). El distrito es responsable de salvaguardar la privacidad de los estudiantes durante las encuestas y el uso de información personal con fines de marketing.

El Aviso también ofrecerá a los padres y a los estudiantes adultos o menores emancipados la

oportunidad de excluir a sus hijos o a sí mismos de participar en las siguientes actividades:

1. Cualquier encuesta que revele información descrita en la Política 3232;
2. Actividades que involucren la recopilación, divulgación o uso de información personal obtenida de los estudiantes con fines de mercadeo o venta a terceros;
3. Cualquier examen o revisión física invasiva, no relacionada con una emergencia, que sea un requisito para asistir a la escuela, administrada por la institución y que no sea necesaria para proteger la salud y seguridad inmediata de un estudiante; o
4. Cualquier unidad de instrucción que entre en conflicto con las creencias culturales, religiosas o morales del estudiante o su familia, de conformidad con la ley estatal sobre los derechos de los padres.

Las familias que deseen solicitar una exención bajo estas disposiciones pueden hacerlo por escrito al director de la escuela. Las solicitudes serán revisadas caso por caso de acuerdo con las leyes aplicables y la política del distrito.

Digital Citizenship and Media Literacy (Policy 2023)

Recognizing the fact that students use technology to play, learn, and communicate while at home and at school, it is important that they learn how to responsibly use that technology. The district is committed to educating every student about how to use technology in ways that enhance their learning experience, lead to analysis, assessment, reflection, and better expression skills. As district educators use the digital landscape exploration guide, it will encourage students to be critical and creative thinkers. Students, in turn, must actively participate and express their voices in the digital landscape. The district is dedicated to promoting and instilling digital literacy principles of citizenship and media in each of its students. Digital Citizenship includes the standards of appropriate, responsible and healthy behavior related to the use of current technology, including safety, ethics, etiquette and digital literacy and the media. Digital Citizenship includes the possibility of accessing, analyzing, evaluating, developing, producing and interpreting the media, as well as Internet security and cyber-harassment prevention and response

Ciudadanía Digital y Alfabetización Mediática (Política 2023)

Reconociendo el hecho de que los estudiantes utilizan la tecnología para jugar, aprender y comunicarse mientras que están en el hogar y en la escuela, es importante que aprendan cómo usar responsablemente esa tecnología. El distrito está comprometido a educar a cada estudiante acerca de cómo utilizar la tecnología de manera que aumente su experiencia de aprendizaje, conduce al análisis, evaluación, reflexión y mejores habilidades de expresión. Como educadores del distrito usa la guía de exploración del paisaje digital, animará a los alumnos a ser pensadores críticos y creativos. Los estudiantes, a su vez, deben participar activamente y expresar sus voces en el panorama digital. El distrito está dedicado a promover e inculcar principios de alfabetización digital de la ciudadanía y los medios de comunicación en cada uno de sus estudiantes. Ciudadanía Digital incluye las normas de adecuado, responsable y sano comportamiento relacionado con uso de tecnología actual, incluyendo seguridad, ética, etiqueta y alfabetización digital y los medios de comunicación. Ciudadanía Digital incluye la posibilidad de acceder, analizar, evaluar, desarrollar, producir e interpretar los medios de comunicación, así como seguridad en Internet y prevención del ciber-acoso y

respuesta

Student Privacy and Searches Policy 3230
Policy 3230 emphasizes the importance of personal privacy as a fundamental aspect of individual liberty. Students have the constitutional right to be free from unreasonable searches and seizures, protecting their persons, papers, and effects. While maintaining order and discipline and ensuring student safety, school officials are granted the authority to conduct reasonable searches on school property. This authority is exercised by the superintendent, principal, and designated staff, as per the board policy. Searches are conducted when there are reasonable grounds to suspect that a student possesses items, materials, or substances that violate school rules or are unlawful, on school premises, during transportation, or at school events. Staff is committed to upholding student privacy while fulfilling their responsibilities.
Privacidad del Estudiante y Búsquedas Política 3230
La política 3230 enfatiza la importancia de la privacidad personal como un aspecto fundamental de la libertad individual. Los estudiantes tienen el derecho constitucional de estar libres de búsquedas y confiscaciones injustificadas, protegiendo su persona, papeles y efectos personales. Mientras se mantiene el orden, la disciplina y la seguridad estudiantil, se concede a los funcionarios escolares la autoridad para realizar búsquedas razonables en la propiedad escolar. Esta autoridad es ejercida por el superintendente, el director y el personal designado, de acuerdo con la política del consejo. Las búsquedas se realizan cuando existen motivos razonables para sospechar que un estudiante posee artículos, materiales o sustancias que violan las reglas escolares o son ilegales, en las instalaciones escolares, durante el transporte o en eventos escolares. El personal se compromete a proteger la privacidad de los estudiantes mientras cumple con sus responsabilidades.
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.
Tabaco, Alcohol, Drogas (Políticas 5201 y 4215)

Las Escuelas Públicas de College Place están consideradas Libres de Drogas. Los estudiantes no pueden usar, poseer o vender tabaco, alcohol o drogas de cualquier tipo en o cerca de la escuela. Esto incluye llegar a o ir a casa de la escuela, así como durante su participación en cualquier actividad escolar. Además, estos productos no deben encontrarse en posesión de un estudiante. Para las violaciones de abuso de sustancias, serán notificados los padres y las autoridades de la ley. Si se confirma el uso ilegal del estudiante de sustancias adictivas, la administración de la escuela puede solicitar la asistencia de las autoridades de la ley en la investigación de la fuente de la sustancia adictiva. Se tomará acción disciplinaria escolar por un administrador de la escuela sin tener en cuenta medidas de represión

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

Armas en los Terrenos Escolares (Política 4210)

Es una violación de la política del distrito y ley estatal para que cualquier persona cargue un arma de fuego o arma peligrosa en los terrenos escolares, transportación escolar, u otras instalaciones que se utilizan exclusivamente para actividades escolares. Consulte la política de pensión completa en la página para más información o excepciones a esta política.

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.

