
**CASCADE
MIDDLE SCHOOL**

STUDENT HANDBOOK

2022-23

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Cascade Bell Schedule

Monday – Tuesday – Thursday - Friday				Wednesday Early Release			
1st	7:50-8:38			1st	7:50-8:30		
2nd	8:41-9:29			2nd	8:33-9:13		
3rd	9:32-10:20			3rd	9:16-9:56		
4th	10:23-11:11			4th	9:59-10:39		
5th	11:14-12:02	1st Lunch	11:13-11:43	5th	10:42-11:21	1st Lunch	10:41-11:11
2 nd Lunch	12:04-12:34	5th	11:47-12:35	2 nd Lunch	11:23-11:53	5th	11:15-11:54
6th	12:38-1:26			6th	11:57-12:37		
7th	1:29-2:19			7th	12:40-1:20		

CASCADE MIDDLE SCHOOL

We take pride in being a team; together, we build leaders!

Mission

Cascade Middle School's mission is to empower responsible decision-makers, develop life-long learners, and inspire caring and contributing members of our community.

Vision

We will have a safe and welcoming environment where students will experience academic rigor and prepare to be career, college, and community ready. Students will receive the message, "You are important. You can do it. I will not give up on you."

BE RESPECTFUL

- ✓ Be polite
- ✓ Have a positive attitude
- ✓ Listen to/follow directions of all staff members
- ✓ Treat others as you would like to be treated
- ✓ Acknowledge others

BE RESPONSIBLE

- ✓ Accept consequences
- ✓ Be prompt
- ✓ Be dependable
- ✓ Be organized
- ✓ Maintain self-control

BE SAFE

- ✓ Be physically safe
- ✓ Be emotionally safe
- ✓ Be intellectually safe
- ✓ Maintain self-control

BE A LEARNER

- ✓ Participate & listen
- ✓ Use time wisely
- ✓ Ask questions
- ✓ Set goals
- ✓ DO YOUR BEST!

Contact Information

Main Office - 360-577-2703

Principal: Tony Smith
Assistant Principal: Jordan Massinger
Principal Secretary: Hannah Foden
Attendance/Athletics: Leanne Allred/Laura Hubbard

Guidance Office – 360-577-2736

Counselor: Kaytie Richards, 6th, 7th, 8th Grade A-L
Counselor: Deven Bensen, 6th, 7th, 8th Grade M-Z
Registrar: Teresa Stange

Health Office – 360 -577-2733

Nurse: Whitney Smith, L.P.N.

Conferences

October 27-28, 2022

Student early release at 10:50 a.m.

March 9-10, 2023

Student early release at 10:50 a.m.

Early Release 11:50

November 23

December 21

March 31

June 14

Wednesday Early Release.

Student's day ends at 1:20 on all Wednesdays except:

August 31

June 14

School Hours

Students may be dropped off before school in the upper or lower parking lots but must enter through the lower entrance or head directly to the courtyard. The upper door opens at 7 a.m. each morning for parents. If the weather is nice, all students will stay in the courtyard. Students needing to see a teacher before school should report to the office, and the secretary will write them a pass. If students are not involved in an afterschool activity, they must take the bus or be picked up by 2:30. Once students arrive at Cascade, they may not leave the campus.

Covid-19

If your child has symptoms of COVID-19, the flu, fever, or intestinal-related illnesses, please keep your student home.

Passing Time

A three-minute passing time is allowed between class periods to permit students the necessary time to move from one class to another. Students are expected to be in their seats when the bell rings. Students should report to their class before going to the restroom.

Tardy Procedure

All students are expected to be on time for their class. On-time is defined as being at the learning station (as determined by each teacher) before the tardy bell rings. A student is tardy if they are up to 10 minutes late to class. Being more than 10 minutes late will be recorded as an unexcused absence. Students who arrive at school more than 10 minutes late must check-in at the office before reporting to class. A note from a parent verifying the reason must be brought to the office.

Students who are continually tardy or unexcused will be expected to make up their time through detention or other disciplinary options.

Attendance Procedures

What to Do When Your Child Misses School Due To Illness

Please inform the school if your child is absent by calling 577-2702. You can reach us during office hours -- 7:00 to 3:30. Outside of office hours, please leave a message on voicemail. In addition to calling

when your child is absent, sending a note with them when they return helps ensure that our attendance records are complete and accurate. Please help us track specific illness information to understand better why your student misses school and compare absenteeism rates for various general health complaints among schools over time. When you call or send a note, please let us know why your student was absent from school, indicating what illness caused the absence based on the following selections:

1. Asthma or asthma-like symptoms (wheezing, shortness of breath)
2. Cold symptoms (respiratory, sore throat, stuffy/runny nose, mild cough)
3. Dental condition (toothaches, dental surgery)
4. Family emergency (family matters)
5. Flu (high fever, body aches, severe headache)
6. Fever
7. Headache
8. Injury
9. Intestinal (nausea, vomiting, diarrhea)
10. Other health condition (not specified by a guardian or does not fit under another category)

Regular attendance is essential to the learning process, and absences inhibit a student's opportunity to make academic progress. Learning time will be protected from disruption. Our attendance procedures aim to maximize learning time. Once a student has arrived on campus, they are not allowed to leave campus without authorization from the office.

School attendance must take precedence over other activities. Appointments should be made after school. Improving school attendance increases the likelihood that children will be successful in school. Also, improved attendance decreases problems related to inappropriate social behavior such as gang activity, vandalism, burglary, and drug/alcohol abuse. (Please refer to RCW 28A.225.010)

School-related Absences

- School activities (athletics, clubs, etc.)
- Suspensions (these will not be counted as absences that need to be excused)

Non-School-related Absences

- Appointments
- Illness or a health condition
- Family emergencies
- The parent requested religious observances
- Occurrences that are excused by the school principal on prior approval
- Situations mutually agreed upon by the principal and parent

Excessive Excused Absenteeism

Students who demonstrate a pattern of parent-excused non-attendance for any period of the day will be required to provide a note from a physician for each absence after their tenth excused absence (for each semester), or the absence will be recorded as "unexcused." Parents will be notified in writing when their student has reached seven total excused absences for a semester and reminded of this impending requirement.

Procedures for gaining a prior excuse for a future non-school-related absence:

Please fill out a pre-arranged absence form (available in the main office). Please give as much advanced notice as possible for pre-arranged absences.

Homework and Excused Absences

When a student is absent, and this absence is deemed "excused," the student is allowed two school days for each day they were absent to make up the schoolwork assigned during their absence from class. Students who miss tests, assessments, projects, presentations, speeches, and the like, will be required to make this work up immediately upon their return unless a mutually agreed upon date is arranged between the classroom teacher and the student.

If make-up work requires out-of-class assistance from a teacher, the teacher and student will mutually agree when the make-up time will occur (usually between 7:20-7:45 a.m. or 2:20-2:50 p.m.). If a student fails to request out-of-class assistance within the allotted time frame upon returning to school, their grade may be affected.

Unexcused Absences

Unexcused absences include all absences for personal reasons with parent permission that do not meet the criteria of excused absences required by the school. Any absence that does not fall into one of the categories defined in the Excused Absences section shall be considered unexcused and result in truancy. The principal or designee will make the final determination of whether or not an absence is excused. Cascade will follow the procedures below regarding unexcused absences:

1. Students who are unexcused (truant) will be expected to make up the time through detention or Saturday School.
2. Upon a student's second unexcused absence, the parent will be notified in writing with an explanation of the attendance problem and future consequences and a conference appointment.

