Student Handbook
2026-2027

School Phone: 360.575.7302 School Hours: 9:00-3:30

Website and Social Media:

https://robertgray.longviewschools.com/

https://www.facebook.com/RobertGrayLongview/

https://www.instagram.com/rgprinwall/

Elementary Student Handbook

2026-2027

Principal's Welcome

Welcome Robert Gray Elementary Explorers! We are so happy to have you as part of our community. Robert Gray Elementary is a school where rigorous learning, high standards and continuous improvement are the core values that we work toward every single day! We believe that each student's potential is best realized in a safe, supportive, and positive learning environment.
With that in mind, the intent of this handbook is to provide you with basic information about rules and guidelines for Robert Gray Elementary and the Longview School District. It is important that you read through the handbook and ask questions as needed.

Please pay particular attention this year to the cell phone/electronic device policy, as well as rules for bringing items from home such as gum, candy, trading cards, and toys. These have increasingly become an issue so we want to draw your attention to them early!

We are looking forward to an excellent year of learning!

Respectfully,
Kristie Wall – Principal
kwall@longviewschools.org

****

Fast Facts

School Begins	9:00 am
Students Dismissed	3:30 pm
Wednesday Early Dismissal	2:30 pm
Breakfast served	8:40-9:00 am
School Office Hours	8:30 am – 4:30 pm
Special Closing Office Hours - Wednesdays Only	4 pm
School Phone (Attendance line after hours)	360-575-7302
Weather Delays	www.longviewschools.com

School Mission

The Mission of Robert Gray Elementary is to move each learner forward in our school community that respects, nurtures and values the whole child.

School Bell Schedule

Breakfast	8:40
First Bell	8:55
Tardy Bell/School Starts	9:00
Dismissal	3:30
Wednesday Dismissal	2:30

Student Arrival:

Students are not allowed on campus before 8:40 a.m.
The first bell rings at 8:55 a.m.; followed by the tardy bell at 9 a.m. Morning supervision is provided once the doors are opened at 8:40 a.m. Students will then enter the hallways and gym to begin breakfast. **Students are NOT allowed to be dropped off prior to 8:40 a.m.**

Treats During the School Day - Birthdays

Any special celebrations (including both food and non-food treats) must be *prearranged with your child's teacher*. In alignment with LPS District Nutrition Policy, Robert Gray asks that portion size and healthier options be considered if a food treat is provided. Freezer or refrigerated treats will not be allowed except for special dietary needs.

Attendance Matters! - Student Pickup/Drop Off

Students who arrive late to school or who leave early, miss important learning time! We ask that families try to schedule appointments outside of the school day. We thank you for supporting our focus on daily learning.

Prearranged checkout:

If the primary parent or guardian will not be checking the student out of school, a verbal or written notice is required before releasing your child to another adult. All adults must check in at the office, show picture ID, and sign the student out before the child will be dismissed. Please allow a few extra minutes for the check-out process. Afternoons between 3-3:30 p.m. are very busy, due to school-wide dismissal time. Please plan to arrive early to dismiss your child. Students will not be dismissed after 3:15 p.m. You may be asked to wait if you are trying to checkout during the last 30 minutes of the school day.

Changes in Transportation, Communication Needed by 2:30 p.m.

If there is a transportation change for your student, please notify the school by 2:30pm. Changes received after this time may not be delivered to the classroom and can lead to confusion.

School Contact Information:
Main Office: 360.575.7302
Attendance Line: 360.575.7331
Fax: 360.575.7350

Elementary Student Handbook

2026-2027

School Staff Roster

Principal	Kristie Wall
Secretary	Misty Keith
Attendance/Asst. Secretary	Tara Barker

Classroom Teachers

Kindergarten	Allyson Box
Kindergarten	Ronda Lutz
Kindergarten	Molly Cayetano
First Grade	Sheena Davies
First Grade	Laken Owen
First Grade	Kathie Randall
Second Grade	Rachel Martinez
Second Grade	Emily Higgins
Second Grade	Lisa Reid
Third Grade	Kelsey Aubrey
Third Grade	Jennifer Plough
Third Grade	Alexia Totten
Fourth Grade	Treesa Bales
Fourth Grade	Dani Knoper-Duscha
Fourth Grade	Kim Perkins
Fifth Grade	Courtney Konkright
Fifth Grade	Dan Nellor
Fifth Grade	Shane Workman

Specialists and Certificated Support Staff

Behavior Support Coach	Lindsey Sargent
Counselor	Kim Halleck
District Nurse	Breann Syron
Library Specialist	Amy Ferrell
PE/Music Sup. Specialist	Diane Wareham
Literacy Support Coach	Jodi Wygant
Math Support Coach	Chris Toms
Music Specialist	Julia Holmes
Occupational Therapy	Dr. Uchendu Iwuanyanwu
P.E. Specialist	Bri Blalock
Psychologist	Larissa Wight
Extensive Classroom Specialist (Primary)	Chanell Wall
Extensive Classroom Specialist (Intermediate)	Jessica Person
Resource Classroom Specialist	April Caron-Smith
Speech/Language	Megan Kern

Paraeducators/Classified Support Staff

BMP/Lead Custodian	Marc Phipps
Cook/Breakfast and Lunch	Vanessa Pack/Misty Brech
LPN/School Nurse	Mackynzee Powers-Powell
Speech-Language Assistant	Judy Jabusch
Paraeducator	Sara Anonby
Paraeducator	Debbi Bergman
Paraeducator	Marilyn Brock
Paraeducator	Chandra Colburn
Paraeducator	Kara Hummel
Paraeducator	Sylvauna Jimenez
Paraeducator	Katey Kuning
Paraeducator	Yvonne Laulainen
Paraeducator	Brittany Lindsay
Paraeducator	Katie Newbury
Paraeducator	Chelsie Oliver
Paraeducator	Brianne Olson
Paraeducator	Brittany Putnam
Paraeducator	Brennen Roberts
Paraeducator	Sabrina Ruckman
Paraeducator	Wendy Stewart

School PTO Officers

President	Carissa Jackson
Vice President	McKenna Drabandt
Secretary	Jessie Hunter
Treasurer	Kaylyn Smith

Email: ptorobertgray@gmail.com

26-27 Robert Gray Elementary Supply List

Backpacks are required for all grade levels

Kindergarten

Baby wipes; unscented - 1 pkg
Crayons (24ct)-6 boxes
Dry erase markers; unscented, black only -4 pkgs
Facial tissue - 2 boxes
Folders with bottom pocket; plastic - 2 each
Glue sticks- 10 each
Headphones (**no earbuds, no wireless**)
Pencil Box (no fabric 8.5x5)- 1 each
Pink pearl eraser-1
Post-its – 1 cube (small)
Scissors (round tip)- 1 each
Snacks-bring your own snack and water bottle daily
Ziploc bags-1 box Sandwich & 1 box snack size

First Grade

Baby wipes; unscented - 1 pkg
Crayons (24ct) - 2 boxes
Dry erase markers; fine tip **(skinny/Black only)- 12 each**
Facial tissue - 1 box
Folders w/bottom pockets (Plastic; no prongs); 1 yellow; 1 blue
Glue sticks; small- 10 each
Headphones (**no earbuds, no wireless**)
Pencil box-single compartment (8.5x5)- 1 each
Pink pearl erasers (large)-4 each
Ticonderoga #2 pencils 12 count- 2 pkg
Scissors (sharp, pointed- no round tip)- 1 each

