

Broadway Early Learning Center



Home of the Broadway Bulldogs

Parent – Student Handbook 2018 - 2019

This is an important document about your child's education. If you need this information in another language, please bring this document to the school and we will arrange an oral translation at no cost.

Ky është një dokument i rëndësishëm në lidhje me edukimin e fëmijës tuaj. Nëse keni nevojë për këto informacione në një gjuhë tjetër, silleni këtë dokument në shkollë dhe ne do të organizojmë një përkthim verbal të tij pa asnjë kosto.

هذا المستند مهم عن تعليم طفلك. إذا كنت تحتاج إلى هذه المعلومات بلغة أخرى، فيرجى تقديم هذا المستند إلى المدرسة وسنقوم بتنظيم الترجمة الشفوية دون مقابل

«Това е важен документ за образованието на детето ви. Ако имате нужда от тази информация на друг език, моля, донесете този документ в училището, и ние ще организираме устен превод без разходи за вас.

这是一份对您孩子的教育而言至关重要的文件。如果您希望以其他语言阅读本信息，请携带此文件到学校，我们会为您安排免费的口译服务。

Popunapen an wor ei taropwe pwe epwe aiti ngonuk auchean porausen an noumuwe semirit pekin sukuun. Ika kose weiweiti kapasen ei taropwe, kosemochen uatto ei taropwe ngeni kem pwe epwe wor noum chiakku non foosun fonuom, ese kamo.

Tämä on tärkeä asiakirja lapsenne koulutuksesta. Jos tarvitsette nämä tiedot muulla kielellä, tuokaa tämä asiakirja kouluun, niin me järjestämme ilmaisen suullisen käännöksen.

Ce document est important et concerne l'éducation de votre enfant. Si vous avez besoin de ces informations dans une autre langue, veuillez apporter ce document à l'école et nous organiserons une traduction orale gratuitement.

Dokiman sa a se yon dokiman enpòtan sou edikasyon pitit ou. Si ou bezwen enfòmasyon sa yo nan yon lòt lang, tanpri pote dokiman sa a nan lekòl la epi n ap fè aranjman pou yon

tradiksyon aloral pou ou gratis.

នេះជាឯកសារសំខាន់អំពីការអប់រំរបស់កូនអ្នក។ ប្រសិនបើអ្នកត្រូវការព័ត៌មាននេះជា

ភាសាផ្សេង សូមយកឯកសារនេះមកសាលារៀន ហើយយើងនឹងផ្តល់ជូនការបកប្រែ

ផ្ទាល់មាត់ដោយឥតគិតថ្លៃ។

ਤੁਹਾਡੇ ਬੱਚੇ ਦੀ ਸਿੱਖਿਆ ਬਾਰੇ ਇਹ ਇੱਕ ਮਹੱਤਵਪੂਰਨ ਦਸਤਾਵੇਜ਼ ਹੈ। ਜੇਕਰ ਤੁਹਾਨੂੰ

ਇਹ ਜਾਣਕਾਰੀ ਕਿਸੇ ਹੋਰ ਭਾਸ਼ਾ ਵਿੱਚ ਚਾਹੀਦੀ ਹੈ, ਤਾਂ ਕਿਰਪਾ ਕਰਕੇ ਇਹ

ਦਸਤਾਵੇਜ਼ ਸਕੂਲ ਵਿੱਚ ਲੈ ਕੇ ਆਓ ਅਤੇ ਅਸੀਂ ਬਿਨਾਂ ਕਿਸੇ ਲਾਗਤ ਤੋਂ ਇੱਕ ਜ਼ੁਬਾਨੀ

ਅਨੁਵਾਦ ਮੁਹੱਈਆ ਕਰਾਂਗੇ।

Это важный документ, касающийся обучения вашего ребенка. Если данная информация требуется вам на другом языке, принесите этот документ в школу, и мы устно переведем его на нужный язык бесплатно.

Este es un documento importante sobre la educación de su hijo. Si necesita esta información en otro idioma, sírvase a traer este documento a la escuela y haremos los arreglos respectivos para hacer una traducción oral sin costo.

Ito ay mahalagang dokumento tungkol sa pag-aaral ng inyong anak. Kung kailangan ninyo ang impormasyong ito sa ibang wika, pakidala ang dokumentong ito sa paaralan at aayusin namin ang pasalitang pagsasalin nang walang bayad.

เอกสารฉบับนี้เป็นเอกสารสำคัญเกี่ยวกับการศึกษาของบุตรของท่าน หากท่านต้องการข้อมูลนี้ในภาษาอื่น กรุณานำเอกสารฉบับนี้ไปยื่นที่โรงเรียน เราจะจัดการให้มีการแปลให้ฟังโดยไม่ต้องเสียค่าใช้จ่าย

Це важливий документ, що стосується освіти вашої дитини. Якщо вам потрібна ця інформація іншою мовою, принесіть цей документ до школи і ми безкоштовно влаштуємо усний переклад.

Đây là tài liệu quan trọng về tình hình học tập của con quý vị. Nếu quý vị cần thông tin này bằng một ngôn ngữ khác, vui lòng mang tài liệu đến trường và chúng tôi sẽ bố trí phiên dịch miễn phí.

Longview School District Signature Form

*Please review the attached Parent-Student Handbook, sign below, and
Return this form to your child's teacher as soon as possible*

I have read and understand the content of the Parent Student Handbook.

Student Name (Please Print) _____

Student signature _____ **Date** _____

Parent Name (Please Print) _____

Parent Signature _____ **Date** _____

Teacher/Room # _____

Mission of Broadway Staff:

The Longview Preschool Special Education Services Support Young Children to Develop the Skills and Behaviors Necessary to Participate Successfully in School and Daily Living by Providing High Quality Instruction and Partnerships with Families and Related Community Organizations.

Our Motto

by

Providing a caring and enriched environment for special kids with special needs.

Broadway Offices

1410 8th Avenue
Longview, Washington 98632
360.575.7429
Fax: 360.575.7424

Principal: Megan Shea-Bates
Secretary: Jane Gutridge

Teaching Staff

Kristin Hancock	Room 3	Teacher
Brianna Nelson	Room 4	Teacher
Jori Cachelin	Room 6	Teacher
Crystal Morrison	Room 6	Teacher/ECEAP
Rene' Lenoir	Room 7	Teacher
Debbie Welch	Room 9	Occupational Therapist
Becky Boyle	Room 9	Physical Therapist
Julie (JB) Schneider	Room 10A	Speech-Language Pathologist
Leslie Lee	Room 11	Autism Support Specialist
Andrea Feller	Room 12	Teacher
Alex Brickey	Room 17	Teacher/Head Start/ECEAP
Kathy Hawkins	Room 2	Teacher/Head Start/ECEAP
Joan Carpenter	Room 1	Speech-Language Pathologist



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Attendance

See **District Pages: Attendance** for more information.

BECCA (Truancy) State law requires students to be regular and punctual in their attendance. The attendance record becomes a part of your student's permanent file. A call or note from a parent or guardian is required when students are absent or tardy.

Reporting Absences Please call the school in the morning if your student will be absent. Give your name, your student's name and the reason for the absence to school staff. If you are unable to call in, please send a note to the school office with a sibling or a neighbor's student. Include the first and last name of your student and the reason for the absence. There will be an automated message from the School Messenger system if you do not report your student's absence before a certain time.

If you receive an automated call, please call the school office and let them know the reason for the absence.

Tardiness Please arrange your home schedule so that your student will arrive at school on time, ready to begin the day with their classmates. If your student will be late to school, please call the office. If you are unable to call, a written note is required. Tardy students must report to the office before going to the classroom. If a student has five unexcused tardies, a conference will be scheduled with the principal or attendance officer.

If your student is arriving late and needs a school lunch, it must be ordered by a certain time. Ask your school secretary for this detail.

Reverse tardies are counted the same as regular tardies due to the time missed from class. A reverse tardy is when a student is picked up early. Depending on how much time is missed it could count as a half day absence.

Students who come late to school or leave early but who otherwise are in attendance daily do not qualify for 100% attendance.

Perfect Attendance Students qualify for perfect attendance if they are present at school 100% of their school day. The student also needs to attend on all days that school is in session.

Students with perfect attendance will be recognized with a certificate at the end of the year. Community partners may donate prizes for rewarding perfect attendance. Check with the school office for more information.

Early Dismissal Students will be released one hour early on Wednesdays during the school year. Teachers will use the extra hour to work together to plan for improvement of student learning. Students will also be released early during: Fall and spring conferences, the day before Thanksgiving break, the day before Winter break, the day before Spring break and the last day of school. See the school district calendar for details.

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Students will be released one
hour early on most Wednesdays
during the school year.

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Student Pickup During

School Day A parent or guardian must sign their student out at the office for appointments. Students may not be picked up directly from the classroom or playground during the day. Either call or send a note with your student on the morning of the appointment. On this note include your student's name and room number. When

you come to the office, your student will be called from the classroom. Allow extra time if your student is at recess or in another classroom at the time.

Let the secretary know ahead of time if you are sending someone else to pick up your student. Your student will not be released, unless the person is identified as approved for pick up.

Photo identification is required for anyone picking up a student.

Students may not be picked up early by older siblings unless special arrangements are made ahead of time by the parent or guardian. Please inform the office if arrangements are necessary.

For additional information, please see Longview School District Policy #3440 or RCW 28A.605.010.

Withdrawal from school If you are withdrawing your student from school, please inform the classroom teacher and the office at least one week before your student's last day. Please let the office of your student's new school know that they need to request a transfer of your student's records. Parents or guardians will come to the office at the end of the last day to pick up your student's withdrawal form, clean out their desk and remove personal items, and

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return equipment and books. All library books must be returned to the library. Any outstanding fines must be paid.

Students who miss school twenty days in a row will be withdrawn from school at the end of that time period, as required by state law. Students will be reenrolled when they return.

Weather Delays Information about school closures or delays will be posted before 6 am. No information will be reported if school is operating on a regular schedule. A late start means that all elementary, middle, and high schools will start two hours later than normal. On late start days, buses will run two hours later than normal for all students. Lowland bus routes, when used, will be in effect in the morning and announced by noon for the afternoon runs.

See District Pages: Safety/Security for more information.

Behavior Expectations

See District Pages: Discipline Guidelines and Hazing, Harassment, Bullying, and Intimidations for more information.

Student Behavioral

Guidelines Your student will

be taught the expectations of our school. Students will learn and practice these expectations through guidance and discussions during the school year. These expectations are taught in order to maintain a safe and respectful environment at school. We believe all students and staff need to be respectful of each other.

Dress Code Student dress and grooming must be neat, clean and appropriate in order to maintain a productive learning environment. Dress and appearance that disrupt the educational process or present health or safety problems are not permitted. The school's principal has the final say about whether or not a student's attire is appropriate. Those in violation of clothing guidelines will be required to call home for a change of clothing. These guidelines apply at all school functions or activities.

Clothing not appropriate for school includes:

- Platform shoes, high heels, flip flops, and sandals. Students wearing these shoes cannot play on the playground during recess due to safety hazard and will need to call home for P.E. shoes.
- Sheer or see-through clothing worn as the primary garment and spaghetti-strap tops.

- Tanks that show underwear, straps, or are loose enough that chests are exposed during normal school activity such as climbing bars at recess or bending to pick up pencils in classrooms. Tank tops may be worn if they fit correctly.

- Shirts and tops that are low-cut, short, or show excessive chest skin or the student's midriff, including crop tops, tube tops and halter-tops.

- Mini-skirts, low-rider pants or any clothing that exposes underwear or excessive skin.

- Bathing suits, including tops or briefs.

- Gang-like clothing, including sagging pants, shorts, other oversized clothing, and bandanas.

- Clothing which displays messages which are libelous, obscene, profane, or demeaning to any race, religion, sex, or ethnic group, or which advocate the violation of the law.

- Hats and hoods are acceptable school attire outside on the playground but must not be worn in the building or in classrooms.

Dress and appearance that disrupt the educational process or present health or safety problems are not permitted.

- Excessive jewelry or accessories

Including chains and dangling belts disrupts the learning environment.

Costumes are not allowed at school at any time except as part of a school program or presentation.

Office Referrals Behavioral issues that cannot be handled in the classroom will be referred to the office. When a student receives an office referral, the parent or guardian will be called. A copy of the referral is mailed to the parent/guardian address on file in the office.

Family Involvement

See District Pages: Family Access and Parent Involvement for more information.

Messages from School Skyward/Family Access allows schools to send school announcements and messages through email to parents with an email address on file.

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Announcements are general in nature, and may not apply to all students. See **District Pages: Flash Alert** for more information.

Community Liaison The school's community liaison is a staff member who works to establish good communication between staff, community agencies, and families. Responsibilities include working with families to encourage better attendance, helping children be better prepared for school, and assisting families in ways that will help make our school successful. Not all schools have a liaison.

Parent-Teacher Conferences Conference dates can be found on the district calendar. School will be dismissed three hours early one day and no school the next two days to provide time for each classroom teacher to meet with parents, guardians and students. Student progress will be discussed at these conferences. The first report card will be issued at that time. It is important that parents or guardians attend

these conferences. In March, school will be dismissed three hours early for two days, for a limited number of parent-teacher conferences. Any other conferences will be held at the request of parents or teachers. Students should remain home or sit quietly with parents during conferences. They will not be able to wait in the office or play on the playground. There is no supervision in the office or on the playground during this time.

Parent Participation We value parent involvement in our school. Contact our PTO/PTA to learn more about what they do and how they support our school. Contact your student's teacher for questions, concerns, or about volunteering in the classroom. Contact our principal about being a parent representative on a District committee. Ask your secretary for a CHAMPS volunteer application.

See **District Pages: Volunteers** for more information.

Open House/Family Nights Family Night provides students and families the chance to participate in events and activities sponsored by the school and/or the PTO/PTA. These events provide opportunities for families to become more involved in the education of their students.

Parent Teacher Organization/Parent Teacher Association The PTO/PTA plans social activities and fundraisers to help support learning for students. These funds are used to enrich school programs, supplement

playground equipment, and provide assemblies or theater performances. All PTO/PTA meetings are open to the student's family. Please contact the organization president, refer to the district calendar, or contact the school office for additional information.

Health and Safety

See **District Pages: Vaccines** and **Safety/Security** for more information.

Emergency Contact Information Keep the school office informed of any changes of your address, home phone, work phone, and emergency numbers. It is important that the school office has accurate contact information to reach parents if an injury or illness happens during school hours. Send a note with any changes or call the school office.

Buses/Walking When riding the bus to school every day and/or on field trips, students are expected to comply with Longview School District transportation rules.

Students walking to and from school should observe safe walking practices, using safe walking paths, crosswalks, and streetlights.

Handrail, Ramp, and Stairs Safety Students are expected to use all handrails, ramps, and stairs in a safe manner. Any action that threatens the safety of your student or others is not allowed. Examples of this would be climbing, sitting, jumping, playing, sliding, or hanging.

Leaving School Grounds A student will not be allowed to leave school grounds during school hours unless they have permission from a custodial parent or legal guardian. This is for their safety. The school will notify the police immediately if a child leaves school grounds without permission. A parent or legal guardian will be notified immediately after the police.

Change of Routine Send a note with your student if he/she is going home a different way than normal. This note informs the school and also helps the student remember the change in routine. Have your student give it to the office secretary.

We encourage parents to inform the classroom teacher when there is a change at home that may affect their student's academics or social interactions.

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Parents are encouraged to inform the classroom teacher when there is a change at the home that may affect a student's academic performance and or social interactions.

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Animals and Pets No pets are allowed on school grounds due to student allergies and disruption of learning. This also includes before and after school. There may be an exception, if you make arrangements with the classroom teacher and principal in advance.

Extra Clothing In accordance with state and CDC (Centers for Disease Control) guidelines, the school does not have a supply of recycled clothing. When accidents happen at school requiring a change of clothes for your student, all attempts will be made to contact families, followed by names you have indicated as emergency contacts, for a change of clothing. If you believe an accident might occur, please send a change of clothing with your student.

Students must wear appropriate shoes and clothing for the weather and for P.E. activities. Coats and jackets left in Lost and Found are not considered "shared clothing". They are not loaned to students who are without cold weather clothing.

Health Services Students who become ill during the school day are sent to the office. Office staff will assess your student's condition and contact parents if the student is ill enough to go home.

These symptoms would include a student with a temperature of 100 degrees or higher, vomiting or diarrhea, a bad cold or cough, a severe sore throat, drainage or redness in their eyes, a bothersome rash, or are injured or recovering from surgery. If your student has had a fever, do not send them to school until they have been free of the fever without fever reducing medication for 24 hours. Do not send your student to school until they have been free from vomiting or diarrhea for 24 hours. Some rashes may spread to others and should be checked by a health care provider. Students with persistent or hacking cough, or a severe sore throat may need to be seen by a health care provider. These symptoms may be a sign of a more severe illness.

It is required by law that the school be notified of any student with a health condition that is potentially life-threatening (ie: diabetes, seizures, severe asthma, severe allergy requiring emergency medication at school, like an epi-

pen, or others). The student must have an emergency care plan in place, emergency medication at school (if required), with necessary paperwork. Please contact the school nurse immediately for assistance with this process.

In case of an accident, only a parent, family doctor or someone with written approval may authorize emergency treatment beyond general first aid procedures. It is essential that we have at least two emergency contact names and phone numbers on file, in addition to parent/guardian names in case you cannot be contacted.

Please contact your school if your student has any unusual medication condition or new medical that has not been reported. Also, please notify the school if your child has had an injury or illness that affects how they participate in the school day, (limitations or restrictions). A doctor's note may be required.

Head Lice While head lice can be a nuisance they have not been shown to spread disease. Personal hygiene or cleanliness in the home or school has nothing to do with getting head lice. If a school staff member sees eggs or live lice on your student, you will be notified and information about treatment will be sent home with your student at the

end of the day. After treatment has started, students will return to school and come to the office to have their heads checked before school starts. Please contact the school nurse for more information.