Students who consistently miss school without an excuse will be subject to the provisions of the "Becca Bill" outlined below.

Becca Bill

State legislation requires that schools report to the juvenile court when students reach a defined excessive number of absences or it is demonstrated that poor attendance negatively impacts their learning process. Cascade Middle School will petition the juvenile court in any of the following circumstances:

- A student has been unexcused absent seven (7) times in one (1) month.
- A student has been unexcused absent ten (10) times in one (1) school year.
- A student's consistent absenteeism is causing their academic progress to lag behind that of other students at their grade/ability level.

[The Washington Legislature enacted truancy legislation in 1995. The law was named for a Tacoma student, Rebecca Hedman, who was murdered in Spokane in 1993. The legislation is often referred to as the "Becca Bill" or "Becca Law" and requires schools to file petitions with the Juvenile Court.]

RCW.28A.225.010 – Attendance Mandatory.

All parents in this state of any child eight years of age and under eighteen years of age shall cause such child to attend the public school of the district in which the child resides, and such child shall have the responsibility to and therefore shall attend for the whole time when such school may be in session.

RCW28A.225.030. School districts are required to file a petition with the juvenile court for attendance violations by a parent or child.

Longview School District policy and regulations require a child's parent/guardian to either call the school or send a note explaining the reason for a child's absence. The principal determines whether the absence is excused or unexcused. Parents cannot excuse a child's absence under the regulation of defining unexcused absences.

Checking your student in and out of school – For anticipated checkouts, please send a note with your student and have them bring it to the main office when they arrive at school in the morning. For unanticipated checkouts, please contact the main office to inform us when your student will leave and return the same day. The office will provide the student with a pass that allows the student to leave class at the necessary time. As a security measure, identification may be asked for when picking up a student.

Dropped from Enrollment

A student may be dropped from enrollment due to non-attendance if they reach 20 consecutive absences. At that time, the student will need to return all school-issued books. Students and parents must meet with the Administration or counselors before re-enrollment. This does not impact the Truancy process, and any legal action taken will still be in effect.

Parent Information

Contacting Students at School

Parents are discouraged from contacting students on their cell phones, as students are prohibited from

using them during the school day. If parents need to contact their students while in school, they should contact the front office to have a message delivered to their students in the classroom. Please call the office one hour before school is released with changes in afterschool plans or bus pass requests. We cannot guarantee students will receive last-minute messages. In the case of an emergency, please let the front office know the urgency of your situation.

Contacting the School about Student Progress or Classroom Issues

Parents are encouraged to contact teachers by telephone or email when questions arise regarding their student's progress or classroom issues before scheduling an appointment with an administrator. If lack of progress becomes an ongoing issue, parents may want to schedule a conference with the teacher. If a student struggles in multiple classes, contact the counseling office to set up a multi-teacher meeting. In all cases, we request that initial parent contact be made with the teacher to resolve problems or concerns.

Deliveries

Deliveries to students are brought to the front office. A note will be sent to the student to let them know they have something to pick up. Please do not have flowers, balloons, or other types of items delivered to students.

Family Access/Skyward

We advise signing up for Internet access to Family Access, a Skyward program for the most up-to-date information. Parents and students may sign up for Family Access, which allows you to view attendance, assignments, homework, grades, lunch balances, and other information. Those wishing to sign up for Family Access/Skyward can do so at longviewschools.com.

Field Trips

A signed permission slip is necessary for students to attend field trips. Teachers will provide a letter communicating essential information such as date, time, destination, etc.

Fines/Fees

All previous fines must be paid before students receive athletic clearance.

Food Service

You need a P.I.N. number to purchase breakfast or lunch in the cafeteria. You can deposit money into your account daily before school and at lunchtime.

Breakfast \$1.30 (no charge for free/reduced)

Lunch \$2.80 (reduced is .40)

Free/reduced amount is subject to change pending U.S.D.A. income guidelines. Free/reduced lunch info is available in the Cascade office. If you've been on a free/reduced meal program, it will continue for the first few days of school while you update the forms.

Homelessness/Transportation (McKinney-Vento Act)

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) (Policy No. 3115)

Nurse's Office

If students become ill at school, they should come to the nurse's office for assistance. Students must obtain a pass to visit the nurse's office from their teacher. The nurse will contact a parent or guardian if the student needs to go home. Students are not permitted to stay in the health room for multiple periods.

Medication Disbursement

All medication consumed by students at Cascade must be taken under the supervision of the school Health Specialist or other designated and trained staff. A current Medication in School form must be completed by the student's medical practitioner and parent/guardian and on file in the health room for medications taken during school hours. The medication must be in its original container and properly labeled by the pharmacy with the student's name, time to administer, and dosage amount. Only the school nurse or designated secretary may dispense the medication to the student. No medication (including aspirin, Benadryl, Mylanta, etc.) is kept in C.M.S.'s health room for distribution to the general student population.

Students possessing prescription or over-the-counter drugs outside the health room will be subject to disciplinary action.

Medications given by routes other than oral route are considered nursing care and regulated by the law relating to nursing care, 18.79 RCW.

Medications such as ointments, eye or ear drops, suppositories, or injections that are ordered by an L.H.P. can only be administered by student family members, registered nurses (RNs,) or licensed practical nurses (L.P.N.s), or self-administered by the student. The Administration of medications by routes other than by mouth cannot be delegated to unlicensed staff except in an emergency. If you have any questions regarding medication disbursement, please contact the Cascade Health Specialist at 577-2733. (Policy 3416)

Privacy

Schools may release student "directory information" following District Policy 3600 and the Family Educational Rights and Privacy Act to outside organizations. This information is generally not considered harmful or an invasion of privacy if released. Directory information includes, but is not limited to, students' names, addresses, birth dates, telephone numbers, attendance dates, activities, awards, fields of study, sports participation, height/weight (if on a sports team), photographs, and school email addresses. The information is not given to businesses but is, as required by law, sent to the military for recruiting purposes (high school students only). If you do not want your student's directory information released for military recruiting or other purposes, send a letter to the Superintendent's office, 2715 Lilac Street.

Publicity

If you prefer that your child not be photographed or recorded for information provided to the public or desire that a piece of their school work not be published, send a note with your child's name and school name to Teresa Stange at tstange@longview.k12.wa.us.

Records

Federal Law and District Policy 3231 (see appendices) outline how parents can review their child's educational records and request amendments 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 regards to the handling of educational records and student privacy.

Keep your family emergency contact information current. Notify the school every time there is a change in address, phone number, or a change in who is authorized to pick up your child. In an emergency evacuation, students will be released only to individuals on the approved pick-up list.

Registration

A minimum of 24 hours after enrolling before a student can start school. A student's start date is determined once the required enrollment documents are received, and a schedule is prepared.

Registration of a new student can be done online at longviewschools.com.

Report Cards

Report cards will be sent home with students in November, February, and April. The 4th quarter report will be mailed home at the end of the year. Parents are encouraged to check Family Access regularly for current grades.

Schedule Change Requests

Student schedule change requests should be made to the Counseling Office. Counselors will try to accommodate all reasonable requests. However, some classes are only offered once or twice daily, with class-size limits. A schedule change might not be possible.

Valuables: Disclosure of No Responsibility for Theft

Students who bring valuable items do so at their own risk. The school is not responsible for lost or stolen items. It is recommended that any items of value be left at home to remain safe and secure, reducing the risk of confiscation, loss, or theft.