Second Grade

Baby wipes; unscented - 1 pkg
Black felt tip pen – 1 pkg of 2
Crayons (24ct) – 3 boxes
Dry erase markers; fine tip – black only – 4 pkgs of 4
Dry erase markers; chisel tip – black only – 4 pkgs of 4
Facial tissue – 2 boxes
Folders w/bottom pockets (plastic; no prongs) – 2 ea
Glue sticks- 4 each
Headphones (**no earbuds, no wireless**)
Pencil box (8.5x5) – 1 each
Pink Pearl Eraser (large) – 3 each
Purell Hand sanitizer – 1 each
Scissors (sharp, pointed – no round tip)- 1 each
Spiral notebook -wide ruled 1 each
Ticonderoga pencils; 12 count #2 pencils- 1-2pk
Ziploc bags-1 box Sandwich & 1 box gallon size

Optional:
Markers; unscented – 1 pkg

Third Grade

Baby wipes; unscented - 1 pkg
Crayons (24ct) - 1 box
Dry erase markers- black; 4 pkgs of 4
Ear Buds/Headphones-**no wireless**
Facial tissue- 1 box
Folder w/ bottom pockets-2 ea.
Glue sticks- 4 each
Highlighters-2 each
Pencil box- Standard Size; Hard case; No locks
Pencil Top Erasers - 2 pkgs
Scissors (sharp, pointed- no round tip)- 1 each
Spiral notebook (single subject)- 1 each
Ticonderoga pencils - 3 pkg of 12

Optional:
Highlighter - 1 each
Purell Hand sanitizer
Watercolor Paint Set
Zip lock bags - 1 box sandwich

Fourth Grade

Colored pencils – 24ct - 1 pkg
Composition notebooks; wide ruled- 2 each
Dry erase markers; fine tip – black only – 2 pkgs of 4
Ear Buds/Headphones-**no wireless**
Facial tissue - 3 boxes
Folder w/bottom pockets, no brads, - 2 each
Glue sticks- 4 each
Highlighter- 2 different colors
Markers (12ct Broad Tip preferred)- 2 pkgs
Pencil pouch or box- 1 each
Pencil Top Erasers - 1 pkg
Pink Pearl Eraser (large)- 1 each
Scissors (sharp, pointed- no round tip-medium size)- 1 each
Ticonderoga pencils - 3 pkg 12 count #2 pencils
Ziplock- 1 Gallon, 1 Sandwich

Optional:
Disinfecting wipes
Crayons (24ct)
Purell Hand Sanitizer
Notebook paper - wide-ruled

Fifth Grade

Colored pencils- 1 pkg
Dry erase markers- black; 4 pkgs of 4
Ear Buds/Headphones-**no wireless**
Facial tissue - 3 boxes
Folders w/bottom pockets- 1 each: Red, Yellow, Green & Blue
Glue sticks - 2 each
Highlighters – 4-5 assorted colors
Pencil pouch or box- 1 each
Pencils - 4 pkgs 12 count #2 pencils
Pencil Top Erasers - 2 pkgs
Scissors (sharp, pointed- no round tip)- 1 each

Optional:
Baby wipes; unscented - 1 pkg
USB mouse
Ziploc bags-1 box Sandwich & 1 box gallon size

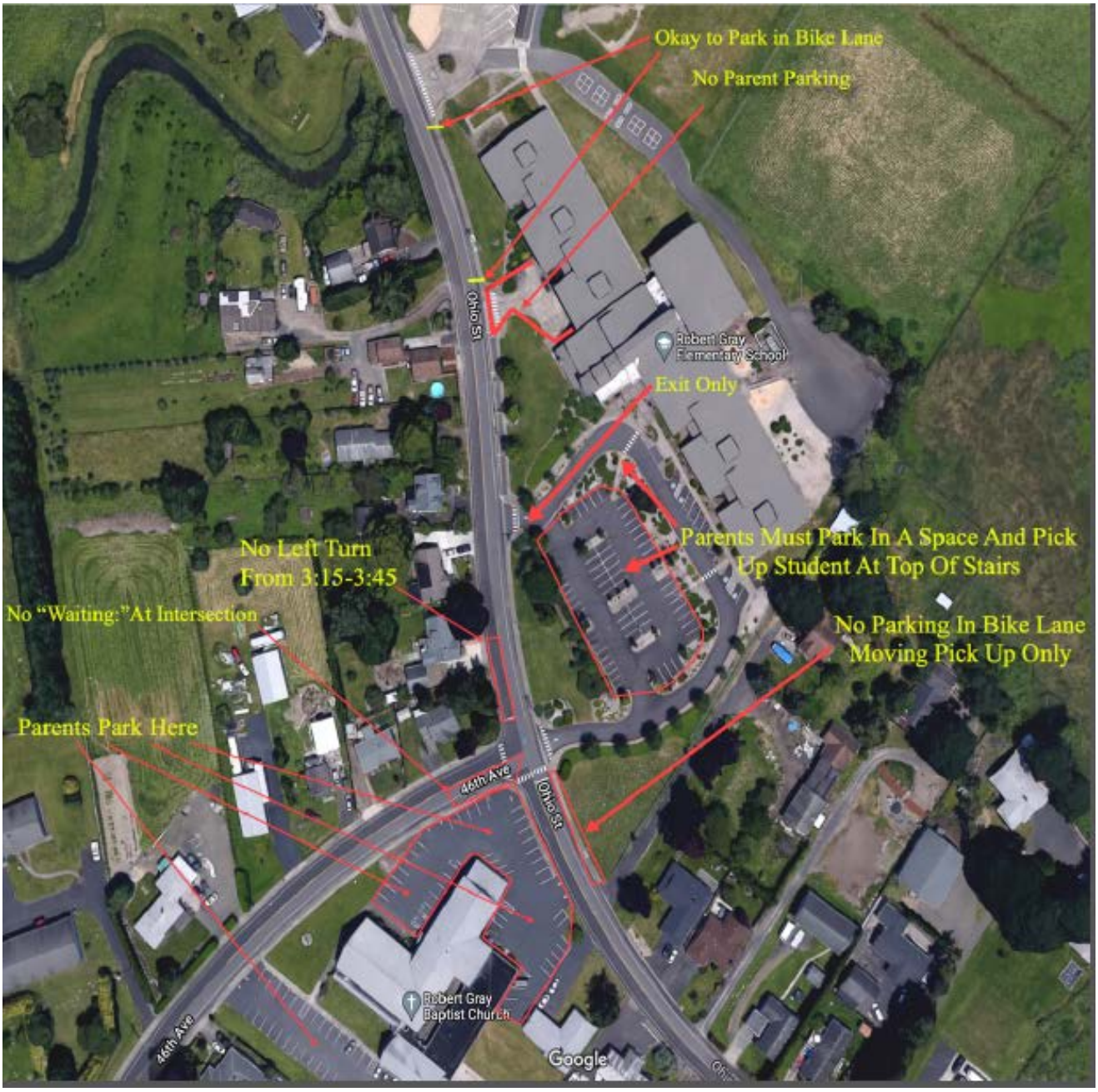
Extensive Programs - K-5

Extra set of clothes (shirt, pants & underwear)* ****Snacks-bring your own snack and water bottle daily****

Baby wipes; unscented - 1 pkg	Glue sticks - 4 ea	Ziplock Bags- 1box (Quart size)
Dry erase markers; fine tip **(skinny/Black only) – 4pks**	Headphones for computer-**no wireless**	
Facial tissues	Markers (12ct Broad Tip preferred)- 2 pkgs	
Folders w/bottom pockets (plastic; no prongs) – 2 ea	Purell hand sanitizer(16oz)-1 ea	

Robert Gray Traffic Map

Dismissal/Parent Pickup



Our goal is to dismiss students as efficiently and safely as possible. To ensure the safety of our Explorers, the Robert Gray Staff respecctfully asks for NO CELL PHONE USE during car pick up.