Health Related Absence Reporting System Schools track student illness information to better understand absenteeism rates. When you call in your student's absence you will be asked what illness your student has to cause his/her absence. Conditions may include: asthma or asthma-like symptoms, cold symptoms, dental conditions, family emergency, flu, fever, headache, injury, stomach and intestinal issues.

Medications at School District Parents are encouraged to give medications at home if

possible. If a student must receive medication during the school day, the parent must complete a form giving written authority and instructions to the school principal. The parent must also provide a completed authorization form from a

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In case of an accident, only a parent, family doctor or someone with written approval may authorize emergency treatment beyond general first aid procedures. It is essential that we have at least two emergency contact names and phone numbers on file, in addition to parent/guardian names in case you cannot be contacted.

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Is My Child Too Sick To Go To School?

A Guide for Parents

Regular attendance is an important part of student success, but keeping sick students at home can help prevent the spread of illness. Students who attend school are expected to participate in all parts of the school day, including recess and PE. If your health care provider has restricted activity for your student, please send a physician's note to school indicating both the duration and the type of restriction.

Please check the following symptoms to determine if your student should stay home for the day.

APPEARANCE/ BEHAVIOR- Unusually tired, no appetite, hard to wake, or confused. Keep your student home and call your health care provider if the condition is concerning.

COLD AND/OR COUGH- Students need to be able to cover their cough to be at school. If a cough or cold persists for more than two weeks, the student may need to be seen by your health care provider.

DIARRHEA- Two or more watery stools in 24 hours, especially if the student acts or looks ill. Students should stay home for 24 hours after the last watery stool.

EARACHE- If ear discharge is present or the student has a fever, and/or is unable to participate in school.

EYES- Drainage, vision change, and/or redness of the eyelid, itching, pain, or sensitivity to light. This may be a sign of "pink eye" or Conjunctivitis. The student needs to be checked by your health care provider.

FEVER- Temperature of 100° F (38° C) or higher. Students need to be fever-free for 24 hours before

returning to school WITHOUT medications to reduce fever.

HEADACHE- A headache in and of itself is not a reason to keep a student home from school. However, if the headache is persistent and the student is not able to participate in classroom activities, the student should stay home.

INJURY/ SURGERY- If students are unable to concentrate due to pain or pain medication, they should stay home. Letting the school nurse know in advance of any planned surgery will be helpful.

RASH- Bothersome body rash, especially with fever or itching. Some rashes may spread to others. Your student should be checked by your health care provider.

SORE THROAT- Difficulty swallowing, eating, sometimes with a fever. Students should stay home, and be checked by your health care provider if it persists three days or more.

VOMITING- Vomiting two or more times in 24 hours. Students should stay home for 24 hours after the last time they vomited.

STILL HAVE QUESTIONS about whether or not your student is healthy enough to come to school?

Many insurance companies have a 24-hour nurse available by phone - check the back of your insurance card to see if this is a service your insurance company offers. This resource will help you determine if your child should stay at home, or seek medical attention. You may also contact the school nurse or your child's health care provider.

REMEMBER that frequent hand washing and covering coughs can also help protect everyone.

Thank you for your support to keep students safe and healthy.

Revised Jan 2018 - Reference from OSPI and Infectious Disease Control Guide for School Staff, 2014

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licensed health professional with the authority to prescribe such medications. Both forms are available in the office.

Medication must be in the original containers, and parents may not alter instructions for administering medication. **No medication can remain in the building during summer closure, and if they are not picked up on the last day of school will be disposed of.**

Over-the-counter medications may not be shared and are not allowed at school unless completed permission forms are on file in the office. ALL medications (including over-the-counter medications) brought to school without proper permission forms will be labeled and locked in the health room cabinet until the parent can come to school and pick it up.

Health Room A health office assistant or an LPN is in each building's health office full time. A registered nurse is in the district available for consultation as needed. The health office staff conducts routine vision and hearing screening, required by law, for grades K, 1, 2, 3, 5 and 7, and all other students that are of concern. The school will immediately notify parents if there is a problem. A limited screening is done for all students referred for special services. All students' health records are reviewed to make sure they are up to date with state immunization requirements. In addition, the health conditions of all students are reviewed.

Recess and Health

Problems If your student is well enough to come to school, it is expected they are well enough to go outside during recesses.

Exceptions will be made for students who have confirmed health conditions or are coming back from an extended illness. These students will be excused from recess if they have a note from their doctor. Students who forget coats are not allowed to stay inside during outside recesses.

School Psychologist /School Counselor Elementary psychologists and counselors are specially trained to help parents and teachers work with children whose social, emotional or other difficulties are interfering with their learning. Psychologists and counselors can help with a wide variety of problems by working with children individually, in a small group setting, or with an entire classroom. They also consult with staff, parents and outside agencies.

Referrals to the psychologist or counselor can be made by school staff, parents, or students. Some students, after evaluation by the building staff, may need more help than is available in the regular academic program. A referral (with parent approval) can be made to the special education department. An evaluation will be completed and, if the student qualifies, a special program may be suggested. Parents should check with the school psychologist or counselor for information about school-based mental health services.

Meals

See **District Pages: Nutrition/Wellness** for more information.

Meals At School Breakfast and lunch prices are subject to change; call Nutrition Services at 575-7172 for current prices. Deposits to student meal accounts may be made each morning in the gym, in the office, and in your student's classroom. Make checks payable to (your school name) Elementary School Cafeteria, and include your student's name on the memo line. A student with a negative balance in their meal account will not receive

a report card until the balance is paid. Notice is given to students whose accounts are nearing a zero balance or have a negative balance. If a student does not have money for meals, a charge will be allowed up to three days. If you have questions about your student's account, please call Nutrition Services at 575-7172. Due to health reasons, students are not allowed to trade food at school. This includes school breakfasts or lunches as well as lunches from home.

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Please make sure students eat breakfast at home or arrive in plenty of time to eat breakfast at school. This helps students get the day's learning off to a great start.

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Free/Reduced Meals Free and reduced meal applications are sent home each year, and are available in the school office, online, and at the Business Office. Families wishing to apply must submit a meal application each year. To avoid meal charges, you must submit your application as early as possible. You will need to continue sending money until your application is approved. If purchasing meals with a check, please make the check payable to (your school name) Elementary School Cafeteria and include your student's name on the memo line.

Free/Reduced meals do not include "milk only" when lunches are brought from home. Please send milk money if your student brings a cold lunch.

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Breakfast Breakfast is served each morning. Check with your school to see what time your student should arrive to be served breakfast. Adults may escort their students to the gym, but may not stay with their student during breakfast. If students arrive too late for breakfast, they should eat at home. Please make sure students eat breakfast at home or arrive in plenty of time to eat breakfast at school. This helps students get the day's learning off to a great start.

Students eat lunch in their classroom.

Personal Items at School

Bikes and Scooters To promote student and staff safety, bikes and scooters must be walked on school grounds. Bike racks are available for locking up bikes and scooters during the school hours. Helmets are highly recommended for all riders.

Skateboards, roller blades, and wheeled shoes Skateboards, roller blades, and wheeled shoes (heelies) are not allowed at school.

Cash at School Due to the potential for loss or theft, we ask students to leave cash at home, except for fundraiser or lunch money. For any other cash at school, students are asked to leave money in the office in a sealed envelope marked with their name and amount. Money may be picked up at the end of the school day. The staff is not responsible for loss or theft of cash.

Valuables Students who bring personal items from home do so at their own risk. Due to the potential for loss or theft, we ask students to leave valuables at home. If valuables are brought to school, they should be brought to the school office for safe keeping and picked up at the end of the day. The staff is not responsible for loss or theft of valuables.

Gum, candy, trading cards, toys There are only a few occasions when an individual teacher might permit gum, candy, trading cards, or toys in the classroom, such as show and tell or state testing. These items are not allowed at school or on the playground at any other time. This includes toys that might be sold or traded on campus after school. The staff is not responsible for loss or theft of valuables.

Cell phones and electronic devices Your Elementary School recognizes that cell phones and other electronic devices are not essential to the daily educational process, and should be left at home. Electronic devices include cameras, music and CD players, Gameboys, etc. If brought to school they must be checked in at the office before school and picked up after school. These devices are not allowed in the classroom or at recess.

See District Pages: Electronic Devices for more information.

Lost and Found Marking children's clothing and other belongings with first and last names makes it easier to identify items in the Lost and Found. Please check the Lost and Found routinely for lost articles. Large items, such as coats, sweaters, and jackets will be donated to a charitable organization on a regular basis. Smaller items such as jewelry, glasses, keys, locks, small change, etc. are kept in the office. If an item is not claimed before the end of the year, the finder may ask for the lost item(s).

Special Deliveries to Students The delivery of gift boxes, baskets, candy bouquets, balloon bouquets, and other gift items can be distraction to other students in class. If you would like to deliver a gift for your student for a special holiday or event, please bring the item to the office. Your student will be notified of the special delivery and will be able to pick it up a few minutes before the end of the school day.

School Information

School Day Staff members are busy preparing for your student's learning before and after school. Students should not arrive too early. Check with your school to see what time is best for your student to arrive. Students are expected to leave school grounds at the end of the school day unless involved in supervised after-school activities or events. If you are unable to pick up your student after school, please notify the office of any alternate arrangements. When a student is not picked up, parents and emergency contacts are notified. If a child is not picked up within one hour from dismissal, community agencies such as Longview Police and Child Protective Services may be notified. No student should return to campus until after 5:30 PM unless supervised by an adult.

Change/Cash on Hand The school office does not keep change or cash on hand. Please be prepared to pay exact amounts in cash or by check for school items, fundraiser items, school pictures, yearbooks, or events.

Fines/Fees Students are responsible for textbooks assigned to them, for library books checked out to them, and for other school equipment they use. Students will be fined for damages as a result of improper treatment or loss. Books should be carried in a plastic bag in rainy weather and kept out of the reach of pets and small children. Report cards are withheld until all fines are paid.

Parties Individual teachers determine which parties will be held in their classroom during the school year. Due to Health Department concerns for the health and welfare of all our students, home treats are not allowed at school. C.H.A.M.P.S. approved volunteers may be enlisted to help with classroom parties.

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Students bringing birthday treats must have enough store or bakery treats for all students in the class. Please check with the teacher for an appropriate time prior to bringing treats. Check in at the office before bringing treats to your student's classroom.

The school does not give out personal student information for any reason. Student gift exchanges are not permitted.

School Phone The office telephone is for school business and emergency calls only. Student use is limited, and students are discouraged from using the phone for forgotten homework, supplies, or musical instruments.

Student Messages School dismissal time is very hectic.

We ask that you share special instructions for the day with your student before they leave for school. If your plans change during the day, please allow enough time for that message to get to your student before dismissal.

Student Placement/Teacher requests Teacher requests for the future-year are not permitted. If you have a specific reason why a student should not be placed with a particular teacher or classroom, you may write a letter to the principal with a reason why this placement may interfere with your student's learning. Decisions for placement are based on student behavior, academics, boy to girl ratios, as well as teacher-to-student compatibility.

Transfer Requests Students who live within the Longview School District boundary area but not within this school's attendance area may apply for an in-district transfer. Forms are available on the District website, www.longview.k12.wa.us.

Approval is dependent upon space available, attendance, and student behavior.

Visitors – Adults Families are always welcome to visit the school. Please make arrangements with the teacher before your visit. Check in at the office and obtain a visitors pass to wear in the building. Adult visitors to the school are expected to be role models for students, and we appreciate support from adult visitors in observing all school guidelines. Visitors are asked to silence or turn off cell phones and to refrain from texting during their visit. This helps to minimize distraction to students and teachers.

See **District Pages: Visitors** for more information.

Visitors – Students School-age visitors cannot attend classes with friends. These visitors are a distraction that disrupt student learning.

Student Learning

Homework The purpose of homework is to increase student achievement. Homework can be used to develop good study habits, give students practice for skill-building, and may be used as preparation for new learning. Parents can support their student's learning by providing an organized place and consistent schedule for doing homework. Classroom teachers will send home a letter at the beginning of each school year explaining the individual classroom homework procedure.

If your student is absent for more than two days, homework requests may be made at the office. This should be done in the morning to allow enough time for the teacher to prepare the requested work and have it ready.

Field Trips When an off-campus field trip requiring busing is scheduled, parents will be notified and a signed permission slip will be needed for students to participate. Students who do not return signed permission slips will be unable to participate, and permission by phone will not be accepted. Parents wishing to volunteer for field trips must be C.H.A.M.P.S. approved through the

District office. Permission slips are not required for "campus" activities, occurring on Longview School District grounds, such as attending a theater production at R.A. Long High School.

Library Students come to the library for regularly scheduled library skill lessons and for book checkout. In addition to regular class and checkout times, the library is open during the school

day for individual student use and class research projects. Students are encouraged to read for both pleasure and information. The number of books checked out to students varies from grade to grade.

Students are asked to be responsible in caring for books and returning them on time. All library books are expected to be returned in the same condition as when they were checked out. If a book is lost or damaged, it is the student's responsibility to pay for a replacement. Until the fine is paid, students will not be able to check out books or receive their end of year report card. Library fines follow students to other schools they attend in the Longview School District.

● ● ●

Parents can support their
student's learning by providing a
consistent organized place and
schedule for doing homework.

● ● ●

Elementary Student Handbook

2018-19

Parents and families are also encouraged to use the library. Each may set up his/her own library account and check out books after school.

Music All students are given instruction in music skills each week. All students participate in one music program per year, either winter or spring. At the completion of the music program, parents may check their students out before the end of the school day. Please note that students will be marked reverse tardy for the missed portion of their day.

Physical Education The P.E. program provides students with an opportunity to develop flexibility, fitness, and physical skills. Students will gain knowledge of a variety of sports and games. Student also learn how to cooperate, become team players, encourage their classmates to do well, and assess how well they have performed in class. Please help your child remember to wear appropriate shoes on P.E. days to avoid missing out on activities. At the end of the school year, students can participate in a half-day fun/field day supervised by teachers and C.H.A.M.P.S. approved volunteers.

Reading The primary role of the Literacy Specialist is to provide specialized language arts instruction for kindergarten through fifth-grade students. The Literacy Specialist is as a resource person for classroom teachers and assists with curriculum planning and evaluation. This person may coordinate ELL eligibility determination and support intervention services. The Literacy Specialist assists with gathering reading data, and works with grade level teams.

Math Math Specialists use their expertise to support students in grades kindergarten through fifth grade become critical thinkers and mathematical problem solvers. By employing small group instruction and staff support, math specialists promote building numeracy and conceptual understanding at the elementary level. Partnering with grade level teams and other district specialists, educators in this role collect and analyze data to make intentional decisions and proposals for mathematics instruction in the Longview School District.

Reading is Fundamental (RIF) RIF supports reading success for kindergarten through third-grade students. Each student is allowed to pick a free book of their choice to take home. The RIF event happens three times each school year. RIF is sponsored by local service organizations and PTO/PTA.

English Language Learner Program (ELL) All students registering in the Longview School District must complete a Washington State Home Language Survey. Academic support is available for students whose first language is not English.

Students qualify for this program through a testing process to determine program eligibility.

Special Education Special Education provides students with extra help in reading, math and written language. To qualify, a school team must identify the child as having special needs through in-depth testing and evaluation. Students do not need to re-qualify each year.

Section 504 is federal law that protects the civil constitutional rights of students with disabilities. A student's disability does not automatically make a student eligible under Section 504. The disability must "substantially limit" the student's participation in or access to what IDEA refers to as "major life activities" or "bodily functions".

Testing To monitor the academic progress of students, formal and informal assessments or tests are given throughout the year. The results of these tests are to follow student achievement and to influence instructional decisions in the District. It is recommended that all students get a good night's sleep and eat a good breakfast prior to testing days.

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Mission Statement

The mission of the Longview School District is to ensure that every student learns the skills, attitudes, and knowledge to become a responsible, productive, citizen in a rapidly changing society. This is accomplished:

- through a partnership of students, staff, parents, and community focused on results;
- in a supportive, caring innovative environment;
- with a commitment to challenge each learner to reach potential.

“Ready to learn. Ready for Life. Together we aspire and achieve.”

Gateway Skills

All students will:

- have readiness skills in literacy and numeracy prior to entering kindergarten;
- be fluent readers by the end of second grade;
- be algebra ready by the end of eighth grade;
- graduate on time.

District Goals Undertaken for the 2018-19 School Year

- Goal One: All school sites will be highly functioning Professional Learning Communities focusing on increasing student achievement using data analysis including student performance on Common Core State Standard-based assessments, attendance, and behavior.
- Goal Two: All schools will receive an achievement index score of 4.5 or above as measured by the State Board of Education achievement rating system. All schools will increase their state achievement index score each year. Schools with index scores below 4.5 will increase by .5 or above each year.
- Goal Three: Increase the graduation rate; reduce the dropout rate with a goal of not more than 2.5 percent annual dropout rate.

Achievement is Paramount

The District is concentrating on every student's success. It is continuing its three focus areas of effective teaching, using information about student progress to help guide instruction and programs, and expecting students to achieve nationally-recognized standards in English and math. The Wednesday one-hour early release for our schools gives teachers the opportunity to have focused, concentrated work sessions to analyze information about student progress and plan ways to improve learning for all of our students. Teachers have specific discussions on the progress needing to be made by our learners. Students continue to show academic gains, but the District has reflected the statewide challenge to achieve the targeted progress in math and reading improvement. Details on the results are available at <http://reportcard.ospi.k12.wa.us>. The District encourages parents to help support their children's school achievements, and it also encourages community members to be involved as a classroom volunteer or as a participant on District committees that help guide District actions.