Cámaras de Vigilancia (Politica 6610)

Cámaras de vigilancia se encuentran a lo largo de todas las escuelas del Distrito Escolar de College Place. Lugares incluidos, pero no se limitan a: cada modo de entrada, pasillos, espacios comunes, estacionamientos y campos deportivos. El distrito no instala ni utiliza cámaras en baños y vestuarios. El distrito cumplirá con todas las leyes estatales y federales relacionadas con la divulgación, la retención y mantenimiento de registros.

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.

Voluntarios

El Distrito Escolar de College Place tiene siempre necesidad de voluntarios que dan su tiempo sobre una base horaria, semanal u ocasional. Se necesita ayuda en los salones, las oficinas, la sala de salud, como acompañantes y para proyectos especiales. Si le gustaría participar en cualquier nivel, por favor póngase en contacto con los administradores de la escuela. Voluntarios se requerirá información personal para una verificación de antecedentes. registrarse en la oficina y ponerse una etiqueta de visitantes a su llegada.

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.

ACADEMICOS

Conferencias

Conferencias de padres-maestros-estudiantes se celebran dos veces al año; una vez en el otoño y una vez en primavera. Animamos a los padres/tutores en venir y conocer a los profesores de los estudiantes.

Graduation Requirements (Policy 2410 and 2410P)
Please see the High School website, College Place High School, for more information.

Requisitos para Graduación *(Política 2410 and 2410P)*

Por favor vea el sitio en la red del distrito, www.cpps.org, página de la Preparatoria de College Place, para más información.

Promotion/Retention (Polícy 2421 and 2421P)
College Place School District established a Student Retention and Acceleration Policy and Procedure. 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.
Promoción/Retención *(Política 2421 y 2421P)*

El Distrito Escolar de College Place estableció una retención estudiantil y política de procedimiento y política de aceleración. La política y procedimiento en parte, infunden más participación de padres y responsabilidad con personal de la escuela en el proceso para determinar la elegibilidad del estudiante para retención o aceleración.

ATHLETICS
Please see the web page for the Athletic Handbook. CP Hawks Athletics
ATLETICOS

Por favor en consultar la página en el sitio de la red en el Manual de Atletismo. 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

ASISTENCIA

Edad de Asistencia *(Política 3110) Los niños entrando al kindergarten deberán haber alcanzado su quinta fecha de nacimiento antes del 31 de agosto. Si ellos están entrando al primer grado para el primer año de escolarización, deben tener seis años de edad antes del 31 de agosto.*

Gestión de Salón *(Política 3241) El personal es responsable de supervisar el comportamiento de los estudiantes, emplear métodos efectivos de gestión del salón y hacer cumplir las expectativas de la conducta de los estudiantes de una manera justa, consistente y no discriminatoria. La acción correctiva debe ser razonable y necesaria dadas las circunstancias y reflejar la prioridad del distrito para mantener un ambiente de aprendizaje seguro y positivo para todos los estudiantes y el personal.*

Ausencias Justificadas *(Política 3122)*

Se considerarán las siguientes ausencias (con una nota firmada de explicación) justificadas en las escuelas Públicas de College Place:

- *Ausencias por enfermedad o una condición de salud*
- *Ausencias debido a una actividad escolar aprobado*
- *Ausencias por emergencias familiares*
- *Ausencias por suspensión o disciplina*
- *Ausencias justificadas por el director con previa aprobación*

Ausencias Previstas

Antes de planear una ausencia extendida (tres días o más) de un estudiante, los padres deben considerar lo siguiente:

- *El estudiante debe recoger la forma de ausencia prevista de la oficina de asistencia una o dos semanas antes de la ausencia.*
- *Los padres o tutores deben llenar el formulario y firmarlo.*
- *El estudiante debe tomar la forma a todos sus maestros y notificarles que tareas son necesarias.*
- *Los estudiantes y los profesores pueden hacer arreglos en cuando es conveniente para que las tareas sean recogidas.*
- *El estudiante debe entregar el formulario completado a la oficina de asistencia antes de que él o Ella dejó la escuela por la ausencia prevista.*

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

Tardanza

Los estudiantes deben estar en clase a tiempo. Si la tardanza del alumno se convierte en frecuente o perjudicial, él o ella pueden ser referidos al director o el consejero. Las siguientes justificaciones de tardanzas se permiten (con una nota firmada de explicación) y se considerarán justificadas:

- *Tarde debido a la condición de salud*
- *Tarde debido a razón médica, visión o cita con el dentista (debe tener nota del doctor)*
- *Tardanza por emergencia familiar*
- *Tarde con aprobación previa del Director*

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.

Ausencias

La ley de ausencia del estado requiere a los distritos escolares adoptar medidas específicas. Establece también claramente que el distrito escolar será una petición de archivo con el Tribunal de menores nombrando que el estudiante o el padre no falte más adelante que después de la séptima falta injustificada en un mes o la décima falta injustificada en un año, alegando una violación de 28A.225.010 RCW.

*Por favor de consultar la Política de La Mesa Directiva **3122** para más información tocante las ausencias injustificadas.*

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.

Retiros

Padres o tutores que deseen retirar a un estudiante deben notificar a la escuela por teléfono o por escrito a su conveniencia lo más temprana posible. Todos los libros y materiales escolares deben ser entregados, y el estudiante debe aclarar cualquier multa u otras obligaciones que hayan incurrido antes de que se le permita retirarse de la escuela. Los registros no serán enviados hasta que se reciba una solicitud de la nueva escuela en la que el estudiante se está inscribiendo.

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.

SALON DE SALUD

La enfermería de la escuela se ofrece para dar atención preliminar a los estudiantes que se convierten enfermos o heridos durante la jornada escolar. Si un estudiante está lesionado o enfermo a un grado donde la atención médica o cuidado en casa es recomendable, los padres serán notificados. Si el padre no puede ser contactado, la escuela ejercerá su mejor criterio en dar al alumno el cuidado adecuado.

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.

Vacunas (política 3413): *Ley de inmunización del estado de Washington (RCW 28A.210.080) requiere que todos los estudiantes presenten, en o antes del primer día de asistencia a la escuela:*

*Prueba de inmunización completo; o Iniciación de un programa de inmunización; o Certificado de Excepción * No se permitirá personal o exenciones de vacunación de MMR filosófico.*

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.