<u>Drive Thru Traffic:</u>
*Pull up to curb in the "pick up zone"
*Students enter vehicle from curb side; in the "pick up zone" only
*Move forward to fill vacated spaces
*Drive-Thru cars have the right of way
*Diagonal parking exits after drive-thru traffic is over

<u>Parking: (Lower parking lot & Ohio Street)</u>
*Park and walk to bulding; use the crosswalk; When exiting, cars from drive-thru have right of way

LONGVIEW PUBLIC SCHOOLS
Every Student. Every Day. Learning Today. Leading Tomorrow.

2026-2027 Student Calendar

AUGUST						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER						
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OCTOBER						
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NOVEMBER						
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29	30					

DECEMBER						
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27	28	29	30	31		

JANUARY						
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31						

FEBRUARY						
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28						

MARCH						
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28	29	30	31			

APRIL						
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MAY						
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30	31					

JUNE						
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20	21	22	23	24	25	26
27	28	29	30			

First and Last Day of School
School Holidays
No School Pending Weather Make-Up
Conference Days
☆ Commencement

First Day of School	**August 26**	**Martin L. King Day**	**January 18**	**No School (weather)**	**May 7**
Labor Day	**September 7**	**No School (semester break)**	**January 25**	**Memorial Day**	**May 31**
State Inservice Day	**October 9**	**No School (weather)**	**February 12**	**Commencement**	**June 5**
Veteran's Day	**November 11**	**Presidents' Day**	**February 15**	**Final Day of School**	**June 11**
Thanksgiving	**November 25-27**	**No School (weather)**	**March 15**	**No School (weather)**	**June 14, 15**
Winter Break	**December 21 - January 1**	**Spring Break**	**April 5-9**		

Elementary Conference Days
October 28 – 3 hr early release
October 29 – full day release
October 30 – full day release
March 11-12 – 3 hr early release

Secondary Conference Days
October 29-30 – early release
March 11-12 – early release

ALL SCHOOL Early Release Days
1 hr early release: Wednesdays: September 2 – June 11
2 hr early release: December 18, April 2, June 11

LONGVIEW PUBLIC SCHOOLS

2026-2027 District Handbook

Every Student. Every Day. Learning Today, Leading Tomorrow.

Mission

Longview Public Schools creates a community that empowers each student to belong, believe, and achieve through inspired teaching and a shared commitment to excellence.

Vision of the Student Experience

I BELONG:	I BELIEVE:	I ACHIEVE:
I am welcomed. I am respected for my voice, story and dreams. I am connected to my community.	I am inspired to hope and dream. I know excellence is within my reach. I believe in myself. I know Longview staff believe in me.	I know what success looks like. I am challenged and rise to high expectations. I am empowered to learn, grow, and thrive.

Core Values / Beliefs

Academic Excellence

We are committed to high levels of learning for every student through purposeful, rigorous instruction. We will utilize our components of “Great Classroom Practices” to foster critical thinking, resilience, and strong academic achievement.

Student Centered

We prioritize student input in decisions about learning supports and school experiences ensuring their needs and strengths guide our practice. We empower every learner by elevating student input, honoring their perspectives, and ensuring opportunities for them to take ownership of their future.

Community

We believe we are better together and through collaboration and the use of data we create environments where students, staff, and families are valued. We cultivate caring and connected environments where every student belongs.

Goals, Outcomes, Performance Targets

GOALS	OUTCOMES	PERFORMANCE TARGETS BY 2031-2032
1 SAFE, CONNECTED, & THRIVING SCHOOL COMMUNITY	• Increase daily on-time attendance. • Reduce behavioral incidents. • Increase in student reports of physical and emotional safety. • Increase students' sense of self-efficacy.	• 9 out of 10 students attend 90% or more school days each year. • 10 out of 10 students will report a feeling of belonging at school on survey data.
2 FOUNDATIONAL EXCELLENCE	• Increase reading/literacy proficiency in all grades. • Increase math proficiency in all grades. • Increase the number of students at benchmark in Foundational Early Learning skills (ELA, Math, and other content areas) by the end of 1st grade.	• 8 out of 10 grade 3-5 students will be proficient or above on the ELA Assessment (SBA). • 8 out of 10 grade 3-5 students will be proficient or above on the Math Assessment (SBA). • 8 out of 10 Pre-K-2 students will be at or above grade level with Reading Composite Score on Acadience. • 8 out of 10 K-5 students will be at or above grade level on i-Ready Math and Reading.
3 ACADEMIC MOMENTUM	• Increase the number of students demonstrating proficiency in all academic subjects. • Increase the number of students on track for secondary success.	• 8 out of 10 students will be proficient or above on the ELA Assessment (SBA). • 7 out of 10 students will be proficient or above on the Math Assessment (SBA). • 7 out of 10 8th grade students will be proficient or above on the Science Assessment (WCAS). • 7 out of 10 students will meet stretch growth on i-Ready Math and Reading.
4 PREPARED FOR PERSONAL SUCCESS	• Increase the percentage of students passing all classes. • Increase the percentage of students graduating. • Increase the number of students engaged in college/career prep course work. • Increase the amount of students earning "Foundational" and "College & Career Ready" distinctions.	• 10 out of 10 students will graduate on time. • 9 out of 10 9th grade students will be on track for graduation at the end of their 9th grade year. • 7 out of 10 seniors will complete the FAFSA. • 8 out of 10 students will be proficient or above on the ELA Assessment (SBA). • 7 out of 10 students will be proficient or above on the Math Assessment (SBA).

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Hear MeWA

Supporting Student Safety and Well-Being

Longview Public Schools partners with HearMeWA, a program that meets youth's safety and well-being needs by linking them to existing support systems. It receives and responds to a wide range of reports from youth and concerned adults regarding any risk or potential risk to the safety and well-being of youth. Youth have the option to file a report anonymously.

This program is FREE and provides support to youth 24/7/365, offers an app, text, chat, and phone line, and serves youth up to the age of 25.

Call: 1-888-537-1634 • Send a tip: https://hearmewa.org/ • Text: HearMeWA to 738477
Download the HearMeWA app: Google Play or App Store

Our Mission
Longview Public Schools creates a community that empowers each student to belong, believe, and achieve through inspired teaching and a shared commitment to excellence.

Vision of the Student Experience
I Belong. I Believe. I Achieve.

Our Promise
Every Student. Every Day. Learning Today, Leading Tomorrow.

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 sex, race, creed, religion, color, national origin, age, veteran, or military status, sexual orientation, gender expression or identity, genetic information, disability, or the use of a trained dog guide or service animal. We provide equal access to the Boy Scouts of America and other designated youth groups. 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 following district employees, located at 2715 Lilac Street, Longview, 98632, who have been designated to handle questions and complaints of alleged discrimination:

Section 504 & Student ADA Coordinator
Michael Green, Executive Director
(360) 575-7019
mgreen@longviewschools.org

Student Title IX and Civil Rights Coordinator
Bill Ofstun, Director of Assessment, CTE and Technology
(360) 575-7012
bofstun@longviewschools.org

COMPLAINTS ABOUT DISCRIMINATION, DISCRIMINATORY HARASSMENT, AND SEXUAL HARASSMENT
Longview Public Schools creates a community that empowers each student to belong, believe, and achieve through inspired teaching and a shared commitment to excellence.

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 hear-

ing, 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 Demographics
Enrollment
2025-26 School Year - 6,457

Gender (June 2026)
Male 51.4%
Female 48.6%

Race/Ethnicity (June 2026)
American Indian/Alaskan Native - 1.3%
Asian 1.8%
Black or African American - 1.0%
Hispanic/Latino Ethnicity – 23.5%
Multi-Racial - 7.3%
Native Hawaiian or Other Pacific Islander – 2.2%
White – 62.9%

Special Programs
Free or Reduced-Price Meals (2025-26) - 63.7%
Special Education (2025-26) – 21.7%

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

Asbestos Plan
Asbestos containing building materials were removed, encapsulated, or encased in school buildings 10 or more years ago. The district complies with all applicable asbestos laws; any questions about the management of buildings which may have contained asbestos can be directed to 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 online 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 cbrague@longview-schools.org. If you do not have an e-mail address, please call (360) 575-7854.

