

Student Handbook



Leona Marshall Libby Middle School
3259 Belmont Blvd.
West Richland, WA 99353

About Libby Middle School

We are so pleased that you are a student and member of our school community! Leona Libby Middle School is a positive, productive, and safe school where learning and growth are the focus. We have an excellent staff that is here to help and encourage you in any way possible. Please read this handbook and accompanying policies carefully. It should answer most of your questions, but feel free to talk with any staff member or administrator if you have specific issues or concerns.

Our School's Namesake

Leona Marshall Woods Libby was an American physicist. At age 23, she was the youngest and only female member of the team that built and experimented with the world's first nuclear reactor (then called a pile), Chicago Pile-1, in a project led by her mentor, Enrico Fermi. In particular, Woods was instrumental in the construction and then utilization of Geiger counters for analysis during experimentation. She was the only woman present when the reactor started working. She worked with Fermi on the Manhattan Project; and, together with her first husband, John Marshall, she subsequently helped solve the problem of xenon poisoning at the Hanford plutonium production site, and supervised the construction and operation of Hanford's plutonium production reactors.



In later life, Libby became interested in ecological and environmental issues, and she devised a method of using the isotope ratios in tree rings to study climate change. She was a strong advocate of food irradiation as a means of killing harmful bacteria. (Wikipedia, May 2017)

Our Mission

At Leona Libby Middle School, we inspire our students to use their imagination, creativity, and perseverance to achieve their goals and aspire to shape our community through the power of Science, Technology, Engineering, Arts, and Mathematics (STEAM).

Our Vision

By contributing to a greater community, we will solve real world problems through a relevant, open, and integrated environment where ideas and imagination are encouraged through the cycle of inquiry.

Upon transition/graduation from Leona Libby Middle School, our students will:

- represent a socially accepting and responsible person with a strong sense of self – with goals to teach and inspire the same in others.
- demonstrate a growth mindset that seeks to improve, explore, and share in self and community improvement through STEAM. This includes an upper secondary readiness for the courses and extracurricular activities of local high schools including, but not limited to, Delta, Hanford, Rivers Edge, and Richland High Schools.

- produce innovative and researched projects, presentations, or performances that demonstrate a thorough understanding and ability to communicate content, evidence, and arguments as a group or as an individual.
- be thoughtful in their involvement and service to the community that involves heart, mind, and character through their talent, skills, and communication developed at Leona Libby Middle School.

Attendance Policies

Per the Richland School District Attendance Policy [3120](#), students will be punctual and regular in their attendance and will obey the rules and regulations of the school. Parents/guardians or students should communicate with the school in advance, whenever possible, if their student will be absent from school due to an extended illness, vacation, or other reason. While it is possible to obtain homework for the absent student, it is virtually impossible to recreate the learning time missed (e.g., class discussions, laboratory experiences, and demonstrations). If a student develops a pattern of continued absences, they and their parent/guardian will be invited to meet with school personnel and create an Attendance Agreement designed to assist the student and family in overcoming any barriers to regular school attendance. If a student is ill at school and needs to go home, the student must come to the Health Room to check out before leaving.

Legal References:

- [WAC 392-400-325](#) Statewide definition of excused and unexcused daily absences
- [RCW 13.34.300](#) Failure to cause juvenile to attend school as evidence under neglect petition
- [Chapter 28A.225](#) Compulsory School Attendance and Admission

Absences

In the event that a student needs to miss school, their parent/guardian will need to contact our school's attendance secretary in our office at 509-967-6473 to report the absence(s). In lieu of phone contact, parents/guardians may opt to write and sign a note explaining the absence and have the student submit that to the office when they return to school. Please note, all absences must be cleared within 48 hours. Any absence that is not called in or cleared with a note within 48 hours will be recorded as an unexcused absence.

Note, we use an automated phone dialer system to notify parents/guardians of student absences. At the end of each day, the automated phone dialer message will call home for any student absence that is not excused. Unfortunately, the automated calling system cannot identify the specific period absent, only report that a student missed one or more classes.

When absent, students shall assume responsibility to make arrangements with each of their teachers to obtain and make up missed assignments. When students are absent, they will have two (2) days for each day missed to make up any assignments or projects that were assigned while out.

Excused Absences

According to State law, excused absences are defined as absences due to illness or a health condition, approved pre-arranged activities, school-sponsored activities, or emergency situations. The school principal has the authority to determine if an absence meets the criteria for an excused absence. If any absence is excused, the student is responsible for making up work missed or doing other work that will be accepted in lieu of the work missed. If a student is absent two (2) or more days consecutive days, they may request homework by emailing their teachers. A student who is absent five (5) consecutive days will require a doctor's note excusing absences.

Excessive excused absences may impede the educational success of a student. As such, our school administration may initiate any of the following actions for excused absences:

- When a student accumulates ten (10) excused absences in a semester, the parent/guardian will be contacted and an Attendance Agreement will be created and signed by the student, parent/guardian and school administration. The student may also be asked to take the WARNS (Washington Assessment of the Risks and Needs of Students).
- When a student accumulates fifteen (15) excused absences in a year, a conference will be required. The conference will include the student (when appropriate), the parent/guardian, and a school administrator. A plan to ensure regular attendance will be written (Attendance Agreement). This Attendance Agreement will be signed by participants of the conference. The WARNS may also be taken and signed by the student. If the student's parent/guardian does not attend the scheduled conference, the conference may be conducted with the student and the school administrator and, afterwards, the parent/guardian shall be notified of the steps taken to eliminate or reduce any barriers to regular school attendance.

Unexcused Absences

Parents/Guardians will have 48 hours to clear unexcused absences. No unexcused absences will be cleared after the 48 hours. If a student has five (5) unexcused absences in a month, or ten (10) unexcused absences over the school year, the student, parent/guardian and a Libby Middle School administrator will create an Attendance Agreement, and the student will take the WARNS (Washington Assessment of the Risks and Needs of Students).

Pre-Arranged Absences

Parents/Guardians and/or students should contact the attendance secretary to request a Pre-arranged Absence Form if the student is going to miss more than two (2) consecutive days of school. Any planned absences of more than five (5) days must be requested at least 48 hours in advance of the beginning of the absence. In many cases the work that will be missed may be completed prior to the absence. The key to this is communication and developing a plan to help the student achieve understanding of the concepts they may miss due to the absence. However, no amount of homework or alternative assignment can truly equal the in-class experience.