Enfermedad: *Los estudiantes que están enfermos deben permanecer en casa. Los padres deben llamar a la escuela para justificar las ausencias. Si un estudiante se siente enfermo después de venir a la escuela, el personal de la oficina determinará si la situación requiere una llamada a los padres para una decisión final sobre mandar al estudiante a casa. Si un alumno falta el día escolar entero, será incapaz de participar en actividades extraescolares. Si un estudiante es herido en la escuela, él/ellas notificaran inmediatamente el accidente a un adulto.*

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.

Medicamento ***(Política 3416)*****:** *Los estudiantes* ***deben traer todos los medicamentos*** *a la secretaría con la forma de medicación apropiada firmada por el padre o tutor y el médico. Cualquier medicamento, con receta o sin receta, tomado en la escuela se debe dispensar en la oficina. Las gotas para tos no medicadas son permitidas. Medicamentos recetados o de venta libre necesitan estar correctamente etiquetados y contenido en su envase original. Ningún medicamento recetado será administrado por el personal excepto cuando un estudiante esté susceptible a una situación predeterminada, o de peligro de vida. Los padres deben reunirse con la enfermera y hacer los arreglos específicos. Preguntas sobre medicamentos, póngase en contacto con la enfermera de la escuela*

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.

Condiciones de Vida Potencialmente Peligrosas (Política 3413): *La legislatura del estado de WA requiere que las escuelas tengan planes de atención de emergencia en lugar para cualquier estudiante con una condición potencialmente peligrosa de vida. Condiciones potencialmente peligrosas de vida incluyen, pero no se limitan a, alergias severas, asma grave, diabetes, trastornos convulsivos, etcétera. Para comunicarse con la enfermera de la escuela, por favor llame a la escuela de su estudiante.*

STATE AND FEDERAL PROGRAMS

PROGRAMAS ESTATALES Y FEDERALES

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.
Educación Especial y Servicios Relacionados (Política 2161)

La Mesa Directiva reconoce que los estudiantes cuya discapacidad impacta sobre el rendimiento educativo y que requieren instrucción especialmente diseñada pueden mejorar su desempeño educativo cuando reciben educación especial y servicios relacionados a la medida para ajustarse a sus necesidades. El distrito adopta el objetivo de oportunidad educativa del estado para una educación pública gratuita adecuada a los estudiantes que necesitan servicios de educación especial.

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.

Instrucción Bilingüe Transicional (Política 2110)

La mesa directiva tiene el más alto compromiso para asegurar una oportunidad educativa igual para todos los estudiantes. Mientras que inglés es el idioma básico de la instrucción en las escuelas del distrito, el distrito puede proporcionar un programa bilingüe de transición para los niños cuyo primer idioma no es inglés, y cuyos conocimientos de inglés son suficientemente deficientes o ausentes para impedir el aprendizaje. El programa de enseñanza bilingüe transicional del distrito está diseñado para permitir a los estudiantes lograr competencias en inglés. Anualmente, la Mesa Directiva aprobará el programa de enseñanza bilingüe de transición del distrito.

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

Programas de Alta Capacidad (Política 2190)

Con el fin de desarrollar las habilidades de cada estudiante el programa altamente capaz del distrito ofrecerá a estudiantes de kindergarten hasta el grado 12 seleccionados para el programa de acceso al programa de educación básica que acelera el aprendizaje y mejora de la instrucción

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.

Educación Técnica y Carrera (Política 2170)

El distrito proporcionará un programa de carrera y educación técnica para ayudar a los estudiantes en decisiones informadas y significativas educativos y opciones de carrera y preparar a los estudiantes para las opciones después de la Preparatoria.

The College Place School District does not discriminate on the basis of sex, race, color, national origin, disability, or age in its programs or activities and provides equal access to Boy Scouts and other designated youth groups. The school district offers classes in many careers and technical education. Program areas include: culinary, computer programming, design and production, and media under its open admission policy. For more information about offer and admissions criteria for CTE and course, contact College Place High School Principal Robert Aguilar, raguilar@cpps.org or the Director of CTE at 1755 CTE@cpps.org S College Ave (509) 522-3312.

We Are Davis

Lack of English language proficiency will not be a barrier to admission and participation in technical education and career programs. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX and Harassment, Intimidation & Bullying (HIB): 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

El Distrito Escolar de College Place no discrimina por sexo, raza, color, origen nacional, discapacidad o edad en sus programas o actividades y proporciona igualdad de acceso a los Boy Scouts y otros grupos juveniles designados. El distrito escolar ofrece clases en muchas carreras y educación técnica. Áreas del programa incluyen: culinaria, programación de computadoras, diseño y producción y medios de comunicación bajo su política de admisión abierta. Para obtener más información acerca de los criterios de oferta y admisiones para CTE y curso, póngase en contacto con el director de la Preparatoria de College Place Roberto Aguilar, raguilar@cpps.org o el Director de la CTE en 1755 CTE@cpps.org S College Ave (509) 522-3312. ***Falta de dominio del idioma inglés no será una barrera para la admisión y participación en programas de educación técnica y carrera. Los siguientes empleados han sido designados para manejar preguntas y quejas de supuesta discriminación: Título IX*** *y Acoso, Intimidacion & Acoso (HIB)****: Marissa Waddell, mwaddell@cpps.org ; Coordinador de Derechos Civiles y Sección 504: James Fry, jfry@cpps.org ; (509) 525-4827, 1755 South College Avenue, College Place, Washington, 9932****4***

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.

Programas de Remediación (Política 2108 y 4130)

El distrito, dentro de su capacidad financiera, ofrece programas que están diseñados para satisfacer las necesidades de los alumnos desfavorecidos educativamente.

Por favor vea el sitio en la red del distrito, www.cpps.org, para obtener más información acerca de programas disponible

STUDENT LIFE

VIDA ESTUDIANTIL

Closed Campus (Policy 3242)

It is the College Place School District Policy that all K-10 students shall remain on campus until the close of school unless officially excused. If a student leaves without obtaining permission, it will be considered skipping class and will be treated as such.