Financial Information
2025-26 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 2025-26 school year.

The major General Fund Activity Groups are defined below:
Teaching Activities: $74,704,761
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: $13,661,262
Library, Guidance and Counseling, Pupil Management & Safety, Health/Related Services, Instructional Professional Development

Other Support Activities: $19,642,330
Maintenance/Custodial/Grounds, Building Security, Utilities, Insurance, Technology, Print Shop, Warehouse, Food Services, Motor Pool, Pupil Transportation, Public Activities

Building Administration: $7,146,635
Principals and clerical staff salaries and benefits, in addition to supplies, materials, contractual and equipment

Central Administration: $8,336,506
Central Administration Offices and Supervision of Instruction, Food Services, Maintenance & Operations and Transportation

TOTAL BUDGETED EXPENDITURES: $123,491,494

2025-2026 Budgeted Revenues
Longview School District receives its revenue to operate schools from the following sources:

Local Taxes: $16,856,538
Collection of maintenance and operations levies approved by the voters, as well as other "in lieu of" tax collections

Local Non-Tax (Misc): $2,425,653
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: $64,740,586
Funding allocated by the state based upon enrollment and the work experience of the certified teaching staff

Federal/State Grants: $39,023,046
Special purpose state revenues such as Special Education, Learning Assistance Program, Highly Capable, Transitional Bilingual, Food Services, Pupil Transportation, etc.

Other: $229,500
Reimbursements from other districts for use of services such as food service sales and print shop sales

TOTAL REVENUE: $123,275,323

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.

PRE-PLANNED ABSENCE

STUDENT'S NAME: _____

Dates:_____ to _____ Reason: _____

This pre-planned absence form must be completed, signed by the student's 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: _____

_____

_____

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:

- OSPI sends a copy of your complaint to the school district, ESD or school service provider (sub grantee).
- The school district, ESD or school service provider begins a formal investigation led by a designated employee.
- The designated employee provides the written response of the investigation to OSPI — **within 20 calendar days.**
- 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. CPS Caseworkers and 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 be alert for any evidence of such abuse, neglect or exploitation. For purposes of this policy, "child abuse, neglect or exploitation" means:

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 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.

STUDENT DISCIPLINE
Policy 3241 Introduction/Philosophy/Purpose
The board focuses on the educational achievement of every student. The district holds high expectations for all students and gives all students the opportunity to achieve personal and academic success. The board intends that this policy and procedure be implemented in a manner that supports a positive school climate, maximizes instructional time, and increases equitable educational opportunities.

The purposes of this policy and accompanying procedure include:
1. Providing a safe and supportive learning environment for all students.
2. Providing due process to students.
3. Implementing culturally responsive discretionary and non discretionary discipline policies and procedures that provide opportunity for all students to achieve personal and academic success.
4. Engaging with school personnel, students, parents, families, and the community in decisions related to the development and implementation of discipline policies and procedures.
5. Ensuring fairness and equity in the administration of discretionary and non discretionary discipline.
6. Administering discretionary discipline in ways that respond to the needs and strengths of students, support students in meeting behavioral expectations, and keep students in the classroom to the maximum extent possible.
7. Providing educational services that students need to complete their education without disruption.
8. Facilitating collaboration between school personnel, students, parents, and families to support successful reentry into the classroom following a suspension or expulsion.

Students' Fundamental Rights
The district will observe students' fundamental rights and will administer discipline in a manner that does not:
1. Unlawfully discriminate against a student on the basis of sex, race, creed, ethnicity, religion, color, national origin, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship status, the presence of any sensory, mental, or physical disability, neurodivergence, or the use of a trained dog guide or service animal by a person with a disability is prohibited.
2. 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, 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.
3. 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.
4. Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or
5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

Development and review
The district will develop and periodically review a discretionary and non discretionary discipline policy and procedure. During the development and review, the district must use disaggregated data collected under RCW 28A.300.042 to monitor the impact of the district's discipline policy, procedure, and practices and update its policy and procedure to improve fairness and equity in the administration of discipline.
The policy and procedure will be developed in accordance with WAC 392-400-110.

Distribution of policies and procedures
The district will make the current version of this policy and procedure available to families and the community. The district will annually provide this policy and procedure to all district personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of

1964.

The district will ensure district employees and contractors are knowledgeable of this student discipline policy and procedure.

Application
This policy and accompanying procedure will be construed in a manner consistent with Washington law as stated in WAC 392-400-020.

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

Adopted: February 22, 2010
Amended: August 26, 2013
Amended: February 9, 2015
Amended: June 10, 2019
Amended: December 9, 2024
Amended: October 13, 2025

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 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.

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
Regulation Of Dangerous Weapons On School Premises
Unless authorized by this policy, it is a violation of district policy for any person to knowingly carry a firearm or dangerous weapon on school premises, school-provided transportation, areas of other facilities being used exclusively for school activities, or areas of facilities being used for official meetings of the school board. The term "school premises, includes property, or portions(s) of property, owned, rented or leased by the District when the property, or portions(s) of property, is being used exclusively for school district activities.

The District superintendent is directed to see that all school facilities post "Gun-Free Zone" signs, and that all violations of this policy and RCW 9.41.280 are reported annually to the Office of the Superintendent of Public Instruction. The District superintendent will post signs providing notice of the restrictions on possessing dangerous weapons at each facility being used for official meetings of the board.

It is the policy of this District that the presence of firearms and other dangerous weapons in the workplace or educational environment is to be minimized as much as possible. As such, the following activities are prohibited by this policy regardless of whether such possession would violate state law, and regardless of whether the weapon is secured in a vehicle or possessed by a person with a concealed weapons permit:

1. No District employee may bring any firearm or dangerous weapon onto any District property without prior authorization of the superintendent.
2. No person or entity renting, leasing, or otherwise being granted the right to temporary use of District property may possess, or allow its guests to possess, firearms or dangerous weapons on District premises.

Dangerous Weapons
The term "dangerous weapons" under state law includes:

- Any firearm;
- Any device commonly known as "nun-chu-ka sticks," consisting of two or more length of wood, metal, plastic, or similar substance connected with wire, rope, or other means;
- Any device, commonly known as "throwing stars," which are multi-pointed, metal objects designed to embed upon impact from any aspect;
- Any air gun, including any air pistol or air rifle, designed to propel a BB, pellet, or other projectile by the discharge of compressed air, carbon dioxide, or other gas;
- Any portable device manufactured to function as a weapon and which is commonly known as a stun gun, including a projectile stun gun which projects wired probes that are attached to the device that emit an electrical charge designed to administer to a person or an animal an electric shock, charge, or impulse;
- Any device, object, or instrument which is used or intended to be used as a weapon with the intent to injure a person by an electric shock, charge, or impulse;
- The following instruments:
- Any dirk or dagger;
- Any knife with a blade longer than three inches
- Any knife with a blade which is automatically released by a spring mechanism or other mechanical device;
- Any knife having a blade which opens, or falls or is ejected into position by the force of gravity, or by outward, downward, or centrifugal thrust or movement; and
- Any razor with an unguarded blade;
- Any slung shot, sandbag, or sand club;
- Metal knuckles;
- A sling shot;
- Any metal pipe or bar used or intended to be used as a club;
- Any explosive;
- Any weapon containing poisonous or injurious gas;
- Any implement or instrument which has the capacity to inflict death and from the manner in which it is used, is likely to produce or may easily and readily produce death.