If a student needs to leave early from school during the school day, the student should bring a note signed by their parent/guardian stating the time and reason they need to leave. The note should be given to the attendance secretary at the beginning of the day.

Absences Due to Disciplinary Action

Students who are absent from school due to disciplinary actions (i.e., suspensions) have the right to make up all work missed during the absence. This is considered an excused absence, therefore, for every day missed, two (2) days will be given to make up the missing work. If a student is assigned to in-school suspension, or ISS, work can be collected and sent to the staff member supervising ISS. If a student is on an out-of-school suspension, work may be collected in the office for parents to pick up after school and/or posted online, per the teacher.

Students that have been assigned ISS and/or out-of-school suspension cannot participate in practices, performances or games for any clubs or athletics on the days in which they are on said suspension.

Truancy

Truancy can be defined as “not being where you are supposed to be, when you are supposed to be there.” Truancy is an absence from a class or classes without a legitimate excuse. Students who are “skipping” classes will be marked truant and every effort will be made to notify parent/guardian by phone as soon as we are aware that a student is truant. When a student is truant, we may require a conference with parents/guardians and disciplinary steps may be taken. As per Washington State Law, five (5) unexcused absences in a month or ten (10) in a year will result in a petition to the Truancy Board, a Board established pursuant to a Memorandum of Understanding (MOU) between a Juvenile Court and the Richland School District that is composed of members of the local community in which the student attends school.

Tardies

Students are to be in classrooms with proper materials ready to begin work when the final bell rings. Students need to be seated before the bell rings for class, as passing time between classes is sufficient to get anywhere in the building. If the student is tardy due to an appointment with school personnel, that person will provide the student with an excused tardy pass. Students with excessive tardies will meet with administration to come up with a plan of improvement.

Response to tardiness

The teacher will remind students of the progression if tardiness continues...

1st occurrence: is a warning to the student (verbal, teacher documented, front office daily)

2nd occurrence: inputting a minor referral into PBIS Rewards & contacting parents

3rd occurrence: inputting a minor referral into PBIS Rewards & contacting parents

4th occurrence: inputting a minor referral into PBIS Rewards & contacting parents (Email notification sent to admin team) & lunch detention. Administration calls parents since it turned into a major referral

5th occurrence: Parent meeting. Transition to Tier 2 [Attendance Agreement](#)

6th or MORE occurrence: Tier 2 Support Team for Tardies and Attendance will begin a FBA (Function of Behavior Assessment) to determine which Tier 2 interventions to try with specific student

General Information & Expectations

Arrival & Departure Times

Students may enter the building beginning at 7:30 a.m. and are expected to wait in the commons area as designated by staff until released to classes. Zero-hour students may arrive and enter the building at 6:45 a.m. At the end of the day, students are expected to leave campus by 2:30 p.m., unless involved in a supervised after school activity.

Bus Transportation

Students have the privilege of using the transportation services of the Richland School District. Rigid safety standards must be maintained at all times in order to ensure the safety of each and every passenger. If a driver must direct their attention away from the road to address student behavior, the safety of passengers is negatively impacted. Therefore, while riding the bus, the following rules must be followed:

- Students should have their ID card/Bus Pass ready when getting on and off the bus.
- Students must stay in their seats while the bus is in motion.
- Quiet conduct must be maintained on buses at all times. Students must be completely quiet when the bus is stopped for railway crossing and in the event that the driver requests quiet. Outside of those times, students may engage in low volume level conversations with peers seated near them.
- Students must keep their area on the bus clean. There should be no waste, papers, or other items left on the floor of the bus. No food or drinks (other than water bottles) are permitted on the bus.
- Students must keep all parts of their bodies and items inside the bus – nothing should be extended through the bus window.
- Students must exit through the bus door. Only in the event of an emergency or at the direction of the driver, will students exit from emergency exits.

Choosing not to follow any of these expectations poses a potential safety risk and may result in loss of riding privileges.

Closed Campus

Middle schools in the Richland School District are closed campuses. This means that we expect our students to stay on campus for the entire school day, including lunch. Parents/Guardians must contact the office if they want their child excused from school for any reason. This means that once a student arrives on campus, they cannot leave campus unless signed out by approved parent/guardian/emergency contact. Parents/Guardians must come into the office and sign the student out with the attendance secretary. Students who leave campus without being signed out by a parent/guardian will be marked as truant.

Commons

The Commons is designed to accommodate the serving of meals to hundreds of students each day. Students and staff are expected to pick up after themselves when they have finished eating. There are numerous trash containers for uneaten food and garbage. If there is an accidental spill,

please contact a staff member for help in cleaning it up. There is no tolerance for throwing food, leaving trays and garbage at the table, horseplay or running in or to the Commons. Students are expected to stay in lines without pushing or taking “cuts.” Students are welcome (weather-permitting) to go outside or to the library once staff have released students to do so, however, there is no food allowed outside of the Commons, the library, or in the hallways. Please see the [GOLDEN behavioral matrix](#) for expectations in the Commons.

Computer Privileges

Use of the network, which includes the local Richland School District computer network, as well as the Internet, is a privilege – not a right – and entails responsibility. Individual users are responsible for their behavior and communications over the network. Each student must adhere to the Richland School District’s [Network Code of Conduct](#) and [Acceptable Use Policy](#).

Any violation of this code of conduct and/or policy may result in disciplinary measures. The District reserves the right to remove network/Internet access if it’s determined the user is engaged in unauthorized activity or is otherwise in violation of the code of conduct or policy.

If a parent/guardian wishes to restrict computer access for their student, they must come in and sign a [Technology Opt-Out Form](#). Please understand, however, this would limit a student’s ability to complete some of their learning and school assignments as our school and District move to more technology-driven content.

Dress Code

It is the goal of the Richland School District to establish and maintain a quality learning environment for all students and staff. To that end, we expect all students to dress in a manner that provides for adequate safety while on any school campus. Further, we want students to understand and comply with appropriate dress for a work environment. Students wearing clothing that is disruptive to the learning environment or hampers the safety of themselves or others as determined by the school will be asked to change clothing and may be subject to school discipline if they refuse to do so. The principal or principal designee has the authority to determine if clothing is disruptive to learning or impacts student safety. Please see the District’s [Dress Code Guidelines](#).