Visitors/Adults/Volunteers

All non-employee/non-student individuals must check in through the main office, where they will be given a visitor's badge. Individuals who wish to volunteer must fill out a C.H.A.M.P.S volunteer registration packet. Upon approval, the individual will be approved to volunteer at the school. Parents who want to observe a class need permission from the building administration and make arrangements with the teacher at least 24 hours in advance.

Weather

Inclement weather will result in a two-hour late start. Buses will run two hours later than usual for all students. Lowland bus routes, when used, will be in effect in the morning and announced by noon for the afternoon runs. Listen to the radio and T.V. news stations, and look online at www.longviewschools.com for up-to-date information.

You can also sign up to have a message delivered to your email. Sign up at www.flashalert.net/signup.html. Please note that you must subscribe and keep your contact information updated; some spam filters block these messages; you can get messages pushed to your smartphone or tablet with the FlashAlert Messenger App. Information is available on the FlashAlert signup site. Information will be posted before 6 a.m. No information will be reported if the school operates on a regular schedule.

Student Information

Homework

The most efficient way to find out what assignments were missed is to check Family Access. In Family Access, you can also find the link to a teacher's email address. Many teachers have class websites. Visit the Cascade website for links. If there is an extended absence of three or more days, a homework request may be made by contacting the main office at 577-2703. Sometimes work can be collected and picked up by that afternoon in the main office; however, it is usually ready the afternoon following the request. A homework request form will be given to all teachers to complete. It is essential that work is picked up, completed by the student, and handed to the teacher

upon returning to school or before additional work is assigned.

Library - Media Resource Center

Cascade's Library Media Center offers students a rich environment for casual reading or browsing and multiple resources for information and research needs. Cascade's Library Media Center contains approximately 12,000 individual volumes of books and is equipped with a computer online card catalog. Students are encouraged to use this valuable resource for word processing, Internet searching, and other curricular needs. Books are checked out on a two-week basis. You will not be allowed to check out more if you have overdue books.

Lost and Found

There are two locations for Lost and Found items. Near the cafeteria, there is an area where articles of clothing will be found and in the front office for smaller, non-clothing items.

Social Functions

Throughout the year, Cascade will offer social functions during the school day and early evening. These activities allow students to interact socially in a supervised setting. There is a small cost to attend some of these functions.

Several fun events are planned at the end of the school year. These include our end-of-year barbecue, yearbook distribution party, eighth-grade party, and possibly others. Participation in these events is a privilege to be earned by meeting the criterion set by the Administration, and the privilege can be revoked. Non-Cascade students are not allowed to attend these events.

Transportation/Buses

Buses are available to Cascade students who live within Cascade's boundary at least one mile from the school. Please call (360) 575-7867 if you have any questions or concerns regarding your child's transportation to and from school.

Athletics and Activities

Middle school offers the following sports for 7th & 8th-grade students:

- Football
- Volleyball
- Girls Basketball
- Boys Basketball
- Track
- Wrestling

Wrestling is the only sport in which 6th graders can compete.

Paperwork: All athletes must have their paperwork packets on file before participating and turn them in at once. Forms are available in the main office and also on our website. The office will not accept partially completed packets.

- Sports Physical
- Safety Guidelines
- Medical Emergency Authorization
- Code of Conduct
- Concussion Protocol
- Who can pick up your athlete
- Study Hall

All athletes must have health insurance. An inexpensive policy may be purchased if a student is not already insured. All students will receive this school insurance application at the beginning of the school year. (Policy 2151)

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 based on the school's expectations. When misbehaviors occur, the staff will view the misbehavior as a teaching opportunity and respond with calm and consistent corrections or consequences. Students need opportunities to practice making choices in a

safe environment. We will work together as a team to solve chronic or severe problems.

Chronic Misbehavior

If a student's misbehavior is chronic and they have not responded to prior classroom interventions, the student may be referred to Administration. The Administration will usually follow progressive steps in disciplining students.

Consequences such as campus clean-up, loss of activity time, time-out, etc., may be administered. For some situations, afterschool detention and Saturday School may be required.

Students repeatedly referred to the office may be suspended from class in the In-School Program (I.S.S.) for a period ranging from a single class period to several days. Short-term out-of-school suspension (O.S.S.) and Saturday School are also administrative options. A student assigned to I.S.S. or O.S.S. will be required to create an acceptable plan for re-entry. A student suspended from school must be present at a re-entry conference that may involve staff, Administration, guidance, and parent(s)/guardian(s) before returning to classes.

Severe Misbehavior

Severe misbehaviors such as assault, fighting, intimidation, harassment, theft, drugs, arson, truancy, extreme disrespect, abusing/insulting teachers, and gross insubordination will be dealt with through I.S.S., short- and long-term suspensions. In some cases, expulsion may be administered. Law enforcement and other outside agencies may be informed of these situations.

Rules and School Policies

Cafeteria Rules

To ensure that we have an enjoyable café experience for all, we have developed the following guidelines:

- Please walk to the café.
- If buying your lunch, please proceed directly to the lunch line.
- If you brought your lunch, please choose a seat immediately.
- Once you have bought your lunch, please choose a seat.

- If you need to get back up, please raise your hand.
- Please use your inside voice.
- When you are done eating, please clean up after yourself before raising your hand to be dismissed to go outside.
- All food and drink are to be consumed in the café unless students are allowed to eat outside.
- Please bring a coat or sweatshirt as we will all go outside daily.
- Student helpers who want to wipe down tables should speak to an adult in the café.
- Students are not to bring balls or sports equipment. The school will supply them.

Cell Phones and Electronic Devices

Electronic devices and accessories such as cell phones, smartwatches, cameras, iPods, headphones, etc., are not to be used between arriving and leaving school. Phones should be stored in a backpack and turned off. Students who bring electronic items do so at their own risk. The school is not responsible for lost or stolen items. It is recommended that any items of value be left at home to remain safe and secure, reducing the risk of confiscation, loss, or theft. Cell phones and electronic devices are non-essential to the daily educational process. Phones are not allowed in the locker rooms or bathrooms. Students who use such devices during school are subject to building rules and regulations. Parents are encouraged to discuss cell phone usage at school with their children. Many major wireless carriers have a parental control feature that may help manage distractions. (Policy 3241 and 3245)

1st Cell phone offense: The phone is handed in at the main office, and the student can pick up the phone after school.

2nd Cell phone offense: Phone handed in at the main office and 1 hour after school detention, the student can pick up the phone after detention.

3rd Cell phone offense: Phone handed in at the main office and 1 hour after school detention; parent/guardian must pick up the phone from the main office.

Classroom Rules

Be on time. Bring materials, a pencil/pen, and paper. Respect property by keeping it neat and clean. Be attentive and follow directions. Help others to learn by being positive. "Put people up, not down!" Teachers will have specific classroom rules and procedures above and beyond those in this handbook. Failure to follow those classroom rules and guidelines are grounds for administrative discipline.

Disruptive Conduct

Conduct that disrupts school or school activities (on or off campus) will be cause for disciplinary action. Behavior to or from school or during which disrupts or is threatening shall be dealt with fairly and consistently.

Dress

Students' appearance shall be clean, neat, safe, and appropriate and shall not disrupt the educational process. Students at Cascade whose appearance, grooming, and or apparel is not suitable shall be allowed to make appropriate corrections (Cascade has suitable clothing on a loan basis). If the student refuses, the principal shall notify the parents, if reasonably possible, and request that person make the necessary correction. If the parent and the student refuse, the principal should take appropriate disciplinary action.