Reporting Dangerous Weapons – Students
If District staff believe that a student has violated this policy, they will immediately report their concern to a school or district administrator and if then verified an appropriate school authority will promptly notify the student's parents or guardians and the appropriate law enforcement agency of known or suspected violations of this policy.

Students who possess a firearm on any school premises, school- provided transportation, school sponsored activities at any facility or in areas of facilities while being used for official school board meetings shall be expelled for not less than one year pursuant to RCW 28A.600.420. The superintendent may modify the one-year expulsion for a firearm on a case-by-case basis. Further, the district may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW 9A.04.110) and displays a device that appears to be a firearm.

All expulsion and/or suspension and all other discipline of students who violate this policy will be subject to District Policy 3241 –Discipline for Student Conduct

If a district student believes another student or district employee has violated this policy, the student will report his or her concern to an appropriate school or district authority.

Reporting Dangerous Weapons – Staff
If a District employee believes that another District employee has violated this policy, the employee will report his or her concerns to an appropriate school or District authority for further inquiry. Any disciplinary action of an employee who willfully violates this policy will be subject to District Policy 5281 – Disciplinary Action and Discharge.

Exceptions
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:
A) Persons engaged in military, law enforcement, or school district security activities;
B) Persons involved in an authorized convention, showing, demonstration, lecture or firearm safety course authorized by the Superintendent;
C) Persons competing in firearm or air gun competitions authorized by the Superintendent; and
D) Any federal, state, or local law enforcement officer.
The following persons who are over eighteen years of age, not employed

by the District, and not enrolled as students may have firearms in their possession on school property outside of school buildings only under the following limited circumstances:
A) Persons with concealed weapons permits issued pursuant to RCW 9.41.070 who are picking up or dropping off students;
B) Persons attending official meetings of the school board held off district-owned or leased property; and
C) 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. Under RCW 9.41.050, no one may lawfully possess a loaded handgun in a vehicle unless the person has a valid concealed pistol permit.

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 activity or class.

Personal Protection Spray
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. No one eighteen years or older may 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.

Legal References:
RCW 9A.16.020 Use of force - when lawful RCW 9.41.250 Dangerous weapons—Penalty
RCW 9.41.280 Dangerous weapons on facilities—Penalty — Exceptions RCW 9.91.160 Personal protection spray devices
RCW 9.94A.825 Deadly weapon special verdict--definition
RCW 28A.600.420 Firearms on school premises, transportation, or facilities — Penalty — Exemptions

Initially Adopted: August 16, 1993
Adopted: October 12, 2009
Amended: February 13, 2023

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

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

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

1. I understand that using technology effectively is a skill that is essential to my success as a student. I am responsible for the choices I make when I use technology, and for all communications and actions that originate from my devices. I understand that if my actions violate this code of conduct, I will experience a progression of consequences applied under the discretion of school staff, which may include a warning, confiscation of my device, suspension/expulsion from school, and revocation of network or computer privileges.
2. I have reviewed and will follow the Network Acceptable Use Guidelines contained in the District's Policy 2022 and Procedure 2022P (published in student handbooks) regardless of how I access the Internet (District Wi-Fi or my device's 3G/4G/LTE connection).
3. I have reviewed and agree to follow District Policy 3245 and Procedure 3245P, which explain my rights and responsibilities regarding telecommunication devices. I agree that when school staff have reasonable suspicion that I am using a personal device in a manner that violates the law or school rules, the official may confiscate the device, which will only be returned to my parent/guardian. Further, I consent to a 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 the police.
4. I will use devices at school only when and where allowed
5. 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.
6. 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.
7. 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.
8. I am responsible for knowing how to connect, operate, and maintain my personal device on Wi-Fi. I am responsible
9. for any Internet connection expense when using my own provider to access the Internet.
10. I understand that my online identity is my own, and I am responsible for keeping my usernames, passwords, and online accounts secure and private.
11. I am responsible for all communications and actions that originate from my usernames or online accounts.
12. 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.
13. 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.

Adopted: April 9, 2012

Excused and Unexcused Absences Policy No. 3122 Students Definition of Absence

Absence from in-person learning

WAC 392-401-015 states the definition of an absence:
1. A student is absent from in-person instruction when they are:
a. Not physically present on school grounds; and
b. Not participating in the following activities at an approved location:
   i. Instruction; or
   ii. Any instruction-related activity; or
   iii. Any other district or school approved activity that is regulated by an instructional/academic accountability system, such as participation in district-sponsored sports.

Definition of absence from synchronous and asynchronous instruction

1. A student is absent from synchronous online instruction when the student does not log in to the synchronous meeting/class. (2) A student is absent from asynchronous instruction when there is no evidence that the student accessed the planned asynchronous activity. (3) Evidence of student participation in asynchronous activities must occur daily, within a twenty-four-hour time frame of when the participation is planned or expected.

Minimum Time for Being Considered Present

The District has authority to establish minimum thresholds similar to in-person attendance for the time in which a student must be logged in to be considered present. The Superintendent will develop a consistent and equitable approach that is documented in the student handbook and communicated clearly to all students and families. Determining a threshold for when a student is present or absent should not be left to individual teachers.

Presence vs. Participation

Participation, such as turning video on and participating in discussion chat, are not to be considered when determining if a student is present or not. These are examples of participation and should be considered distinct from attendance.

Absence from Asynchronous Instruction

Similar to local determinations on what constitutes presence for synchronous online instruction, the Superintendent will develop a consistent and equitable approach that establishes what constitutes "evidence of participation." This approach will be documented in the student handbook and communicated clearly to all students and families. Determining what constitutes "evidence of participation" should not be left to individual teachers.

Tardies

The District has the flexibility to determine what constitutes a tardy in synchronous online settings. The District differentiates a tardy from an absence (where the student does not attend at all) and will exclude tardies from any reports that tally absences for the purposes of filing a truancy petition.

Daily attendance taking

The District will take daily attendance for all enrolled students whether the instructional modality is in-person, synchronous, or asynchronous. When instruction is synchronous online or asynchronous, secondary schools will take attendance daily in each course with planned instruction and elementary schools will take attendance at least twice a day.

Excused and Unexcused Absences

Educators and administrators have a responsibility to monitor absences to determine if students and families need support. Students are expected to attend all assigned in-person classes each day or participate in all assigned remote instructional activities; except when there are necessary reasons for students to be absent. Upon enrollment and at the beginning of each school year, the District shall inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of truancy, the role and responsibility of the District in regard to truancy, and resources available to assist the student and their parents and guardians in correcting truancy. The District will also make this information available online and will take reasonable steps to ensure parents can request and receive such information in languages in which they are fluent. Parents will be required to date and acknowledge review of this information online or in writing.

Excused Absences

Regular school attendance is necessary for mastery of the educational program provided to students of the District. At times, students may be absent from class or not able to participate remotely. School staff will keep a record of absence and tardiness, including a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student's excused absences. The following principles will govern the development and administration of attendance procedures within the District:
A. Absences due to the following reasons are excused:
1. Physical health or mental health symptoms, illness, health condition or medical appointment for the student or person for whom the student is legally responsible. Examples of symptoms, illness, health conditions, or medical appointments include, but are not limited to, medical, counseling, mental health wellness, dental, optometry, pregnancy, and behavioral health treatment (which can include in-patient or out-patient treatment for chemical dependency or mental health);
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. Absence 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 an 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; and
12. An approved activity that is consistent with District policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth;
13. Absences due to the student's lack of necessary instructional tools, including internet access or connectivity.