Electronic Devices/Cell Phones/Chromebooks

Students will be issued a school Chromebook. Chromebooks are the responsibility of the student and the student’s family. If a Chromebook is malfunctioning, please report the issue to the school’s library. For a small fee, accidental insurance coverage will be available for families. Families who cannot afford insurance should contact school administrators. Use of Chromebooks are restricted to academic use only. Additionally, students need to ensure their Chromebook is charged and with them every day – not having a charged Chromebook is like not having a pencil!

Because each student will be issued a school Chromebook, there is no need for personal electronics at school. If personal devices are brought to school, they are expected to be put away and not used during class time unless directed by teacher. Exceptions for cell phone use may be made on a case-by-case basis when an emergency situation exists and should be approved by an

administrator. Taking pictures and/or videos of another person on campus without their permission and posting on social media is not allowed.

A student using electronic devices, including cell phones, outside of approved guidelines, will be considered in violation of the Acceptable Use Policy and may result in disciplinary actions.

Emergency Closure of Building

In cases of severe weather, school may be delayed or canceled. The best way to determine the status is to listen to the local radio/local television news or visit the District's social media and Websites in the morning. All delays or cancellations will be announced by the media after the District makes the decision.

Emergency Drills & Lockdowns

We take safety very seriously, thus, every month, we will conduct a safety drill. The goal of these drills is to ensure readiness in the event there is an emergency or real threat to safety. We expect students to also take these drills seriously – there should be no talking, horseplay, or misbehavior – follow directions and comply with all staff instructions. Further, we expect our students will, when instructed, evacuate the building in an orderly process, and, during lockdown drills, remain in the classroom/area instructed.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal (or appropriate School official) a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write to the School principal, clearly identify the part of the record they want changed and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to School officials with legitimate educational interests. A School official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); or a parent, student, or other volunteer assisting another official in performing his or her tasks.

Under FERPA, Schools may disclose a student's "directory information" which includes information generally not considered harmful or an invasion of privacy if disclosed. The Richland School District has designated the following information as directory information: Student's name, address, telephone number, dates of attendance, participation in officially recognized activities and sports, weight and height of members of athletic teams, diplomas and awards received, photographs or video of the student, and the most recent school attended. The actual residential address of participants in the state Address Confidentiality Program will not be available for release as directory information.

Parents or eligible students, who do not want their directory information released, must notify their School principal in writing. For those who do not wish to have this information released, please complete the "FERPA Opt-Out Form" found on the Richland School District website.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll or is already enrolled.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by RSD to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA are:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Food & Drink

Food and drink are not allowed in the library or labs. Students are expected to eat their lunches in the Commons.

Freedom of Expression

Freedom of expression is an important part of education in a democratic society. Students' appropriate verbal and written expression of opinion is encouraged. District Policy prohibits verbal or written expression (including clothes) that is libelous, obscene or profane; causes a disruption of school procedures or processes; invades the privacy of others; demeans any race, religion, gender, or ethnic group; advocates a violation of the law; or advertises cigarettes, liquor, illegal drugs, or drug paraphernalia. Any clothing that is deemed gang-related is strictly prohibited.

Guidance and Counseling

Our counselors provide many services for students, parents/guardians, and school staff. They can answer questions about student schedules but are also here to assist with friendship issues, peer mediation, and other problems that interfere with students performing well at school. Students can make an appointment with their counselor by signing up on the sheet attached to the Counselor's door or emailing them directly. Parents/Guardians can also email or make an appointment by contacting the appropriate counselor.

Students with last name beginning A-K:

Mr. Simmons at nathan.simmons@rsd.edu or 509-967-6470

Students with last name beginning L-Z:

Mrs. Corbin at nicole.corbin@rsd.edu or 509-967-6471

Hallway Expectations

In order to ensure the safety of all students and staff, GOLDEN expectations must be adhered to when in the hallways. Please see the [GOLDEN behavioral matrix](#) for hallway expectations.

Hoverboards, Skateboards, Scooters, Roller Shoes, Skates and Bicycles

These transportation devices are allowed at school but must be stowed outside (front of the building) during the school day. Students are not allowed to ride hoverboards, skateboards, scooters, roller shoes, skates or bicycles on school grounds. Bicycle racks and skateboard/scooter racks in front of the building are available for storing bicycles and skateboards/scooters during the day.

Library Expectations

Our school's library is a fantastic place! Students are encouraged to check out books and materials to assist them in the pursuit of excellence at school. There are networked computers to assist in material and resource searches. Students who are in the library are expected to read or work quietly while there. The library is not the place for loud conversations or running around. Use of computers will be limited to academic and educational resources. Please see the [GOLDEN behavioral matrix](#) for library expectations.

Lost and Found

Lost and Found items are located in a bin outside the office. Please check there first for any lost items. Students who lose an item and are unable to find it in the Lost and Found bin should report the loss as soon as possible to a secretary or administrator. We suggest marking clothing, lunch bags and all belongings with the student's name, which will allow us to return lost items to the proper owners. The Lost and Found bin will be cleaned out weekly.

Medications

All medications shall be stored in the nurses' office. "Medication" is defined as all drugs, whether prescription or over the counter. In order to have medication available for at school, the following requirements must be met:

- Annually, a fully completed [Medication Authorization Form](#) must be completed (which requires signature by a licensed healthcare provider) and submitted to the school. These forms must be kept on file in the Health Room.
- The medication must be brought to school by the parent/guardian in the original container in an amount not to exceed a four-week supply. The container must be labeled with the student's name, drug name and dosage.

In situations where the parent/guardian, a licensed healthcare provider, and school nurse believe it is in the best interest of the student that they carry medical items such as an asthma inhaler, EpiPen (or similar auto-injector), a [Care Plan](#) must be on file in the Health Room.

Student Deliveries

Balloons and flowers delivered to students at school will not be delivered directly to the student. The student will collect the items from the office after the school day ends. Balloons are not allowed on buses for safety reasons. Since access to student electronic devices are not allowed during the school day, please call the office if you need to get a message to your student. Please notify the Office and they will deliver the message to your student. This policy is intended to minimize disruptions to the educational process.