The following will be adhered to while attending Cascade Middle School:

- All articles of clothing, which have straps over the shoulder, must cover all undergarments.
- All clothing must cover the midriff, buttocks, chest, and underwear (in all positions, i.e., sitting, standing, bending, reaching).
- Excessive holes in garments may be grounds for dress code violations. The Administration will decide on a case-by-case basis.

- The following are not allowed:
 - Pajama tops and bottoms
 - Costumes
 - Blankets
 - Flags or capes
 - Hats
 - Slippers
 - Headbands with decorations, i.e., cat ears
- All students must wear some shoes or sandals.
- Attire is not allowed that promotes gangs, drugs, alcohol, profanity, racism, slander, or intimidation.

The final determination of appropriate attire in each building is the responsibility of the Administration. Repeated violations by a student could result in disciplinary action in accordance with the District's Disciplinary Code.

Drugs/Alcohol/Distribution/Paraphernalia

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 or legal action. Possession of drug paraphernalia is subject to the same disciplinary action as usage. (Policy 3241)

Food and Drink

Water is the only beverage allowed in the hallways and classrooms and must be in a clear container. Drinks brought to the school must be consumed in the cafeteria. All food is to remain in the cafeteria unless otherwise stated by staff.

Hallway Rules

Students are not allowed in the halls for the first or last ten minutes of class. Each classroom has a designated bathroom pass that must be used for visits to the restroom. Students must walk quickly and quietly to their destination when moving elsewhere on campus.

Hazing, Harassment, Bullying, and Intimidation

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. Any student experiencing the above should immediately speak to a teacher, counselor, or administrator. (Policy 3207)

Skateboards/Roller Blades/Heelies/Bicycles

Skateboards and Bicycles are not to be used on campus during school hours. Skateboards brought to campus must be stored in the main office for the day. Students who use these items on campus during the school day may have them confiscated and taken to the office for release at the end of the day. Repeated violations will result in disciplinary action. Bikes must be walked on campus and stowed at bike racks. Heelies are not suitable shoes to be worn on campus.

Privacy and Searches

The district has specific guidelines governing student confidentiality protections and searches of students and personal property. (Policy 3230)

Public Displays of Affection

The Cascade community sees the school as a professional place of learning and therefore expects students to refrain from kissing, holding hands, or passionate embracing while at school.

Weapons

No instrument of any kind that could be considered a weapon is allowed at school, and students possessing such will be disciplined accordingly. Knives (including pocket knives) are not permitted at school.

Disciplinary Actions

For teaching and learning to take place in a classroom, good order must be maintained. Students are expected to behave well for their own and others' benefit. Students are responsible for their actions and accountable for this handbook's rules and responsibilities.

The following violations are merely examples of infractions of school rules. It is unrealistic to list every possible infraction, nor are responses to violations limited to the consequences listed below. The results of disruptive behavior are determined by the nature/circumstances of the behavior, severity of the misbehavior, and/or number of prior referrals to the office. The range of possible consequences is given below. Extenuating circumstances may cause an administrator or staff member to impose lesser or greater penalties than those outlined.

Discipline

The term "discipline" as used in this context means a consequence less severe than suspension or expulsion and may include one or more of the following:

- Warning
- Afterschool Detention
- A phone call to parents
- Removal from class for the remainder of the period
- Restorative practice
- Conflict mediation
- After School detention
- Saturday School Detention
- Parent shadows student for a school day
- Assignments to make an apology, perform school service, or prepare a written report
- Student conference (with a teacher, administrator, counselor, and parent/guardian)

This list is an example of the most common consequences/corrective actions. Other forms of disciplinary action not on the preceding list may be imposed.

Detention

Detentions may be given to students by their teacher to be served in the teacher's classroom.

Administration may also give them for misbehavior. Students that are assigned detention will report to a specified location. All students/parents will receive 24-hour notice before detention is served. Parents may call the office to have the date of detention changed. Failure to serve detentions (or dismissal from detention for a rules violation) will result in added detentions or other consequences.

In-School Suspension

In-school suspension requires students to attend school and work in isolation during the day. The student serving in-school suspension will not have contact with the general student body. The student will be required to work on their school assignments or participate in various educational sessions if appropriate (i.e., drug awareness, alcohol awareness, etc.) The student will eat lunch in the in-school suspension area. Students who do not follow the in-school suspension rules will be assigned additional consequences. On the day of an assigned in-school suspension, the student is required to report directly to the office when they arrive at school.

Suspension and Expulsion

The short-term suspension shall be one to nine days, while the long-term suspension shall be ten or more days. Suspension may be "in-school" or "out-of-school" at the administrator's discretion based on the incident's nature and severity. Students suspended for a short-term or long-term shall not be permitted to participate in extra-curricular activities. **Students shall not be allowed on any Longview School District property nor attend school activities while suspended or expelled.**

Students have the right to due process and may refer to the District Policy Handbook for further information. Expulsion shall be removed from the school district without a specified return date, although an application to return may be made at any time through the Superintendent's office. Agency notification shall be made to the juvenile authorities when students are on juvenile court probation and to the prosecuting attorney's office for chronic truancy.

Common Infractions and Disciplinary Actions

Inappropriate Items at school:

- Confiscate
- Continued use, 30-minute detention

Disrespect/Attitude/Swearing/Defiance

- 1st offense - warning
- 2nd offense - 1-hour detention
- 3rd offense – In-school, out-of-school suspension, or an alternative to suspension.

Continued Tardiness/Not in class

- 1st offense - 1-hour detention
- Continued offenses – Saturday school

Theft/Vandalism/Fighting

- Saturday School
- Suspension

Harassment/Roughhousing

- 1st offense - 30-minute detention
- 2nd offense - 1 hour
- 3rd offense - Saturday School

Aggressive Behaviors

- Mediation
- Continued Offenses – Saturday school

Major Infractions and Disciplinary Action

Drug and Alcohol

- 1st offense - 3 to 5-day O.S. suspension
- 2nd offense – 10 to 15-day O.S. suspension
- 3rd offense – emergency expulsion

(If parents agree to the student receiving a drug/alcohol assessment (at the parent's expense), the suspension may be reduced to I.S.S.)

Severe fighting/Bullying/Aggression

- In-school suspension
- Threat Assessment, if necessary

Emergency Procedures

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, apply to various emergencies. (Policy 3432)

Teachers and students will practice several types of emergency drills regularly during the school year. These drills will include fire, earthquake, intruder, shelter-in-place (lockdown), and evacuation. Drills are essential to building "automatic" responses and confidence. The practices also are an excellent opportunity for learning how to improve procedures.

If your child walks to school, please encourage them to follow the safe walking routes developed by our transportation department and available at the school. Also, please stress to your child pedestrian safety, crosswalk use, and following the directions of the 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 they know the bus rules provided by the transportation department. Bus riding students participate in emergency evacuation drills each year.