B. In the event of emergency school facility closure due to COVID-19, other communicable disease outbreak, natural disaster, or other event when districts are required to provide synchronous and asynchronous instruction, absences due to the following reasons are excused:
1. Absences related to the student's illness, health condition, or medical appointments due to COVID-19 or other communicable disease;
2. Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID- 19, other communicable disease, or other emergency health condition related to school facility closures;
3. Absences related to the student's family obligations during regularly

scheduled school hours that are temporarily necessary because of school facility closures, until other arrangements can be made; and
4. Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made.

C. In the event of emergency school facility closure due to COVID-19, other communicable disease outbreak, natural disaster, or other event when districts are required to provide synchronous and asynchronous instruction, absences due to the following reasons are excused:
1. Absences related to the student's illness, health condition, or medical appointments due to COVID-19 or other communicable disease;
2. Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19, other communicable disease, or other emergency health condition related to school facility closures;
3. Absences related to the student's family obligations during regularly scheduled school hours that are temporarily necessary because of school facility closures, until other arrangements can be made; and
4. Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made.

The District may define additional categories or criteria for excused absences. A school principal or designee has the authority to determine if an absence meets this policy according to the above criteria for an excused absence.
1. 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; where reasonable, if a student misses a participation-type class, they can request an alternative assignment that aligns with the learning goals of the activity missed.
2. An excused absence will be verified by a parent/guardian or an adult, emancipated or appropriately aged student, or school authority responsible for the absence. If attendance is taken electronically, either for a course conducted online or for students physically within the district, an absence will
3. default to unexcused until such time as an excused absence may be verified by a parent/guardian or other responsible adult. If a student is to be released for health care related to family planning or abortion, the student may require that the District keep the information confidential. Students thirteen and older have the right to keep information about drug, alcohol or mental health treatment confidential. Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.
4. Except as provided in subsection (2) of this section, in the event that a child in elementary school is required to attend school under RCW 28A.225.010 or 28A.225.015(1) and has five or more excused absences in a single month during the current school year, or ten or more excused absences in the current school year, the school district shall schedule a conference or conferences with the parent and child at a time reasonably convenient for all persons included for the purpose of identifying the barriers to the child's regular attendance, and the supports and resources that may be made available to the family so that the child is able to regularly attend school. To satisfy the requirements of this section, the conference must include at least one school district employee such as a nurse, counselor, social worker, teacher, or community human services provider, except in those instances regarding the attendance of a child who has an individualized education program or a plan developed under section 504 of the rehabilitation act of 1973, in which case the reconvening of the team that created the program or plan is required.

This conference is not required if the school has received prior notice or a doctor's note has been provided and an academic plan put in place so that the child does not fall behind.

Unexcused Absences
1. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above or in administrative procedure for an excused absence.
2. A student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent and that absence is not excused.
3. The school will notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification will include the potential consequences of additional unexcused absences. The school will make reasonable efforts to provide this information in a language the parent understands.
4. The school will hold a conference with the parent or guardian after three unexcused absences during the current school year. The conference will analyze the causes of the student's absences and develop a plan that identifies student, school, and family commitments to reduce the student's absences from school. If the parent does not attend the conference, the school official may still hold the conference with the student. However, the school will notify the parent of the steps the District has decided to take to eliminate or reduce the student's absences.
5. Between the student's second and seventh unexcused absence, the school must take the following data-informed steps:
   a) Middle and high school students will be administered the Washington Assessment of the Risks and Needs of Students (WARNS) or other assessment
   b) These steps must include, where appropriate, provision of an available approved best practice or research-based intervention, consistent with the WARNS profile or other assessment; if an assessment was applied, adjusting the child's school program or school or course assignment; providing more individualized or remedial instruction; providing appropriate vocational courses or work experience; referring the child to a community truancy board; requiring the child to attend an alternative school or program; or assisting the parent or child to obtain supplementary services that might eliminate or ameliorate the cause or causes for the absence from school.
   c) For any child with an existing individualized education plan or 504 Plan, these steps must include the convening of the child's individualized education plan or 504 plan team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the absences. If necessary, and if consent from the parent is given, a functional behavior assessment to explore the function of the absence behavior shall be conducted and a detailed behavior plan completed. Time should be allowed for the behavior plan to be initiated and data tracked to determine progress.
   d) Not later than the student's seventh unexcused absence the District will enter into an agreement with the student and parents that establishes school attendance requirements, and possibly refer the student to a community engagement board.

6. If such action is not successful, the District may file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.

The superintendent will enforce the District's attendance policies and procedures. Because the full knowledge and cooperation of students and parents are necessary for the success of the policies and procedures, procedures will be disseminated broadly and made available to parents and students annually.

Tardies and Disciplinary Actions
1. Students shall not be absent if:
   a. They have been suspended, expelled, or emergency expelled pursuant to chapter 392-400 WAC;
   b. Are receiving educational services as required by RCW 28A.600.015 and chapter 392-400 WAC; and
   c. The student is enrolled in qualifying "course of study" activities as defined in WAC 392-121-107. Course of study activities do not include sending homework packets home.
2. A full day absence is when a student is absent for fifty percent or more of their scheduled day.
3. A school or district shall not convert or combine tardies into absences that contribute to a truancy petition.

A student shall be considered absent if they are on school grounds but not in their assigned setting.

Tiered response system for student absences
WAC 392-401A-045 requires
School districts to implement minimum requirements of a multitiered system of support for attendance to address barriers to student attendance, provide timely interventions and best practices to reduce chronic absenteeism and truancy. Multitiered systems of support include:
(a) Monitoring daily attendance data for all students who are absent, whether the absence is excused or unexcused;
(b) A process to contact families and verify current contact information for each enrolled student that includes multiple attempts and modalities in the parent's home language;
(c) Differentiated supports that address the barriers to attendance and participation that includes universal supports for all students and tiered interventions for students at-risk of and experiencing chronic absence, including school and district attendance or engagement teams, connecting to community resources, and community engagement boards; and
(d) A process for outreach and reengagement for students who have been withdrawn due to nonattendance and there is no evidence that the student is enrolled elsewhere. This outreach and reengagement process must include:
(i)A school and/or district point person/people to maintain the list, keep it updated, and coordinate the outreach;
(ii) School or district staff assigned to conduct the outreach and attempts at reengagement in coordination with community partners or other programs;
(iii) Multiple methods of communication and outreach in a language
(iv) or mode of communication that the parent understands including phone calls, texts, letters, and home visits;
(v) Referral to community-based organizations;
(vi) Documentation of the attempts to reach student and family; and
(vii) Follow the required steps to address unexcused absences in chapter 28A.225 RCW, including early communication to parents, holding parent conferences and administering a truancy screener to understand the underlying reasons for the absences, and providing evidence-based or best practice interventions, even if the student has been withdrawn due to nonattendance.

Students dependent pursuant to Chapter 13.34, RCW
A school district representative, or certificated staff member, will review unexpected or excessive absences of a student who has been found dependent under the Juvenile Court Act, with that student and adults involved with that student. Adults include the student's caseworker, educational liaison, attorney (if one is appointed), parent or guardians, foster parents and/or the person providing placement for the student. The review will take into consideration the cause of the absences, unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues, and the student's unavoidable appointments that occur during the school day. The representative or staff member must proactively support the student's management of their school work.

Migrant Students
The district, parent/guardian and student are encouraged to work to create an Extended Absence Agreement with the school to decrease the risk of an adverse effect on the student's educational progress.

Legal References:
Chapter 28A.225 Compulsory school attendance and admission
RCW 13.34.300 Relevance of failure to cause juvenile to attend school to neglect petition
Chapter 392-401 WAC Statewide definition of absence for the 2020-21 school year

Adopted: February 8, 2010
Amended: April 11, 2016
Amended: February 27, 2017
Amended: October 23, 2017
Amended: July 22, 2019
Amended: November 28, 2022
Amended: October 13, 2023

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 OF STUDENTS
Policy No. 3207 Students
The board is committed to a safe and civil educational environment that is free from the harassment, intimidation, or bullying of any student. As defined in Chapter 28A.600 RCW (Students), "Harassment, intimidation or bullying" means any intentional electronic, written, verbal, or physical act including but not limited to, one shown to be motivated by any characteristic in RCW 28A.640.010 and RCW 28A.642.010, or other distinguishing characteristics, when the act:

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

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation or bullying. "Other distinguishing characteristics" can include but are not limited to physical appearance, clothing or other apparel, socioeconomic status and weight.