Student Privacy

If you do not wish for your student's name and/or picture to be used in Libby Middle School or Richland School District publications; i.e., website, school newspaper, published announcements, etc. please come in to the school office to sign a [FERPA Opt-Out Form](#).

Student Searches & Detection Canines

Personal privacy is a fundamental aspect of individual liberty. All students possess the constitutional right to be secure in their persons, papers, and effects against unreasonable searches and seizures. However, no right nor expectation of privacy exists for any student as to the use of any locker/desk issued or assigned to a student by the school District and the locker/desk shall be subject to search in accordance with board policy. The superintendent, principal, and other staff designated by the superintendent shall have the authority to conduct reasonable searches on school property as provided by board policy (see Richland School District Policies [3230](#), [3231](#), and [3232](#)).

Pursuant to Richland School District Policy [3235](#), a trained dog may be used to sniff the air in and around school grounds for prohibited items. The specific areas sniffed may be lockers, unoccupied classrooms, unattended desks, bags, items, and vehicles that are on District property or at a District-sponsored event. A dog's alert constitutes reasonable suspicion to search. If the dog alerts on a particular item or place, the person(s) bringing the item onto District property, or are responsible for that place or item, will be called to the scene as outlined in District Policy to witness the search by school official(s). All searches shall be made in compliance with District Policy and applicable law. Discovery of a prohibited substance or item may result in referral to law enforcement and/or disciplinary action in keeping with District policy for students. Detection canines may be used in the building for training or for random searches throughout the school year with no prior notice to students or parents/guardians.

Student Services

Student services such as enrolling or withdrawing from school, obtaining a report card, arranging for a pre-excused absence, or checking into the Health Room may be done at the front counter in the office.

Substitute Teacher Policy

Libby Middle School students must respect our substitute teachers. Substitute teachers provide an important service to the school, and we appreciate their efforts. We also hold our students accountable for any disrespect shown to our substitute teachers. The students will not misrepresent their names, the seating chart, assignments, or exhibit other deceitful behavior. Students will be cooperative and respectful at all times. Any defiance of improper behavior with our substitute staff will result in disciplinary action by Libby Middle School administration.

Visitors

Parent/Guardian visitors are welcome. Please check in at the office. You will receive a Visitor's Badge upon signing in at the front desk. (Please understand that we may ask for identification for safety reasons.) If you are interested in meeting with one of our teachers, please arrange a time in advance of your visit. Due to teaching responsibilities, teachers are not available during class time. Our counseling staff may assist you in setting up an appointment to meet with your student's teacher(s). Student visitors will not be allowed at Libby Middle School during the school day.

Academics

Libby Middle School is a school of academic excellence. We expect students to embrace learning.

Libby Umbrella Writing Rules



Libby Middle School's

Charger

Writing Rules

Students will:

1. Begin all sentences with a capital letter
2. End all sentences with appropriate punctuation
3. Use complete sentences
4. Restate the question in the answer

Academic Materials

All students are responsible for any materials checked out to them during the course of the school year (i.e., library books, technology equipment, literary books and music). If such material is lost or damaged, fees will be assigned.

Field Trips

Students will have the opportunity to participate in field trips. In order to participate parents/guardians must fill out appropriate forms (both available via familyid.com) listed below:

1. Parental Travel Permission Form/Student Conduct Form
2. Medication Form

Homework & Projects

Homework is a valuable part of the education process. In addition to the practice and extension of learning from classroom instruction, homework teaches skills such as responsibility and time management. These are lifelong skills that will serve students well in high school, college, and beyond. Students should expect some homework from classes. While some classes will offer in-class time to complete some of the assigned work, students will find that some will not.

Therefore, students will need to plan for homework each evening. Most students find that 1 to 1-½ hours each evening is average (but this may vary). Successful students set aside time each evening, stay on top of the due dates, and turn assignments in on time. If a student is struggling with an assignment or project, the student should see their teacher—he/she will help. We care!

In-class work and homework have due dates specified by the classroom teachers. Our teachers expect that the due dates will be met—if a student finds they are not being able to meet a particular due date, the student should make sure and communicate that to their teacher. Beginning in late September, after school help is also available Monday through Thursday from 2:25-4:00 p.m. Notice will be given for the start date.

Learning Management Systems

Parents/Guardians should be talking with their students on a regular basis about their academic progress. Canvas can be accessed using student logins. By doing this, parents/guardians not only can see what the students are working on, but they can also view due dates, learning outcomes, and rubrics for the assignments. Canvas can also be accessed using apps on both Apple and Android phones. There is a Canvas Parent app and a Canvas Student app available to download.

Progress Reports and Report Cards

We will mail progress reports to students at the end of each quarter. Report cards with semester grades will be mailed home at the end of each semester.

Extracurricular Activities

We welcome and encourage all students to become involved in all Libby Middle School athletics, activities, and clubs. Students are expected to follow the regular school expectations while at any school activity.

Activities & Clubs

Involvement in school activities is known to enhance the educational experience for students. Our school offers a variety of activities for our students. Students should listen to the daily announcements to hear when clubs or activities are going on. Some of the activities/clubs we may possibly offer at Libby Middle School this school year are:

- Art Club
- Buddy Club
- Chess Club
- Destination Imagination
- Drama Club
- Dungeons & Dragons Club
- Fellowship of Christian Athletes (FCA)
- Math Club
- National Junior Honor Society
- Robotics Club
- Science Club
- Yearbook Club

Students participating in activities are required to belong to the ASB and to sign and abide by the Interscholastic Activities Participation Agreement.

Associated Student Body (ASB)

Students at Libby Middle School are involved in the leadership of the school. In addition to the officers in the ASB, there are classroom representatives elected during the first few weeks of school year. These representatives attend general ASB meetings and provide a student voice to issues affecting the school. There is a \$20 fee for membership in the ASB.