2016-17 Results (Administration Info)		
Grade Level	SBA ELA	SBA Math
3rd Grade	34.4%	35.5%
4th Grade	39.3%	34.5%
5th Grade	43.5%	31.7%
6th Grade	40.5%	37.5%
7th Grade	51.8%	39.3%
8th Grade	52.9%	44.8%
11th Grade	73.6%	27.8%
Grade Level	MSP Science	
5th Grade	50.1%	
8th Grade	62.8%	
Grade Level *	EOC Biology	
10th Grade	68.9%	

Notice of Nondiscrimination

Policy No. 3210

Student

The Longview School District is an Equal Opportunity district in education programs, activities, services, and employment.

The Longview School District is an Equal Opportunity district in education programs, activities, services, and employment. Longview School District does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, veteran, or military status, sexual orientation, gender expression or identity, genetic information, disability, or the use of a trained dog guide or service animal. We provide equal access to the Boy Scouts of America and other designated youth groups. If you have a physical or mental disability that causes you to need assistance to access school facilities, programs, or services, please notify the school principal. This district endeavors to maintain an atmosphere free from discrimination and harassment. Any person who believes he or she has been discriminated against should contact the school principal. In addition, the following district employees, located at 2715 Lilac Street, Longview, have been designated to handle questions and complaints of alleged discrimination:

Title IX Coordinator and Civil Rights Compliance Coordinator

Ron Kramer, Director of Human Resources
(360) 575-7004
rkramer@longview.k12.wa.us

Section 504/Student ADA Coordinator

Beth West, Director of Special Services
(360) 575-7008
ewest@longview.k12.wa.us

COMPLAINTS ABOUT DISCRIMINATION, DISCRIMINATORY HARASSMENT, AND SEXUAL HARASSMENT

What is discrimination?

Discrimination is unfair or unlawful treatment of a person or group because they are part of a defined group, known as a protected class. Discrimination may include treating a person differently or denying someone access to a program, service, or activity because they are part of a protected class, or failing to accommodate a person's disability.

What is a protected class?

A protected class is a group of people who share common characteristics and are protected from discrimination and harassment by federal, state, or local laws. Protected classes under Washington state law include sex, race, color, religion, creed, national origin, disability, sexual orientation, gender expression, gender identity, veteran or military status, and the use of a trained dog guide or service animal.

How do I file a complaint about discrimination?

If you believe that you or your child has experienced unlawful discrimination or discriminatory harassment at school based on any protected class, you have the right to file a formal complaint. For a full copy of the school district's nondiscrimination procedure, visit www.longviewschools.com or contact the school district at (360) 575-7000.

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

IDEA and 504: Beth West, Director of Special Services, (360) 575-7008

Title IX Officer: Ron Kramer, Human Resource Director, (360) 575-7003

Civil Rights Compliance Officer: Ron Kramer, Human Resource Director, (360) 575-7003

Step 1: Complaint to the School District

In most cases, complaints must be filed within one year from the date of the event that is the subject matter of the complaint. A complaint must be in writing, describe what happened, and state why you believe it is discrimination. It is also helpful to include what actions you would like the district to take to resolve your complaint.

Complaints may be submitted by mail, fax, e-mail, or hand delivery to any district or school administrator or the district's Compliance Coordinator.

When the school district receives your written complaint, the Compliance Coordinator will give you a copy of the district's discrimination complaint procedure. The Compliance Coordinator will then make sure that the school district conducts a prompt and thorough investigation. You may also agree to resolve your complaint in lieu of an investigation.

The school district must respond to you in writing within 30 calendar days after receiving your complaint, unless you agree on a different date. If exceptional circumstances related to the complaint require an extension of the time limit, the school district will notify you in writing about the reasons for the extension and the anticipated response date.

When the school district responds to your complaint, it must include:

1. A summary of the results of the investigation;
2. Whether or not the school district has failed to comply with civil rights requirements related to the complaint;
3. Notice of your right to appeal, including where and to whom the appeal must be filed; and
4. Any corrective measures determined necessary to correct any noncompliance.

Step 2: 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. At the hearing, you may bring witnesses or other information related to your appeal.

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 OSPI.

Step 3: Complaint to OSPI

If you do not agree with the school district's appeal decision, you may file a complaint with the Office of Superintendent of Public Instruction (OSPI). A complaint must be filed with OSPI within **20 calendar days** after you received the district's appeal decision. You may send your complaint to OSPI by e-mail, mail, fax, or hand-delivery:

E-mail: Equity@k12.wa.us

Fax: (360) 664-2967

Mail: OSPI Equity and Civil Rights Office, PO Box 47200, Olympia, WA 98504-7200

Complaints cannot be filed with OSPI unless they have already been raised with the school district and appealed, as outlined in Steps 1 and 2 above, or if the school district did not follow the correct complaint and appeal procedures.

For more information, visit www.k12.wa.us/Equity/Complaints.aspx, or contact OSPI's Equity and Civil Rights Office at (360) 725-6162/TTY: (360) 664-3631 or by e-mail at equity@k12.wa.us.

Longview Student's Demographics

Enrollment

October 2016 Student Count	6,826
May 2017 Student Count	6,836

Gender (October 2016)

Male	3,436	50.3%
Female	3,390	49.7%

Race/Ethnicity (October 2016)

Hispanic / Latino of any race(s)	1,384	20.3%
American Indian / Alaskan Native	89	1.3%
Asian	116	1.7%
Black / African American	73	1.1%
Native Hawaiian / Other Pacific Islander	33	0.5%
White	4,620	67.7%
Two or More Races	511	7.5%

Special Programs

Free or Reduced-Price Meals (May 2017)	4,139	60.5%
Special Education (May 2017)	1,144	16.7%

Access

Print copies of this publication are available at your child's school and electronic copies can be found on the school website.

Asbestos Plan

Asbestos containing building materials were removed, encapsulated, or encased in school buildings 10 or more years ago. The district complies with all applicable asbestos laws; any questions about the management of buildings which may have contained asbestos can be directed to 575-7854. Asbestos management plans are available in each of the buildings and are available for review during regular office hours. The master plan for Asbestos is also available for review at the Maintenance and Transportation center at 2080-38th Ave., Longview, WA during regular business hours.

Family Access

Parents and guardians have access to a variety of on-line details about their child's school records including attendance, food service account, and grades (middle and high school only). This is a password-protected service that parents can sign up for at www.longviewschools.com.

Pesticide Use

If you are interested in the district's pest control policies and methods and notification process, please send your email address to tlomax@longview.k12.wa.us. If you do not have an e-mail address, please call 575-7854.

Financial Information

2017-2018 Budgeted Expenditures

The school district's budget year runs from September 1 to August 31. The following represents a summary of the budgeted expenditures for the 2017-2018 school year.

The major General Fund Activity Groups are defined below:

Teaching Activities: \$52,151,321

Classroom, extra-curricular activities and payments to other school districts (for example students attending Special Education programs operated by another district or ESD)

Teaching Support: \$9,107,475

Library, Guidance and Counseling, Pupil Management & Safety, Health/Related Services, Instructional Professional Development

Other Support Activities: \$15,139,519

Maintenance/Custodial/Grounds, Building Security, Utilities, Insurance, Technology, Print Shop, Warehouse, Food Services, Motor Pool, Pupil Transportation, Public Activities

Building Administration: \$5,230,390

Principals and clerical staff salaries and benefits, in addition to supplies, materials, contractual and equipment

Central Administration: \$5,821,581

Central Administration Offices and Supervision of Instruction, Food Services, Maintenance & Operations and Transportation

TOTAL BUDGETED EXPENDITURES: \$87,450,286

2017-2018 Budgeted Revenues

Longview School District receives its revenue to operate schools from the following sources:

Local Taxes: \$15,289,201

Collection of maintenance and operations levies approved by the voters, as well as other “in lieu of” tax collections

Local Non-Tax (Misc): \$1,444,250

Locally generated revenues not resulting from tax assessments. An example would be food service sales, e-rate reimbursement for phone bills, other reimbursements, facility rental fees, classroom fees, investment earnings.

State, General Purpose: \$48,375,127

Funding allocated by the state based upon enrollment and the work experience of the certified teaching staff

State Grants: \$14,439,371

Special purpose state revenues such as Special Education, Learning Assistance Program, Highly Capable, Transitional Bilingual, Food Services, Pupil Transportation, etc.

Federal Grants: \$6,815,549

Special purpose federal revenues, such as Special Education, Title I, Title II, Food Services, etc.

Other School Districts: \$94,500

Reimbursements from other districts for use of services such as food service sales and print shop sales

Other Entities: \$42,250 Reimbursements from ESD for services. TOTAL REVENUE: \$86,500,248

College Credit Program Information

Running Start is intended to provide students a program option consisting of attendance at certain institutions of higher education and the simultaneous earning of high school and college/university credit. Running Start was initiated by the Legislature as a component of the 1990 parent and student [Learning by Choice Law](#).

Students in grades 11 and 12 are allowed to take college courses at Washington’s community and technical colleges, and at Central Washington University, Eastern Washington University, Washington State University, and Northwest Indian College.

Running Start Students and their families do not pay tuition, but they do pay college fees and buy their own books, as well as provide their own transportation. Students receive both high school and college credit for these classes and therefore accelerate their progress through the education system. The exercise of that right is subject only to minimal eligibility and procedural requirements, which are spelled out, in state administrative rules.

See RCW 28A.600.300 for more information.

Vaccines

Washington State Law requires that school-age children have up-to-date vaccines or have an exemption on file with our nurse’s room. In addition, state law requires schools to inform parents of middle- and high school students of two vaccines that are not required for school attendance, but are available. One is a vaccine to protect young women from the human papillomavirus disease (HPV) that causes cervical cancer. State recommendations suggest that all youths 11-12 years old receive the HPV vaccine.

Another recommended vaccine is the meningococcal vaccination, a series of three does over a six-month period for youths 11-12 years old, those entering high school, or those entering college; this guards against the rare, but serious meningococcal disease.

More information about these two issues and other health topics is available at the Washington State Department of health at www.doh.wa.gov or (800) 525-0127.

Attendance

The following reasons for excused absences are valid:

- Participation in a school or district approved activity or instructional program;
- Illness, health condition, or medical appointment (including but not limited to medical, counseling, dental, or optometry);
- Family emergency, including but not limited to a death or illness in the family;
- Religious or cultural purpose including observance of a religious holiday or participation in religious or cultural instruction;
- Court, judicial proceeding, or serving on a jury;
- Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
- State recognized search and rescue activities consistent with RCW 28A.225.055;
- Absence directly related to the student’s homeless status;
- Absence related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;
- Absence resulting from a disciplinary/corrective action, (e.g., short-term or long-term suspension, emergency expulsion); and
- Principal (or designee) and parent, guardian, or emancipated youth mutually agreed upon approved activity provided that such excused absences shall not be permitted if deemed to cause a serious adverse effect upon the student educational progress consistent with RCW 28A.225.010.

The school principal must determine if an absence meets the above criteria for an excused absence. A pre-planned absence form is available at your school. This form must be completed in advance of an expected absence and will support effective communication between the school and home regarding student attendance. Please contact your school principal if you have any questions.

The following is an example of the Longview School District Pre-Planned Absence Form:

PRE-PLANNED ABSENCE

STUDENT'S NAME: _____

Dates: ____ to ____ Reason: _____

This pre-planned absence form must be completed, signed by parent and teachers, and turned into the school office three (3) days prior to the absence.

- Student will take the form to each teacher to list assignments to be completed during the absence.
- The teacher must record the current grade and sign the form.

CLASS	ASSIGNMENTS	CURRENT GRADE	TEACHER'S SIGNATURE

Principal (or designee) and parent, guardian, or emancipated youth mutually agreed upon approved activity provided that such excused absences shall not be permitted if deemed to cause a serious adverse effect upon the student educational progress consistent with RCW 28A.225.010.

Principal signature approval or reason for denial: _____

Parent/Guardian Signature

Student Signature

Date

Distribution: White – School

Yellow – Parent

CITIZEN'S COMPLAINT PROCEDURE CONCERNING TITLE I, TITLE III, OR OTHER FEDERAL PROGRAMS

Citizen Complaint Against a School District or Other School Service Provider

Here is an overview of the citizen complaint process described fully in Chapter 392-168 WAC, Special Service Programs—Citizen Complaint Procedure for Certain Categorical Federal Programs.

- Find this WAC online:
<http://apps.leg.wa.gov/wac/default.aspx?cite=392-168>.
A citizen complaint is a written statement that alleges a violation of a federal rule, law or regulation or state regulation that applies to a federal program.
- Anyone can file a citizen complaint.
- There is no special form.
- There is no need to know the law that governs a federal program to file a complaint.

STEP 1 Use Your Local Process First

If you have followed the citizen complaint process of your school district, ESD or school service provider (sub grantee) **and are unable to reach a satisfactory solution**, use this citizen complaint process through OSPI.

STEP 2 File a Citizen Complaint Through OSPI

A citizen complaint **must be in writing**, signed by the person filing the complaint, and include:

- **Contact Information of the Person Filing the Complaint.**
Your name, address, telephone number and email, if you have one.
- **Optional:** If someone is helping you to file this citizen complaint, include **1)** their contact information, and **2)** your relationship to them — for example, family member, a relative, friend or advocate.
- **Information About the School District, ESD or School Service Provider You Believe Committed This Violation.** Name and address of the school district, ESD or school service provider (sub grantee) you think violated a federal rule, law or regulation or a state regulation that applies to a federal program.
- **The Facts — What, Who & When.** Include a description of the facts and dates, in general, of when you think the alleged violation happened.

1. What specific requirement has been violated?
2. When did this violation occur?
3. Who you believe is responsible: names of all the people, and the program or organization involved.
- **Optional:** Did you file a written citizen complaint first with the school district, ESD or school service provider? Although not required by Chapter 392-168 WAC, it is helpful if we can review a copy of your citizen complaint and the results, if any.
- **The Resolution You Expect.** A proposed solution, if you think you know or have ideas about how the issue can be resolved. **STEP 3 Mail or Fax Your Written Citizen Complaint to OSPI** Office of Superintendent of Public Instruction Attn: **Citizen Complaint—Title I, Part A** P.O. Box 47200 Olympia, WA 98504 Fax: (360) 586-3305

Citizen Complaint Against a School District or Other School Service Provider

STEP 4 OSPI Staff Process Your Complaint

Once federal program staff at OSPI receive your written complaint, here is what follows:

1. OSPI sends a copy of your complaint to the school district, ESD or school service provider (sub grantee).
2. The school district, ESD or school service provider begins a formal investigation led by a designated employee.
3. The designated employee provides the written response of the investigation to OSPI — within **20 calendar days**.
4. OSPI staff will send you a copy of the results of the investigation conducted by the school district, ESD or school provider (sub grantee).

Their response must clearly state one of two results:

- Denial of the allegations in your complaint and the reason for denial.
- Proposal of reasonable actions that will correct the violation.

If you need to provide more information about the allegations in the complaint, send that information to OSPI within **5 calendar**

days of the date of the response from the school district, ESD or school service provider (sub grantee).

STEP 5 Final Decision by OSPI

OSPI will send you the final decision in writing within **60 calendar** days of the date federal program staff at OSPI received your written complaint — unless exceptional circumstances demand that this investigation take more time.

Here are the steps OSPI staff will follow to reach a final decision:

4. Review all the information gathered related to your complaint. The review could include the results of an independent, on-site investigation.

5. Decide independently whether or not the district, ESD or school service provider (sub grantee) violated a federal rule, law or regulation or a state regulation that applies to a federal program.

6. Provide you with the final decision: Findings of fact, conclusions, and reasonable measures necessary to correct any violation.

7. The district, ESD or school service provider (sub grantee) must take the corrective actions OSPI prescribes within **30 calendar days** of the final decision.

8. A citizen complaint is considered resolved when OSPI has issued a final written decision and corrective measures, if necessary, are complete.

Extend or Waive Timelines If you as the complainant, and the school district, ESD or school service provider (sub grantee) named in your citizen complaint **agree to extend the timelines**, this agreement must be in writing and sent to OSPI **within 10 calendar days** of the date the school district, ESD or school service provider (sub grantee) received notification from OSPI. Office of Superintendent of Public Instruction Attn: **Citizen Complaint—Title I, Part A** P.O. Box 47200 Olympia, WA 98504

C.P.S.

Reporting instances of suspected child abuse or neglect is required by Washington State Law. School staff members are legally responsible for reporting all suspected cases of child abuse and neglect. Staff are educated about possible indicators of child abuse or neglect, and directed to be alert for any evidence of such abuse or neglect. Staff need not verify that a child has, in fact, been abused or neglected. Legal authorities have the responsibility for investigating each case and determining the fact of child abuse or neglect.

Child Abuse, Neglect and Exploitation Prevention Policy No. 3421

Students

Child abuse, neglect and exploitation are violations of children's human rights and an obstacle to their educational development. The board directs that staff shall be alert for any evidence of such abuse, neglect or exploitation. For purposes of this policy, "child abuse, neglect or exploitation" shall mean:

For the purposes of this policy, the term "child" means anyone under the age of 18 and/or any current student of the district, including home-schooled students or any other person classified as a student in the district's database. Child abuse, neglect, or exploitation means:

- A. Inflicting physical injury on a child by other than accidental means, causing death, disfigurement, skin bruising, impairment of physical or emotional health, or loss or impairment of any bodily function.
- B. Creating a substantial risk of physical harm to a child's bodily functioning.
- C. Attempting, committing, or allowing any sexual offense against a child as defined in the criminal code. This definition also includes any communications with a child for immoral purposes or viewing, possessing, or distributing any sexually explicit images of a child. It also includes, intentionally contacting, directly or through the clothing, the genitals, anus or breasts of a child unless the contact is necessary for the child's hygiene, or health care. This also includes a child's intentional or coerced contact with anyone's genitals, anus, or breasts;
- D. Committing acts which are cruel or inhumane regardless of observable injury. Such acts may include, but are not limited to,

instances of extreme discipline demonstrating a disregard of a child's pain or mental suffering.