Campo Cerrado (Política 3242)

Estudiantes del grado K-10 permanecerán en los terrenos escolares desde el tiempo que llegan hasta el fin del día escolar al menos que fueron justificados oficialmente. Si un estudiante se

retira sin obtener permiso, será considerado salto y será tratado como tal.

Fines (Policy 3520)

If all fines were not paid, special privileges (such as free detention activities, honor trips) will be lost. Students should check the library, music, office and school meal expenses to make sure they don't owe any money. Check the website, www.cpps.org, to pay fines on the InTouch program.

Multas (Política 3520)

Si no se pagan todas las multas, se perderán privilegios especiales (como actividades gratuitas de detención, viajes de honor). Los estudiantes deben consultar la biblioteca, música, oficina y gastos de comida escolar para asegurarse de que no deben ningún dinero. Revise el sitio en la red, www.cpps.org, para pagar las multas sobre el programa InTouch.

Meal Program (Policy 6700)

The board recognizes that a healthy school environment prepares students for college, careers, and successful futures. Students who eat well-balanced meals and engage in regular exercise are more likely to learn in the classroom. The board supports the district's increased emphasis on nutrition, health, physical education, and physical activity at all grade levels to enhance the well-being of the District's students.

College Place School District is participating in a federal program available to select schools as part of the National School Lunch and School Breakfast Program called Community Eligibility Provision (CEP). This means that all students attending College Place Public Schools are eligible to receive breakfast and lunch at no charge throughout the 2023-24 school year, regardless of family or household income. All we ask is for families to fill out the **Family Income Survey**. For more information regarding this program, the Family Income Survey, and the other benefits this program offers such as reduced fees or waivers for attendance or participation in extra-curricular school sponsored activities, sports and clubs, please visit the **Nutrition Services webpage.** Completion of this survey also maximizes the district's ability to gain critical program funding for our students.

Seating is also provided for students who prefer to bring sack lunches from home.

USDA Civil Rights Non-discrimination Statement

Programa de Comida (Política 6700)

La Mesa Directiva reconoce que un ambiente escolar saludable prepara a los estudiantes para la universidad, las carreras y el futuro exitoso. Los estudiantes que comen comidas bien balanceadas y hacen ejercicio regularmente tienen más probabilidades de aprender en el salón. La mesa directiva apoya el mayor énfasis del distrito en la nutrición, la salud, la educación física y la actividad física en todos los niveles de grado para mejorar el bienestar de los estudiantes del distrito.

El Distrito Escolar de College Place está participando en un programa federal disponible para

escuelas seleccionadas como parte del Programa Nacional de Almuerzos y Desayunos Escolares llamado Provisión de Elegibilidad Comunitaria (CEP). Esto significa que todos los estudiantes que asisten a las Escuelas Públicas de College Place son elegibles para recibir desayuno y almuerzo sin cargo durante el año escolar 2023-24, independientemente de los ingresos familiares. Todo lo que pedimos es que las familias completen la Encuesta de Ingresos Familiares. Para obtener más información sobre este programa, la Encuesta de ingresos familiares y los otros beneficios que ofrece este programa, como tarifas reducidas o exenciones para asistir o participar en actividades, deportes y clubes extracurriculares patrocinados por la escuela, visite la página en la red de Servicios de nutrición. La finalización de esta encuesta también maximiza la capacidad del distrito para obtener fondos críticos del programa para nuestros estudiantes. También se proporcionan asientos para los estudiantes que prefieren traer bolsas de almuerzo de casa.

"Declaración de no discriminación de derechos civiles del USDA"

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.

Multas (Política 3520)

*Si no se pagan todas las multas, se perderán privilegios especiales (como actividades gratuitas de detención, viajes de honor). Los estudiantes deben consultar la biblioteca, música, oficina y gastos de comida escolar para asegurarse de que no deben ningún dinero. Revise el sitio en la red, **www.cpps.org**, para pagar las multas sobre el programa InTouch.*

Classroom Management 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. See Policy **(Policy 3241)**

Administración del Salón

*Personal es responsable de supervisar el comportamiento de los estudiantes, utilizando métodos de gestión de salón efectivo y cumplimiento de las normas de conducta del estudiante de una manera justa, coherente y no discriminatoria. La acción correctiva debe ser razonable y necesaria en las circunstancias y reflejan la prioridad del distrito para mantener un ambiente de aprendizaje seguro y positivo para todos los estudiantes y el personal. **(Política 3241)***

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.

Estacionamiento

Cada edificio cuenta con estacionamientos disponibles para el personal visitante, recogida/dejada de estudiantes y en la preparatoria, estacionamiento estudiantil. Esta área puede usarse por las personas que estaban destinadas. Verifique con la oficina de la escuela si no está seguro de qué zona de estacionamiento está disponible para usted.

***Estacionamiento Estudiantil: Revisar el sitio de la red del distrito, www.cpps.org, página de la Preparatoria de College Place para obtener información detallada sobre el estacionamiento de estudiantes.*

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.

Escuela Cerrada/Preparación de Emergencia

Procedimientos de emergencia del distrito fueron creados para proteger a estudiantes y personal en caso de desastres naturales o cualquier otra emergencia imprevista. Cambios de horarios, cierre de escuela o salidas temprano debido al tiempo inclemente se transmitirá a todas las familias en el barrio utilizando nuestro sistema de teléfono y correo electrónico Mensajero Escolar. Mensajes de emergencia también se publicarán en nuestro sitio de la red del distrito, www.cpps.org. Radio local y estaciones de televisión también anuncian cierre escolar, retrasos o situaciones de emergencia.

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.

Aseguro de Accidente Estudiantil

Por un honorario, los padres pueden obtener seguro, que no sólo asegura a los niños mientras que están participando en las actividades escolares, sino también "cubre" a los niños mientras van directamente a y desde escuela. Información será mandada a casa tocante a la aseguranza durante las primeras semanas de la escuela.

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.

***TRANSPORTACION** Los estudiantes tienen el privilegio de utilizar los servicios de transporte de este distrito escolar. Los estudiantes que no siguen las reglas en el autobús pueden perder este*

privilegio. Nuestros conductores están capacitados cuidadosamente para proporcionar transporte seguro.