Athletics

Athletics are only available to 7th and 8th grade students enrolled at Libby Middle School. In our athletic program we employ a “no cut” philosophy. This means everyone who wants to play (provided the student is academically eligible) gets to play. We have four sports seasons:

Fall: Cross country, Volleyball, Football, Soccer

Winter 1: Boys’ Basketball, Dance Team

Winter 2: Girls’ Basketball, Wrestling

Spring: Baseball, Softball, Track & Field

Athletes must have appropriate accident and health insurance, a doctor’s physical, ASB membership, appropriate grades maintained (passing 5 of 6 classes), and fees paid. ASB membership is \$20. There is a \$35 sports fee for each season in which a student participates. Fees may be paid to the ASB secretary or online. Parents/Guardians are required to sign up for each sport the athlete participates in at www.familyid.com.

Regarding attendance and athletic participation, athletes must attend at least half a day of school to be able to participate in practices or games, regardless of whether absence is excused or unexcused.

Students/Athletes that have been assigned in-school and/or out-of-school suspension cannot participate in practice or games any days during said suspension.

Behavior and Discipline

At Libby Middle School, we are committed to encouraging and embracing student individuality as we work to promote and enhance the academic and social-emotional success of every student. We expect all students to help make Libby Middle School an excellent, innovative, and safe place to learn and grow!

The staff at Libby Middle School believes that a positive learning environment requires the commitment and cooperation of the entire staff and is even more effective when families and schools partner together. No one person can effectively manage the behavior of all students in a school. It is the cooperation, communication, trust, confidence, and efforts of all vested partners that produce a positive learning environment.

Our expectations of student behavior are very high, but we have found that students will live up to our expectations if treated fairly and consistently. Most students want and need structure in their lives and perform much better when they know behavioral expectations and how to function within them.

Positive Behavioral Intervention and Supports

Libby Middle School uses PBIS (Positive Behavioral Intervention and Supports), an evidenced-based tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social-emotional competence, academic success, and school climate. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone can thrive.

PBIS consists of a three-tiered system designed to provide students the level of support that they need to be more successful:

- Tier 1, Universal Supports, serve as the foundation for behavior and academics. These universal supports, such as Teach-Tos, PBIS points, and Refocuses, are provided to all students. For most students, the core program gives them what they need to be successful and to prevent future problems.
- Tier 2, Targets Supports, provide targeted support for students who are not successful with Tier 1 support alone. The focus is on supporting students who are at risk for developing more serious behavioral errors before they start. These supports can be provided individually or in small groups of students with similar targeted needs; providing support to a group of students provides more opportunities for practice and feedback while keeping the intervention maximally efficient. Check In/Check Out (CICO) and Social Groups are examples of Tier 2 support.

- Tier 3, Intensive/Individualized Supports, are the most resource-intensive due to the individualized approach of developing and carrying out interventions. Formal assessments are used to determine a student's needs and to develop an individualized support plan. Student plans often include goals related to both academics as well as behavior. An example of a Tier 3 support is wrap-around care.

Each tier has its own set of systems and practices, but some key components appear across every level:

- Practices are organized along a tiered continuum beginning with strong universal supports followed by intensified interventions matched to student needs
- Practices are based on evidence
- Data are collected and used to screen, monitor, and assess student progress
- Resources are allocated to ensure systems and practices are implemented with fidelity over time

Stay GOLDEN, Chargers!

Using the framework of PBIS, schools create a behavior matrix. The behavior matrix is built on an acronym that varies by school. The matrix itself is simply a chart that clearly communicates the behavioral expectations. The purpose of the matrix is to clearly identify, define and display positive behaviors across all school contexts and settings. The matrix serves as a visual model and reminder used to assist staff in teaching, modeling, and reinforcing PBIS in all areas of our school.

At Libby Middle School, our matrix acronym is GOLDEN. This stands for:

- G**ood intentions
- O**wn your actions
- L**isten first
- D**o your best
- E**mpathize with others
- N**ice

With PBIS, schools teach and reteach students positive behaviors and coping strategies, just as they would teach about any other subject. During the first couple weeks of school, after every major school break (Winter and Spring breaks), and as needed during the school year, school staff use the matrix to explicitly teach students the behavioral expectations at Libby Middle School.

The behavior matrix and definitions of minor and major behavioral errors are provided on the following pages.

Behavior Matrix



G

O

L

D

E

N

GOOD INTENTIONS

OWN MY ACTIONS

LISTEN FIRST

DO MY BEST

EMPATHIZE WITH OTHERS

BE NICE

**CLASSROOM/
LIBRARY**

Have all materials and be ready to learn, and keep Chromebooks charged

Be in charge of your own learning and help support the learning of others

Active Listening SLANT

- Sit up
- Listen
- Ask questions
- Nod your head
- Track speaker

Continue to try, even when it's hard

Accept the differences in your classmates

Speak kindly to all, help when you see a problem, keep environment clean, and use good manners at all times

HALLWAYS

Face forward and use walking feet on the right side of the hallways and stairs

Keep hands & feet to self and use time wisely

Keep your voice at or below a level 2

Keep the hallways clean

Share an encouraging word with those you pass by

Respect personal space of others

BATHROOM

Use nearest bathroom and return directly to class

Throw all trash in the trash can

Give others privacy

Use equipment properly and use only what you need

Respect personal space

Encourage others to do what is right

COMMONS

Clean up after yourself

Be aware of those around you when you walk

Quickly quiet to a level 0 during all staff announcements

Keep space clean and use proper line behavior

Speak at a level 2 or below

Help others just to be nice- Kindness always

OUTSIDE TIME/GYM

Play fairly and take turns

Follow the rules, even when nobody's watching

Listen to all directions from staff members

Take good care of the equipment and help clean up, even if you didn't play with it