- E. Assaulting or criminally mistreating a child as defined by the criminal code.
- F. Failing to provide food, shelter, clothing, supervision or health care necessary to a child's health or safety.
- G. Engaging in actions or omissions resulting in injury to, or creating a substantial risk to the physical or mental health or development of a child.
- H. Failing to take reasonable steps to prevent the occurrence of the preceding actions.

Children (including other students), family members, and any other adult can engage in child abuse, neglect, or exploitation. This may include incidents of student or student misconduct. Staff should report all incidents of abuse regardless of the age of the person who engages in it.

Subject to the definition above, staff should not focus on a person's mental status to determine if she or he has committed child abuse, neglect or exploitation. The law governing mandated reporting does not allow for exceptions for people with medical conditions that may mitigate the intent for committing child abuse, neglect, or exploitation.

The superintendent shall develop reporting procedures, and provide them to all staff on an annual basis. The purpose is to identify and timely report evidence of child abuse, neglect, or exploitation to the proper authorities. Staff will receive training regarding reporting obligations during their initial orientation and every three years after initial employment.

All staff are responsible for reporting all suspected cases of child abuse, neglect, and exploitation to the proper authorities and/or the appropriate school administrator. Under state law staff are free from liability for reporting a reasonable suspicion of child abuse, neglect, or exploitation. However, failing to report the incident may result in criminal liability regardless of whether the authorities determine the incident is provable in a subsequent legal proceeding.

Staff need not verify that a child has in fact been abused or neglected. Any conditions or information that may reasonably be related to abuse or neglect should be reported. Legal authorities have the responsibility for investigating each case and taking such action as is appropriate under the circumstances.

Legal References:

RCW 13.34.300-Failure to cause juvenile to attend school as evidence under neglect petition
26.44.020 -Child abuse — Definitions
24.44.030 Reports — Duty and authority to make — Duty of receiving agency — Duty to notify — Case planning and consultation — Penalty for authorized exchange of information — Filing dependency petitions — Interviews of children — Records Risk assessment process
28A.620.010-Community education provisions — Purposes
28A.620.020-Community education provisions — Restrictions
43.43.830- Background checks — Access to children or vulnerable persons
28A.320.160-Alleged sexual misconduct by school employee — Parental notification — Information on public records act.
28A.400.317-Physical abuse or sexual misconduct by school employees — Duty to Report — Training
WAC 388-15-009-Definition of child abuse, neglect or exploitation
AGO 1987, No. 9-Children — Child Abuse — Reporting by School Officials-Alleged Abuse by Student
Policy News, February 2007-Physical Abuse and Sexual Misconduct Notice Requirements
Policy News, June 1999- 23% of districts out-of-compliance on child abuse policies

Cross References:

Board Policy 4310-Relations with the Law Enforcement, Child Protective Agencies and the County Health Department

Initially Adopted: March 5, 1981

Adopted: February 22, 2010

Revised: October 26, 2015

Discipline Guidelines

The overall goal of discipline is to teach students responsible behavior. To preserve the learning environment and to develop responsibility, expectations and consequences for behavior are defined for students. Each teacher develops, teaches, and implements a discipline plan that is based on the school's expectations. When misbehaviors do occur, the staff will view the misbehavior as a teaching opportunity and will respond with calm and consistent corrections and/or consequences. Students need opportunities to practice making choices in a safe environment.

We will work together as a team to solve problems that are chronic or severe in nature.

CLASSROOM MANAGEMENT, CORRECTIVE ACTIONS OR DISCIPLINE

Policy No. 3241

Student

All students shall submit to the reasonable rules of the district. Refusal to comply with written rules and regulations established for the governing of the school shall constitute sufficient cause for discipline, suspension or expulsion. Corrective action and/or discipline for misconduct must reflect good faith effort on the part of the staff. For the purposes of the district's policies relating to corrective action or discipline:

- A. "Expulsion" is the exclusion from school or individual classes for a definite period of no more than one calendar year. The district has a duty to make "reasonable efforts" to assist the student and his or her parents in returning to an educational setting by the end of the expulsion. Building administrators may petition the superintendent to exceed the one-year limitation when "warranted based on public health or safety".
- B. An expulsion includes the denial of admission to or entry upon property owned, leased, rented or managed by the school district for the duration of the expulsion.
- C. "Suspension" is the exclusion from school, school activities or individual classes for a specific period of time, after which the student has a right to return.
 - 1. A suspension is "short term" if it is for a period of 10 consecutive school days or less. Separate short-term suspensions shall not total more than 10 school days in a semester for any student in grades K-4. Separate short-term suspensions shall not total more than 15 days in a semester for a student in any other grade. Students' grades shall not be affected substantially as a result of a short-term suspension.
 - 2. Suspensions which exceed 10 consecutive school days are long-term suspensions. The district has a duty to make "reasonable efforts" to assist the student and his or her parents in returning to an educational setting by the end of the long term suspension.
 - 3. A suspension includes the denial of admission to or entry upon property owned, leased, rented or managed by the school district for the duration of the suspension.
- D. "Discipline" constitutes all other forms of corrective action or consequences, including brief exclusions from a class for not more than the remainder of the class period, including exclusion from any other type of activity conducted by or for the district. Discipline shall not adversely affect specific academic grade, subject, or graduation requirements, so long as all required work is performed.

Prior to the imposition of a corrective action or discipline upon a special education student, the school principal and special education staff who have knowledge of the student's disability will determine if there is a causal relationship between the disability and the misconduct giving rise to the corrective action. When a relationship is found to exist, special education programming procedures shall be employed.

Once a student is expelled in compliance with district policy, the expulsion shall be brought to the attention of appropriate local and state authorities, including, but not limited to, the local juvenile authorities acting pursuant to the statutes dealing with the Basic

Juvenile Court Act, in order that such authorities may address the student's educational needs.

No student shall be expelled, suspended, or disciplined in any manner for the performance of or failure to perform any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of the educational process.

The superintendent shall have the authority to discipline, suspend or expel students. The superintendent shall identify the conditions under which a teacher may exclude a student from his or her class and shall also designate which staff has the authority to initiate or to impose discipline, suspensions or expulsions.

Parents and students shall be given notice of the standard of conduct the district requires regarding drug and alcohol use, and a statement of the disciplinary sanctions for violations of that standard.

For purposes of this policy, parent shall include legal guardian or custodian.

1. Rights, Responsibilities, and Authority of Certificated Staff
Certificated staff shall share responsibility for supervising the behavior of students and for maintaining the standards of conduct which have been established.

A. Certificated staff shall have the right to:

1. Expect students to comply with school rules.
2. Develop and/or review building rules relating to student conduct and control at least once each year. Building rules shall be consistent with district rules relating to student conduct and control.
3. Exclude a student from class for all or any portion of the period or for the balance of the school day, or up to the following two days, or until the teacher has conferred with the principal, whichever occurs first. Prior to excluding a student, the teacher shall have attempted one or more corrective actions.
4. Receive any complaint or grievance regarding corrective action of students. They shall be given the opportunity to present their version of the incident and to meet with the complaining party in the event that a conference is arranged.

B. Certificated staff shall have the responsibility to:

1. (Principals shall) Distribute to students, parents and staff a publication defining the rights, responsibilities and corrective action relating to student behavior.
2. Observe the rights of students.
3. Enforce the rules of student conduct fairly, consistently, and without discrimination. Any infractions shall be reported orally and in writing to the principal as soon as possible regardless of any corrective actions taken by the teacher.
4. Maintain good order in the classroom, in the hallways, and on the playgrounds or other common areas of the school, or while riding on school buses (field trip).
5. Maintain accurate attendance records, communicate and report all cases of truancy.
6. (Principals shall) Notify parents when students are suspended or expelled.
7. Set an appropriate example of personal conduct and avoid statements which may be demeaning or personally offensive to any student or group of students.
8. Meet with a parent(s) within five (5) school days upon request to hear a complaint regarding the use of classroom materials and/or teaching strategies that is being employed in the classroom.
9. Certificated staff shall have the authority to: Use such reasonable action as is necessary to protect himself/ herself, a student, or others from physical abuse or injury.
10. Remove a student from a class session for sufficient cause.
11. Detain a student after school for up to 60 minutes with due consideration for bus transportation.
12. (Principals shall) Impose suspension or expulsion when appropriate.

2. Student Discipline

The methods employed in enforcing the rules of the school involve professional judgment. Such judgment should be:

1. Consistent from day to day and student to student;
2. Balanced against the severity of the misconduct;
3. Appropriate to the student's nature and prior behavior;
4. Fair to the student, parent, and others; and
5. Effective

Since these criteria may be in conflict, established procedures must be followed in correcting misbehavior. Appeal procedures have been established in order to provide for an opportunity for every corrective action to be reviewed by someone in authority and to instill confidence among students and parents as to the essential fairness of staff. In order to develop an environment conducive to learning, the principal shall confer with certificated staff at least once per year to develop and/or review rules of conduct to be employed in the school and corrective actions that may be employed in the event of rule infractions.

A teacher shall have the authority to exclude a student from his/her classroom pursuant to the provisions of Section 1.C of this policy.

3. Detention

For minor infractions of school rules or regulations, or for minor misconduct, staff may detain students after school hours for not more than 60 minutes on any given day.

Preceding the assignment of such corrective action, the staff member shall inform the student of the nature of the offense charged and of the specific conduct which allegedly constitutes the violation. The student shall be afforded an opportunity to explain or justify his/her actions to the staff member.

Detention shall not begin until the parent has been notified (except in the case of the adult student) for the purpose of informing him/her of the basis and reason for the detention and to permit him/her to make arrangements for the necessary transportation of the student when he/she has been detained after school hours for corrective action.

Students detained for corrective action shall be under the direct supervision of the staff member or another member of the professional staff. The principal shall be responsible for seeing that the time which the student spends for corrective action shall be used constructively.

4. In-School Suspension

The board of directors supports efforts to bring about a positive learning climate in the school. The district strives to employ staff who are skilled in the most effective instructional techniques and who are sensitive to the unique needs of each individual student.

The need for order in the school and classroom is basic to learning. Rules are established to preserve the integrity of classroom and school in order to accomplish this need. Students who are in violation of school rules not only deprive themselves of the opportunity to learn but they interfere with the progress of others.

The district strives to maintain high standards of attendance. Students who are not in school are denied the opportunity to learn. Corrective actions including suspension and expulsion are reserved to those students who actively threaten other students, staff or the overall school environment.

The district, therefore, may create an in-school suspension program which temporarily removes the student from the regular environment but permits the student to maintain his/her educational progress.

Students who are assigned to in-school suspension are granted this opportunity as a privilege and are expected to comply with the expectations of staff. The superintendent shall establish

guidelines for the operation of the in-school suspension program.

5. Appeal Process for Disciplinary Action

Any parent or student who is aggrieved by the imposition of discipline shall have the right to an informal conference with the principal for the purpose of resolving the grievance. At such conference the student and parent shall be subject to questioning by the principal and shall be entitled to question staff involved in the matter being grieved.

The parent and student after exhausting this remedy shall have the right, upon 2 school business days' prior notice, to present a written and/or oral grievance to the superintendent. If the grievance is not resolved, the parent and student, upon 2 school business days' prior notice, shall have the right to present a written grievance to the board of directors during its next regular meeting, or at a meeting held within 30 days, whichever is earlier. A closed meeting may be held for the purpose of considering the grievance. The board shall notify the parent and student of its response to the grievance within 10 school business days after the date when the grievance was presented. The disciplinary action shall continue notwithstanding implementation of the grievance procedure unless the principal, superintendent or board elects to postpone such action.

6. Suspensions or Expulsions

The nature and circumstances of the student conduct violation must reasonably warrant a suspension or expulsion. As a general rule no student shall be suspended for a short or long term unless other forms of corrective action reasonably calculated to modify his/her conduct have previously been imposed upon the student as a consequence of misconduct of the same nature.

However, a student may be suspended for exceptional misconduct, other than absenteeism, when such misconduct is of frequent occurrence or is serious in nature and/or is disruptive to the operation of the school. The superintendent shall recommend for board approval, the nature and extent of the corrective actions which may be imposed as a consequence of exceptional misconduct. An exception may be granted by an administrator and/or hearing officer when warranted by extenuating circumstances. A student may be suspended or expelled because of habitual truancy pursuant to Board Policy 3122. Students who are suspended or expelled are not allowed on any school district property for the duration of the suspension or expulsion.

An expulsion must be for a definite period of no more than one calendar year. The district has a duty to make "reasonable efforts" to assist the student and his or her parents in returning to an educational setting by the end of the expulsion. Building administrators may petition the superintendent to exceed the one-year limitation when "warranted based on public health or safety".

7. Short-Term Suspension

In the event the proposed corrective action of a student is to include the denial of the right of school attendance from any single class for 3 to 10 school days or full schedule of classes for 1 and to 10 school days, a conference shall first be conducted with the student as follows:

1. An oral or written notice of the charges shall be provided to the student;
2. An oral or written explanation of the evidence in support of the charges shall be provided to the student;
3. An oral or written explanation of the suspension which may be imposed shall be provided to the student; and
4. The student shall be provided the opportunity to present his/her explanation.

The parent of the student shall be notified of the reason for the suspension and the duration of the suspension orally or by U.S. mail as soon as reasonably possible. Any student subject to a short-term suspension shall be provided the opportunity upon return to make up assignments and tests if:

1. Such assignments or tests have a substantial effect upon the student's semester grade or grades; or
2. Failure to complete such assignments or tests would preclude the student from receiving credit for the course or courses.

8. Appeal Process for Short-Term Suspension

Any parent or student who is aggrieved by the imposition of a short-term suspension shall have the right to an informal conference with the principal for the purpose of resolving the grievance. At such conference the student and parent shall be subject to questioning by the principal and shall be entitled to question staff involved in the matter being grieved.

The parent and student after exhausting this remedy shall have the right, upon 2 school business days' prior notice, to present a written and/or oral grievance to the superintendent or designee. If the grievance is not resolved, the parent and student, upon 2 school business days' prior notice, shall have the right to present a written grievance to the board of directors at its next regular meeting, or at a meeting held within 30 days, whichever is earlier. A closed meeting may be held for the purpose of considering the grievance. The board shall notify the parent and student of its response to the grievance within 10 school business days after the date when the grievance was presented. The short-term suspension shall continue notwithstanding implementation of the grievance procedure unless the principal, superintendent or board elects to postpone such action.

9. Emergency Expulsion

A student may be excluded from school prior to a hearing without other forms of corrective action if the principal reasonably believes the student is an immediate and continuing danger to other students, staff, or administrators or is a substantial disruption to the educational process of the district. An emergency expulsion must be converted to a different form of discipline within 10 school days of removal, and the district must provide separate notice and afford due process rights for the conversion action.

The provisions governing notice and hearing of regular long-term suspensions or expulsions shall apply except:

1. Written notice of the emergency expulsion shall be sent by certified letter deposited in the U. S. mail within twenty-four hours of the expulsion or by hand delivery to the student's parent(s) or guardian(s) within twenty-four hours of the expulsion and documenting delivery by obtaining his or her signature acknowledging receipt or the written certification of the person making the delivery;
2. The hearing officer shall render the decision within 1 school business day after the conclusion of the hearing.

10. Long-Term Suspensions or Expulsions

A long-term suspension or expulsion may be imposed by the principal only after a fair hearing is made available to the affected student and parent. Written notice of the hearing shall be delivered to the parent and student by certified mail or in person. The notice shall be in the parent's primary language and shall supply (1) the alleged misconduct and the school rules alleged to have been violated, (2) the recommended corrective action, (3) the right to a hearing, (4) the notice that if a written request for a hearing is not received by the staff member named in the notice within 3 school business days after the notice is received, the hearing shall be waived and the recommended corrective action shall take effect, and (5) the date by which the request for a hearing must be received.

If a hearing is requested, the superintendent shall schedule the matter for a hearing no later than the second school business day of such request.

The parent and student and the district or representatives shall be permitted to inspect in advance of such hearing any affidavits or exhibits which are to be submitted at the hearing. The parent and student shall have the opportunity to be represented by counsel, to explain the alleged misconduct and to

present affidavits, exhibits, and such witnesses as desired, as well as the opportunity to question witnesses.

The hearing shall be conducted before a hearing officer appointed by the superintendent. Such hearing officer shall not be a witness and shall determine the facts of each case solely on the evidence presented at the hearing. The hearing officer shall state in writing the findings as to the facts, conclusions and disposition to be made. The decision shall be provided to the parent and student or counsel.

Long-term suspensions shall not be imposed beyond the school year in which the alleged misbehavior occurs.

11. Appeal Process for Long-Term Suspension or Expulsion

If a long-term suspension or expulsion is imposed, the parent and student shall have the right to appeal the hearing officer's decision by filing an oral or written notice of appeal at the office of the hearing officer within 3 school business days after the date of receipt of the decision. The long-term suspension or expulsion shall be in effect while the appeal is pending. The board of directors shall schedule and hold a meeting to informally review the matter within 10 school business days from receipt of such appeal. The purpose of the meeting shall be to confer with the parties in order to decide upon the most appropriate means of handling the appeal. At that time the student, parent, and/or counsel shall be given the right to be heard and shall be granted the opportunity to present such witnesses and testimony as the council deems reasonable. Prior to adjournment, the board shall agree to one of the following procedures:

1. Study the hearing record or other materials submitted and record its findings within 10 school business days;
2. Schedule and hold a special meeting to hear further arguments on the case and record its findings within 15 school business days; or
3. Hear and try the case de novo before the board within 10 school business days.

Any decision by the board to impose or to affirm, reverse or modify the imposition of suspension or expulsion upon a student shall be made only by:

1. Those board members who have heard or read the evidence,
2. Those board members who have not acted as a witness in the matter, and
3. A majority vote at a meeting at which a quorum of the board is present.

Within 30 days of receipt of the board's final decision, any parent and student desiring to appeal any action upon the part of the board regarding the suspension or expulsion may serve a notice of appeal upon the council and file such notice with the superior court clerk of the county. Such notice shall also set forth in a clear and concise manner the errors complained of.