We ask parents to observe the following procedures during an emergency:

- Do not telephone the school. We must keep the lines open for emergency communications. We understand and respect your concern for your child and will use the radio for announcements.
- Tune your radio to a local radio station for emergency announcements and updates.
- You can sign up in advance to receive emergency messages sent to your email, cell phone, or pager. The service is free to you. However, you need to make sure that your contact addresses are up-to-date. To enroll in the service, visit the following website:
<http://www.flashalert.net/signup.html>
- Wait to come to the school or evacuation location until instructed. It may be necessary to keep the streets and parking lot clear for emergency vehicles. Our school is a weapons-and violence-free zone. Details are outlined in the following district policies: Weapons/Contraband Policy 3241 (D-5, D-6)

NOTICE OF NONDISCRIMINATION

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 race, creed, color, religion, sex, national origin, marital status, sexual orientation, including gender expression or identity, age, families with children, honorably discharged veteran or military status, the presence of any sensory, mental, or physical 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. We also comply with Section 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans Readjustment Act of 1974, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1964, the Age Discrimination in Employment Act, Older Worker Protection Act, and all other state, federal, and local equal opportunity laws. 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 appropriate administrator or the following district designee: Tony VanderMaas, Assistant Superintendent - (360) 575-7200 - tvandermaas@longview.k12.wa.us

Emergency Evacuation/Fire Drills

1. At the sound of a continuous alarm, students should leave the room quickly and orderly, with no disruptions.
2. Windows should be closed, lights out, and room doors closed.
3. Students should keep away from the building and fire lanes and wait in an orderly and quiet manner for the bell to ring before returning.
4. Know which exit to use for your classes and your teachers' designated evacuation areas. Drill instructions are posted in each room.

Lockdown Procedures

There may be a time when Cascade will be required to lock down the building, including staff and students. Since each emergency is unique, specific instructions for students will be given by teachers or over the intercom by the Administration. Lockdown drills will be practiced by staff and students throughout the year.

Earthquake Procedures

If you are indoors:

1. Move away from windows, shelves, furniture, and any hazardous chemicals that may spill.
2. Extinguish all burners if applicable before taking cover.
3. Drop to a crouched position under the desk or table or along interior walls with back to any windows.
4. Cover head with hands.

If you are outdoors:

1. Move to an open space away from the building and any utility lines.
2. Lie down or crouch close to the ground.

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Our Mission

The mission of the Longview School District is to ensure that every student learns the knowledge, skills, attitudes, and behaviors to become a responsible citizen in a rapidly changing world.

Our Vision

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

Our Aim

Longview Public Schools: The district of choice for families, educators and support staff!

Primary Goal

Increase Student Achievement

Ensure that each of our students reaches his or her academic potential; increase achievement by focusing on results.

Secondary Goal

Improve the Culture and Climate of our Schools

- High performing schools share numerous traits, including a clear and shared focus, effective leadership and a supportive learning environment.

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.

*Due to early school facility closure and the suspension of end of year testing, 2019-20 assessment data is not available

Notice of Nondiscrimination

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 race, creed, color, religion, sex, national origin, marital status, sexual orientation, including gender expression or identity, age, families with children, honorably discharged veteran or military status, the presence of any sensory, mental, or physical 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. We also comply with Section 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans Readjustment Act of 1974, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1964, the Age Discrimination in Employment Act, Older Worker Protection Act, and all other state, federal, and local equal opportunity laws. 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 appropriate administrator or the following district designee:

Tony VanderMaas, Assistant Superintendent
(360) 575-7200

tvandermaas@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.

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:

Email: 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

2021-22 School Year 6,322

Gender (May 2021)

Male 50.90%

Female 49.10%

Race/Ethnicity (May 2021)

American Indian/Alaskan Native 1.50%

Asian 2.10%

Black or African American 1.20%

Native Hawaiian or Other Pacific Islander 1.10%

White 64.40%

Hispanic/Latino Ethnicity 22.50%

Multi-Racial 7.20%

Special Programs

Free or Reduced-Price Meals (2020-21) 64%

Special Education (2020-21) 18.4%

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 360-575-7854. 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 jretz@longview.k12.wa.us. If you do not have an e-mail address, please call 575-7854.

Financial Information

2021-2022 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 2021-2022 school year.

The major General Fund Activity Groups are defined below:

Teaching Activities: \$64,028,614

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: \$13,042,687

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

Other Support Activities: \$16,708,703

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

Building Administration: \$5,896,134

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

Central Administration: \$8,108,697

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

TOTAL BUDGETED EXPENDITURES: \$107,784,835

2021-2022 Budgeted Revenues

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

Local Taxes: \$14,175,395

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

Local Non-Tax (Misc): \$1,607,215

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: \$55,939,839

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

State Grants: \$18,112,310

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

Federal Grants: \$17,755,691

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

Other School Districts: \$95,385

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

Other Entities: \$99,000

Reimbursements from ESD for services.

TOTAL REVENUE: \$107,784,835

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 access to college courses through the States' Running Start Program.

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 doses 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:

1. Review all the information gathered related to your complaint. The review could include the results of an independent, on-site investigation.
2. 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.
3. Provide you with the final decision: Findings of fact, conclusions, and reasonable measures necessary to correct any violation.
4. The district, ESD or school service provider (sub grantee) must take the corrective actions OSPI prescribes within **30 calendar days** of the final decision.
5. 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.

DISCIPLINE FOR STUDENT MISCONDUCT

Policy 3241

Students

Rules of student conduct established by the District are essential to maintain a school environment conducive to learning. A student's refusal to comply with written rules and regulations for the governing of the school will constitute cause for discipline.

Role of Staff in Correction of Students

Staff are responsible for supervising student behavior, employing effective classroom management methods, and enforcing the rules of student conduct in a fair, consistent, and nondiscriminatory manner. Within each school, the principal or his/her designee will determine that appropriate student discipline is established and enforced. The superintendent and other certificated administrators have the authority to discipline, suspend, or expel students when appropriate.

Discipline must be reasonable and necessary under the circumstances and reflect the District's priority to maintain a safe and positive learning environment for all students and staff. The methods employed in enforcing District rules involve professional judgment. The following factors should be considered in imposing discipline:

- o Consistency from day to day, student to student, and teacher to teacher;
- o Severity of the misconduct;
- o The student's nature and prior behavior;
- o Fairness to the student, parent/guardian, and others;
- o Effectiveness of the proposed corrective action; and
- o Effect of misconduct on the educational environment.

Conditions for Imposition of Discipline

Student discipline will be enforced in order to maintain a safe and orderly school environment that is conducive to student learning. No student will 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. When administering discipline under this chapter, the District will not:

- Unlawfully discriminate against a student 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 trained dog guide or service animal;
- Deprive a student of the student's constitutional right to freedom of speech and press; the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances; or the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;
- Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;
- Unlawfully interfere in a student's pursuit of an education while in the custody of the District; or
- Deprive a student of the student's right to an equal educational opportunity, in whole or in part, without due process of law.

Procedures for Discipline

In order to preserve a beneficial learning environment for all students and to maintain good order and discipline in each classroom, the superintendent or his/her designee will develop written procedures for administering discipline at each school within the District. The procedures will be developed with the participation of school personnel, students, parents/guardians, and the community. The procedures will:

- Provide for early involvement of parents in efforts to support students in meeting behavioral expectations.
- Provide that the teacher, principal or designee, and other school authorities will make every reasonable attempt to involve parents/guardians and the student in the resolution of behavioral violations for which discipline may be administered.
- Provide that no form of discipline (as that term is used in Procedure 3241P) will be administered in such a manner as to prevent a student from completing subject, grade level, or graduation requirements.

In addition, the procedures will be consistent with the due process rules issued by the Office of Superintendent of Public Instruction (OSPI) in Chapter 392-400 of the Washington Administrative Code (WAC) and address conditions for imposing and contesting (i.e., appealing) corrective actions, including the following:

- No student will be long-term suspended or expelled for more than the length of one academic term, which the Board defines as one semester (approximately 90 school days), unless the principal or designee petitions the District superintendent for extension of an expulsion, and the petition is granted.
- The District will not impose long-term suspension or expulsion as a form of “discretionary discipline,” as that term is defined in state law (RCW 28A.600.015).
- The District will not suspend the provision of educational services to a student in response to behavioral violations. Students will be provided with an opportunity to receive educational services during a period of suspension or expulsion.
- The District will make efforts to have each student who has been long-term suspended or expelled return to an educational setting as soon as possible. The District will convene a reengagement meeting with and create a reengagement plan for each student who has been long-term suspended or expelled. The reengagement plan will be tailored to the student’s individual circumstances, including consideration of the incident that led to the student’s long-term suspension or expulsion.
- Any student who has been suspended or expelled may apply to be readmitted at any time.