Include everyone that wants to participate and invite others to join

Use problem solving strategies during conflicts

Definitions of Minor and Major Behavioral Errors

Staff-Managed Behavioral Errors (Minors)		
Behavioral Error	Definition	Examples
Academic Dishonesty	Student claimed someone else's work as their own, or has signed a person's name without permission	<ul style="list-style-type: none"> ● Forging signature on school communications ● Plagiarism (first offense)
Defiance/ Noncompliance/ Insubordination	Student engages in brief or low-intensity failure to follow directions.	<ul style="list-style-type: none"> ● Refusal to complete classwork ● Refusal to following directions ● Talking back ● Ignoring instructions ● Not cleaning up
Destruction of Property/Vandalism	Student engages in low-intensity misuse of property.	<ul style="list-style-type: none"> ● Damage that is easily cleaned or restored – writing on desk, chair, etc. ● Ripping/ruining minor items such as folders, paperclips, etc.
Disruption	Student engages in low intensity, but inappropriate behaviors that cause class disruption.	<ul style="list-style-type: none"> ● Repeated making noises ● Talking or blurting at inappropriate times, side conversations with peers ● Out of seat in a manner that is disruptive ● Misuse of classroom materials (no threat to safety)
Dress Code	Student wears clothing that is disruptive to the learning environment or hamper the safety of themselves or others	<ul style="list-style-type: none"> ● Please see the District's Dress Code Guidelines.
Inappropriate Display of Affection	Student engages in consensual yet inappropriate (as defined by school community), verbal and/or physical gestures/contact of a sexual nature.	<ul style="list-style-type: none"> ● Holding hands, sitting on someone's lap, cuddling, etc.
Inappropriate Language	Student engages in low-intensity instance of inappropriate language.	<ul style="list-style-type: none"> ● Swearing that is not directed at a person ● Put-downs or taunts that are rude but not major violations – “stupid”
Physical Aggression	Student engages in non-serious, but inappropriate physical contact. Horseplay = physical contact intended as playful and not harmful including play-fighting.	<ul style="list-style-type: none"> ● Horseplay such shadow boxing, chin touch game, play fighting, finger guns, gun sounds ● Unwanted touching of others without their permission such as pushing/shoving, cutting in line, etc.
Tardies	Student is late to class without an excused note	<ul style="list-style-type: none"> ● Walking into class after the bell rings

Technology Violation	Student engages in non-serious, but inappropriate use of electronic devices such as cell phone, music/video players, camera, Chromebook/laptop/computer, or iPad.	<ul style="list-style-type: none"> Streaming media without permission and/or inappropriate use of technology Inappropriate communication on technology (no threat to safety)
Theft	Student is in possession of, having passed on, or behind responsible for removing someone else's property (minor item).	<ul style="list-style-type: none"> Stealing or hiding stolen property

Office-Managed Behavioral Errors (Majors)		
Problem Behavior	Definition	Examples
Academic Dishonesty	Student claimed someone else's work as their own, or has signed a person's name without permission.	<ul style="list-style-type: none"> Forged notes/signature for field trips, etc. Repeated plagiarism
Defiance/ Noncompliance/ Insubordination	Repeated failure to comply with or follow reasonable directions or requests of staff. This includes but is not limited to non-compliance (not related to work completion) and defiance.	<ul style="list-style-type: none"> Blatant and ongoing refusal to follow staff directions Repeated arguing Failure to identify self
Destruction of Property/Vandalism	Student participates in an activity that results in damage or disfigurement of school property or the property of others.	<ul style="list-style-type: none"> Graffiti or vandalism with breakage Damage that is not easily restored such as carving name on desk
Disruption	Willful conduct which creates a disturbance on school premises or interferes with the educational process.	<ul style="list-style-type: none"> Serious interference with class or school activity such as yelling, throwing objects maliciously, setting off a false alarm, etc.
Dress Code	Student repeatedly wears clothing that is disruptive to the learning environment or hamper the safety of themselves or others	<ul style="list-style-type: none"> Please see the District's Dress Code Guidelines.
Harassment, Intimidation & Bullying (HIB)	Any intentional electronic, written, verbal, or physical act, including but not limited to one shown to be motivated because of his/her perception of the victim's race, color, religion, ancestry, national origin, gender, sexual orientation, or mental, physical, or sensory handicap or other distinguishing characteristics.	<ul style="list-style-type: none"> Chronic teasing, taunting, name-calling Stalking Cyberbullying Malicious gossip
Inappropriate Display of Affection	Student engages in consensual yet inappropriate (as defined by school community), verbal and/or physical gestures/contact of a sexual nature.	<ul style="list-style-type: none"> Kissing, groping, making out
Inappropriate/ Abusive Language	Student delivers messages towards an adult or classmate that include swearing, name-calling, or use of words in an inappropriate way, including hand gestures.	<ul style="list-style-type: none"> Blatant, purposeful swearing directed at a student or staff member Inappropriate hand and body gestures directed at others
Inappropriate Location/Eloping	Student is in an inappropriate location or misses class without permission.	<ul style="list-style-type: none"> Intentionally out of assigned area, eloping, skipping class, or leaving school without permission Not leaving or returning to an area when requested to do so
Physical Aggression/ Fighting	Student engages in actions involving serious and non-consensual physical contact where injury may occur.	<ul style="list-style-type: none"> Intentional hitting, punching, kicking, pulling hair, spitting, scratching, wrestling, slapping game Throwing objects at/towards other students or staff Unwanted touch that is harmful and/or sexual in nature
Restricted	Student uses, is in possession of, or is distributing alcohol,	<ul style="list-style-type: none"> Alcoholic drinks

Substances	tobacco, drugs or the paraphernalia associated with these.	<ul style="list-style-type: none"> • Cigarettes, vapes, marijuana • Prescription medication • Lighters
Tardies	Student is repeatedly late to class without an excused note	<ul style="list-style-type: none"> • Repeatedly walking into class after the bell rings
Technology Violation	Student engages in inappropriate use of electronic devices.	<ul style="list-style-type: none"> • Repeated refusal to put away phone/electronic device in classroom • Intentionally accessing, sharing, or sending explicit content or curse words • Repeated accessing inappropriate websites/online content, hacking, or inappropriate communication
Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property.	<ul style="list-style-type: none"> • Stealing or hiding stolen property
Threats	Student directs or implies threats of violence towards students or staff.	<ul style="list-style-type: none"> • Direct or implied threats of violence • Challenges to fight
Use or Possession of Weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	<ul style="list-style-type: none"> • Knives including pocketknives • Guns including BB guns, 3D printed guns, look-alikes, etc.

Consequences for Behavioral Errors

The Libby Middle School administrators will use specific District policies, past precedents, and their discretion when determining both the type of behavioral violation and the appropriate response and/or sanction. Richland School District [Policy 3200](#) contains a description of student conduct expectations and reasonable sanctions.