12. Emergency Removal

A student may be removed immediately from a class or subject by a teacher or administrator without other forms of corrective action and sent to the principal or a designated school official, without first attempting corrective action, provided that the teacher or administrator has good and sufficient reason to believe that the student's presence poses an immediate and continuing danger to the student, other students or staff or an immediate and continuing threat of substantial disruption of the class, subject, or educational process of the student's school. The removal shall continue only until:

1. The danger or threat ceases; or
2. The principal acts to impose discipline, impose a short-term or long-term suspension or expulsion or to impose an emergency expulsion.

The principal shall meet with the student as soon as reasonably possible following the student's removal and take or initiate

appropriate corrective action. In no case shall the student's opportunity for such meeting be delayed beyond commencement of the next school day.

The teacher or administrator who removed the student shall be notified of the action which has been taken or initiated.

13. Readmission Application Process

Any student who has been suspended or expelled shall be allowed to make application for readmission at any time. If a student desires to be readmitted to the school from which he/she has been suspended/ expelled, the student shall submit a written application to the principal, who shall recommend admission or non-admission. If a student wishes admission to another school, he/she shall submit the written application to the superintendent or designee. The application shall include:

1. Reasons the student wants to return and why the request should be considered;
2. Evidence which supports the request; and
3. A supporting statement from the parent or others who may have assisted the student.

14. Reentry Conference and Reengagement Plan

The principal will hold a reentry conference with the student/parents within 20 days of a long-term suspension or expulsion (and no later than five days before the student re-enrolls), regardless of whether an appeal or request for early reentry was made, to "discuss a plan to reengage the student in a school program." Administrators must consider shortening the suspension or expulsion, imposing other forms of corrective action, and using "supportive interventions." The district also must create a written "reengagement plan tailored to the student's individual circumstances." The plan must consider the incident that led to the discipline and aid the student in taking the necessary steps to remedy that situation. Reentry conferences are separate from petitions for readmission.

The superintendent or designee shall, in writing, advise the parent and student of the decision within seven (7) school days of the receipt of such application. The board shall direct the superintendent to develop procedures for the handling of student discipline.

Legal References:

RCW 9A.16.100 -Use of force on children
9.41.280- Possessing dangerous weapons on school facilities
28A.225.020- School's duties and child's failure to attend school
28A.225.030- Petition to juvenile court to assume jurisdiction
28A.400.110- Principal to assure appropriate student discipline
28A.600.010- Enforcement of rules of conduct —Due process guarantees — Computation of days for short-term and long-term suspensions
28A.600.020 -Exclusion of student from classroom — Written disciplinary procedures —Long-term suspension or expulsion
28A.600.040- Pupils to comply with rules and regulations
28A.600.420- Firearms on school premises, transportation, or facilities —Penalty — Exemptions
20 USC 3171 et. seq.- Drug-Free Schools and Communities Act
WAC 392-400-205 -Definitions
392-400-235 Discipline — Conditions and limitations
392-400-240 Discipline — Grievance procedure
392-400-245 Short-term suspension — Conditions and Limitations
392-400-250-Short-term suspensions — Prior conference required — Notice to parent
392-400-255- Short-term suspension Grievance procedure.
392-400-260- Long term suspension — conditions and limitations
392-400-265- Long-term suspension — Notice of hearing — Waiver of hearing
392-400-270- Long-term suspension — Prehearing and hearing process
392-400-280- Expulsion — Notice of hearing —

Waiver of hearing
 392-400-285- Expulsion — Prehearing and hearing process
 392-400-290- Emergency removal from class, subject, or activity
 392-400-295- Emergency expulsion — Limitations
 392-400-300- Emergency expulsion — Notice of hearing — Waiver of hearing right
 392-400-305- Emergency expulsion — Prehearing and hearing process
 392-400-310 -Appeals — Long-term suspension and expulsion
 392-400-315 Appeals — Hearing before school board or disciplinary appeal council — Procedures
 392-400-317- Appeals — Discipline and short-term suspension grievances
 392-400-320- School board or disciplinary appeal council decisions

Cross References:

Board Policy 2161- Special Education and Related Services for Eligible Students

3122- Excused and Unexcused Absences

4210-Regulation of Dangerous Weapons on School Premises

Adopted: February 22, 2010

Amended: August 26, 2013

Amended: February 9, 2015

Drug/Alcohol/Distribution/Paraphernalia/Weapons

The use or possession of alcohol or drugs at school, on school grounds, or during a school-sponsored activity is prohibited. Any student that displays abnormal behavior that may be the result of using alcohol or drugs is subject to removal from school or activity and disciplinary and/or legal action. Possession of drug paraphernalia is subject to the same disciplinary action as usage.

The staff and students are committed to providing a safe and nurturing learning environment within the school and its grounds. Students have the affirmative duty to report their knowledge of any contraband, weapons, or unsafe items to an adult staff member. Students who know of such items and fail to report the presence of those items endanger the safety of the staff and other students. Therefore, students who are known to have seen but did not report the presence of contraband or dangerous items, or who have participated in the planning to bring such an item to school, will be subject to disciplinary action as per Longview School Board policy. School staff will make every effort to preserve the anonymity of students who report the presence of contraband or dangerous items, or the names of the people who participate in the planning of bringing such items to school.

Student Conduct

Procedure No. 3240P

Respect for the Law and the Rights of Others

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

Compliance With Rules

Students shall comply with all rules adopted by the district. Failure to do so shall be cause for corrective action. The rules shall be enforced by school officials:

- On the school grounds during and immediately before or immediately after school hours,
- On the school grounds at any other time when the school is being used by a school group(s), or
- Off the school grounds at a school activity, function, or event, or
- Off the school grounds if the actions of the student materially or substantially affect the educational process.

*Alcohol, Chemical Substances and Tobacco Products-a student shall not knowingly possess, use, transmit, be under the influence

of, or show evidence of having used any alcoholic beverage, drug, mind-altering substance, medication not prescribed and approved in writing, drug paraphernalia, illegal chemical substance or opiate, tobacco product or devices including electronic, that transmit nicotine or nicotine-like products. (See 3416)

Alteration of Records and Cheating - A student who falsifies, alters, or destroys a school record or any communication between home and school shall be subject to corrective action.

**Arson -knowingly and/or maliciously causing a fire or explosion is prohibited.

*Assault-the threat or attempt of force or violence upon the person of another is prohibited.

Attendance-students must maintain regular school attendance in accordance with Policy 3121.

*Bomb Threats-threatening to bomb or damage any public school facility or property is prohibited.

*Burglary-breaking into a school with the intent to steal is prohibited.

Cheating-any student who knowingly submits work of others represented as his/her own shall be considered to have cheated. Cheating also includes the aiding and abetting of cheating by others.

Checking out of School-a student shall not leave the school campus during the school day unless excused by the school office.

Damage or Vandalism a student shall not intentionally or with gross carelessness damage school or private property.

*Dangerous Behavior-engaging in a behavior which a reasonable person would know creates a risk of injury to another individual is prohibited.

*Defiance-students must obey the lawful instructions of school personnel.

*Disruptive Conduct-a student shall not intentionally cause a substantial and material disruption of any school operations. The following illustrate the kinds of offenses that are prohibited:

- Occupying a school building or school grounds in order to deprive others of its use;
- Blocking the entrance or exit of any school building or room in order to deprive others of passing through;
- Setting fire to or substantially damaging school property;
- Using, or threatening to use, firearms, explosives or other weapons on the school premises, including use by an unauthorized student of a personal protection spray device, or use of such device in other than self-defense as defined by state law;
- Preventing students from attending a class or school activity;
- Blocking normal pedestrian or vehicular traffic on a school campus;
- Interfering seriously with the conduct of any class or activity; and
- Gambling or encouraging other students to gamble.

Disruptive Dress and Appearance - dress and appearance must not present health or safety issues, intimidate others or cause disruption, nor promote activities that are considered illegal.

Electronic Information Systems - students shall comply with the acceptable use guidelines of Policy 2022 when using electronic

information systems such as e-mail, networks and the internet.

****Explosives** - possession or use of anything tending or serving to explode with force or violence, such as firecrackers, bullets or pipe bombs is prohibited.

***Extortion, Blackmail or Extortion** obtaining money or property by violence or threat of violence, or forcing someone to do something by force or threat of force is prohibited.

False Accusations/Defamation - students shall not make untrue charges of wrongful conduct or other defamatory statements.

***False Alarms/Fire Apparatus** - setting off false alarms, discharging or stealing fire extinguishers or damaging alarm systems is prohibited.

***Fighting** - is aggressive behavior which involves two or more participants. Students who are found to have promoted or incited a fight are subject to the same correction actions as those who are involved in the fight.

Gambling - the risking or betting something of value on the outcome of an event, a game or chance is prohibited.

***Gang Activity** - a student shall not knowingly engage in gang activity on school grounds. A gang is a group of three or more persons with identifiable leadership which, on an ongoing basis, regularly conspires and acts in concert mainly for criminal purposes.

***Harassment** - derogatory action or intimidation of another person in a way that places that person in reasonable fear of harm to his/her person or property; or disrupts the learn environment. See Policy 3207.

***Harassment, Sexual** - unwelcome or uninvited sexual advances, requests for sexual favors, sexual comments, cartoons, innuendoes and other verbal or physical conduct of a sexual nature is prohibited. See Policy 3210.

***Hazing** - acts that injure, degrade or disgrace or tend to injure, degrade or disgrace other individuals are prohibited. See Policy 3207.

***Intimidation** - of school personnel or other students by direct threat or force or violence is prohibited. See Policy 3207.

Inappropriate, Vulgar or Lewd Conduct - any lewd, indecent or obscene act or expression is prohibited.

Loitering - a student shall be expected to leave the school campus at the official close of the school day unless permission to do otherwise has been granted.

***Robbery** - stealing from an individual by force or threat of force is prohibited.

Selling Items at School - only authorized organizations may sell on school property or at school events.

Tardiness - students are expected to be punctual in arriving at school and to each of their classes.

***Theft** - the unauthorized taking of personal property of another person or the property of the district is prohibited.

***Tobacco** - possession, use, or distribution of tobacco products by a person under the age of 18 is a class 3 civil infraction and shall be referred to law enforcement authorities. Students may not possess, use, or distribute tobacco products, electronic delivering devices, chemicals or devices that produce the same flavor or physical effect of nicotine substances and other tobacco innovations, on school grounds or at school-sponsored activities.

Trespassing - being present in an unauthorized place or refusing to leave when directed to do so is prohibited.

****Weapons and Dangerous Instruments** - a student shall not possess or transmit any object that can reasonably be considered a firearm, air gun or a dangerous weapon. Violation of this rule with a firearm shall result in a minimum one year expulsion, unless modified by the superintendent. Students over eighteen years of age and students between fourteen and eighteen years of age with written parental or guardian permission may possess personal protection spray devices. No one under eighteen years of age may transmit such devices, nor may they be used other than in self-defense as defined by state law. Possession, transmission or use of personal protection spray devices under any other circumstances is a violation of this rule.

* indicates exceptional misconduct which could lead to suspension on the first-time offense

** indicates emergency expulsion or expulsion and can be imposed on the first offense.

Adopted: February 8, 2010

Amended: June 8, 2015

Regulation of Dangerous Weapons on School Premises Policy No. 4210

Community relations

It is a violation of district policy and state law for any person to carry a firearm or dangerous weapon on school premises, school-provided transportation or areas of other facilities being used exclusively for school activities.

The superintendent is directed to see that all school facilities post "gun-free zone" signs, and that all violations of this policy and RCW 9.41.280 are reported annually to the superintendent of public instruction.

The following persons may carry firearms into school buildings, as necessary, although students engaged in these activities are restricted to the possession of rifles on school premises:

Persons engaged in military, law enforcement, or school district security activities;

Persons involved in a school authorized convention, showing, demonstration, lecture or firearm safety course;

Persons competing in school authorized firearm or air gun competitions; and

Any federal, state or local law enforcement officer.

The following persons over eighteen years of age and not enrolled as students may have firearms in their possession on school property outside of school buildings:

Persons with concealed weapons permits issued pursuant to RCW 9.41.70 who are picking up or dropping off students; and

Persons conducting legitimate business at the school and in lawful possession of a firearm or dangerous weapon if the weapon is secured within an attended vehicle, is unloaded and secured in a vehicle, or is concealed from view in a locked, unattended vehicle.

Persons may bring dangerous weapons, other than firearms, onto school premises if the weapons are lawfully within the person's possession and are to be used in a school-authorized martial arts class.

Persons over eighteen years of age and persons between fourteen and eighteen years of age with written parental or guardian permission may possess personal protection spray devices on school property. No one under eighteen years of age may deliver such devices, nor may anyone eighteen years or older deliver a spray device to anyone under fourteen or to anyone between fourteen and eighteen who does not have parental permission.

Personal protection spray devices may not be used other than in self-defense as defined by state law. Possession, transmission or use of personal protection spray devices under any other

circumstances is a violation of district policy.

School officials shall notify the student's parents or guardians and the appropriate law enforcement agency of known or suspected violations of this policy. Students who violate this policy shall be subject to discipline, including a one-year expulsion for a violation involving a firearm. However, the superintendent may modify the one-year expulsion on a case-by-case basis.

Legal References:

RCW 9A.16.020-Dangerous weapons on school grounds

RCW 9A.16.020-Use of force — when lawful

RCW 9A.16.020-Personal Protection Spray devices

RCW 28A.600.420-Firearms on school premises, transportation, or facilities — Penalty — Exemptions

Management Resources:

Policy News, August 2006-Weapons on School Premises

Policy News, August 1998-State Encourages Modification of Weapons Policy

Policy News, October 1997-Legislature also addresses “look-alike” firearms

Cross References:

Board Policy 3241-Classroom Management, Corrective Actions and Punishment

Board Policy 3350-Contraband

Initially Adopted: August 16, 1993

Adopted: October 12, 2009

Electronic Devices

School staff retains the authority in deciding when and how students may use personal electronic devices on school grounds during the school day. Students are reminded that

- Responsible personal conduct on-line is no different than personal conduct face-to-face.
- Individuals must protect personal safety online.
- There are long-lasting implications to publishing in the online environment.
- Civic life has an expanding digital dimension that demands responsible engagement by individuals and groups.

Student Use of Wireless Internet on Personal Electronic Devices Code of Conduct

By using the Longview School District's Wi-Fi connection to access the Internet on my personal electronic device (such as a cell phone, tablet, netbook, laptop, tablet, or smart phone), I agree to abide by the following code of conduct:

1. I understand that using technology effectively is a skill that is essential to my success as a student. I am responsible for the choices I make when I use technology, and for all communications and actions that originate from my devices. I understand that if my actions violate this code of conduct, I will experience a progression of consequences applied under the discretion of school staff, which may include a warning, confiscation of my device, suspension/expulsion from school, and revocation of network or computer privileges.
2. I have reviewed and will follow the Network Acceptable Use Guidelines contained in the District's Policy 2022 and Procedure 2022P (published in student handbooks) regardless of how I access the Internet (District Wi-Fi or my device's 3G/4G/LTE connection).
3. I have reviewed and agree to follow District Policy 3245 and Procedure 3245P, which explain my rights and responsibilities regarding telecommunication devices. I agree that when school staff have reasonable suspicion that I am using a personal device in a manner that violates the law or school rules, the official may confiscate the device, which will only be returned to the my parent/guardian. Further, I consent to search of my personal devices when school officials have a reasonable suspicion that I have violated the law or school rules. I understand that content or images found during a search that violate the law will be referred to police.

4. I will use devices at school only when and where allowed by District policy and school rules. I will use technology in the classroom only when permitted by the teacher, who has complete and final say on the use of devices for the entire class or for specific students. I will not use devices in locker rooms and bathrooms, or in areas where another person's privacy would be violated. I will not photograph or record individually recognizable individuals without their permission.
5. I understand that I will not be at a disadvantage if I don't bring my personal device and that the District will continue to purchase textbooks, support materials, computers and software to support learning.
6. I am responsible for keeping my personal devices secure at school. I have parent/guardian permission to bring my personal device to school. I keep my personal device secure to prevent loss or theft. I understand that the District assumes no responsibility for theft, loss, or damage of any devices brought to school.
7. I am responsible for knowing how to connect, operate, and maintain my personal device on Wi-Fi. I am responsible for any Internet connection expense when using my own provider to access the Internet.
8. I understand that my online identity is my own, and I am responsible for keeping my usernames, passwords, and online accounts secure and private. I am responsible for all communications and actions that originate from my usernames or online accounts.
9. I am responsible for not interfering with the learning of other students. I will use technology in ways that do not disrupt others in the classroom. I will not harm the integrity of the school network and its resources. Further, I am solely responsible for what I say and do online. I understand that what I write, say, show, do, and communicate online is public and has the ability to hurt myself and others. I understand that actions and communications that bully, discriminate, communicate hate, threaten, or cause substantial disruption at school are not allowed and may result in discipline.
10. I am responsible for respecting the intellectual property of others and copyright laws. My work and ideas expressed online should reflect my own thinking and effort. When I use or adapt the work of others, I will give them credit and acknowledge them.