** Por favor vea el sitio en la red del distrito, **la página de transporte**, para obtener más información sobre las expectativas de comportamiento. Una copia de las reglas de conducta del autobús escolar están disponibles con el chofer del autobús.*

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

PAGOS EN LINEA

Pagos en línea es una manera fácil y conveniente para pagar las comidas de su hijo/a, tasas de clases, gastos de deportes, multas y más.

Los pagos en línea estarán disponible para todos los padres y los estudiantes en cada edificio del distrito escolar, así como en línea. Tomamos pagos mediante efectivo, cheque y tarjetas de crédito y débito. Actualmente estamos aceptando VISA, MasterCard y Discover Card.

Para acceso en línea a los pagos simplemente visite el sitio en la red de la escuela y haga clic en la pestaña de menú en la Página principal. Una vez que usted haga clic en la ficha, será continuación, haga clic en la ficha de pagar cuotas, se le dirigirá para ingresar un nombre de usuario y contraseña.

Le animamos a utilizar este sistema para todas sus necesidades de estudiante. Una vez en los pagos en línea, usted puede hacer un pago para todos sus estudiantes con una transacción no importa a qué escuela asisten. El sistema también rastrea cada transacción sin importar quién

de su familia lo hizo. Puede imprimir recibos, informes y ver todo el historial de pago. Esperamos que usted encuentre los pagos en línea una herramienta útil para proveer de usted la forma más conveniente para realizar los pagos. Importante: Si cambia su contraseña debe esperar durante la noche para que la nueva contraseña esté actualizada en los pagos en línea

Dirección de la Red Escolar

- *Preparatoria de College Place – cphawks.org*
- *Secundaria John Sager – sagerraiders.org*
- *Escuela Primaria de Davis – 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. F

COMUNICACION

Sitio en la Red de CPPS una *fuente conveniente y accesible para información del distrito y actualizaciones, proporcionando información lo más completa y actualizada. Visítenos en http://www.cpps.org. Acceder a su página de la escuela por ir a la página del distrito y luego elegir su escuela en el menú desplegable.*

CPPS App –Download the CPPS App for FREE at the App Store or Google Play. This is a convenient way to receive notifications, get news, track events, review school menus, and contact our staff and more!

Aplicación CPPS *– Descargar la aplicación de CPPS de forma gratuita en la App Store o Google Play. ¡Esto es una manera conveniente de recibir notificaciones, noticias, eventos de pista, revisión de menús escolares y en contacto con nuestro personal y mucho más!*

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.

Sistema de Acceso Familiar Skyward: *Todas las familias tienen acceso a información en línea de sus hijos a través de este sistema. Regístrese una sola vez para su familia. Como inscriban a los estudiantes más jóvenes, se agregan automáticamente a su cuenta. Las familias pueden ver información de contacto, cuentas de almuerzo, registros de asistencia y registros de vacunación. También puede agregar dinero para almuerzo de cuentas en línea. Familias secundarias tienen acceso a todo lo anterior, además pueden rastrear asignaciones y calificaciones.*

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.

Sistema de Correo Electrónico y Teléfono de CPPS: *Todas nuestras escuelas y la oficina administrativa del distrito están utilizando correo electrónico y llamadas telefónicas para comunicarse con las familias sobre la asistencia y otros asuntos. Por favor de proporcionar información actual de contacto, incluyendo dirección de correo electrónico si usted tiene uno, a su escuela. ¡Así mejorando la comunicación y nos permite proveer con la información que necesita para ayudar a su estudiante a tener éxito!*

College Place Public Schools does not discriminate in any programs or activities on the basis of race, religion, creed, color, national origin, age, 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 and Harassment, Intimidation & Bullying (HIB) : 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

Las Escuelas Públicas de College Place no discriminan en ningún programa o actividad por motivos de raza, religión, credo, color, origen nacional, edad, estado militar o veterano con licenciamiento honorable, sexo, orientación sexual, expresión o identidad de género, la presencia de cualquier , discapacidad mental o física, o el uso de un perro guía entrenado o un animal de servicio por parte de una persona con discapacidad, y brinda igualdad de acceso a los Boy Scouts y otros grupos juveniles designados. Los siguientes empleados han sido designados para manejar preguntas y quejas de supuesta discriminación: Título IX y y Acoso, Intimidacion & Acoso (HIB): Marissa Waddell, mwaddell@cpps.org ; Coordinador de Derechos Civiles y Sección 504: James Fry, jfry@cpps.org ; (509) 525-4827, 1755 South College Avenue, College Place, Washington, 99324

The following language is mandated by the Office of the Superintendent of Public Instruction (OSPI) in Washington State and must be included in each handbook without modification by local school districts. College Place Public Schools and its Board of Directors do not have local control over this section of the handbook. If you have concerns about the content or the requirement to include it in the student handbook, please contact OSPI:

Superintendent Chris Reykdal
Email: superintendent@k12.wa.us
Phone: (360) 742-7825

Our Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)

Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our school's process for responding to it.

What is HIB?

HIB is any intentional electronic, written, verbal, or physical act of a student that:

- Physically harms another student or damages their property;
- Has the effect of greatly interfering with another student's education; or,

- Is so severe, persistent, or significant that it creates an intimidating or threatening education environment for other students.

HIB generally involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.

How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whoever you are most comfortable with!). You may use our district's reporting form to share concerns about HIB link to form but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based **solely** on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer Marissa Waddell, mwaddell@cpps.org. 509.525.4827 that supports prevention and response to HIB.

What happens after I make a report about HIB?

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation. Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

What is the investigation process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:



Washington Office of Superintendent of
PUBLIC INSTRUCTION

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- Clear information about how you can appeal the decision



What are the next steps if I disagree with the outcome?

For the student designated as the "targeted student" in a complaint:

If you do not agree with the school district's decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

For the student designated as the "aggressor" in a complaint:
A student found to be an "aggressor" in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

For more information about the HIB complaint process, including important timelines, please see the district's HIB Policy 3207 and Procedure 3207P.

Our School Stands Against Discrimination

Discrimination can happen when someone is treated differently or unfairly because they are part of a **protected class**, including their race, color, national origin, sex, gender identity, gender expression, sexual orientation, religion, creed, disability, use of a service animal, or veteran or military status.