School Safety

At Libby Middle School, we are concerned with the physical, social, and emotional safety of every member of our learning community. For physical safety, our school conducts monthly drills to practice and troubleshoot procedures in the case of an emergency. In terms of social and emotional safety, our PBIS matrix outlines the behavioral expectations that promote positive and pro-social interactions. Additionally, our team is dedicated to building relationships with and supporting the social-emotional needs of all students. Through these measures, we seek to create a collaborative, fun, and safe learning environment.

Some of our District and school safety policies and procedures are provided below. Please note that this is not an exhaustive list. If you have any questions about safety, please contact a building administrator.

Emergency Drills

Emergency drills are conducted throughout the school year, so students and staff are familiar with emergency procedures. Students are expected to know emergency building evacuation routes. Students are also expected to respond appropriately to alerts or situations, as supervised by staff members. These are serious procedures which help us prepare in the event of a real emergency.

The following is a summary of the emergency response situations and procedures for Libby Middle School:

Lockdown Procedures

In the event of an intruder on campus, hostage situation, or similarly threatening circumstance, it may be necessary to implement a “critical” lockdown to protect Students and Staff. Such a procedure may include the following:

- Detention of Students in classrooms or a designated safe area;
- “Sweep” of the hallways by Staff to bring stray Students safely into classrooms;
- Review of safety procedures to maintain order and calm; and
- Lockdown of doors, windows, and building exits until an “all clear” signal is relayed.

Evacuation Procedures

In the event of an evacuation, everyone is expected to move in an orderly and silent manner to locations as directed by their teachers, where attendance will be taken. If the fire alarm sounds when students are in the hallways, they should leave by the nearest exit and line up with the teacher from their previous class (i.e., if the fire alarm sounds between 1st and 2nd period, Students will line up with their 1st period teacher).

Students that are disruptive during emergencies and/or drills will be sent to the office following such emergency/drill to meet with an administrator and disciplinary action may be taken.

Advice to Parents During Emergency Situations

During any emergency situation, the students’ safety and security are of utmost importance to us. In order to assist us with maintaining accountability and safety, parents/guardians should refrain from coming to the school during an area disaster alert. Listen to the local radio and television stations for school closure or evacuation instructions. Information on where to pick up students will be available through news stations (AM610-KONA). We will also use our automated calling system, website, the District website, and our school’s social media pages to keep families updated with information.

Discrimination and Sexual Harassment

Non-Discrimination Statement

Richland School District [Policy 8900](#) addresses nondiscrimination of staff and students. The District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

Richland School District
6972 Keene Road
West Richland, WA 99353
(509)967-6000

Civil Rights Coordinator and Compliance Coordinator for State/Federal Law:
Galt Pettett (Galt.Pettett@rsd.edu)

Title IX Coordinators:

Students: Tory Christensen (Tory.Christensen@rsd.edu), Assistant Superintendent

Personnel: Tim Praino (Tim.Praino@rsd.edu), Executive Director, Human Resources

Section 504 Coordinators:

Personnel: Tim Praino (Tim.Praino@rsd.edu), Executive Director, Human Resources

Facilities: Richard Krasner (Richard.Krasner@rsd.edu), Executive Director, Support Services

Student Services: Brian Moore (Brian.Moore@rsd.edu), Assistant Superintendent

The Richland School District will also take steps to assure that national origins persons who lack English language skills can participate in all education programs, services and activities. For information regarding translation services or transitional bilingual education programs, contact the RSD Special Programs Office at (509)967-6050.

You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a complaint (see below). For a copy of your district's nondiscrimination policy and procedure, contact your school or district office or view it online here: Policy 3210 & Procedure 3210

<https://app.eduportal.com/documents/view/870013> and

<https://app.eduportal.com/documants/view/870014>.

Sexual Harassment

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

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

- A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communication in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or
- The conduct substantially interferes with a student's educational performance, or creates an intimidating or hostile educational or employment environment.

Examples of sexual harassment include:

- Pressuring a person for sexual favors;
- Unwelcome touching of a sexual nature;
- Writing graffiti of a sexual nature;
- Distributing sexually explicit texts, e-mails, or pictures;
- Making sexual jokes, rumors, or suggestive remarks; or
- Physical violence, including rape and sexual assault.

You can report sexual harassment to any school staff member or to the District's Title IX Officer, who is listed above. You also have the right to file a complaint (see below). For a copy of your

District’s sexual harassment policy and procedure, contact your school or district office, or view it online here: Policy 3205 & Procedure 3205

<https://app.eduportal.com/documents/view/869999> and

<https://app.eduportal.com/documents/view/870000>.

Complaint Options: Discrimination and Sexual Harassment

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

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

Complaint to the School District

Step 1. Write Out Your Complaint

In most cases, complaints must be filed within one year from the date of the incident or conduct that is the subject of the complaint. A complaint must be in writing. Be sure to describe the conduct or incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and describe what actions you believe the District should take to resolve the problem. Send your written complaint—by mail, fax, email, or hand delivery—to the District superintendent or civil rights compliance coordinator.

Step 2: School District Investigates Your Complaint

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

Step 3: School District Responds to Your Complaint

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

Appeal to the School District

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

Complaint to OSPI

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

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

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

Mail or hand deliver: PO Box 47200, 600 Washington St. S.E., Olympia, WA 985047200

For more information, visit our [website](#), or contact OSPI's Equity and Civil Rights Office at 360725-6162/TTY: 360-664-3631 or by e-mail at equity@k12.wa.us.

Gender-Inclusive Schools

Richland School District [Policy 3211](#) details the District's commitment to fostering an educational environment that is safe and free of discrimination for all students, regardless of gender expression, gender identity, or sex. To that end, the Board recognizes the importance of an inclusive approach toward transgender and gender-expansive students with regard to key terms, communication and the use of names and pronouns, student records, confidential health and education information, communication, restroom and locker room use and accessibility, sports and physical education, dress codes, and other school activities, in order to provide these students with an equal opportunity for learning and achievement.

This policy is a component of the District's responsibility to create and maintain a safe, civil, respectful and inclusive learning community and will be implemented in conjunction with comprehensive training of staff and volunteers. Specific training requirements are included in the accompanying procedure. The Superintendent will appoint a primary contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the District. The District compliance officer will participate in at least one mandatory training opportunity offered by OSPI

This policy and its procedure will support that effort by facilitating district compliance with local, state and federal laws concerning harassment, intimidation, bullying, and discrimination.