Students and Telecommunication Devices

Policy No. 3245

Students

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

- A. Telecommunication devices will be turned on and operated only before and after the regular school day and during the student's lunch break, unless an emergency situation exists that involves imminent physical danger or a school administrator authorizes the student to use the device;
- B. Students will not use telecommunication devices in a manner that poses a threat to academic integrity, disrupts the learning environment or violates the privacy rights of others;
- C. Students will not send, share, view or possess pictures, text messages, emails or other material depicting sexually explicit conduct, as defined in RCW 9A.011, in electronic or any other form on a cell phone or other electronic device, while the student is on school grounds, at school sponsored events or on school buses or vehicles provided by the district;
- E. When a school official has reasonable suspicion, based on objective and articulable facts, that a student is using a telecommunications device in a manner that violates the law or school rules, the official may confiscate the device, which will only be returned to the student's parent or legal guardian;

F. By bringing a cell phone or other electronic devices to school or school-sponsored events, the student and their parent/guardian consent to the search of the device when school officials have a reasonable suspicion, based on objective and articulable facts, that such a search will reveal a violation of the law or school rules. The scope of the search will be limited to the violation of which the student is accused. Content or images that violate state or federal laws will be referred to law enforcement;

G. Students are responsible for devices they bring to school. The district will not be responsible for loss, theft or destruction of devices brought onto school property or to school sponsored events;

H. Students will comply with any additional rules developed by the school concerning the appropriate use of telecommunication or other electronic devices; and

I. Students who violate this policy will be subject to disciplinary action, including suspension or expulsion.

Cross References:

Board Policy 2022-Electronic Resources

3207-Prohibition of Harassment, Intimidation and Bullying

3241-Classroom Management, Corrective Actions or Punishment

4310-Relations with Law Enforcement Agencies, Child h Officials

Management Resources:

Policy News, October 2010-Students and Telecommunication Devices Revisited

Policy News, June 2010-Students and Sexting

Policy News, February 2004-Evolution of Cell Phone Use

Adopted: April 9, 2012

Excused and Unexcused Absences

Policy No. 3122

Students

Students are expected to attend all assigned classes each day. School staff will keep a record of absence and tardiness, including a call log and/or a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student's excused absences.

Excused Absences

Regular school attendance is necessary for mastery of the educational program provided to students of the district. Students at times may appropriately be absent from class. The following principles will govern the development and administration of attendance procedures within the district:

A. The following are valid excuses for absences:

1. Participation in a district or school approved activity or instructional program;
2. Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental or optometry);
3. Family emergency, including, but not limited to, a death or illness in the family;
4. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
5. Court, judicial proceeding or serving on a jury;
6. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
7. State-recognized search and rescue activities consistent with RCW 28A.225.055;
8. Absence directly related to the student's homeless status;
9. Absences related to deployment activities of a parent or legal guardian who is in active duty member consistent with RCW

10. Absence resulting from a disciplinary/corrective action. (e.g., short-term or long-term suspension, emergency expulsion); and

11. Principal (or designee) and parent, guardian, or emancipated youth mutually agreed upon approved activity.

The school principal (or designee) has the authority to determine if an absence meets the above criteria for an excused absence.

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

- An excused absence will be verified by the parent/guardian or an adult, emancipated or appropriately aged student; or school authority responsible for the absence. If attendance is taken electronically, either for a course conducted online or for students physically within the district, an absence will default to unexcused until such time as an excused absence may be verified by a parent or other responsible adult. If a student is to be released for health care related to family planning or abortion, the student may require that the district keep the information confidential. Students thirteen and older have the right to keep information about drug, alcohol or mental health treatment confidential. Students thirteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.

Unexcused Absences

A. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above for an excused absence.

B. As a means of instilling values of responsibility and personal accountability, a student whose absence is not excused will experience the consequences of his/her absence. A student's grade may be affected if a graded activity or assignment occurs during the time when the student is absent.

C. The school will notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification will include the potential consequences of additional unexcused absences.

D. A conference with the parent or guardian will be held after two unexcused absences within any month during the current school year. A conference will be scheduled to determine what corrective measures should be taken to ameliorate the cause for the student's absences from school. If the parent does not attend the conference, the parent will be notified of the steps the district has decided to take to reduce the student's absences.

E. Not later than the student's fifth unexcused absence in a month the district shall enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a community truancy board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.

F. If such action is not successful, the district shall file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student or parent and student no later than the seventh unexcused absence within any month during the current school year or upon the tenth unexcused absence during the current school year.

G. All suspensions and/or expulsions shall be reported in writing to the superintendent or designee within 24 hours after imposition. The superintendent will enforce the district's attendance policies and procedures. Because the full knowledge and cooperation of students and parents are necessary for the success of the policies

and procedures, procedures shall be disseminated broadly and made available to parents and students annually. Students are expected to attend all assigned classes each day. School staff will keep a record of absence and tardiness, including a call log and/or a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student's excused absences.

Students dependent pursuant to Chapter 13.34, RCW

A school district representative or certificated staff member will review unexpected or excessive absences of a student who has been found dependent under the Juvenile Court Act with that student and adults involved with that student. Adults include the student's caseworker, educational liaison, attorney if one is appointed, parent or guardians, foster parents and/or the person providing placement for the student. The review will take into consideration the cause of the absences, unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues, and the student's unavoidable appointments that occur during the school day. The representative or staff member must proactively support the student's management of their school work.

Cross References:

3240- Student Conduct Expectations and Reasonable Sanctions
3241 - Classroom Management, Corrective Action or Discipline
3230 - Student Privacy and Searches
3120 - Enrollment

Legal References:

RCW 13.34.300 Relevance of failure to cause juvenile to attend school to neglect petition
RCW 28A.225.105 Attendance mandatory – six or seven year olds –unexcused absences Petition.
RCW 28A.225.010 Attendance mandatory – Age –Exceptions
RCW 28A.225.020 School's duties upon child's failure to attend school.
RCW 28A.225.023 Youth dependent pursuant to Chapter 12.34
RCW –Review of unexpected or excessive absences – Support for youth's school work.
RCW 28A.225.055 Search and rescue activities
Chapter 28A.225 RCW Compulsory school attendance and admission
WAC 392-400-325 Statewide definition of excused and unexcused daily absences
WAC 392-400-260 Long-term suspension — Conditions and limitations

Management Resources:

2015 – June Issue 2012 - December Issue
2011 - December Issue

Adopted: February 8, 2010

Amended: April 11, 2016

Amended: February 27, 2017

Amended: October 23, 2017

Hazing, Harassment, Bullying, and Intimidation

Harassment, intimidation and bullying is an intentional electronic, written, verbal or physical act that harms a student, a student's property, substantially interferes with the student's education, interferes with the school environment or disrupts the orderly operation of the school. The district is committed to a safe and civil educational environment for all students, employees, volunteers, and patrons free from all forms of discrimination and harassment including sexual harassment, hazing, and bullying. The Incident Reporting Form is available at your school.

Prohibition of Harassment, Intimidation, Bullying, Hazing, Threats, Assault and/or Other Illegal Discrimination Policy No. 3207

The district is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and patrons, that is free from all forms of discrimination and harassment including sexual harassment, hazing and bullying.

Hazing is defined as “committing an act or acts against a student, or coercing a student to commit an act that creates risk of physical, emotional, or mental harm to a person such as coercion in order to be initiated into a student organization, activity, team or class.”

“Harassment, intimidation or bullying” means any intentionally written message or image, including those that are electronically transmitted, a verbal, or physical act, including but not limited to one shown to be motivated by any characteristic in RCW 49.60.215 (unfair practices of places of public accommodation: race, color, creed, national origin, the presence of any sensory, mental, or physical disability, the use of a trained dog guide or service animal by a person with a disability, sexual orientation, including gender identity, or sex) when an act:

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

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

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

“Other distinguishing characteristics” can include but are not limited to: physical appearance, clothing or other apparel, socioeconomic status, gender identity and marital status.

Behaviors/Expressions

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

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

Training

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

Prevention

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

Interventions

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the perpetrator, and to restore a positive school climate. The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Intervention will range from counseling, correcting behavior and discipline to referral to law enforcement. See Procedure 3241 B 2.

Retaliation/False Allegations

Retaliation is prohibited and will result in appropriate discipline.

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

Compliance Officer

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

The superintendent is authorized to direct the implementation of procedures addressing the elements of this policy.

Legal References:

RCW 28A.300.285-Harassment, intimidation and bullying prevention policies
RCW 28A.600.480- Reporting of harassment, intimidation, or Bullying – Retaliation prohibited – Immunity
RCW 9A.36.080-Malicious Harassment – Definition and criminal penalty
RCW 28A.642 K-12- Education – Prohibition of discrimination
RCW 49.60-Discrimination – Human Rights Commission
WAC 162-28-030- Schools Are Places of Accommodation
U.S. Depart. Of Ed- Dear Colleague Letter, 2010
<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-20101010.html>

Management Resources:

Policy News, December 2010- Harassment, Intimidation and Bullying Policy Strengthened
Policy News, April 2008-Cyberbullying Policy Required
Policy News, April 2002- Legislature Passes an Anti-Bullying Bill

Cross References:

Policy 3200- Rights and Responsibilities
Policy 3210-Sexual Harassment
Policy 3240-Student Conduct
Policy 3241-Classroom Management, Corrective Action and Punishment
Policy 6590-Sexual Harassment
Adopted: October 26, 2009
Amended: April 11, 2011
August 8, 2011

Homelessness/Transportation

A federal act ensures that students who experience homelessness have specific rights to a public education. A student's ability to enroll, remain at a school, and be transported to and from school is outlined by law. More information is available at the school. (McKinney-Vento Act)

Homeless Students: Enrollment Rights and Services

Policy No. 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 education (including public pre-school education), provided to other students. Special attention will be given to ensuring 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.

Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

1. Definition: Homeless students are defined as lacking a fixed,

regular and adequate nighttime residence, including those students who are:

- A. Sharing the housing of other persons due to loss of housing or economic hardship, or a similar reason;
- B. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;
- C. Living in emergency or transitional shelters;
- D. Abandoned in hospitals;
- E. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations;
- F. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; or
- G. Migratory children living in conditions described in the previous examples.

The superintendent will designate an appropriate staff person to be the district's McKinney-Vento liaison for homeless students and their families. The liaison may simultaneously serve as a coordinator for other federal programs, provided that they are able to carry out the duties listed in the procedure that accompanies this policy.

If the district has identified more than ten unaccompanied youth, meaning youth not in the physical custody of a parent or guardian and including youth living on their own in any of the homeless situations described in the McKinney-Vento Homeless Education Act, the principal of each middle and high school building will establish a point of contact for such youth. The point of contact is responsible for identifying homeless and unaccompanied youth and connecting them with the district's homeless student liaison. The district's homeless student liaison is responsible for training the building points of contact.

Best interest determination

In making a determination as to which school is in the homeless student's best interest to attend, the district will presume that it is in the student's best interest to remain enrolled in their school of origin unless such enrollment is against the wishes of a parent, guardian, or unaccompanied youth.

Attendance options will be made available to homeless families on the same terms as families resident in the district, including attendance rights acquired by living in attendance areas, other student assignment policies, and intra and inter-district choice options.

If there is an enrollment dispute, the student will stay in the school of origin, pending resolution of the dispute. The parent or guardian will be informed of the district's decision and the reasons therefore, (or informed if the student does not qualify for McKinney-Vento, if applicable) and their appeal rights in writing and in a language they can understand. The district's liaison will carry out dispute resolution as provided by state policy. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school will immediately enroll the student, pursuant to district policies. However, enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including academic records, medical records, proof of residency, mailing address or other documentation, or denied or delayed due to missed application deadlines or fees, fines or absences at a previous school.

If the student does not have immediate access to immunization records, the student will be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school will be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, and in including compliance with the state's Address Confidentiality Program when necessary. However, the district cannot demand emergency contact information in a form or manner that creates a barrier to enrollment.

and/or attendance at school.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.

The district's liaison for homeless students and their families will coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students where such children and youth receive services under the McKinney-Vento Act, such as schools, family shelters and soup kitchens. The notice must be disseminated in a manner and form that parents, guardians and unaccompanied youth receiving such services can understand, including, if necessary and to the extent feasible, in their native language. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students and will participate in professional development and other technical assistance activities, as determined by the state-level (OSPI) coordinator for homeless children and youth programs.

The superintendent will:

- Strongly encourage district staff, including substitute and regular bus drivers to annually review the video posted on the OSPI website on Identification of student homelessness;
- Strongly encourage every district-designated homeless student liaison to attend trainings provided by the state on identification and serving homeless youth. Ensure that the district includes in materials provided to all students at the beginning of the school year or at enrollment, information about services and support for homeless students (i.e., the brochure, posted on the OSPI website).
- Use a variety of communications each year to notify students and families about services and support available to them if they experience homelessness (e.g., distributing and collecting a universal annual housing intake survey, providing parent brochures directly to students and families, announcing the information at school-wide assemblies, posting information on the district's website).

Facilitating on-time grade level progression

The district will: 1) waive specific courses required for graduation for students experiencing homelessness if similar coursework has been satisfactorily completed in another school district; or 2) provide reasonable justification for denial of the waiver. In the event the district denies a waiver and the student would have qualified to graduate from their sending school district, the district will provide an alternative process of obtaining required coursework so that the student may graduate on time.

The district will consolidate partial credit, unresolved, or incomplete coursework and will provide students experiencing homelessness with opportunities to accrue credit in a manner that eliminates academic and nonacademic barriers for the student.

For students who have been unable to complete an academic course and receive full credit due to withdrawal or transfer, the district will grant partial credit for coursework completed before the date of the withdrawal or transfer. When the district receives a transfer student in these circumstances, it will accept the student's partial credits, apply them to the student's academic progress or graduation or both, and allow the student to earn credits regardless of the student's date of enrollment in the district.

In the event a student is transferring at the beginning of or during their junior or senior year of high school and is ineligible to graduate after all alternatives have been considered, the district will work with the sending district to ensure the awarding of a diploma

from the sending district if the student meets the graduation

requirements of the sending district. In the event a student enrolled in three or more school districts as a high school student, has met state requirements, has transferred to the district, but is ineligible to graduate from the district after all alternatives have been considered, the district will waive its local requirements and ensure that the student receives a diploma.

Informed consent for healthcare

Informed consent for healthcare of behalf of a student experiencing homelessness may be obtained from a school nurse, school counselor, or homeless student liaison when:

- a. Consent is necessary for non-emergency, outpatient, primary care services, including physical examinations, vision examinations and eyeglasses, dental examinations, hearing examinations and hearing aids, immunizations, treatments for illnesses and conditions, and routine follow-up care customarily provided by a health care provider in an outpatient setting, excluding elective surgeries;
- b. The student meets the definition of a "homeless child or youth" under the federal McKinney-Vento homeless education assistance improvements act of 2001; and
- c. The student is not under the supervision or control of a parent, custodian, or legal guardian, and is not in the care and custody of the department of social and health services. The District and District employee authorized to consent to care under this policy are not subject to administrative sanctions or civil damages resulting from the consent or non-consent for care or payment for care.

Legal References:

RCW 28A.225.215 Enrollment of children without legal Residences
RCW 28A.320.145 Support for homeless students
20.U.S.C.6301 et seq. Elementary and Secondary Education Act of 1965 As amended by the Every Student Succeeds Act [ESSA]
42 U.S.C. 11431 et. Seq. McKinney-Vento Homeless Assistance Act
Chapter 28A.320 RCW Provisions applicable to all districts (new section created by 3SHB 1682, 2016 legislative session)

Cross References:

Board Policy 3116 Students in Foster Care
Board Policy 3120 Enrollment
Board Policy 3231 Student Records
Board Policy 3413 Student Immunization and Life-Threatening Conditions
Board Policy 4218 Language Access Plan

Initially Adopted: May 10, 2004

Adopted: February 8, 2010

Amended: April 22, 2013

Amended: August 12, 2013

Amended: January 23, 2017

Amended: February 27, 2017

Amended: November 27, 2017

Internet Use

Students are required to understand and follow the district's rules on appropriate use of the district's computers and network.

Electronic Resources and Internet Safety

Policy No. 2022

The board of directors recognizes that an effective public education system develops students who are globally aware, civically engaged, and capable of managing their lives and careers. The board also believes that staff and students need to be proficient and safe users of information, media, and technology to succeed in a digital world.

Therefore, the district will develop and use electronic resources as a powerful and compelling means for students to learn core subjects and applied skills in relevant and rigorous ways and for staff to educate them in such areas of need. It is the district's goal to provide students with rich and ample opportunities to use technology for

important purposes in schools just as individuals in workplaces and

other real-life settings use these tools. The district's technology will

enable educators and students to communicate, learn, share, collaborate and create; to think and solve problems; to manage their

work; and to take ownership of their lives.

The superintendent or designee will create electronic resources and develop related educational systems that support innovative teaching and learning and provide appropriate staff development opportunities. To promote Internet safety and appropriate online behavior of students and staff as they use electronic resources and access material from the Internet, the superintendent or designee is authorized to develop or adopt Internet safety policies and procedures and acceptable use guidelines. The superintendent or designee in evaluating such procedures and instructional materials should take into account District electronic resources, community norms, privacy rights, responsible use, and issues of concern with student or staff use of electronic resources.

As a component of district Internet safety measures, all district-owned electronic resources, including computer networks and Wi-Fi, in all district facilities capable of accessing the Internet must use filtering software to prevent access to objectionable materials including but not limited to obscene, racist, hateful or violent material. However, given the ever-changing nature of the Internet, the district cannot ensure that a student will never be able to access objectionable material.

Consistent with the federal Children's Internet Protection Act (CIPA), the district will address the following issues regarding Internet safety:

- Preventing access by students to inappropriate and harmful matter on the Internet and World Wide Web;
- Providing for the safety and security of students when using electronic resources.
- Prohibiting unauthorized access, including so-called "hacking" and other unlawful activities by students online.
- Preventing unauthorized disclosure, use, and dissemination of personal information regarding minors.

The district will use the following four-part approach to Internet safety.

1. Network Use Agreement: Any student or staff member using the Internet from a computer in the district facility must have a valid network use agreement on file.
2. Filter: All district-owned computers in all district facilities capable of accessing the Internet, and all district-operated networks providing access to the Internet (such as Wi-Fi), must use filtering software to prevent access to visual depictions that are obscene, child pornography, or, with respect to the use of computers by students, harmful to minors.
3. Supervision: When students use the Internet from school facilities, district staff will make a reasonable effort to supervise student access and use of the Internet. If material is accessed that violates standards in the district's procedures governing network or student guidelines for electronic resources or acceptable use, district staff will instruct the person to cease using that material and/or implement sanctions consistent with district policies, procedures, guidelines, or student codes of conduct.
4. Instruction: Students will be educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

The board directs the superintendent to develop regulations that implement the above approach and encourage responsible access to electronic information networks by students while establishing reasonable controls for the lawful, efficient, and appropriate management of the system.