The purpose of the procedures is to provide an opportunity for discipline to be reviewed by someone in authority and to instill confidence among students and parents as to the essential fairness of staff. The District will ensure that its employees and contractors are knowledgeable about this policy and the related procedures. Staff will follow the District’s discipline procedures in responding to student misbehavior.

The District will make its policies and procedures regarding student conduct rules and student discipline available to students, parent/guardians, employees, and the community via the district and school websites, and it will include an annual notification in the student handbook. The District will provide language assistance regarding those policies and procedures for students and parents/guardians with limited-English proficiency as required by federal and state law. Students and parents/guardians are expected to be aware of the District’s rules of student conduct, including behavioral standards that respect the rights, person, and property of others. The superintendent or his/her designee, in consultation with staff, students, families, and the community, will periodically review and update said procedures. During development and review of those student discipline policies and procedures, the District will use disaggregated data collected under RCW 28A.300.042 to monitor the impact of its policies, procedures, and practices and update its policies and procedures to improve fairness and equity in the administration of discipline.

Cross References:

2121 Substance Abuse Program
2161 Special Education and Related Services for Eligible

Students

2162 Education of Students with Disabilities under Section 504
3122 Excused and Unexcused Absences
3240 Student Conduct Expectations and Reasonable Sanctions
3246 Use of Reasonable Force, Isolation and Restraint
3520 Student Fees, Fines, or Charges
4210 Regulation of Dangerous Weapons on School Premises

Legal References:

RCW 9A.16.100 Use of force on children — Policy — Actions presumed unreasonable
RCW 9.41.280 Possessing dangerous weapons on school facilities — Penalty — Exceptions
RCW 28A.150.240 Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty
Chapter 28A.225 RCW Compulsory school attendance and admission
Chapter 28A.320 RCW Provisions applicable to all districts
RCW 28A.400.100 Principals and vice principals — Employment of — Qualifications — Duties
RCW 28A.400.110 Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills
Chapter 28A.600 RCW Students
Chapter 392-400 WAC Pupils
WAC 392-190-048 Access to course offerings – Student discipline
34 C.F.R. Part 100.3 Regulations implementing Civil Rights Act of 1964
42 U.S.C. 2000d et seq. Civil Rights Act of 1964

Management Resources:

2018 – August Issue
2016 – July Issue
2014 – December Issue
2014 – August Issue
2010 – June Issue

Adopted: February 22, 2010

Amended: August 26, 2013

Amended: February 9, 2015

Amended: June 10, 2019

STUDENT CONDUCT, EXPECTATIONS, AND REASONABLE SANCTIONS

Policy 3240

Students

The Board acknowledges that student conduct and behavior are closely associated with learning. An effective instructional program requires a wholesome and orderly school environment. The Board therefore requires that each student adhere to the rules of conduct established by the District and its various schools and programs and submit to corrective action taken as a result of conduct violations.

Students are expected to:

1. Respect the rights, person, and property of others;
2. Pursue the required course of study;
3. Preserve the degree of order necessary for a positive climate for learning;
4. Comply with District rules and regulations; and
5. Respect the authority of staff and reasonable corrective action imposed by school employees and respond accordingly.

Students who involve themselves in acts that have a detrimental effect on the maintenance and operation of the school or the District, criminal acts, and/or violations of District rules and regulations may be subject to discipline by the District and prosecution under the law.

The superintendent or designee will develop reasonable rules of student conduct (see Procedure 3240P) for the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning. Such rules

will state with reasonable clarity the types of misconduct for which discipline, including suspension and expulsion, may be imposed.

In accordance with state law, the student conduct rules adopted by the District will be interpreted to ensure that the optimum learning environment of the classroom is maintained, and that the highest consideration is given to the judgment of qualified certificated educators regarding the conditions necessary to maintain the optimum learning environment.

Student conduct rules will be enforced by school officials:

1. On school grounds during and immediately before or immediately after school hours;
2. On school grounds at any other time, including when school is being used by a school group(s) or for a school activity;
3. Off school grounds at a school activity, function, or event;
4. Off school grounds if the actions of the student materially or substantially affect or interfere with the educational process; or
5. Upon school-provided transportation, designated District bus stops, or any other place while under the authority of school personnel.

In addition to the rules established in Procedure 3240P, schools may develop and implement site specific rules for student conduct (examples include establishing off-limits areas, prohibiting food on carpet, etc.). Such rules must be consistent with the District's student conduct rules.

The District will make its policies and procedures regarding student conduct rules and student discipline available to students, parent/guardians, employees, and the community via the district and school websites, and it will include an annual notification in the student handbook. The District will provide language assistance regarding those policies and procedures for students and parents/guardians with limited-English proficiency as required by federal and state law. Students and parents/guardians are expected to be aware of the District's rules of student conduct, including behavioral standards that respect the rights, person, and property of others.

The superintendent or designee will ensure that employees and contractors who work with students are knowledgeable about the District's discipline policies and procedures.

The District will develop and periodically review its discipline policies and procedures with the participation of school personnel, students, parents, families, and the community. During the development and review of discipline policies and procedures, the District will use disaggregated data collected under RCW 28A.300.042 to monitor the impact of the District's discipline policies, procedures, and practices and to update such policies and procedures to improve fairness and equity in the administration of discipline.

The principal and certificated employees in each school building will confer at least annually for the purpose of developing and/or reviewing building disciplinary standards and the uniform enforcement of those standards, in accordance with RCW 28A.400.110.

The superintendent or designee will develop procedures necessary to implement this policy.

Cross References:

- 2121 Substance Abuse Program
- 2151 Interscholastic Activities
- 2161 Special Education and Related Services for Eligible Students
- 2162 Education of Students with Disabilities under Section 504

- 3122 Excused and Unexcused Absences
- 3205 Sexual Harassment of Students Prohibited
- 3207 Prohibition of Harassment, Intimidation, and Bullying
- 3210 Nondiscrimination
- 3220 Freedom of Expression
- 3224 Student Dress
- 3230 Student Privacy and Searches
- 3241 Discipline for Student Misconduct
- 3245 Students and Telecommunication Devices
- 3246 Use of Reasonable Force, Isolation and Restraint
- 3352 Detection Canines
- 4220 Safe and Orderly Learning Environment
- 4210 Regulation of Dangerous Weapons on School Premises
- 4215 Use of Tobacco on School Property

Legal References:

- RCW 28A.210.310 Prohibition on use of tobacco products on school property
- RCW 28A.320.128 Notice and disclosure policies—Threats of violence—Student conduct—Immunity for good faith notice—Penalty
- RCW 28A.400.110 Principal to assure appropriate student discipline—Building discipline standards—Classes to improve classroom management skills
- RCW 28A.600.015 Expulsions and suspensions—Rules incorporating due process—Short-term and long-term suspensions—Emergency expulsions—Discretionary discipline
- RCW 28A.600.020 Exclusion of student from classroom—Written disciplinary procedures—Long-term suspension or expulsion
- RCW 28A.600.022 Suspended or expelled students—Reengagement plan
- RCW 28A.600.040 Pupils to comply with rules and regulations
- RCW 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
- RCW 28A.635.090 Interference by force or violence—Penalty
- RCW 28A.635.100 Intimidating any administrator, teacher, classified employee, or student by threat of force or violence unlawful—Penalty
- RCW 4.24.190 Action against parent for willful injury to person or property by minor—Monetary limitation—Common law liability preserved
- RCW 9.41 Firearms and dangerous weapons
- RCW 9.91.160 Personal protection spray devices
- RCW 9A.16.020 Use of force — When lawful 20 U.S.C. § 7101 et seq. Safe and Drug-Free Schools and Communities Act
- Chapter 392-400 WAC Student Discipline

Adopted: February 8, 2010

Amended: October 28, 2013

Amended: June 9, 2015

Amended: May 28, 2019

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.