What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student's protected class and is serious enough to create a hostile environment. A **hostile environment** is created when conduct is so severe, pervasive, or persistent that it limits a student's ability to participate in, or benefit from, the school's services, activities, or opportunities.

To review the district's Nondiscrimination Policy 3207 and Procedure 3207P, visit CPPS website

What is sexual harassment?

Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

To review the district's Sexual Harassment Policy 3207and Procedure 3207P, visit CPPS website.

What should my school do about discriminatory and sexual harassment?

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

What can I do if I'm concerned about discrimination or harassment?

Talk to a Coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination:

Civil Rights Coordinator:

James Fry, Superintendent
jfry@cpps.org;
(509) 525-4827
1755 South College Avenue,
College Place, Washington, 99324

Concerns about sex discrimination, including sexual harassment:
Title IX Coordinator:
Marissa Waddell, Director of Human Resources, Teaching & Learning, Title IX Officer,
mwaddell@cpps.org
(509) 525-4827
1755 South College Avenue,
College Place, Washington, 99324

Concerns about disability discrimination:
Section 504 Coordinator:
James Fry, Superintendent
jfry@cpps.org;
(509) 525-4827
1755 South College Avenue,
College Place, Washington, 99324

Concerns about discrimination based on gender identity:

James Fry, Superintendent
jfry@cpps.org;
(509) 525-4827
1755 South College Avenue,
College Place, Washington, 99324

Gender-Inclusive Schools Coordinator:
James Fry, Superintendent
jfry@cpps.org;
(509) 525-4827
1755 South College Avenue,
College Place, Washington, 99324

To **submit a written complaint**, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

- A summary of the results of the investigation
- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision

What are the next steps if I disagree with the outcome?

If you do not agree with the outcome of your complaint, you may appeal the decision to
Mandy Thompson, Board Chair
mthompson@cpps.org
District #5 (at large)
Term Expires November 2027

and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination

Procedure 3210 and Sexual Harassment Procedure 3205P.

I already submitted an HIB complaint – what will my school do?

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure 3210P and the HIB Procedure 3207P to **fully resolve your complaint**.

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

- Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center
- Email: schoolsafety@k12.wa.us
- Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)

- Website: ospi.k12.wa.us/policy-funding/equity-and-civil-rights
- Email: equity@k12.wa.us
- Phone: 360-725-6162

Washington State Governor's Office of the Education Ombuds (OEO)

The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

- Website: www.oeo.wa.gov
- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

U.S. Department of Education, Office for Civil Rights (OCR)

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

- Website: https://www2.ed.gov/about/offices/list/ocr/index.html
- Email: orc@ed.gov
- Phone: 800-421-3481

Our School is Gender-Inclusive

In Washington, all students have the right to be treated consistent with their gender identity at school. Our school will:

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity
- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district's Gender-Inclusive Schools Policy 3211 and Procedure 3211P, visit the CPPS website. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:

James Fry, Superintendent

James Fry, Superintendent
jfry@cpps.org;
(509) 525-4827
1755 South College Avenue,
College Place, Washington, 99324

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on page 4.

El siguiente lenguaje es obligatorio según la Oficina del Superintendente de Instrucción Pública (OSPI) del Estado de Washington y debe ser incluido en cada manual sin modificación por parte de los distritos escolares locales. Las Escuelas Públicas de College Place y su Junta Directiva no tienen control local sobre esta sección del manual. Si tiene inquietudes sobre el contenido o la necesidad de incluirlo en el manual del estudiante, por favor contacte a la OSPI:
Superintendente Chris Reykdal

Correo electrónico: superintendent@k12.wa.us
Teléfono: (360) 742-7825

Nuestras escuelas protegen a los estudiantes del acoso, la intimidación y el hostigamiento (HIB)

Las escuelas están destinadas a ser entornos seguros e inclusivos donde todos los estudiantes estén protegidos del acoso, la intimidación y el hostigamiento (Harassment, Intimidation, and Bullying, HIB), incluso en el salón de clases, en el autobús escolar, en los deportes escolares y durante otras actividades escolares. Esta sección define el HIB, explica qué hacer cuando lo ve o lo experimenta y el proceso que tiene nuestra escuela para responder a ello.

¿Qué es el HIB?

El HIB es cualquier acto electrónico, escrito, verbal o físico intencional de un estudiante que:

- dañe físicamente a otro estudiante o su propiedad;
- tiene el efecto de interferir en gran medida con la educación de otro estudiante, o
- es tan severo, persistente o significativo que crea un ambiente educativo intimidante o amenazante para otros estudiantes.

El HIB, generalmente, implica un desequilibrio de poder observado o percibido y se repite varias veces o es muy probable que se repita. No está permitido, por ley, en nuestras escuelas.

¿Cómo puedo realizar una denuncia o queja sobre el HIB?

Hable con cualquier miembro del personal de la escuela (considere comenzar con quien se sienta más cómodo). Puede utilizar el formulario de informe del distrito para compartir inquietudes sobre el HIB enlace al formulario, pero los informes sobre el HIB se pueden realizar tanto por escrito como verbalmente. Su informe puede realizarse de forma anónima, si lo incomoda revelar su identidad, o de forma confidencial si prefiere que no se comparta con otros estudiantes involucrados en el informe. No se tomarán medidas disciplinarias contra otro estudiante basándose **únicamente** en un informe anónimo o confidencial.

Si un miembro del personal es notificado, observa, escucha o es testigo de HIB, debe tomar medidas inmediatas y apropiadas para detener ese comportamiento y evitar que vuelva a suceder. Nuestro distrito también cuenta con un oficial de cumplimiento de HIB Marissa Waddell, mwaddell@cpps.org. 509.525.4827 que apoya la prevención del HIB y la respuesta a este.

¿Qué sucede después de notificar el HIB?

Si notifica un caso de HIB, el personal de la escuela debe intentar resolver los problemas. Si se resuelven los problemas, es posible que no sea necesario tomar más medidas. Sin embargo, si cree que usted o alguien que conoce es víctima de un HIB no resuelto, grave o persistente que requiere más investigación y acción, entonces debe solicitar una investigación oficial de HIB.