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

This policy and accompanying procedure do not govern harassment, intimidation, or bullying of an employee, volunteer, parent/legal guardian, or community member.

Behaviors/Expressions
This policy recognizes that 'harassment,' 'intimidation,' and 'bullying' are separate but related behaviors towards a student. Each must be addressed appropriately. The accompanying procedure differentiates the three behaviors; however, this differentiation should not be considered part of the legal definition of these behaviors.

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 directed toward a student.

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 for students 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 toward students. 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 a student for reporting harassment, intimidation, or bullying, being identified as a targeted student, 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 who knowingly report or corroborate false allegations will be subject to appropriate discipline. However, students, or employees will not be disciplined for making a report in good faith.

Compliance Officer
The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and oversee 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.

Legal References:
RCW 28A.600.477 – Prohibition of Harassment, intimidation, and bullying
WAC 392-190-059 Harassment, intimidation and bullying prevention policy and procedure – School districts

Adopted: October 26, 2009
Amended: April 11, 2011
Amended: August 8, 2011
Revised: March 9, 2020
Revised: October 13, 2023
Revised: December 8, 2025

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.

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 as-

sist. 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 the 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
b. provider in an outpatient setting, excluding elective surgeries;
c. The student meets the definition of a "homeless child or youth" under the federal McKinney-Vento Homeless Education Assistance Improvements Act of 2001; and
d. 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)

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, including appropriate use of artificial intelligence to succeed in a digital world.

Electronic Resources
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: 1) create strong electronic resources and develop related educational systems that support innovative teaching and learning; 2) provide appropriate staff development opportunities regarding this policy; and 3) develop procedures to support this policy. The superintendent or designee is authorized to develop procedures and acceptable use guidelines for staff and students as to use of district electronic resources, including those that access Internet and social media, and to regulate use of personal electronic resources on district property and related to district activities.

Internet Safety
To help ensure student safety and citizenship with electronic resources, all students will be educated about Internet safety. This will include appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

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 procedures, acceptable use guidelines, and, for students, related instructional materials for every grade level. 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 obscene, racist, hateful, or violent material. However, given the ever-changing nature of the Internet, the district cannot guarantee that a student will never be able to access objectionable material.

Further, when students use the Internet from school facilities for educational purposes, district staff will make a reasonable effort to supervise student access and use of the Internet. If material is accessed that violates district policies, procedures, or student guidelines for electronic resources or acceptable use, district staff may instruct the person to cease using that material and/or implement sanctions consistent with district policies, procedures, guidelines, or student codes of conduct.

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

Initially Adopted: February 13, 1995
Adopted: October 26, 2009
Amended: April 9, 2012
Amended: April 27, 2015
Amended: April 9, 2018
Amended: May 12, 2025

Digital Citizenship and Media Literacy Policy 2023
Instruction

Consistent with the federal Children's Internet Protection Act (CIPA), the
A. PURPOSE In recognition of the fact that students use technology to 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) 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.

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.

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 helps students participating in Title I, Part A programs achieve academic standards. To promote parent and family engagement, the board adopts the following policy, which lists the components at both the district and school levels. The district procedure 4130P serves to review and evaluate this policy with the help of parents and provides descriptions of how each component will be implemented.

District-Wide Parent and Family Engagement
The district will do the following to promote parent and family engagement:
A. The district will involve parents and family members in jointly developing the district's Title I, Part A plan.
B. The district will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the district in the planning and implementing of effective parent and family involvement activities to improve student academic achievement and school performance.
C. The district will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all Title I, Part A schools.

At that meeting, the following will be identified:

1. Barriers to greater participation by parents in Title I, Part A activities;
2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; an
3. Strategies to support successful school and family interactions. The district will use the findings from the annual evaluation to design evidence-based strategies for more effective parental involvement and to revise this policy if necessary. The district will facilitate removing barriers to parental involvement by doing the following:
4. The district will involve parents of Title I, Part A students in decisions about how the Title I, Part A funds reserved for parent and family engagement are spent. The district must use Title I, Part A funds reserved for parent and family engagement for at least one of the reasons specified in 20 U.S.C. § 6318(a)(3)(D).
5. The district and each of the schools within the district providing Title I, Part A services will do the following to support a partnership among schools, parents, and the community to improve student academic achievement:

1. Provide assistance to parents of Title I, Part A students, as appropriate, in understanding the following topics:
a. Washington's academic standards;
b. State and local academic assessments, including alternate assessments;
c. The requirements of Title I, Part A;
d. How to monitor their child's progress; and
e. How to work with educators to improve the achievement of their children
2. Provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
3. Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff with the assistance of parents, in the value and utility of contributions of parents and how to do the following:
a) Reach out, communicate with, and work with parents/families as equal partners;
b) Implement and coordinate parent programs; and
c) Build ties between parents/families and the school.
4. Coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with similar strategies used under other programs, such as:
a) Learning Assistance Program;
b) Special Education; and
c) State-operated preschool programs.
Ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children. The information will be provided in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

School-Based Parent and Family Engagement Policies
Each school offering Title I, Part A services will have a separate parent and family engagement policy, which will be developed with parents and family members of Title I, Part A students. Parents and family members will receive notice of their school's parent and family engagement policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.
Each school-based policy will describe how each school will do the following:

1. Convene an annual meeting at a convenient time, to which all parents of Title I, Part A students will be invited and encouraged to attend, to inform parents of their schools' participation under Title I, Part A, to explain the requirements of Title I, Part A, and to explain the rights that parents have under Title I, Part A;
2. Offer a flexible number of meetings, such as meetings in the morning or evening;
3. Involve parents, in an organized, ongoing, and timely way in the planning, reviewing, and improving of Title I, Part A programs; and
4. Provide parents of Title I, Part A students the following:
   a) Timely information about Title I, Part A programs;
   b) A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
   c) If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.

Each school-based policy will include a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve state standards. The compact must do the following:
A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I, Part A students to meet Washington's challenging academic standards and describe the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom, and participating, as appropriate, in decisions relating to the education of their children, including the positive use of extracurricular time; and
B. Address the importance of communication between teachers and parents on an ongoing basis through the following:

1. Annual parent-teacher conferences in elementary schools during which the compact will be discussed as the compact relates to the individual child's achievements;
2. Frequent reports to parents on their children's progress;
3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Classification: Essential (if school receives Title I, Part A funds)

Legal References:
Every Student Succeeds Act (ESSA)
PL 107-110, Section 1118(a)
20 USC 6318 Parent and family engagement

Initially Adopted: December 15, 2003
Adopted: October 12, 2009
Amended: November 25, 2013
Amended: November 27, 2017
Amended: June 9, 2025

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, in Procedure 3231P, designated the following information as directory information:

- Student's name
- Photograph
- Address
- Telephone Number
- Date and place of birth
- Date of attendance
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Diplomas and awards received
- The most recent educational agency or institution attended

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 Student Records
The district will maintain those student records necessary for the educational guidance and/or welfare of students, for orderly and efficient operation of schools, and as required by law. All information related to individual students will be treated in a confidential and professional manner. The district will use reasonable methods to ensure that teachers and other school officials obtain access to only those education records for 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, permitting 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.