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 9A.16.020 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 9A.16.020 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 9.91.160-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 that 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.
 9. I am responsible for all communications and actions that originate from my usernames or online accounts.
 10. 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.
 11. 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 9.68A.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;
- D. 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;
- E. 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;
- F. 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;

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

H. 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

The District recognizes that good scholarship and citizenship are dependent upon regular and punctual class attendance. Attending assigned classes provides students contact with educators and opportunities for interactive participation that are vital to the progression of learning and the mastery of the educational program. Attending class also provides opportunities for acquiring and practicing group skills and responsibilities through interaction with other students. The District further recognizes that promptness and reliability are necessary skills for lifelong success. Therefore, all District students are expected to punctually attend all assigned classes each day.

Students who do not attend assigned courses may be subject to discipline reasonably calculated to modify their conduct as allowed by state law.

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.

The superintendent will issue procedures governing the consequences for unexcused absences or tardiness consistent with state law.

Definition of Absence

A student is absent when he or she is not physically present on school grounds and not participating in the following activities at an approved location: instruction; any instruction-related activity; or any other District- or school-approved activity that is regulated by an instructional/academic accountability system, such as participation in District-sponsored sports. A student will be considered absent if he or she is on school grounds but not in the assigned setting.

A student will not be considered absent when he or she has been suspended, expelled, or emergency expelled pursuant to Chapter 392-400 WAC; is receiving educational services as required by RCW 28A.600.015 and Chapter 392-400 WAC; and is enrolled in qualifying "course of study" activities as defined in WAC 392-121-107.

A full-day absence is when a student is absent for 50 percent or more of his or her scheduled day. The District will not convert or combine tardies into absences that contribute to a truancy petition.

Excused Absences

At times, students may be appropriately absent from class. The following principles will govern the development and administration of attendance procedures within the District. Absences due to the following reasons will be excused:

1. Illness, health condition, or medical appointment (including, but

not limited to, medical, counseling, dental, optometry, pregnancy, and in-patient or out-patient treatment for chemical dependency or mental health) for the student or person for whom the student is legally responsible;

2. Family emergency, including, but not limited to, a death or illness in the family;
3. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
4. Court, judicial proceeding, court-ordered activity, or jury service;
5. Post-secondary, technical school, or apprenticeship program visitation, or scholarship interview;
6. State-recognized search and rescue activities consistent with RCW 28A.225.055;
7. Absences directly related to the student's homeless or foster care/dependency status;
8. Absences related to deployment activities of a parent or legal guardian who is in active-duty member consistent with RCW 28A.705.010;
9. Absences due to suspensions, expulsions, or emergency expulsions imposed pursuant to Chapter 392-400 WAC, if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;
10. Absences due to student safety concerns, including absences related to threats, assaults, or bullying;
11. Absences due to a student's migrant status;
12. An approved activity that is consistent with District policy and is mutually agreed upon by the principal or designee and a parent, guardian, adult student, or emancipated minor.

The school principal or designee has the authority to determine if an absence meets the above criteria for an excused absence. The superintendent or designee may define additional categories or criteria for excused absences.

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. However, 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; the adult, emancipated, or appropriately aged student; or the 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/guardian or other responsible person. If a student is to be released for family planning and/or related medical purposes, the student may require that the District keep the information confidential. Students 13 and older have the right to keep information about drug, alcohol, or certain mental health treatment confidential. Students 14 and older have the same confidentiality rights regarding testing or treatment for sexually transmitted diseases (including HIV/AIDS).

Unexcused Absences

Any absence from school is unexcused unless it meets one of the criteria above for an excused absence. As a means of instilling values of responsibility and personal accountability, a student whose absence is not excused will experience the consequences of his or her absence in accordance with Procedure 3122.

Information for Students and Parents/Guardians

The District will inform students and parents/guardians about: the benefits of regular school attendance; the potential effects of excessive absenteeism, whether excused or unexcused, on academic achievement and graduation and dropout rates; school expectations of parents/guardians to ensure regular school attendance by students; the resources available to assist the child and parents/guardians; the role and responsibilities of the school; and the consequences of truancy, including the compulsory education requirements under Chapter 28A.225 RCW. Each school will provide access to such

information before or at the time of enrollment of a child at a new school and at the beginning of each school year. The school may provide online access to this information if it regularly and ordinarily communicates most other information to parents/guardians online, unless a parent/guardian specifically requests information to be provided in paper form. The District will make reasonable efforts to enable parents/guardians to request and receive this information in a language in which they are fluent. A parent/guardian must date and acknowledge review of this information online or in writing before or at the time of enrollment of the child at a new school and at the beginning of each school year.

Review of Unexpected or Excessive Absences by Dependent Youth

A District representative or school employee will review unexpected or excessive absences with a student who is dependent under Chapter 13.34 RCW and adults involved with that youth, to include the youth's caseworker, educational liaison, attorney if one is appointed, parent(s) or guardian(s), and foster parents or the person providing placement for the youth. The purpose of the review is to determine the cause of the absences, taking into account: unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues, and unavoidable appointments during the school day. A District representative or school employee will proactively support the youth's schoolwork so that the student does not fall behind.

Cross References:

3120	Enrollment
3121	Compulsory Attendance
3240	Student Conduct Expectations and Reasonable Sanctions
3241	Discipline for Student Misconduct
2161	Special Education and Related Services for Eligible Students
2162	Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973
2165	Home or Hospital Instruction

Legal References:

RCW 13.34.300 Relevance of failure to cause juvenile to attend school to neglect petition
Chapter 28A.225 RCW Compulsory School Attendance and Admission
Chapter 392-401 WAC Statewide Definition of Absence, Excused and Unexcused

Adopted: February 8, 2010

Amended: April 11, 2016

Amended: February 27, 2017

Amended: October 23, 2017

Amended: July 22, 2019

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, OR BULLYING

Policy No. 3207

Students

The board is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers, and community members that is free from harassment, intimidation, or bullying. As defined in legislation, "Harassment, intimidation or bullying" means any intentionally written message or image — including those that are electronically transmitted — verbal, or physical act, including but not limited to one shown to be motivated by any characteristic in RCW 28A.640.010 and 28A 642.010, or other distinguishing characteristics, 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.

This policy recognizes that 'harassment,' 'intimidation,' and 'bullying' are separate but related behaviors. Each must be addressed appropriately." Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation or bullying.

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

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

Behaviors/Expressions

Harassment refers to any malicious act, which causes harm to any person's physical or mental well-being. It can be discriminatory harassment, malicious harassment, or sexual harassment.

Intimidation refers to implied or overt threats of physical violence.