Además, la escuela debe tomar medidas para garantizar que quienes denuncian un HIB no sufran represalias.

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Office of Superintendent of INSTRUCTION

¿Cuál es el proceso de investigación?

Cuando usted reporta una queja, el oficial de cumplimiento de HIB o el miembro del personal que dirige la investigación debe notificar a las familias de los estudiantes involucrados en la queja y debe asegurarse de que se lleve a cabo una investigación rápida y exhaustiva. La investigación debe completarse dentro de los cinco días escolares posteriores, a menos que acuerde un cronograma diferente. Si su queja involucra circunstancias que requieren una investigación más larga, el distrito le notificará con la fecha anticipada para la respuesta.

Cuando se complete la investigación, el oficial de cumplimiento de HIB o el miembro del personal que dirige la investigación debe proporcionarle los resultados de la investigación dentro de los dos días escolares posteriores. Esta respuesta debe incluir lo siguiente:

- Un resumen de los resultados de la investigación
- Una determinación de si el HIB está fundamentado
- Cualquier medida correctiva o remedio necesario
- Información clara sobre cómo puede apelar la decisión

¿Cuáles son los siguientes pasos si no estoy de acuerdo con el resultado?

Para el estudiante designado como el "estudiante agredido" en una queja:

Si no está de acuerdo con la decisión del distrito escolar, puede apelar la decisión e incluir cualquier información adicional sobre la queja al superintendente o a la persona asignada para dirigir la apelación y, luego, a la junta escolar.

Para el estudiante designado como el "agresor" en una queja:

Un estudiante declarado "agresor" en una queja de HIB no puede apelar la decisión de una investigación de HIB. Sin embargo, se pueden apelar las acciones correctivas que resulten de los hallazgos de la investigación de HIB.

Para obtener más información sobre el proceso de quejas de HIB, incluidos cronogramas importantes, consulte la página web de HIB del distrito o la *Política de HIB del distrito 3207 y el Procedimiento 3207P.*

Nuestra escuela se opone a la discriminación

La discriminación puede ocurrir cuando alguien recibe un trato diferente o injusto porque es parte de una **clase protegida**, incluida su raza, color, origen nacional, sexo, identidad de género, expresión de género, orientación sexual, religión, credo, discapacidad, uso de un animal de servicio o estatus de veterano o militar.

¿Qué es el acoso discriminatorio?

El acoso discriminatorio puede incluir burlas e insultos, declaraciones gráficas y escritas u otra conducta que pueda ser físicamente amenazante, dañina o humillante. El acoso discriminatorio ocurre cuando la conducta se basa en la clase protegida de un estudiante y es lo bastante grave como para crear un ambiente hostil. Se crea un **ambiente hostil** cuando la conducta es tan grave, generalizada o persistente que limita la capacidad de un estudiante para participar o beneficiarse de los servicios, las actividades o las oportunidades de la escuela.

Para revisar la Política de no discriminación del distrito 3207 y el Procedimiento 3207P, visite cpps.org.

¿Qué es el acoso sexual?

El **acoso sexual** es cualquier conducta o comunicación no deseada que sea de naturaleza sexual y que interfiera de forma sustancial con el desempeño educativo de un estudiante o cree un ambiente intimidante u hostil. El acoso sexual también puede ocurrir cuando a un estudiante se le hace creer que debe someterse a una conducta o comunicación sexual no deseada para obtener algo a cambio, como una calificación o un lugar en un equipo deportivo.

Ejemplos de acoso sexual pueden ser presionar a una persona para que realice acciones o favores sexuales, contactos no deseados de naturaleza sexual, declaraciones gráficas o escritas de carácter sexual, distribución de textos, correos electrónicos o imágenes sexualmente explícitos, hacer bromas, difundir rumores o realizar comentarios sugerentes de carácter sexual y violencia física, incluidas violaciones y agresiones sexuales.

Nuestras escuelas no discriminan por motivos de sexo y prohíben la discriminación sexual en todos nuestros programas educativos y laborales, según lo exige el Título IX y la ley estatal.

Para revisar la Política de acoso sexual del distrito 3207 y el Procedimiento 3207P, visite cpps.org

¿Qué debería hacer mi escuela ante el acoso sexual y discriminatorio?

Cuando una escuela tiene conocimiento de un posible acoso sexual o discriminatorio, debe investigar y detener el acoso. La escuela debe abordar cualquier efecto que el acoso haya tenido en el estudiante en la escuela, incluida la eliminación del ambiente hostil, y asegurarse de que el acoso no vuelva a ocurrir.

¿Qué puedo hacer si me preocupa la discriminación o el acoso?

Hable con un coordinador o presente una queja por escrito. Puede comunicarse con los siguientes miembros del personal del distrito escolar para notificar sus inquietudes, hacer preguntas u obtener más información sobre cómo resolver sus inquietudes.

Inquietudes sobre la discriminación:
Coordinador de derechos civiles:
James Fry, Superintendent
jfry@cpps.org;
(509) 525-4827
1755 South College Avenue,
College Place, Washington, 99324

Inquietudes sobre la discriminación sexual, incluido el acoso sexual:
Coordinador del Título IX:
Marissa Waddell, Director of Human Resources, Teaching & Learning, Title IX Officer,

mwaddell@cpps.org
(509) 525-4827
1755 South College Avenue,
College Place, Washington, 99324

Inquietudes sobre la discriminación por discapacidad:
Coordinador de la Sección 504:
James Fry, Superintendent

jfry@cpps.org;
(509) 525-4827
1755 South College Avenue,
College Place, Washington, 99324

Inquietudes sobre la discriminación por identidad de género:
Coordinador de escuelas con inclusión de género:
James Fry, Superintendent
jfry@cpps.org;
(509) 525-4827
1755 South College Avenue,
College Place, Washington, 99324

Para presentar una queja por escrito, describa la conducta o el incidente que pueda ser discriminatorio y envíelo por correo, fax o correo electrónico o bien entréguelo en mano al director de la escuela, al superintendente del distrito o al coordinador de derechos civiles. Presente la queja lo antes posible para una pronta investigación y dentro de un año de que sucediera la conducta o el incidente.