Cross References: 3207 - Prohibition of Harassment, Intimidation, and Bullying
 8900 - Nondiscrimination
 3600 - Student Records

Legal References: RCW 28A.642 Discrimination Prohibition
 20 U.S.C. 1232g, 34 C.F.R., Part 99 - Family Education Rights and Privacy Act

Management Resources: 2014 - December Issue
2013 - December Issue
Prohibiting Discrimination in Washington Public Schools - OSPI
Guidelines for school districts to implement Chapters 28A.640 and
28A.642 RCW and Chapter 392-190 WAC (February 2012)

Adoption Date: November 26, 2019

Students

Gender Inclusive Schools

The principal or building administrator– or an appropriate, designated school employee–is encouraged to request a meeting with a transgender or gender-expansive student upon the student’s enrollment in the Richland School District or in response to a currently enrolled student’s change of gender expression or identity. Before contacting a student’s parents, the school will consult with the student about the student’s preferences regarding family involvement and honor those preferences.

The goals of the meeting are to:

- develop understanding of that student’s individual needs with respect to their gender expression or identity, including any accommodations that the student is requesting or that the District will provide according to Policy 3211 and this procedure and under state and federal law; and
- develop a shared understanding of the student’s day-to-day routine within the school so as to foster a relationship and help alleviate any apprehensions the student may have with regard to their attendance at school.

The school may not require the student to attend a meeting as a condition of providing them with the protection to which they are entitled under Policy 3211, this procedure, and state and federal law regarding gender expression or identity.

The District will not condone the intentional or persistent refusal to respect a student’s gender identity or gender expression, or inappropriate release of information regarding a student’s transgender or gender-expansive status.

To view all parts of Procedure 3211 see the following:

<https://app.eduportal.com/documents/view/736045>

Harassment, Intimidation, Bullying, and Cyber-Bullying Policy

The Richland School District, in [Policy 3207](#), has a Harassment, Intimidation, Bullying and Cyber-Bullying section, which clearly states that bullying or harassment of any kind will not be tolerated on our campuses. “Harassment, Intimidation, Bullying and Cyber-Bullying” means any intentional written message or other visual communication or physical act, gesture or omission, including but not limited to, one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical

disability or other distinguishing characteristics, when engaged in with the intent to, creating a substantial and unjustifiable risk of, creating the threat of, or with the natural end result of:

- Physically harming a student or damages the student's property; or
- Has the effect of substantially interfering with a student's education; or
- Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school;
- Casts a student or member of student's immediate family in such light as to subject them to torment, ridicule or shame;
- Constitutes a crime pursuant to Federal, State or Local laws;
- Subjects a student to unwanted or illegal pornographic material;
- Portrays a student in a state of nudity, engaging in sexual acts, or in such a state of near nudity as to subject the student to shame and embarrassment.

Further, the Policy:

- Encourages all students and staff to report any incident of bullying or harassment to an appropriate school official;
- Establishes an informal and formal process for filing complaints;
- Protects the reporting person from reprisal, retaliation, or false accusation against a victim or witness.
- Harassment in school is unwanted attention from other students and is not tolerated. It may include, but is not limited to:
 - Leering, pinching, grabbing, pushing, teasing;
 - Spreading gossip or rumors;
 - Expressing unwanted comments or jokes (directly told or overheard);
 - Implied verbal or written threats.

Harassment may carry the message that if the victim does not comply with demands, there may be retaliation. Victims of harassment should report the problem to a staff member as soon as possible. The staff member will then work with the student to see that appropriate action is taken.

“Cyber-bullying” means any harassment, intimidation or bullying, when such is accomplished by utilizing electronic communication media. Such media includes email messages, text messages, instant messages, social networking sites, Internet-based video sites and posting of blogs. This also includes the following actions towards engaging in harassment, intimidation, bullying or cyberbullying activity.

Weapons and Look-Alike Weapons

There is a strict no-tolerance policy at Libby Middle School for weapons and look-alike weapons. A student may be guilty of this section if the student has a firearm or other weapon on school premises, at a school-sponsored event, on District-provided transportation, at any official District bus stop, or in other areas of other facilities being used exclusively for school activities.

This includes when a student acts with malice as defined under [RCW 9A.04.110](#) and displays a device that appears to be a firearm. Objects and conduct that fall outside this should be addressed under other sections of the District Policy, as appropriate.

Any student who is determined to have carried a firearm or to have possessed a firearm on school premises, District-provided transportation, or school-sponsored activities at any facility shall be expelled from school for not less than one year (12 months) under [RCW 28A.600.420](#), with notification to parents and law enforcement. The superintendent or the superintendent's designee is authorized to modify the expulsion of a student on a case-by-case basis.

The School 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. Expulsion may result based upon the administrator's judgment of the seriousness of the act or circumstances surrounding the act, and/or the previous record of the student.

Possessed or brought to school a "weapon" is defined, by School District Policy, as, but at least the following:

- Handgun;
- Shotgun/Rifle;
- Multiple firearms;
- Other firearm as defined below;
- Other weapon as defined on below.

Other firearm is defined by the [Gun Free Schools Act](#) as:

- Any weapon (including zip guns, starter guns, and flare guns) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive;
- The frame or receiver of any handgun, shotgun, or rifle;
- Any firearm muffler or firearm silencers;
- Any destructive device, which includes:
 - any explosive, incendiary, or poison gas (such as: bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one quarter ounce, mine, or similar device);
 - any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one half inch in diameter;
 - any combination or parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.
 - knife/dagger.

Other weapon is defined by the Gun Free Schools Act as:

Anything used as a weapon that is not classified as a handgun, rifle/shotgun, knife/dagger, or other firearm. Examples include chains, pipes, razor blades or similar instruments with sharp cutting edges; ice picks, pointed instruments (pencils, pens); nun-cha-ka sticks; brass knuckles; stars; billy clubs; tear gas guns; electric weapons (stun guns); BB or pellet guns; and explosives or propellants.

Searches: Based on reasonable suspicion, searches of students and their possessions may be done by school administration. Lockers may be searched at any time for the safety of our students and staff.