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

Legal References:
42 U.S.C. 11431 et seq. McKinney-Vento Homeless Assistance Act 20 U.S.C. § 1232g Family Education Rights and Privacy Act
CFR 34, Part 99 Family Education Rights and Privacy Act Regulations 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 teachers and security personnel — Rules
RCW 28A.230.120High school diplomas — Issuance — Option to receive final transcripts —Notice
RCW 28A.230.180 Educational and career opportunities in the military, student access to information on, when
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.
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 40.24.030 Address Confidentiality Program — Application — Certification
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

Initially Adopted: April 9, 2012
Amended: April 8, 2019
Amended: February 27, 2023
Amended: October 23, 2023

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 proce-

dures.

The district will use the FlashAlert system to share information during an incident or emergency. In FlashAlert you need to make sure that your address 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 and TV stations 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 Skyward 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
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, lockdowns, evacuations, and earthquakes (drop-cover-hold –on) and hold (stay in classroom to keep the hallways clear):

Shelter
Shelter 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.

Hold
Hold is meant to clear the hallways and common areas when a situation requires students to be held in their classes. This could occur if there were a medical situation and emergency responders needed to access the school to help treat a student or staff member. Staff are to close their classroom doors, account for students and adults, and conduct business as usual. Students are to clear the hallways and remain in the classroom or area until the "all clear" is announced.

Secure
Secure is meant to lock exterior doors and conduct business as usual inside the school. Staff are to bring everyone indoors, lock outside doors, increase situational awareness, account for students and adults and conduct business as usual.

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)
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 snow bus 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.

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

Adoption Date: February 22, 2010
Amended: January 10,2022
Amended: September 10, 2024

SEX DISCRIMINATION AND SEX-BASED HARASSMENT OF STUDENTS PROHIBITED Policy No. 3205

The 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.

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 and Training

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.

Legal References:

20 U.S.C. - 1681-1688
WAC 392-190-058 - Sexual harassment
RCW 28A.640.020 - Regulations, guidelines to eliminate discrimination — Scope — Sexual harassment policies
34 C.F.R. 106

Adoption Date: February 13, 2012
Amended: July 14, 2014
Amended: February 27, 2017
Amended: May 28, 2019
Amended: May 10, 2021
Amended: November 25, 2024
Amended: February 25, 2025

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 who 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 (360) 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

A. 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.
d. "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.

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.

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

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
Volunteers make a meaningful difference in the lives of our students by supporting classrooms, schools, and programs. All volunteers fill out paperwork that includes authorization for a Washington State Patrol and Oregon criminal history check. For more information, review the Volunteer Handbook other details on the district website or call (360) 575-7019.

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 (360) 575-7016 or supt@longviewschools.org

OSPI Model Student Handbook Language

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

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

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

How can I make a report or complaint about HIB?
Talk to any school staff member (consider starting with whoever you are most comfortable with!). You may use our district's reporting form to share concerns about HIB (https://www.longviewschools.com/fs/resource-manager/view/d199e7e5-60e4-4ffe-b989-2a9d8b9a3850) but reports about HIB can be made in writing or verbally. Your report can made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based **solely** on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. For HIB concerns, contact the HIB Compliance Officer Dr. Karen Joy at (360) 575-7974 or kjoy@longviewschools.org.

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

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

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

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

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

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

For the student designated as the "targeted student" in a complaint: If you do not agree with the school district's decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

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

For more information about the HIB complaint process, including important timelines, please see the district's https://www.longviewschools.com/family-resources/bullying-online-conduct or the district's HIB Policy [3207] and Procedure [3207P].

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

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

To review the district's Nondiscrimination Policy [3210] and Procedure [3210P], visit [https://www.longviewschools.com/about/policies- procedures].

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

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

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

To review the district's Sexual Harassment Policy [3205] and Procedure [3205P], visit [https://www.longviewschools.com/about/policies- procedures].

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

What can I do if I'm concerned about discrimination or harassment?
Talk to a Coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about student discrimination, sex discrimination, including sexual harassment: Title IX and Civil Rights Coordinator: Bill Ofstun, Director of Assessment, CTE and Instructional Technology (360) 575-7012, bofstun@longviewschools.org

Concerns about disability discrimination: Section 504 Coordinator: Michael Green, Executive Director, (360) 575-7019, mgreen@longviewschools.org

Concerns about student discrimination based on gender identity: Gender-Inclusive Schools Coordinator: Bill Ofstun Director of Assessment, CTE and Instructional Technology (360) 575-7012, bofstun@longviewschools.org

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

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

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

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

What are the next steps if I disagree with the outcome?
If you do not agree with the outcome of your complaint, you may appeal the decision to the district board of directors and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure (3210P) and Sexual Harassment Procedure (3205P).

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

Who else can help with HIB or Discrimination Concerns?

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

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)
- Website: ospi.k12.wa.us/student-success/health- safety/school-safety-center
- Email: schoolsafety@k12.wa.us
- Phone: (360) 725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)
- Website: ospi.k12.wa.us/policy-funding/equity-and-civil- rights
- Email: equity@k12.wa.us
- Phone: (360) 725-6162

Washington State Governor's Office of the Education Ombuds (OEO)
The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.
- Website: www.oeo.wa.gov
- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

U.S. Department of Education, Office for Civil Rights (OCR)
The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.
- Website: https://www2.ed.gov/about/offices/list/ocr/index.html
- Email: orc@ed.gov
- Phone: (800) 421-3481

3. Our School is Gender-Inclusive
In Washington, all students have the right to be treated consistent with their gender identity at school. Our school will:
- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity
- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender
- identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district's Gender-Inclusive Schools Policy [3211] and Procedure [3211P], visit [https://www.longviewschools.com/about/policies-procedures]. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: Bill Ostun, Director of Assessment, CTE and Instructional Technology, bofstun@longviewschools.org (360) 575-7012

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on pages 27-28

BECCA LAW

IT'S THE LAW

RCW 28A.225.010 COMPULSORY SCHOOL ATTENDANCE
Parents of a child older than 8 years and younger than 18 years of age in the State of Washington shall cause such a child to attend school and such child shall have the responsibility to and therefore shall attend for the full school session.

RCW 28A.225.030 School districts are required to file a petition with the juvenile court for attendance violations by a parent or child.

The legislators, school districts and courts share the common goal of requiring students to attend school on a regular, full-time basis without acquiring unexcused absences.

Improving school attendance increases the likelihood that children will be successful in school. Also, improved attendance decreases problems related to inappropriate social behavior.

Longview School District regulations and Robert Gray policy require a child's parent/guardian to either call the school or send a note explaining the reason for a child's absence. A call the morning of the absence before 9:45 a.m. is preferred.

Action	Required BECCA Intervention
Student's first unexcused absence	The school will attempt to contact the parent concerning the unexcused absence by phone.
Student's fourth unexcused absence	The school will schedule a conference with the parent, student & school staff to resolve the issue of unexcused absences and any consequences involved with additional unexcused absences. Attendance Agreement will be completed.
Student's seventh or more unexcused absences in one month or 10 in a year	The school will complete the BECCA Petition, including documentation of any interventions used by the school to reduce or eliminate further unexcused absences. The petition will be forwarded to the District Attendance Coordinator to review and provide referrals as needed. After the petition is filed, Engagement (Truancy) Board will be conducted.
Student continues to have unexcused absences	Referral will be made to Educational Service District 112 Attendance and Reengagement Program. If unexcused absences continue, ESD will ask for court intervention.
The student attends school, but accumulates more unexcused absences.	If court intervention is requested, further unexcused absences can result in contempt action being taken which can result in court ordered sanctions which may include work crew or community service.

State Law requires any student with an IEP or 504 that accumulates two or more unexcused absences must meet to determine if the absences are a manifestation of their disability. This meeting will include their case manager, parent, and student. This may be conducted over the phone.