¿Qué sucede después de presentar una queja por discriminación?

El coordinador de derechos civiles le dará una copia del procedimiento de queja por discriminación del distrito escolar. El coordinador de derechos civiles debe asegurarse de que se lleve a cabo una investigación rápida y exhaustiva. La investigación debe completarse dentro de los 30 días calendario posteriores a menos que usted acepte un cronograma diferente. Si su queja involucra circunstancias excepcionales que requieren una investigación más larga, el coordinador de derechos civiles le notificará por escrito con la fecha prevista para su respuesta.

Cuando se complete la investigación, el superintendente del distrito escolar o el miembro del personal que dirige la investigación le enviará una respuesta por escrito. Esta respuesta incluirá lo siguiente:

- Un resumen de los resultados de la investigación
- Una determinación de si el distrito escolar no cumplió con las leyes de derechos civiles
- Cualquier medida correctiva o remedio necesario
- Aviso sobre cómo puede apelar la decisión

¿Cuáles son los siguientes pasos si no estoy de acuerdo con el resultado?

Si no está de acuerdo con el resultado de su queja, puede apelar la decisión ante
Mandy Thompson, Board Chair
mthompson@cpps.org
District #5 (at large)
Term Expires November 2027

y, luego, a la Oficina del Superintendente de Instrucción Pública (Office of Superintendent of Public Instruction, OSPI). Se incluye más información sobre este proceso, incluidos cronogramas importantes, en el Procedimiento de no discriminación del distrito (3210P) y el Procedimiento de acoso sexual 3205P.

Ya presenté una queja de HIB, ¿qué hará mi escuela?

El acoso, la intimidación o el hostigamiento (HIB) también pueden considerarse discriminación si están relacionados con una clase protegida. Si le entrega a su escuela un informe escrito de HIB que involucra discriminación o acoso sexual, su escuela notificará al coordinador de derechos civiles. El distrito escolar investigará la queja utilizando el Procedimiento de no discriminación 3210P y el Procedimiento de HIB 3207P para **resolver completamente su queja**.

¿Quién más puede ayudar con el HIB o las inquietudes sobre discriminación?

Oficina del Superintendente de Instrucción Pública (OSPI)

Todos los informes deben comenzar localmente a nivel de escuela o distrito. Sin embargo, la OSPI puede ayudar a los estudiantes, las familias, las comunidades y el personal escolar con preguntas sobre la ley estatal, el proceso de quejas de HIB y los procesos de quejas por discriminación y acoso sexual.

Centro de Seguridad Escolar (School Safety Center) de la OSPI (para preguntas sobre acoso, intimidación y hostigamiento)

- Sitio web: ospi.k12.wa.us/student-success/health-safety/school-safety-center
- Correo electrónico: schoolsafety@k12.wa.us
- Teléfono: 360-725-6068

Oficina de Equidad y Derechos Civiles (Equity and Civil Rights Office) de la OSPI (para preguntas sobre discriminación y hostigamiento)

- Sitio web: ospi.k12.wa.us/policy-funding/equity-and-civil-rights
- Correo electrónico: equity@k12.wa.us
- Teléfono: 360-725-6162

Oficina del Defensor del Pueblo para la Educación (OEO) del gobernador del estado de Washington

La Oficina del Defensor del Pueblo para la Educación (Office of the Education Ombuds, OEO) del gobernador del estado de Washington trabaja con familias, comunidades y escuelas para abordar los problemas juntos para que todos los estudiantes puedan participar y prosperar plenamente en las escuelas públicas de Washington desde el kínder hasta el 12.° grado. La OEO proporciona herramientas informales de resolución de conflictos, asesoramiento, facilitación y capacitación sobre la familia, la participación comunitaria y la defensa de sistemas.

- Sitio web: www.oeo.wa.gov
- Correo electrónico: oeoinfo@gov.wa.gov
- Teléfono: 1-866-297-2597

Departamento de Educación de EE. UU., Oficina de Derechos Civiles (OCR)

La Oficina de Derechos Civiles (Office for Civil Rights, OCR) del Departamento de Educación de EE. UU. (U.S. Department of Education) hace cumplir las leyes federales contra la discriminación en las escuelas públicas, incluidas aquellas que prohíben la discriminación por motivos de sexo, raza, color, origen nacional, discapacidad y edad. La OCR también tiene un proceso de queja por discriminación.

- Sitio web: https://www2.ed.gov/about/offices/list/ocr/index.html
- Correo electrónico: orc@ed.gov
- Teléfono: 800-421-3481

Nuestra escuela es inclusiva en materia de género

En Washington, todos los estudiantes tienen derecho a ser tratados de acuerdo con su identidad de género en la escuela. Nuestra escuela:

- Se dirigirá a los estudiantes por el nombre y los pronombres solicitados, con o sin cambio de nombre legal.
- Cambiará la designación de género de un estudiante y hará que su género se refleje con precisión en los registros escolares.
- Permitirá que los estudiantes usen baños y vestuarios que se ajusten a su identidad de género.
- Permitirán que los estudiantes participen en deportes, cursos de educación física, excursiones y viajes nocturnos de acuerdo con su identidad de género.
- Mantendrá la información de salud y educación confidencial y privada.
- Permitirá que los estudiantes usen ropa que refleje su identidad de género y aplicará códigos de vestimenta sin tener en cuenta el género del estudiante o el género percibido.
- Protegerá a los estudiantes de burlas, intimidación o acoso por su género o identidad de género.

Para revisar la Política de escuelas con inclusión de género del distrito escuelas con inclusión y el Procedimiento escuelas con inclusión], visite cpps.org Si tiene preguntas o inquietudes, comuníquese con el coordinador de escuelas con inclusión de género:
James Fry, Superintendent
jfry@cpps.org;
(509) 525-4827
1755 South College Avenue,
College Place, Washington, 99324

Si tiene inquietudes sobre discriminación o acoso discriminatorio basado en la identidad o expresión de género, consulte la información anterior en la página #5.

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.

_____ Grade: _____ Date: _____

Student Signature

_____ Date: _____

Parent/Guardian Signature

We Are Davis

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