Legal Reference:

18 U.S.C. §§ 2510-2522 Electronic Communication Privacy Act
47 C.F.R. § 54.520 Children's Internet Protection Act (CIPA)

Management Resources:

Policy News, June 2008 Policy News

Policy News, June 2001 Congress Requires Internet Blocking at School

Policy News, August 1998 Permission required to review e-mail

Cross References:

Policy 2020 Curriculum Development and Adoption of Instructional Materials

Policy 2025 Copyright Compliance

Policy 3207 Prohibition of Hazing, Harassment, Bullying, Threats, Assault, Intimidation, Illegal Discrimination

Policy 3241 Classroom Management, Corrective Actions and Punishment

Policy 3245 Students and Telecommunication Devices Procedure

Policy 3600 Student Records

Policy 4040 Public Access to District Records

Policy 4400 Election Activities

Policy 5710 Internet and Other Electronic Information Networks

Initially Adopted: February 13, 1995

Adopted: October 26, 2009

Amended: April 9, 2012

Amended: April 27, 2015

Amended: April 9, 2018

Digital Citizenship and Media Literacy

Policy 2023

Instruction

A. **PURPOSE** In recognition of 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 use that technology responsibly. The District is committed to educating every student on how to use technology in ways that augment their learning experience, leading to analysis, evaluation, reflection, and enhanced skills of expression. As the District's educators guide exploration of the digital landscape, they will encourage students to be critical and creative thinkers. Students, in turn, are expected to actively engage with and express their voices in the digital landscape.

B. **DEFINITIONS** The District is dedicated to promoting and instilling principles of digital citizenship and media literacy in each of its students.

Digital Citizenship

Digital citizenship includes the norms of appropriate, responsible, and healthy behavior related to current technology use, including digital and media literacy, ethics, etiquette, and security. Digital citizenship includes the ability to access, analyze, evaluate, develop, produce, and interpret media, as well as Internet safety and cyberbullying prevention and response.

Digital citizens recognize and value the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they engage in safe, legal, and ethical behaviors. Digital citizens cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world. They advocate for themselves and others in their behavior, action, and choices.

Media Literacy

Media literacy is the ability to access, analyze, evaluate, create, and act using a variety of forms of communication. Media literacy includes the ability to understand how and why media messages and images are constructed and for what purposes they are used.

Media literate citizens examine how individuals interpret messages differently based on their skills, beliefs, backgrounds, and experiences. They also consider how values and points of view are included or excluded in various media. Media literate citizens remain continually aware of the ways in which media can influence beliefs and behavior. In addition, media literate citizens are effective communicators, able to demonstrate critical and creative thinking as they utilize appropriate media creation tools. Further, they understand the conventions and characteristics of the tools

they have selected.

Media literate citizens are able to adapt to changing technologies and develop the new skills required as they continue to engage in life-long learning. Media literacy empowers individuals to participate as informed and active citizens in a democracy.

A. ELEMENTS OF SUCCESSFUL IMPLEMENTATION

The District aspires to implement the following practices to promote digital citizenship and media literacy for all students.

Student instruction

In recognition of the fact that students are consumers and creators of

information and ideas, the District promotes cross-curricular integration of digital citizenship and media literacy and leadership instruction at all levels. The District recognizes the importance of students as active participants, role models, and peer mentors in addressing the following topics:

Online safety, responsibility, and security

Students will learn how to be safe and responsible digital citizens, and they will be encouraged to teach others about issues such as cyberbullying, social networking, online predators, and risky communications.

Media literacy

Students will learn how to produce their own media; how to examine the ways in which people experience or interact with media differently; how to identify embedded values and stereotypes; how to analyze words and images critically; and how to evaluate the various sources of information with which they are presented.

Law, fair use, copyright, and intellectual property

Students will learn about the importance of navigating the digital landscape in ways that are legal, including access to and use of copyrighted materials. Students will also learn how to access and create intellectual property legally.

Online identity and personal brand

Students will learn about their “digital footprint” and the persistence of their digital information, including on social media. Students will also learn about the creation and maintenance of their self-image, reputation, and online identity.

Ethics, digital communications, and collaboration

Students will learn about fairness and civil discourse in the digital environment, including the importance of collaborating and ethically interacting with others online.

Professional Development

The District endeavors to support teachers and instructional leaders in developing leadership skills and proficiency in the principles of digital citizenship and media literacy, both as an instructional imperative and as dynamic District policy and practice.

Policy and Practices

The District acknowledges the need for digital and online policies that are dynamic and responsive to diverse community standards and student learning outcomes. The District annually reviews its policies and procedures on electronic resources, Internet safety, digital citizenship, and media literacy. The District authorizes the Superintendent to develop further procedures and guidelines if appropriate.

Communications and Engagement

The District acknowledges that parents and community stakeholders are partners in developing students as digital citizens and life-long learners. The District encourages parents’ active engagement in the process of educating students to become media-literate digital citizens.

Cross References:

2020 - Course Design, Selection and Adoption of Instructional Materials
2025 - Copyright Compliance
3207 - Prohibition of Harassment, Intimidation and Bullying
3231 - Student Records
3241 - Classroom Management, Discipline and Corrective Action
4040 - Public Access to District Records
4217 - Effective Communication
4400 - Election Activities
5281 - Disciplinary Action and Discharge

Legal References:

RCW 28A.650.045 Digital citizenship, internet safety, and media literacy
RCW 28A.650.010 Definitions Management Resources:
2017 - December Policy Issue

Parent Involvement

The District encourages parent involvement and also follows

expectations of parent involvement for schools qualifying for Title I funds as outlined by policies 4129 and 4130

Family Involvement

Policy No. 4129

Community Relations

It is the policy of the Longview School District Board of Directors to encourage and support family involvement in education at home, in our schools and communities, and in school governance.

The board recognizes the diversity of family structures, circumstances, and cultural backgrounds and respects families as important decision makers for their children’s education. The Board is committed to the creation and implementation of culturally inclusive and effective school-family partnerships throughout the school district and in each school, and believes these partnerships to be critical to the success of every student. The district’s family involvement efforts will be comprehensive and coordinated.

The board recognizes that family involvement in education has a positive effect on student achievement and is an important strategy in reducing achievement gaps. The intent of this policy is to create and maintain a district-wide climate conducive to the involvement of families and to develop and sustain partnerships that support student learning and positive child and youth development in all schools.

The board is committed to professional development opportunities for staff and leadership to enhance understanding of effective family involvement strategies. The board also recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to school-family partnerships.

The Longview School District Board of Directors support the development, implementation and regular evaluation of family involvement efforts that includes parents and family members at all grade levels in a variety of roles. The district will use the results of the evaluation to enhance school-family partnerships within the district.

The superintendent will develop procedures to implement this policy.

Adopted: February 13, 2012

Title I Parental Involvement

Policy No. 4130

Community Relations

The board recognizes that parent and family engagement contributes to student achievement. The education of students is a cooperative effort among school, parents, families and community. The board expects schools to carry out programs, activities and procedures in accordance with the statutory definition of parent and family engagement. Parent and family engagement means the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities to ensure that parents and family members are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

II. The board of directors adopts as part of this policy the following guidance for parent and family engagement. The district shall:

A. Implement programs, activities and procedures for the engagement of parents and family members in all of its Title I

schools consistent with federal laws. including the development and evaluation of policy. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents and family members of participating children;

B. Provide the coordination, technical assistance, and other support necessary to assist participating schools in the planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance;

C. Build the schools', parents' and family capacity for strong parent and family member engagement;

D. Coordinate and integrate Title I parent and family engagement strategies with parent and family engagement strategies under other programs, such as Head Start, parents as teachers, home instruction, preschool (youngsters) and state-run preschools;

E. Conduct, with parents and families, an annual evaluation of the content and effectiveness of this policy to improve academic quality of Title I schools including: identifying barriers to greater participation of parents and families in Title I related activities, with particular attention to participation of English language learner parents and family members, parents and family members

with disabilities and parents and family members of migratory children; and parents and family members experiencing homelessness.

F. Involve parents and families of children served in Title I, Part A schools in decisions about how the Title I, Part A funds reserved for parent and family engagement are spent.

Legal References:

PL 107-110, Section 1118(a)

Management Resources:

Policy News, October 2008 Family Involvement Policy Policy News, June 2005

Title I Parent Involvement Policy Policy News, August 2003 No Child Left Behind Update

Initially Adopted December 15, 2003

Adopted: October 12, 2009

Amended: November 25, 2013

Amended: November 27, 2017

Privacy

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Longview School District with certain exceptions, obtain written consent prior to the disclosure of personally identifiable information from a student's education records. However, The Longview School District may disclose appropriately designated "directory information" without written consent, unless a student's guardian have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Longview School District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing a student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless guardians have advised the LEA that they do not want their student's information disclosed without their prior written consent. (1) If guardians do not want the Longview School District to disclose directory information from their student's education records without their prior written consent, they

must notify the District in writing addressed to the principal of the school their student attends. The Longview School District has designated the following information as directory information:

[Note: an LEA may, but does not have to, include all the information listed below.]

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Date of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

The HIPAA Privacy Rule requires covered entities to protect individuals' health records and other identifiable health information by requiring appropriate safeguards to protect privacy, and setting limits and conditions on the uses and disclosures that may be made of such information without student/family authorization. The rule also gives student/family rights over their health information, including rights to examine and obtain a copy of their health records, and to request corrections.

Protection of Pupil Rights Amendment (PPRA)-

Requires districts to provide parents with annual notice of policies regarding:

- surveys;
- instructional materials;
- physical examinations; and
- personal information used for marketing.

References: WSSDA Model Policy and Procedure 3232, Parent and Student Rights in Administration of Surveys, Analysis or Evaluations

<http://www2.ed.gov/policy/gen/guid/fpco/ppra/index.html>

Publicity

If you prefer that your child not be photographed or recorded for information provided to the public or prefer that a piece of his or her school work not be published, send a note to your child's school.

Records

Federal law and District Policy 3231, outlines how parents can review their child's educational records and request amendment of those records. It also stipulates who has legitimate educational interest in records. Parents have the right to file a complaint with the Family Policy Compliance Office in the Department of Education in regard to the handling of educational records and student privacy.

Student Records

Policy No. 3231

Students

The district will maintain those students 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. The district will use reasonable methods to ensure that teachers and other school officials obtain access to only those education records in which they have legitimate educational interests. When information is released in compliance with state and federal law the district and district employees are immune from civil liability unless they acted with gross negligence or in bad faith.

The district will retain records in compliance with the General Records Retention Schedule for School Districts and Educational Service Districts in Washington State found at: www.sos.wa.gov/archives/recordsretentionschedules.aspx.

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.

Student records will be forwarded to other school agencies upon request. A high school student may grant authority to the district which permits prospective employers to review the student's transcript. Parental or adult student consent will be required before the district may release student records other than to a school agency or organization, except as otherwise provided by law.

A grades report, transcript, or diploma will not be released until a student has made restitution for damages assessed as a result of losing or damaging school materials or equipment. If a student has transferred to another school district that has requested the

student's records, but the student has an outstanding fee or fine, only records pertaining to the student's academic performance, special placement, immunization history and discipline actions will be sent to the enrolling school. The content of those records will be communicated to the enrolling district within two school days and copies of the records will be sent as soon as possible. The official transcript will not be released until the outstanding fee or fine is discharged. The enrolling school will be notified that the official transcript is being withheld due to an unpaid fee or fine.

The superintendent will establish procedures governing the content, management and control of student records.

Cross References:

Board Policy 2100- Educational Opportunities for Military Children

3520-Student Fees, Fines, Charges

4020-Confidential Communications

Legal References:

20 U.S.C. § 1232g-Family Education Rights and Privacy Act
CFR 34, Part 99-Family Education Rights and Privacy Act Regulations

RCW 28A.225.330-Enrolling students from other districts — Requests for information and permanent records — Withheld transcripts — Immunity from liability — Notification to and security personnel — Rules

28A.230.120-High school diplomas — Issuance — Option to receive final transcripts—Notice

28A.230.180-Educational and career opportunities in the military, student access to information on, when

28A.635.060-Defacing or injuring school property — Liability of pupil, parent or guardian — Withholding grades, diploma, or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected

40.24.030- Address Confidentiality Program — Application — Certification

Chapter 70.02 RCW- Medical records — health care information access and disclosure

WAC 181-87-093-Failure to assure the transfer of student record information or student records

Chapter 246-105 WAC-Immunization of child care and school children against certain vaccine-preventable diseases

Chapter 392-415-WAC-Secondary Education- standardized high school transcript

WAC 392-500-025- Pupil tests and records — Tests— School district policy in writing

Management Resources:

Policy News, February 2010-Family Education Rights and Privacy Act Revisions

Policy News, December 2003-Updated Legal References for Catheterization, Facilities Planning and Student Records Policies
Policy News, April 2001-Compliance Office Provides FERPA Update

Adopted: April 9, 2012 (replaced Policy and Procedure 3600)

Please note: Three months following the departure or graduation from Longview School District and deactivation from our district network accounts, all student digital work stored on district servers will be deleted. This will include all Google docs, e-mails, and Windows profile data.

Safety/Security

The district and all buildings have emergency response procedures.

Emergency procedures were designed collaboratively with school staff, emergency management officials, police, fire, and public health officials. The procedures, which are regularly reviewed and updated, are applicable to a wide variety of emergencies.

Teachers and students will practice several types of emergency drills on a regular basis during the school year.

These drills will include:

- Fire
- Earthquake
- Intruder
- Shelter-in-place (lockdown)
- Evacuation

Drills are important to build "automatic" responses and confidence. The practices also are a great opportunity for learning how to improve procedures.

The district will use the FlashAlert system to share information during an incident or emergency. FlashAlert is free to you; however, you need to make sure that your addresses and numbers are up-to-date. The district doesn't manage changes to subscribers' information. To enroll in the service or update your current information visit www.flashalert.net. Emergency school closures or modified schedules will also be announced over local radio stations AM 1270, 1190, 1400, 1490; FM 93.5, 94.5, 101.5, 105.5; Portland TV channels and posted at longviewschools.com. In addition, individual schools or the district may provide automated telephone calls for announcements to parents and may post on the district's Facebook page. The schools must have updated numbers to call. You can update this information at the school or at Family Access available through the district's website.

If your child walks to school, please encourage him/her to follow the safe walking routes developed by our transportation department and available at the school. Also, please stress with your child pedestrian safety, crosswalk use, and following the directions of crossing patrol. Parents are asked to help their children understand that: if there is an earthquake while children are on their way to school, they should "duck and cover" away from power lines, buildings, and trees. If your student rides the bus, be sure he/she is aware of the bus rules provided by the transportation department. Bus riding students participate in emergency evacuation drills each year.

Emergencies

Policy No. 3432

Students

Drills:

Each school in the district will conduct at least one safety-related drill per month, including summer months when school is in session with students. These drills will teach students the following three basic functional drill responses:

Shelter-in-Place

Students will receive instruction so that in the case of a hazardous vapor release that doesn't allow time to evacuate the campus, they will be able to remain inside, and take the steps necessary to eliminate or minimize the health and safety hazard.

Lockdowns

Students will receive instruction so that in the event of the breach of security of a school building or campus; staff, students and visitors will be able to take positions in secure enclosures.

Evacuations

Students will receive instruction so that in the event the school or district needs to be evacuated due to threats, such as fires, oil train spills, or tsunamis, they will be able to leave the building in the shortest time possible and/or take the safest route possible to another school or facility.

The above safety-related drills will incorporate the following:

- a. Use of the school mapping information system in at least one of the drills; and
- b. A pedestrian evacuation drill for schools in mapped tsunami hazard zones.

These safety-related drills may also incorporate an earthquake drill using the state-approved earthquake safety technique “drop, cover, and hold.”

The superintendent is directed to develop emergency evacuation procedures for each building.

Earthquakes

The board recognizes the importance of protecting staff, students and facilities in the event of an earthquake. Facilities will be designed and maintained in a manner that recognizes the potential danger from such an occurrence. Likewise, staff must be prepared to take necessary action to protect students and staff from harm.

The superintendent will establish guidelines and action taken by building principals should an earthquake occur while school is in session.

Bomb Threats

The superintendent will establish procedures for action in the event that any threat is received toward the school by telephone, letter, orally or by other means.

Emergency School Closure or Evacuation

When weather conditions or other circumstances make it unsafe to operate schools the superintendent is directed to determine whether schools should be started late, closed for the day or transportation will be provided only on emergency routes. Those decisions will be communicated through community media resources pursuant to a plan developed by the superintendent or designee.

Pandemic/Epidemic

The board recognizes that a pandemic outbreak is a serious threat that could affect students, staff and the community. The superintendent or a designee will serve as a liaison between the school district and local health officials. The district liaison, in consultation with local health officials, will ensure that a pandemic/epidemic plan exists in the district and establish procedures to provide for staff and student safety during such an emergency.

When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

The superintendent will establish procedures for the emergency closure of a building or department.

Cross References:

4310 - District Relationships with Law Enforcement and other Government Agencies

Legal References:

RCW 19.27.110 International fire code — Administration and enforcement by counties, other political subdivisions and municipal corporations — Fees

RCW 28A.320.125 Safe school plans — Requirements — Duties of school districts, schools, and educational service districts — Reports — Drills — Rules

Management Resources:

2017 - July Issue

2013 - June Issue

June 2008 OSPI School Safety Planning Manual

Policy News, August 2008 School Safety Plans

Policy News, October 2006 Pandemic Flu Planning for School

Districts

Policy News, February 1999 Fire drills Required Monthly

Adoption Date: February 22, 2010

Revised: August 12, 2013

Revised: September 25, 2017

Sexual Harassment of Students Prohibited

Policy No. 3205

This district is committed to a positive and productive education free from discrimination, including sexual harassment. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation or at a class or school training held elsewhere.