Bullying refers to unwanted aggressive behavior(s) by another youth or group of youths that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm. Bullying can also occur through technology and is called electronic bullying or cyberbullying

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

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

Training

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

Prevention

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

Interventions

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the aggressor, 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. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

Students with Individual Education Plans or Section 504 Plans
If allegations are proven that a student with an Individual Education

Plan (IEP) or Section 504 Plan has been the aggressor or target of harassment, intimidation or bullying, the school will convene the student's IEP or Section 504 team to determine whether the incident had an impact on the student's ability to receive a free, appropriate public education (FAPE). The meeting should occur regardless of whether the harassment, intimidation, or bullying incident was based on the student's disability. During the meeting, the team will evaluate issues such as the student's academic performance, behavioral issues, attendance, and participation in extracurricular activities. If a determination is made that the student is not receiving a FAPE as a result of the harassment, intimidation, or bullying incident, the district will provide additional services and supports as deemed necessary, such as counseling, monitoring and/or reevaluation or revision of the student's IEP or Section 504 plan, to ensure the student receives a FAPE.

Retaliation/False Allegations

Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation, or bullying, or participating in an investigation.

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

Compliance Officer

The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district. The district compliance officer will participate in at least one mandatory training opportunity offered by OSPI

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

Cross References: 2161 - Special Education and Related Services for Eligible Students

- 3200 - Rights and Responsibilities
- 3205 - Sexual Harassment of Students Prohibited
- 3210 - Nondiscrimination
- 3211 - Gender Inclusive Schools
- 3241 - Student Discipline

Legal References: RCW 28A.300.285 Harassment, intimidation, and bullying prevention policies and procedures — Model policy and procedure — Training materials — Posting on web site — Rules — Advisory committee

WAC 392-190-059 Harassment, intimidation and bullying prevention policy and procedure – School districts.

Management Resources: Office for Civil Rights Dear Colleague Letter: Responding to Bullying of Students with Disabilities (OCR 10/21/2014)

- 2019 – July Issue
- 2014 - December Issue
- 2010 - December Issue
- 2008 - April Issue
- 2002 - April Issue

Adopted: October 26, 2009

Amended: April 11, 2011

Amended: August 8, 2011

Amended: March 9, 2020

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

Students

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.

The principal of each elementary, 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 immediately be enrolled in the school in which enrollment is sought. 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. Additionally, enrollment may not be denied or delayed due to missed application deadlines, fees, fines, or absences 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 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.

(Editor's Note: The following bracketed information is not required by law. However, RCW 7.70.065 (2)(b) allows certain school staff to provide informed consent for the provision of nonemergency primary care services to underage homeless children as defined by the federal McKinney-Vento Homeless Assistance Act, when such children are not under the supervision, control, custody, and/or care of a parent, custodian, legal guardian, or the department of social and health services and when the child is not authorized to provide his or her own consent through another legal mechanism. The optional language below is provided for school boards that would like to include the "informed consent" language based on potential health and welfare benefits for the implicated students.)

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. Any declaration required by a health care facility or a health care provider described in the above paragraph must include written notice that the district employee is exempt from administrative sanctions and civil liability 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.320.142 Unaccompanied youth-Building point of contact-Duty of District

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 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
Amended: October 11, 2021

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 identify 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

Initial Adoption Date: March 12, 2018

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.

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 current, approved versions of the Local Government General Records Retention Schedule (CORE) and the School Districts and Educational Service Districts Records Retention Schedule, both of which are published on the Secretary of State's website 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, official juvenile court records, and history of violence 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

3143 – District Notification of Juvenile Offenders

3211 - Transgender Students

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 13.04.155 Notification to school principal of conviction, adjudication, or diversion agreement – provision of information to teachers and other personnel – Confidentiality.

RCW 28A.150.510 Transmittal of education records to DSHS— Disclosure of educational records—Data sharing agreements— Comprehensive needs requirement document—Report.

RCW 28A.195.070 Official transcript withholding – Transmittal of information

RCW 28A.225.151 Reports.

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

RCW 28A.320.128 Notice and disclosure policies – Threats of violence - Student Conduct – Immunity for good faith notice – Penalty

RCW 28A.600.475 Exchange of information with law enforcement and juvenile court officials – Notification of parents and students.

RCW 28A.605.030 Student education records – Parental review—release of records—Procedure.

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 392-172A WAC Rules for the provision of special education

Chapter 392-182 WAC Student Health Records

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

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

WAC 392-121-182 Alternative learning experience requirements

WAC 392-122-228 Alternative learning experiences for juvenile

students incarcerated in adult jail facilities

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

Management Resources:

Records Retention Schedule for School Districts and ESDs (updated 2014)

2018-December Issue

2014-December Issue

2013-February Issue

2010-February Issue

2003-December Issue

2001-April Issue

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

Amended: April 8, 2019

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

EMERGENCIES

The Longview School District is committed to having current safe school plans and procedures in place to maximize safety for all

students and staff. A commitment to safety enables teaching and learning. The District and its schools shall develop comprehensive all-hazard emergency operations plans that address prevention, mitigation, preparedness, response, and recovery strategies.

Drills

Drills are an essential component of safety planning. Drills teach students and staff basic functional responses to potential threats and hazards. The four functional responses are adaptable and can be applied to a variety of situations. Additionally, some threats or hazards may require the use of more than one basic functional response. Therefore, 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. Drill planning and implementation shall consider and accommodate the needs of all students.

Basic Functional Drills

The basic functional responses include shelter-in-place, lockdowns, evacuations, and earthquakes (drop-cover-hold –on):

Shelter-in-Place

Shelter in place is designed to limit the exposure of students and staff to hazardous materials, such as chemical, biological, or radiological contaminants that are released into the environment by isolating the inside environment from the outside. Staff and students will receive instruction so that they will be able to remain inside and take the steps necessary to eliminate or minimize the health and safety hazard.

Lockdowns

Lockdowns are meant to isolate students and staff from threats of violence, such as suspicious trespassers, armed intruders, and other threats that may occur in a school or in the vicinity of a school. Staff and 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

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.

Staff and 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, earthquakes, etc., they will be able to leave the building in the shortest time possible and take the safest route possible to a designated reunification site.

Earthquakes: Drop-Cover-Hold on

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.

Additional Drills

In addition to the above four functional response drills, the District shall, at a minimum, also develop response plans for the following:

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.

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 (Modified Shelter-in-Place)

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.

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

All safety plans and drills shall include protocols for both internal and external communications, as well as procedures for drill documentation. Evacuation plans shall also include reunification plans. Schools shall document the dates and time of such drills. Each school will maintain the time and type of drill in the school office.

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

Amended: January 10, 2022

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.

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.

Under Title IX, the term “sexual harassment” means:

- an employee of the district conditioning the provision of an aid, benefit, or service on an individual’s participation in unwelcome sexual conduct;
- conduct that creates a “hostile environment,” meaning unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the education program or activity; or
- “sexual assault,” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

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.

District/school staff, including employees, contractors, and agents shall not provide a recommendation of employment for an employee, contractor, or agent that the district/school, or the individual acting on behalf of the district/school, knows or has probable cause to believe, has engaged in sexual misconduct with a student or minor in violation of the law.

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

Amended: May 28, 2019

Amended: May 10, 2021

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

Written no-trespass order must include the following:
The effective date of the order; The expiration date of the order; Which District motor vehicles, buildings, parking areas, grounds, or other property the subject of the order is prohibited from entering; A brief summary of the reason(s) for the order, including where known the date, time, and location of the behavior that was prohibited and any District employees who witnessed the behavior; Any exceptions to the no-trespass order;
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;
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
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.

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.

3. 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).

4. 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

Revised: November 5, 2018

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 and Oregon 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