Definitions

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur adult to student, student to student or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of students by other students, employees or third parties involved in school district activities.

Under federal and state law, the term “sexual harassment” may include:

- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communication that interferes with an individual’s educational performance or creates an intimidating, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;
- sexual demands when submission is a stated or implied condition of obtaining an educational benefit;
- sexual demands where submission or rejection is a factor in an academic or other school related decision affecting an individual.

A “hostile environment” has been created for a student when sexual harassment is sufficiently serious to interfere with or limit the student’s ability to participate in or benefit from the school’s program. The more severe the conduct, the less need there is to demonstrate a repetitive series of incidents. In fact, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent, or egregious.

Investigation and Response

If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, it will promptly investigate to determine what occurred and take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the sexual harassment, eliminate the hostile environment, prevent its recurrence and as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of the district, either formally or informally. The district will take these steps every time a complaint, alleging sexual harassment comes to the attention of the district, either formally or informally.

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation, to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff or other third parties involved in school district activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Retaliation and False Allegations

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Staff Responsibilities

The superintendent will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy.

Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.

Reports of discrimination and discriminatory harassment will be referred to the district's Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.

Notice and Training

The superintendent will develop procedures to provide age-appropriate information and education to district staff, students, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum sexual harassment recognition and prevention and the elements of this policy will be included in staff, student and regular volunteer orientation. This policy and the procedure, which includes the complaint process, will be posted in each district building in a place available to staff, students, parents, volunteers and visitors. Information about the policy and procedure will be clearly stated and conspicuously posted throughout each school building, provided to each employee and reproduced in each student, staff, volunteer and parent handbook. Such notices will identify the District's Title IX coordinator and provide contact information, including the coordinator's email address.

Policy Review

The superintendent will make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent is encouraged to involve staff, students, volunteers and parents in the review process.

Cross References:

Board Policy 3207 Prohibition of Harassment, Intimidation and Bullying
3210 Nondiscrimination
3211 Transgender Students
3240 Student Conduct Expectations and Reasonable Sanctions
3241 Classroom Management, Discipline and Corrective Action
5010 Nondiscrimination and Affirmative Action
5011 Sexual Harassment of District Staff Prohibited

Legal References:

RCW 28A.640.020 Regulations, guidelines to eliminate discrimination — Scope—Sexual harassment policies
WAC 392-190-056-058 Sexual harassment
20 U.S.C. 1681-1688

Management Resources:

2010 – October Issue Policy News, October

2011 Policy Manual Revisions

2014 – December Issue

2015 – July Policy Alert

Adopted: February 13, 2012

Amended: July 14, 2014

Amended: February 27, 2017

Surveys

Middle and high school students occasionally participate in anonymous surveys-typically those requested by the state or federal government. Parents of students will be contacted before any survey is given to students that ask them questions considered by federal regulations as "protected." These questions would be such as the student's own illegal, anti-social, self-incriminating, or demeaning behavior; sex behavior or attitudes; or mental or psychological problems. Parents will have the opportunity to inspect the survey and object to their child's participation, or, in some cases, will be asked to grant their permission for student participation in accordance with District Policy 4323 and the federal Protection of Pupil Rights Amendment of the Family Educational Rights and Privacy Act.

Research Projects and Surveys Involving Staff and/or Students Policy No. 4323

Community Relations

The Longview School District may cooperate with outside organizations' (for example, college, university, etc.) research projects involving staff and students when, in the judgment of the superintendent, the project gives evidence of providing significant data and the research design is in keeping with generally-accepted research practice. Interruption of class time will be kept to a minimum in all approval projects. No project will be approved if there is any indication that student learning will be jeopardized.

All research projects must be approved in advance by the superintendent and by the board if a change in curriculum is involved. Parents may inspect, upon request, a survey instrument created by a third party before the survey is administered or distributed by a school to students. Schools will notify parents and allow them to exclude their child from any survey containing one or more of the following eight federally identified "protected" areas:

1. political affiliations or beliefs of the student or the student's parent;
2. mental or psychological problems of the student or the student's family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating, or demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. religious practices, affiliations, or beliefs of the student or student's parent; or
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Written parent permission (active consent) is required prior to surveying students with a federal department of education funded instrument that contains questions in one or more of the above-listed eight protected areas.

Legal References:

20 U.S.C. 1232h-Protection of Pupil Rights (Hatch Amendment)
34 CFR Parts 75, 76- Student rights in research,
and 98 (1984)- experimental activities and testing Elementary and Secondary Education Act (ESEA)/ No Child Left Behind Act of 2001 (NCLB)

Initially Adopted: December 15, 1983

Adopted: October 12, 2009

Protection of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98) applies to programs that receive funding from the U.S. Department of Education (ED). PPRA is intended to protect the rights of parents and students in two ways:

- It seeks to ensure that schools and contractors make instructional materials available for inspection by parents if those materials will be used in connection with an ED-funded survey, analysis, or evaluation in which their children participate; and
- It seeks to ensure that schools and contractors obtain written parental consent before minor students are required to participate in any ED-funded survey, analysis, or evaluation that reveals information concerning:
 1. Political affiliations;
 2. Mental and psychological problems potentially embarrassing to the student and his/her family;
 3. Sex behavior and attitudes;
 4. Illegal, anti-social, self-incriminating and demeaning behavior;
 5. Critical appraisals of other individuals with whom respondents have close family relationships;
 6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
 7. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents or students who believe their rights under PPRA may have been violated may file a complaint with ED by writing the Family Policy Compliance Office. Complaints must contain specific allegations of fact giving reasonable cause to believe that a violation of PPRA occurred.

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339. Or you may contact the Family Policy Compliance Office at the following address:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920**

Teacher Qualifications

As a parent, you are welcome to request the following information regarding teachers and para-educators (paraprofessionals) working with your child(ren).

- If your child's teacher has met state certification for the grades and subjects s/he teaches.
- If your child's teacher is working with emergency or conditional certificates where state certification criteria has been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held, including field of discipline of the certificate or degree.
- The qualifications of the paraprofessional providing instructional services to your child.

Specific "report card on the school" information is available by visiting longviewschools.com and clicking on "Report Card". If you do not have access to a computer, please call 575-7006 for printed information

Visitors

The Board of Directors adopted revisions to this policy that clarify expectations for visitors to school district sites and procedures for responding to unsafe or disruptive conduct. These procedures include appropriate provisions to protect disabled patrons from discrimination.

Procedures for Safe and Orderly Learning Environment Procedure No. 4200P

Visitors to District Property

1. Definitions

For the purpose of this Procedure, the following definitions apply:

- a. "Visitor" means a person entering District property who is not a student, employee, officer, or elected official of the District.
- b. The "school day" is the timeframe in each school building that begins with the start of the first instructional period and ends with the conclusion of the last instructional period.
- c. "Secondary schools" are the middle and high schools in the District.
- d. "Elementary schools" are all the District's elementary schools.
- e. "Parents" are natural parents, adoptive parents, and guardians of students attending a particular District school.
- f. "Adult relatives" are adult relatives of students attending a particular District school, including grandparents and aunts and uncles, but excluding siblings and cousins.
- g. "Volunteers" are persons who volunteer their services in support of District programs with approval and supervision of District officials.
- h. "Invited guests" are those visitors to schools who are not parents or adult relatives of the students at the school or volunteers and who have been specifically invited to the school by school officials for the purposes of carrying out the educational program or administering the schools, including, but not limited to, contractors acting on behalf of the District representatives of labor organizations, and personnel from law enforcement and other government agencies. "Other visitors" are those visitors to schools who are not parents, adult relatives, volunteers, or invited guests as defined above.
- i. A "private evaluator" is a consultant acting on behalf of a parent who has received District approval to observe a student's classroom(s) and program.
- j. "Student groups" are groups of students attending a particular District school that have not obtained approval from the principal under Policy 2153.

2. Access to District Schools

- a. By Parents, Adult Relatives, Volunteers, and Invited Guests

During the school day, only parents, adult relatives, volunteers, and invited guests are allowed to visit any District school. Parents, adult relatives, volunteers, and invited guests will continue to have access to all District schools before and after the school day in order to confer with and directly assist teachers, staff, and students; provide support for District programs; and observe or participate in school sponsored activities. Parents, adult relatives, volunteers, and invited guests visiting a school during the school day must register at the school's office upon arrival at the school, must comply with any safety procedures or directives indicated by the school principal or designee, and must not engage in any activity or behavior that is disruptive to the educational process. Volunteers must provide their services in support of District programs with the approval and under the supervision of District officials.

- b. By Other Visitors

i. Elementary schools:

Other visitors will not be permitted access to any District elementary school during the school day or at any time when students are present, including before or after the school day. They may visit before or after the school day when students are not present. A private evaluator conducting an educational evaluation may be granted permission by the principal or designee to observe during the school day.

ii. Secondary schools:

Other visitors will not be permitted access to any District secondary school during the school day. Other visitors will be allowed access to the District's secondary schools before and after the school day, even when students are present, as follows.
Before and after the school day, other visitors may

visit secondary schools in areas designated by school officials subject to the following conditions, which are designed to allow District officials to provide safety through proper, non-discriminatory supervision:

- 1) All such other visitors must check-in with the principal or designee when arriving on campus and comply with any safety procedures/directions indicated by the principal or designee.
- 2) The principal or designee may restrict such visits to specified location(s) within the school campus, and other visitors must comply with such designations.
- 3) Other visitors may meet informally with students before or after the school day if they do not promote products, solicit for commercial purposes, or engage in illegal or other prohibited activity.
- 4) The principal or designee may limit, withdraw, or revoke the access provided by this Subsection

A.2.b.ii if the presence of any other visitor becomes disruptive or if any other visitor fails to comply with the restrictions specified in this subsection. If such a revocation occurs, the other visitor must immediately leave the school campus. The principal or designee may also make the revocation effective for a specified time period into the future.

Student groups that have not obtained principal approval under Policy 2153 have the right to initiate and conduct voluntary meetings at school facilities under District Policy 4260.

A private evaluator conducting an educational evaluation may be granted permission by the principal or designee to observe during the school day.

c. Events Open to the Public

None of the above requirements applies to attendance at events held at school buildings that the District opens to the public, such as concerts and sporting events.

All visitors to events on District property open to the public are expected to behave in a safe and respectful manner. Standards for visitor conduct are established in Section B, below.

3. Access to Other District Property

Visitors are not allowed in non-public areas of the District's non-school facilities unless invited by District officials.

B. Conduct of Visitors to District Property

All visitors to motor vehicles, buildings, parking areas, grounds, or other property that is owned, operated, or controlled by the District at any time are expected to behave in a safe and respectful manner. Visitors must not engage in, threaten to engage in, or incite another to engage in activities that disturb, interfere with, or obstruct District operations or its students, officials, employees, or visitors. Prohibited visitor conduct generally includes, but is not limited to:

1. Possessing or being under the influence of alcohol or drugs.
2. Verbally or physically threatening, harassing, or assaulting students, staff, parents, or other visitors.
3. Acts of violence toward students, staff, parents, or other visitors.
4. Possession or display of a firearm or other dangerous weapon prohibited by Policy 4210.
5. Criminal activities as defined by federal or state law.
6. Other behavior expressly prohibited by federal, state, county, or city laws or regulations or District policies or procedures.
7. Entering the learning environment (including classrooms) or non-public areas of District facilities in violation of Section A of this Procedure 4200P.

Prohibited conduct does not include lawful exercise of freedom of speech, freedom of press, and the right to peaceably assemble and petition the government for redress of grievances, so long as such activity does not disturb, interfere with, or obstruct District operations or its students, officials, employees, or invitees.

Staff members are responsible for monitoring District facilities, including hallways and playgrounds at schools. Unfamiliar persons are to be directed to the building office. District staff will promptly report any actions by visitors in violation of the standards in this Procedure to the building administrator.

C. Directive to Leave District Property

In the event that any person is under the influence of drugs or alcohol or is committing, threatening to imminently commit, or inciting another to imminently commit any act that would disturb, interfere with, or obstruct any lawful task, function, process, or procedure of the District or of any of its students, officials, employees, or visitors, the staff member in charge will direct the person to leave the District motor vehicle, building, parking areas, grounds, or other property at issue pursuant to RCW 28A.635.020. If the person does not obey the directive, the staff member or his/her designee will immediately call for law enforcement assistance.

D. No-Trespass Warnings and Orders

In the event that the superintendent or his/her designee reasonably believes that the continued presence of any person on District property would interfere with or disrupt District operations or pose a risk of harm to District property, students, staff, or other people, the superintendent or his/her designee may issue a written no-trespass order to the person prohibiting him or her from entering District property.

Pursuant to RCW 28A.605.020, the parent or guardian of a District student may only be given a no-trespass order restricting access to his or her child's classroom and/or school-sponsored activities if that person's presence would be disruptive to classroom procedures or learning activities. No-trespass orders will be issued in a nondiscriminatory manner. Such orders will not be issued on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a service animal. Pursuant to Title II of the Americans with Disabilities Act and its implementing regulations (28C.F.R. § 35.130, .139), the District may issue no-trespass orders to individuals with disabilities when necessary for the safe operation of District facilities, services, programs, or activities. However, exclusion of an individual with a disability from District facilities, services, programs, or activities must be based on actual safety risks, not on mere speculation, stereotypes, or generalizations about individuals with disabilities. An individual with a disability may be given a no-trespass order under this Procedure for conduct related to his or her disability when he or she poses a direct threat to the health or safety of others. A direct threat means a significant risk to the health or safety of others that cannot be eliminated by a modification of policies, practices, or procedures, or by the provision of auxiliary services. In determining whether the individual poses a direct threat, District staff must make an individualized assessment, based on reasonable judgment that relies on current medical knowledge or the best available objective evidence, to determine: the nature, duration, and severity of the risk; the probability that a potential injury will actually occur; and whether reasonable modifications of policies, practices, or procedures or the provision of auxiliary aids or services will mitigate the risk.

The following procedures apply to issuance of all no-trespass warnings and orders:

1. Warnings Optional

Prior to issuing a written no-trespass order, the superintendent or his/her designee may choose, in his/her sole discretion, to first issue an oral or written warning identifying the person's disruptive or harmful behavior and stating that continuation of the behavior may result in a written no-trespass order. In no circumstances is a warning required prior to issuance of a written no-trespass order.

2. Contents of Written No-Trespass Orders

A written no-trespass order must include the following:

- a. The effective date of the order;
- b. The expiration date of the order;
- c. Which District motor vehicles, buildings, parking areas, grounds, or other property the subject of the order is prohibited from entering;
- d. A brief summary of the reason(s) for the order, including where known

- e. the date, time, and location of the behavior that was prohibited and any District employees who witnessed the behavior;
- f. Any exceptions to the no-trespass order;
- g. The potential consequences of violating the order, including notification of law enforcement and institution of criminal trespassing charges, including under RCW 9A.52.070 and RCW 9A.52.080;
- h. Notification of the subject's right to appeal a no-trespass order issued by the superintendent's designee to the superintendent and that the no-trespass order will remain in effect during the pendency of any appeals, as described below; and
- i. Notification of the subject's right to appeal the superintendent's decision to impose or uphold a no-trespass order to superior court under RCW 28A.645.010 within thirty (30) days.
- j. Contact information for the employee responsible for addressing any requests for disability accommodations or modifications to a no-trespass order. In deciding the duration of a no-trespass order, the superintendent or his/her designee will consider the severity of the conduct, the subject's history of prohibited conduct, and the likelihood of repetition. If the subject of a no-trespass order is the parent or guardian of a District

student, the superintendent or his/her designee will consider in making the order how to allow the parent or guardian to meet with school employees regarding the student's education (including the student's special education program, if any) before, during, or after the school day in a manner that will not disrupt District operations or District students, officials, employees, or visitors. The superintendent or his/her designee will also consider how to allow the parent or guardian to participate in school or community activities held on District property in a manner that is not disruptive.

2. Appeal of No-Trespass Order to Superintendent

The subject of a no-trespass order issued by the superintendent's designee may appeal to the superintendent by submitting a statement in writing of the reasons for appeal within five (5) school business days of receipt of the order. The superintendent will schedule a meeting with the appellant within five (5) school business days after receiving the appeal to hear the appellant's reasons that the order should be overturned or modified.

Within two (2) school business days of meeting with the appellant, the superintendent will inform the appellant in writing whether the order is upheld, reversed, or modified and the reason(s) therefore. The superintendent's shall be final. This written notice will include notification of the subject's right to appeal the superintendent's final decision to superior court under RCW 28A.645.010. The superintendent will not review no-trespass orders issued by the superintendent in the first instance; any such orders may be appealed directly to superior court, as described below.

The no-trespass order will remain in effect during the duration of an appeal to the superintendent.

For purposes of this Procedure 4200P, "school business day" means each day that school is in session (or during the summer break, each day that the District office is open for business).

3. Appeal of Superintendent's Final Decision to Court

The subject of a no-trespass order issued by the superintendent or his/her designee may appeal the superintendent's final decision to superior court pursuant to Chapter 28A.645 RCW. The subject must file the notice of appeal within thirty (30) days after the superintendent's final decision, as specified in RCW 28A.645.010.

The no-trespass order will remain in effect during the duration of the appeal, unless otherwise ordered by the court.

Initially Adopted: March 24, 2014

Volunteers

Parents and community helpers are most welcome in school. Volunteer opportunities range from helping a student read to assisting with sports. All volunteers fill out paperwork that includes authorization for a Washington State Patrol criminal history check. Call 360-575-7019 for information. If you are interested in serving on an advisory committee to help guide the district in strategic planning, financial, facilities, or curriculum topics, please contact 575-7016 or supt@longview.k12.wa.us

